UNITED WAY OF METROPOLITAN CHICAGO

STRONG NEIGHBORHOODS IMPACT FUND

FY18-19 GRANT GUIDELINES
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I. Introduction
For more than 80 years, United Way of Metropolitan Chicago has mobilized caring people to invest in the communities where resources are needed most. We partner with community stakeholders and organizations to harness all of our resources to support individuals and families in four key issue areas: Income, Education, Health, and Safety Net, which we believe are essential to building strong households and strong neighborhoods. Each issue area is composed of a specific set of strategies and objectives which come together as an integrated approach to supporting people striving to reach their full potential.

In the FY18-19 Grant Cycle, UWMC will support the strategies outlined below within our issue areas. These guidelines are designed to help you understand how we are looking to fund these strategies, our priorities, expectations, and the full application process. Information here is applicable for both current and non-current UWMC grantees.

<table>
<thead>
<tr>
<th>Issue Area</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Education</td>
<td>• Early Learning</td>
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<td>• Middle School</td>
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<tr>
<td>Income</td>
<td>• Career Pathways</td>
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<td>• Financial Capability</td>
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<td>• Tax Preparation</td>
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<td>Health</td>
<td>• Mental and Behavioral Health</td>
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<td>• Community Health</td>
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<td></td>
<td>• Health Access and Literacy</td>
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<td>Safety Net</td>
<td>• Housing</td>
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<td>• Safety from Violence</td>
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<td>• Legal Assistance</td>
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<td>• Food</td>
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In the last application cycle, UWMC received hundreds of proposals for funding. We appreciate the time organizations put forth in preparing applications and understand that applying for a grant can be a complicated and onerous process. UWMC staff is available to answer questions about the process. We believe that you will likely find many of the answers to your questions here along with a Frequently Asked Questions (FAQ) document. If you would like to speak with a UWMC staff member, please email communityimpact@uw-mc.org including the nature of your question, and we will gladly connect you the appropriate person from our team.

II. How We Make Grants
UWMC runs a competitive application process to support high quality programs serving individuals and families in our geographic footprint. Those that are selected for funding align precisely with our areas of focus, follow evidence-informed, promising practices for service delivery, demonstrate effectiveness with data-rich results, and utilize UWMC’s published and updated performance measurement frameworks (see Appendix C).

UWMC funding is unrestricted and can be used to support programmatic, administrative, and/or organizational overhead costs. Grantees are responsible for reporting on the outcomes in their funded strategies, but the dollars may be used however the organization deems fit, in compliance with all non-profit state and federal regulations.

A. How Our Application Process Works
October 24–November 18, 2016: Online Letter of Inquiry (LOI) submission period is open.

Organizations that fall into the following categories must submit an LOI:

- **Agencies Not Currently Funded By UWMC:** Organizations that don’t currently receive UWMC funds are required to submit an LOI to be considered for the next phase of the application process. We encourage
you to review the grant guidelines to ensure your organization is a good fit for UWMC funding before submitting an LOI.

- **Agencies currently funded by UWMC that are seeking funding in new issue areas, new strategies, or from a new UW office:** A currently funded organization must submit an LOI for any additional issue areas/strategies or UWMC offices in which they are not currently funded.

- **Agencies that were funded in FY16-17 in Health Access-Primary Care:** Currently funded organizations will be automatically invited to submit a formal proposal in January 2017 for their currently funded programs and do not need to submit an LOI for their current programs – except for Health Access – Primary Care programs. Changes to the Health portfolio require currently funded agencies to submit an LOI for their Access – Primary Care programs to ensure continued alignment.

All organizations may submit only one LOI in response to this invitation, regardless of the number of UW offices and issue areas included (UWMC has four regional offices: Chicago, West Suburban, North-Northwest Suburban, and South-Southwest Suburban).

If your proposed program will serve residents in one or more of UWMC’s ten Neighborhood Network communities (See Section II. B 4 of the grant guidelines for a list of these communities) your LOI must also:

- Specify the amount of funding requested for, the strategies to be implemented in, and the projected percentage of your clients that reside in the Neighborhood Network community separately from other Partner Communities
- Include a Letter of Support from the Steering Committee of the Neighborhood Network

LOIs will be accepted electronically through our web-based grants management system, Apricot for Funders. Hard copies or emailed versions will not be reviewed. Pre-registration is required in order to submit an LOI via Apricot.

To be considered for FY18-19 funding, you must visit our pre-registration website no later than October 12, 2016. You will receive a username, if you don’t already have one, instructions on how to complete the Apricot registration and access to the electronic LOI forms when the LOI opens. *(Current grantees that already have an Apricot username still need to pre-register.)*

Please note that the LOI phase will be extremely competitive and a very small percentage of organizations will be invited to submit full applications.

December 16, 2016: UWMC communicates LOI decisions to agencies.

Agencies who submitted LOIs are notified whether they will be invited to submit full proposals. At this time, UWMC will also share the content of the application with those agencies.

January 5-February 2, 2017: Online application period is open.

The online application will be open for four weeks for the following three groups:

1. All agencies currently funded by UWMC in FY16-17 may submit an online application for the issue areas/strategies in which they are currently funded...
2. Agencies currently funded by UWMC that are also invited to submit a proposal for additional issue areas/strategies not currently funded will submit an additional section in their online application.
3. Agencies not currently funded by UWMC that are invited to submit a full proposal will complete the full online application.

Please note that all organizations must submit an electronic application using UWMC’s online database, and UWMC will under no circumstances accept hard copy applications, incomplete applications, or applications submitted after the deadline of **Thursday, February 2, 2017 at midnight CT.**
February-June 2017: Volunteer committees make allocations decisions.

UWMC staff review applications that are submitted by the deadline for completeness and to ensure that basic funding prerequisites are met. Proposals are then scored and presented to local volunteer advisory committees for review and recommendations. The local volunteer advisory committees at each regional office are charged with designing high-quality investment portfolios that uniquely build upon the assets that strengthen neighborhoods. Each local committee then recommends a set of grantees for funding to be reviewed and approved by the UWMC Board of Directors in June 2017. Decisions made by the UWMC Board of Directors are final.

June 2017: Funding notification:

Following UWMC Board of Directors’ approval in June 2017, UWMC promptly notifies all applicants of final decisions by letter. Award letters to organizations selected for funding include information about the grant contract and funding commencement. Organizations that are not selected for funding receive information about how to contact UWMC staff for constructive feedback on the proposal, if desired. Contracts are for two years of funding, from July 1, 2017 through June 30, 2019.

B. Letter of Inquiry and Application Criteria

Before you consider submitting an LOI, please read the following sections carefully and answer three key questions, each of which is explained in detail below:

1. **Basic Criteria**: Is your organization/application able to meet the basic funding criteria?
2. **Geography**: Which UWMC offices are likely to consider your application for funding, given the population(s) that you serve, your existing partnerships, and depth of impact? Keep in mind Safety Net programs are not geographically bound.
3. **Issue Area(s)**: Do your programs and services fit exactly within one or more of UWMC’s issue area strategies?

1. **Basic Criteria: Funding Prerequisites**

Before submitting an LOI, all organizations should verify that they are able to comply with UWMC’s basic funding criteria, as listed below:

1. Request as % of budget: Your total request should not exceed 30% of the agency’s annual budget.
2. Demonstrable history of or significant commitment to local collaboration in the areas of service delivery and community change.
3. Incorporated as a non-profit organization and has been delivering services from an appropriate facility for at least two years at the time of submission.
4. Exempt from federal income tax as a 501(c) 3 and in compliance with regulations and requirements of the Illinois Charitable Trust Act, Illinois Solicitations Act and Internal Revenue Code.
5. Licensed by all appropriate licensing authorities (if applicable).
6. Does not discriminate based upon actual or perceived age, race, color, religion, sex, gender, sexual orientation, gender identity/expression, veteran or marital status, national origin, ancestry, citizenship, disability, or health status in any area of board or organizational operations.
7. Governed by an all-volunteer board of directors; board members are not compensated for their involvement.
8. Operate with a minimum of one full-time staff person who is in charge of day-to-day activities and overall administrative responsibilities.
9. Agree not to solicit donor designations on behalf of the agency through the UWMC campaign.
10. The organization has proof of current directors’ and officers’ liability insurance and maintains compliance with all applicable legal and licensing requirements and maintains appropriate insurance coverage.
11. Organization has written personnel policies and procedures that are in compliance with federal, state and local laws governing employment and working conditions.
2. **Geography: The United Way of Metropolitan Chicago**  
**Regional United Way Offices**

UWMC is comprised of four regional offices: Chicago, West Suburban, North-Northwest Suburban, and South-Southwest Suburban. While all regions use the same LOI and application for funding, applicants must specify to which regional office(s) they are requesting funding. An organization serving clients across multiple regional offices may apply to more than one region through a single LOI and subsequently a single application. Funding decisions, however, are made separately and independently by the volunteer advisory committees that represent each regional office. Those local offices are interested in how providers meet the needs, leverage assets, and engage and serve local communities.

**UWMC’s Partner Communities**

Additionally, UWMC has identified a specified set of Partner Communities around the region that exhibit high need and potential for change, as established by income, unemployment, educational and capacity measures. These communities will be the focal point for program funding and related community work in the three identified issue areas of Education, Income and Health. Please note that Safety Net program funding is not confined to Partner Communities and may be allocated anywhere within the UWMC footprint. Please review the UWMC Partner Communities (see Appendix A) within each of the region to determine if your organization has a significant presence in the Partner Communities listed. “Presence” is a function of the residence of participants served as well as the location of service provision.

**Inclusion of High Barrier Populations**

While UWMC believes it is important to center its Education, Income and Health resources within designated Partner Communities for maximum impact, we are also committed to the inclusion of high barrier populations, defined as the following groups. Therefore, programs in ANY of our strategies that target these populations specifically in their work, are given special consideration for funding across issue areas:

- Homeless individuals and families
- Youth in foster care/wards of the state and unaccompanied youth
- Opportunity Youth (youth aged 16-24 who are not connected to school or work)
- People with disabilities
- Immigrants/refugees
- LGBT individuals
- People with criminal backgrounds/re-entry population
- Military veterans
- The frail elderly (aged 75+)

In order to make a compelling, competitive, case for funding, agencies must be prepared to document the needs and barriers of the population(s) served, the agency’s expertise and track record for serving this population, the best practice service model(s) employed, and the partnerships employed to support impact for this population. **Please note that funding for high barrier populations outside of Partner Community boundaries will be limited and highly competitive.**

3. **Issue Area(s): UWMC Impact Alignment**

Organizations interested in submitting an LOI may request funding for one or more issue areas. At the application review phase, each issue area team at UWMC will review its set of applications independently of the other issue areas to determine fit within the issue area(s) selected. Ultimately, issue area teams will design investment portfolios by contributing to the highest quality service providers in each regional office. (Some organizations selected may receive funding in more than one issue area.)

Although organizations may submit only one LOI for funding, the LOI may request funding from multiple regional offices across multiple issue areas and from one or both funding options. UWMC will also accept single issue area, single office requests. Organizations should decide which issues area(s) to address according to local presence/knowledge and strategy/outcome alignment. UWMC does not prioritize a multi-issue area request over a
single issue area request, but rather selects grantees based on alignment with criteria, ability to report on outcomes, and potential for impact.

When applying for funding under UWMC issue areas, organizations must be prepared to:

1. Review Grant Guidelines (this document) and the four UWMC measurement frameworks (see Appendix C) to determine if your organization's programs fit exactly within UWMC's funding priorities.
2. Select which issue areas are an exact fit for your organization. You should consider only applying for areas where there is strongest alignment.
3. Prepare an LOI/application that clearly captures the best practices, partnerships, and impact of your organization's services.

4. UWMC's Neighborhood Networks

The Neighborhood Network is United Way of Metropolitan Chicago's region-wide strategic initiative to address local community challenges by driving focused collaboration to achieve lasting change. Working with a lead partner in the community, United Way funds and guides the work of the Neighborhood Network toward achieving its collective goal.

United Way Neighborhood Network communities have been selected based on both level of need and their capacity to improve lives for their residents with the additional investment, partners and strategies of the Neighborhood Network model. In each community, with United Way funding and coordination, stakeholder coalitions are identifying a common goal they want to work toward over the next several years. UWMC’s Neighborhood Network communities are:

- Brighton Park
- West Chicago
- Austin
- Evanston
- Little Village
- Auburn Gresham
- Blue Island/Robbins
- Bronzeville
- Cicero
- South Chicago

For organizations that are part of the neighborhood networks, please refer to Appendix E for more information on your specific application requirements. Those organizations must meet UWMC’s basic eligibility criteria, be an active member of one of the above networks, provide program services within one of our four issue areas to residents of that neighborhood and provide a letter of support from the network’s Steering Committee.

C. Results: Community Fund Semi-Annual Reporting

Organizations selected for funding are required to measure performance against issue area metrics and report results using UWMC’s online reporting system. Reporting includes: projections of annual outcomes at the start of the award period; mid-year performance; year-end performance; comprehensive financial information; participant demographics; communities served; program site locations; narrative descriptions of program progress and challenges; and a success story. Continued funding is contingent upon timely and complete reporting. UWMC also conducts site visits of all our grantees once funded. In some cases, UWMC may request an additional site visit for non-compliance issues. Non-compliance may result in a disruption or termination of funding.

Issue Area Indicators: UWMC has identified key indicators of progress and success for each strategy. The indicators drive toward specific outcomes in each of our focus areas. A complete list of the indicators and corresponding definitions can be found by issue area at the end of the grant guidelines.

Partner agencies are required to report data for all of the indicators in each strategy for which funding is received. For example, if an organization is funded in the Early Learning strategy of the Education issue area, then it is
responsible for reporting on all of the Early Learning indicators. Organizations that fail to submit complete reports will be considered non-compliant.

**FY18 Projections:** Shortly after awards are announced, grantees will be required to submit projected numbers for each of the indicators within their funded strategies. The projections represent the educated guess for how the funded program will perform during the upcoming grant year, based on the program’s past enrollment and participant success. UWMC recommends that projections be as realistic as possible based on the information agencies have available, as both under- and over-projecting services may raise concerns.

**Mid-Year Report:** Approximately six months into the program year, funded agencies will submit a brief report about activities to date. The report will include selected strategy indicators, as well as narrative descriptions of program progress and the ongoing challenges program participants face in their everyday lives. The qualitative information allows UWMC to better understand how agencies deliver programs and the context in which it is being done. Partner agencies are also required to submit comprehensive financial information about the prior two fiscal years at this time.

**Year-End Report:** At the end of each program year, partner agencies will submit a full report of their program’s activities. The report will cover the time period from July 1th through June 30th and include the following components: all funded strategy indicators and narratives; participant demographics; communities served; site locations; and at least one success story.

- **Strategy Indicators:** All quantitative indicators listed under a strategy within the Measurement Framework.
- **Strategy Narratives:** Qualitative questions associated with specific strategies.
- **Demographics:** Program participants’ race/ethnicity, age, gender, economic status, disability status (if available), sexual orientation (if available), veteran status (if applicable), homeless (if applicable), wards of the state/youth in foster care (if applicable), female heads of household (if applicable), immigrant or refugee status (if applicable), criminal background/re-entry population (if applicable). Reported by agency, not program.
- **Communities Served:** Number of people served living in each Chicago Community Area or suburban municipality within UWMC’s footprint. Reported by agency, not program.
- **Site Locations:** Name and address of locations where UWMC-funded programs are conducted.
- **Success Story:** The story of one client who has successfully utilized the agency’s UWMC-funded program.
All of the above components must be submitted annually in order for a partner agency to be deemed compliant.

**Additional Reporting Notes:** UWMC does not fund on a fee-for-service basis, but rather funds programming that will deliver on identified outcomes. Therefore, organizations must agree to report on outcomes and indicators for all participants in UWMC-funded programs, rather than some portion of client population served.

UWMC utilizes outcome data to gauge the performance of an agency throughout the program year. We may reach out for clarification in the event that an agency’s year-end report does not reflect what was projected at the start of the grant cycle, or if there is missing or unsatisfactory data. We encourage grantees to contact Issue Leads, Regional Program Managers, or UWMC’s Measurement staff when circumstances arise that may affect performance rather than wait until year-end reporting.

**D. Results: Neighborhood Network Program Semi-Annual Reporting**

UWMC supports Issue Area-aligned programs within a Neighborhood Network that contribute to that community’s common agenda. These programs will be identified during the allocations process with assistance from the Neighborhood Network lead agency or steering committee. Awards for Neighborhood Network programs are to be used strictly within a Neighborhood Network. Separate reporting for those funds will allow UWMC and agency partners to demonstrate the overall impact of the Neighborhood Network and provide data for continuous program improvement within coalitions.

Agencies receiving funds for Neighborhood Network programs will commit to aggregate data sharing with other Network partners in an MOU. Additionally, they will report on the same content and schedule as Community Fund grantees. Projections, mid-year reports, and year-end reports will include data only for clients in the Neighborhood Network community.

If an agency also receives a Community Fund grant to conduct the same program with non-Neighborhood Network clients, the agency will be required to submit two separate, mutually-exclusive reports.

**E. Grant Requests and Allocations**

The minimum an organization may request is $25,000 per agency, which may be across multiple regional offices. In order to sufficiently strengthen neighborhoods and agencies who serve them, the minimum request per strategy is $10,000, however keep in mind that UWMC will no longer fund an agency at less than $25,000 total. Your total organization request may not exceed $500,000, nor can it exceed 30% of your organization’s overall budget.

The average UWMC grant size is currently $68,000 and varies widely by organization. We recognize that some program strategies require a greater investment for impact than others, and given that we ask for outcome data on all program participants, we do not have a specific dollar amount “per client served” benchmark. In determining the appropriate fund level to request, UWMC asks that your request be reasonably proportionate to the programming described. A large grant request that appears disproportionate to the program may jeopardize the LOI or application.

UWMC funding is unrestricted and can be used to support programmatic, administrative, and/or organizational overhead costs. Grantees are responsible for reporting on the outcomes in their funded strategies, but the dollars may be used however the organization deems fit, in compliance with all non-profit state and federal regulations.

Throughout all UWMC documents, all grant requests and award amounts are annual, but they apply for each of the two years of the FY16-17 granting period. For example, if your organization requests and is awarded $50,000 in Education, this means that your organization will receive $50,000 in FY18 and $50,000 in FY19, for a total grant award of $100,000 in equal installments over the two year grant period.

**III. What We Look For: Selection Criteria**

UWMC invests in partners that align with our strategy, show promise, and have a proven track record of advancing the impact or scale of their work. Where possible, UWMC will seek areas of “critical mass” in Partner Communities (see Appendix A for UWMC Partner Communities) where we see a convergence of strong partners with high
impact potential working to achieve Strong Neighborhood goals. When determining potential, UWMC seeks partners that demonstrate organizational capacity for impact, high quality service delivery, and a strong track record for achieving desired outcomes. Proposals that demonstrate a compelling need for the program and close alignment with our strategic framework will be looked upon favorably. Proposals that meet all or most of the following criteria will receive priority consideration.

A. Organizational Capacity for Impact
When considering the organization or collaborative that is submitting a proposal, UWMC reviews the following when assessing the health and capacity of each partner.

- **Experience & Community Standing:** The organization must have significant experience in the area for which it has submitted an application. The organization has standing in the community and develops relationships to effect community change.

- **Fiscal Health, Reporting & Sustainability:** The organization must be in good financial standing, have staff and resource capacity to successfully apply for funding, regularly report on outcomes, and work with UWMC to improve issue area and community outcomes.

- **Diversity & Inclusion:** The organization should seek out, welcome, and build upon the diversity and the positive attributes that exist within the communities served. This is demonstrated by:
  - **Accessibility and Outreach:** Services are accessible to all individuals regardless of disability, sex, ethnicity, religion, gender identity, sexual orientation or language proficiency. Organization provides the best possible environment and curriculum for any participant with a disability.
  - **Cultural Responsiveness:** Organization demonstrates an understanding of, respect for, and responsiveness to the home culture and language of the individuals and families served. The approach should support and demonstrate respect for unique abilities as well as ethnic, cultural and linguistic diversity.

B. Statement of Need
There must be a convincing case that there is a high-quality service demand and that UWMC funds could support much needed services. These services must directly address the needs of low-income individual and families (at or below 200% FPL) residing in UWMC’s Partner Communities. Successful proposals will demonstrate that the organization has a good understanding of the problems and needs of their clients and the communities that they serve. We aim to make an impact in the areas of greatest need in Chicagoland. Therefore, we favor most the programs whose design and recruitment are intentionally matched with the largest challenges and/or most at risk population(s).

C. Geographic Alignment
The organization must identify its geographic area of focus, which may include a single community or several contiguous communities. Organizations that provide evidence of making a community-level impact in a Partner Community will be viewed favorably.

D. High Barrier Populations
Programs that specifically target any of the high barrier populations listed in Section II. B 2 above will be given special consideration for funding. UWMC defines programs that target high barrier populations as those that are specifically designed to address the needs of one of these groups.

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1 Safety Net services are not confined to UWMC Partner Communities. For Income, Education, and Health, the majority of UWMC funds will be directed to services provided within and for clients residing in UWMC Partner Communities.
E. Strategic Alignment
Programming must align precisely with our Strong Neighborhoods framework and strategies, deliver on the goals and report on outcomes as defined by the issue area measurement frameworks. Organizations that demonstrate the ability to track program outcomes and a strong track record in achieving the desired result will be favorably reviewed.

F. Effective Service Delivery
Competitive proposals will illustrate high-quality service delivery based on evidence-informed, promising practices. Appendix B provides details on the factors and program elements that UWMC considers fundamental for each issue area and which will be used to determine the strength and potential for programming delivered in high need communities. Programming that demonstrates all of the required factors are most competitive. Appendix B also includes other favorable features or program elements that may earn additional points.

High quality programs will also demonstrate the following:

- **Quality Improvement & Accountability**: Programming must have a history of regular evaluation using practical evaluation tools and methods to assess the features of the program integral to delivering high quality services. Information should be used by staff to design and operate the best possible services for clients served. Applicants should provide evidence of how this information has been used to improve services.

- **Leverage and Sustainability**: Programming is supported by consistent fundraising efforts to secure additional funds and other resources sufficient to ensure strong service delivery and sustain efforts beyond UWMC funding.

- **Program Improvement and Staffing**: Organizations should demonstrate use of validated assessment tools designed to evaluate program quality, identify staff training needs, and create customized action plans to enhance programming. In addition, the environment should be inviting, respectful, interesting, and conducive to learning. This should also include reasonable staff to child/family ratios.

- **Partnerships**: Programs should leverage support from an array of stakeholders, including private businesses, government agencies, and other non-profit organizations. These partnerships should not just be “good on paper,” but should be constructed to genuinely bring complementary efforts together for the ultimate benefit of the program participants.

Please note the programs for which you are requesting funding must be in operation for at least two years. UWMC grants may supplement existing programming or support expansion (e.g., new sites, hours, slots, staff). UWMC does not provide program seed funding.
G. Application Scoring
Applications will be given a score for each of the above criteria. Those scores will be totaled resulting in a final overall score for the entire application. As shown below, the maximum score is 22.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Organizational Capacity</td>
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<tr>
<td>Statement of Need</td>
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<tr>
<td>Geographic Alignment</td>
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<tr>
<td>High Barrier Population</td>
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<tr>
<td>Strategic Alignment</td>
<td>4</td>
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<tr>
<td>Effective Service Delivery</td>
<td>5</td>
</tr>
<tr>
<td>Service Collaboration</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>22</strong></td>
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All proposals may earn up to 3 additional points if it demonstrates one or more of the favorable program elements described in Appendix B.
Appendix A: UWMC Partner Communities

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<thead>
<tr>
<th>Chicago</th>
<th>DuPage/West Cook</th>
<th>North-Northwest Suburban</th>
<th>South-Southwest Suburban</th>
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<tbody>
<tr>
<td>Austin</td>
<td>Addison</td>
<td>Carpetersville</td>
<td>Blue Island</td>
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<td>Auburn Gresham</td>
<td>Bellwood area</td>
<td>Des Plaines</td>
<td>Calumet City</td>
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<td>Bensenville area</td>
<td>Evanston</td>
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<td>Ford Heights</td>
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<td>Forest Park</td>
<td>Hoffman Estates</td>
<td>Harvey</td>
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<td>Grand Boulevard (Bronzeville)</td>
<td>Maywood</td>
<td>Mount Prospect</td>
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<td>Robbins</td>
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<td>Rosemont</td>
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<td>New City (Back of the Yards)</td>
<td>Westmont</td>
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<td>South Chicago</td>
<td>Woodridge</td>
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<td>South Lawndale (Little Village)</td>
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<td>South Shore</td>
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<td>West Englewood</td>
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<td>West Garfield Park</td>
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Appendix B: Issue Area Guidelines for Effective Service Delivery

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<thead>
<tr>
<th>Issue Area-Strategy</th>
<th>EDUCATION</th>
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<tbody>
<tr>
<td>EDUCATION-Early Learning</td>
<td>We will fund well-rounded, high-quality early learning programs that serve 0-5 year olds, and which result in the outcomes outlined in the Measurement Framework. Below we outline our priorities for the types of program models and program elements we will fund in Early Learning.</td>
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</table>

**Program Examples**
Funding for early learning programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models that are a good fit for the Early Learning impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.
- Center- or Community-Based Pre-School
- Parent-Child Programs (e.g. Home Visiting, Child Parent Centers, Family Literacy Programs)

We recognize that agencies may choose to focus in on particular areas of learning and development (e.g. Family Literacy). Or they may choose to offer a comprehensive program (e.g. Pre-School). We support both approaches, so long as the program can ensure that the required outcomes are met, and that the choice of program model is driven by meeting identified community needs.

**Elements of a Successful Program**
We expect to see the following program elements or characteristics in a well-rounded, high-quality early learning program. All of these elements are required for funding:
- **Program Purpose:** While it is expected that parents and other family members will be engaged in key aspects of the program, we will fund only programs whose primary purpose is direct service to children 0-5. Funded programs may serve any range of age within 0 to 5, so long as the service delivery is age appropriate. Funded organizations should also be able to articulate how they chose a particular program model – what identified community needs it meeting, who the target participants are and why, what organizational or community assets and strengths contribute, etc.
- **Parent/Caring Adult Engagement:** Parents, caring adults, and extended family members are engaged in meaningful ways, making them integral to early learning. High quality programs have multiple strategies to encourage family involvement, and support a variety of avenues for that participation (e.g., direct parent/staff communication, serving on a governing board or committee, assisting in the classroom, helping with field trips, or sharing expertise).
- **Comprehensive Screening & Developmental Domains:** The program addresses all domains of learning and development including physical, social, and emotional approaches to learning, as well as cognitive development. Comprehensive developmental screenings are done at regular intervals (at least quarterly) to ensure that children and families are receiving appropriate supports and services.
- **Whole Child Approach:** Children learn best when their basic needs are identified and met. High quality programs should regularly screen for special learning needs, and for concerns with health or other basic needs. Programs should facilitate referrals and/or access to supportive services for families.
- **Transition planning:** There are several key transitions for a family in the early
years of the child’s life. Funded programs should facilitate smooth and successful transitions at those moments relevant to the age they’re serving (e.g. from hospital to home, from a prevention program into a more intensive intervention program, from a program for birth to three-year-olds into a program designed for three to five-year-olds, or from preschool into kindergarten).

**Favorable Program Elements**
We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond.

- **Parent Social Capital**: We seek partners who not only engage parents in the program and with the child’s learning, but that also intentionally provide opportunities for parents to create relationships with one another.
- **Deeper Partnerships**: While strong partnerships are key to any program’s success, programs that are part of an expressed continuum or constellation of services are ideal. We hope to fund organizations that provide services within a larger system where many partners are working toward agreed upon and shared goals, where formal agreements for complementary work are in place, and where shared accountability among multiple programs and organizations is common (e.g. Community Schools).

**EDUCATION-Middle School**
We will fund well-rounded, high-quality middle school programs that serve 6th to 8th graders, and which result in the outcomes outlined in the Measurement Framework. Below we outline our priorities for the types of program models and program elements we will fund in Middle School.

**Program Examples**
Funding for middle school programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models and elements that are a good fit for the Middle School impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Community Schools
- Positive Youth Development Programs
- Youth Leadership Development/Civic Engagement
- Adult-to-Youth Mentorship
- Programs focused on one or a combination of particular Learning Domains
  - Academic Enrichment (e.g. programs focusing on STEM, Literacy, etc.)
  - Arts & Culture (e.g. theater or dance programs, etc.)
  - Wellness (e.g. fitness or sports programs, programs that promote mental health, etc.)
  - Social-Emotional & Non-Cognitive Skills (e.g. programs focused on Restorative Justice or conflict resolution, programs that develop 21st Century Skills, etc.)
- Apprenticeship or Career Exploration

We recognize that agencies may choose to focus in on particular areas of learning and development. Or they may choose to offer a comprehensive program (e.g. a daily after-school program). We support both approaches, so long as the program can ensure that the required outcomes are met, and that the choice of approach is driven by meeting identified community needs.

**Elements of a Successful Program**
We expect to see the following program elements or characteristics in a well-rounded, high-quality middle school program. All of these elements are required for funding:
- **Program Purpose:** While it is expected that parents and other family members will be engaged in key aspects of the program, we will fund only programs whose primary purpose is direct service to youth in 6th to 8th grade. Funded programs may serve any segment of the age range, so long as the service delivery is age appropriate. Funded organizations should also be able to articulate how they chose a particular program model – what identified community needs it is meeting, who the target participants are and why, what organizational or community assets and strengths contribute to this choice, etc.

- **Parent/Caring Adult Engagement:** Parents, caring adults, and extended family members are engaged in meaningful ways, making them integral to program success. High quality programs have multiple strategies to encourage family involvement, and support a variety of avenues for that participation (e.g., direct parent/staff communication, serving on a governing board or committee, assisting in the classroom, helping with field trips, or sharing expertise).

- **Whole Child Approach:** Youth learn best when their basic needs are identified and met. High quality programs should have structures in place to regularly identify special learning needs, and for concerns with health or other basic needs. Programs should facilitate referrals and/or access to supportive services for families.

- **Strong School Partnership:** It’s imperative that middle school-funded agencies have a strong link with the school(s) that serve the youth enrolled in their program. This link should be characterized by:
  - Shared vision: School and agency have discussed, agreed upon, and formally articulated shared goals
  - Commitment of time and resources: School and agency commit time and resources to meeting the shared goals. Leadership at the school and agency have regular communication, and check in on progress toward goals. They together identify and commit available resources needed to make the program successful. Full commitment on both parts is essential
  - Sharing data: School and agency share information and data for mutual benefit, with the acknowledgement that their work and outcomes are complementary.

**Favorable Program Elements**

We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond.

- **Transition planning:** The middle school strategy aims to prepare youth for a successful transition into high school. Funded programs which support and facilitate smooth and successful transitions for the youth and their families will receive additional consideration.

- **Parent Social Capital:** We seek partners who not only engage parents in the program and with the child’s learning, but that also intentionally provide opportunities for parents to create relationships with one another.

- **Deeper Partnerships:** While strong partnerships are key to any program’s success, programs that are part of an expressed continuum or constellation of services are ideal. We hope to fund organizations that provide services within a larger system where many partners are working toward agreed upon and shared goals, where formal agreements for complementary work are in place, and where shared accountability among multiple programs and organizations is common (e.g. Community Schools).
<table>
<thead>
<tr>
<th>Issue Area - Strategy</th>
<th>Income</th>
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<tbody>
<tr>
<td>INCOME- Financial Capability</td>
<td>UWMC will fund high-quality financial capability programs in support of financial inclusion, strengthening of institutional relationships, and increased financial resilience for low-income individuals and households. These programs support the acquisition of financial knowledge and skills, improvement in financial behaviors, and application of new skills for future financial health and stability. Funded programs will primarily serve adults. Below we outline our priorities for the types of program models and elements of successful program models we will fund in financial capability.</td>
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**Program Examples**

Funding for financial capability programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models:

- Financial education workshops and classes offered as a series or as standalone sessions. Training focuses on evidence-based and emerging strategies in areas such as goal setting, budgeting and saving, credit and debt and accessing safe and affordable products. Classes have pre- and post-employment application.
- Ongoing individual and/or group coaching to achieve financial goals utilizing goal setting as a platform for saving, asset development, strategic use of uses of credit and credit counseling services, and establishing financial relationships with trusted financial providers.
- Financial capability as an anchor connected to a wraparound set of supportive services that utilize strategies to access public and private benefits as a platform for household stability. Increasing financial education tied to savings strategies, introduction to asset development models and practices, and direct connections to trained staff members support the development of clients served.
- A program working with young families or new parents with young dependents accessing financial capability training with direct access to supportive financial resources incorporating use of individual sessions and/or home visits to ensure success.
- Financial readiness for low-income clients that leverages standard financial readiness approaches with access to low- or no-cost financial products as a tool for supporting financial success.

Below is a list of program elements that are a good fit for the financial capability impact goals. While this is not an exhaustive list, please use aspects of the following elements when proposing your high quality, impactful program models:

**Effective Outreach:**

- Marketing and outreach plans should effectively utilize multiple media to reach those in need of financial help in their community (outreach workers, print and digital media, social network, etc.).
- Programs raise awareness about public benefits, eligibility criteria, and enrollment details, such as through employer-, school- or faith-based/programmatic outreach.
- Particular attention should be paid to high-barrier populations, such as non-English speakers, dislocated, workers, low-income residents, returning citizens, and disconnected youth ages 18-24.
- Programs serve the community in partnership with community based organizations and institutions.
Quality Instruction:
- Instructors and coaches (financial, professional, success, etc.) should know the topic, the curriculum, and the participants;
- Instructor and coaches should have a classroom presence, the skills to facilitate a lively discussion, and the ability to connect with attendees.
- The environment should be inviting, respectful, interesting, and conducive to learning for adults or student-aged learners.

Partnerships²:
- Programs should leverage support from an array of stakeholders, including public and private partners, local businesses and community stakeholders, and government agencies
- Recognized partnerships encourage shared ownership of community outcomes and celebrate collective success.

Personalized, flexible services:
- Programs should tailor or individualize services to each participant
- Utilize innovative methods to ensure access to classes and individualized support
- Provide services while assisting with the resolution of barriers such as unconventional schedules, language and cultural differences, varied educational levels and learning styles, or familial obligations.

Comprehensive Curriculum:
- Comprehensive, topic-specific, financial content for low and moderate-income households
- The provision of content linked to existing tools and resources provides a necessary base for service and content delivery.
- Provide clients with contextual information on accessing mainstream financial institutions for unbanked and underbanked populations especially focusing on vulnerable populations such as immigrants and refugees
- Curriculum design should account for participants' existing financial knowledge and design modules and interventions for new learning as well as strengthening existing knowledge

Asset Building Context:
- Asset Building programs support increases in knowledge and skills and application
- Programs utilize savings and ownership of positive vehicles of capital protection and growth supporting to increase household capacity for financial inclusion
- Provide linkages to the local and/or regional mainstream economies leveraging financial partners and no or low-fee financial products
- The specific assets vary, however, accessing savings accounts, easy to use financial products, and usable information for creating and executing financial plans are essential to supporting low-income and vulnerable populations

Follow-up/Ongoing Engagement:
- Follow-up services by financial counselors (certified or credentialed) and trained instructors
- Transitioning learned knowledge to effective real-life application
- Effective use of post-program support to ensure ongoing engagement toward identified personal and programmatic goals including in-person, phone, or other

forms of outcomes-based check-in

Use of Technology:
- Programs should be designed to assist families self-screen for public benefits
- Programs will guide eligible households for recurring and one-time, acute, benefits that will resolve an outstanding need
- Generation of applications to multiple benefits at once, through online tools state and federal assistance, such as the Illinois Application for Benefits Eligibility (ABE)³.

No Wrong Door:
- Programs should be designed to allow and assist an individual to apply for multiple benefits at any one service site (vs. one-off benefit applications)

Elements of a Successful Program
We expect to see the following program elements or characteristics in a results-oriented, high-quality financial capability program. While not required, all of the elements below are identified as components of a strong program:

- Fully integrating a financial coaching model into the funded program and across multiple programs
- Financial capability programming and support delivered by appropriately trained, credentialed, and motivated staff
- Results-oriented coaching models
- Pre and post-program client assessments
- Outcomes-based client pathways
- Clear client expectations and program parameters

Favorable program elements:
We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics:

- Evidence-based internal or external program collaboration
- Outcome-focused interventions in lieu of program-focused approaches
- Proven organizational capacity to capture and synthesize individual, household- and/or family-level outcomes
- Successful asset building programs whose outcomes span multiple generations
- Capturing the impact of bundled services highlighting the outcomes from the layering of services to achieve intended goals

INCOME- Career Pathways
UWMC supports skills development and access to viable career pathways providing training, occupational exposure, placement, and retention support in order to prepare individuals for success in a variety of jobs and careers. Programs will primarily serve adult job seekers although we are also interested in strategies focused on disconnected or dislocated youth aged 18-24 with pronounced barriers to their success. Below we outline our priorities for the types of program models and program elements we will fund in focusing on career pathways.

Program Examples
Funding for career pathway programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models; below are some examples that are a good fit for the financial capability impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are
informed by evidence.

- Access to entry-level and advanced career pathways utilizing the current and future workforce needs of stable and emerging sectors as a guide. Programs are designed for lower-skilled adults to receive hard and soft skills employment readiness training and/or acquire industry credentials. Program offers approachable contextualized instruction design.
- A program utilizing technical training solutions to enhance the performance of incumbent, dislocated, or disconnected workers aligning with the skill needs of the local or even regional economy.
- A program that provides hard and soft skills job readiness to prepare individuals for success in a variety of employment positions especially focusing on individuals with pronounced barriers such as developmental disability, criminal background, those lacking basic and employability skills, those homeless or at-risk of homelessness, those impacted by domestic violence including survivors, or those impacted by drug and alcohol abuse. Development is a result of such interventions as job shadowing, up skilling, or through apprenticeships that holistically serve individuals with pronounced barriers to their achievement.
- Programs that target education, training, and supportive services to address the particular needs of an individual in a manner that accelerates the achievement of educational and full career advancement.

Elements of successful program models
We expect to see the following program elements or characteristics in a results-oriented, high-quality career-pathway program. While not required, all of the elements below represent components of a strong program:

**Sector-based or industry-specific employment training programs:**
- Preparing unemployed and under-skilled workers for skilled positions
- Connecting to (actively hiring) employers seeking to fill vacancies
- Utilizing targeted employer relationships to fill roles especially sector-based, in-demand jobs such as health care, transportation/logistics, or food service
- Design adaptive and responsive training programs to up skill and place participants meeting changing labor demands\(^4\).

**Transitional Jobs\(^5\):**
- Programming that focuses on securing wage-paid, short-term employment for the hardest to employ, combining real work experience with skill development and supportive services.
- Three basic program models are used to implement transitional jobs: individual placement, work crews, and social enterprises.
- In all models, program participants work with a mentor at the work site.
- Linking candidates to apprenticeships are a promising practice for training and placement pathways especially within the building trades.

\(^4\) For more information about Sector-based training models, see the Public Private Ventures’ Sectoral Employment Impact Study: [http://www.issuelab.org/resource/tuning_in_to_local_labor_markets_findings_from_the_sectoral_employment_impact_study](http://www.issuelab.org/resource/tuning_in_to_local_labor_markets_findings_from_the_sectoral_employment_impact_study)

\(^5\) For more information about Transitional Jobs’ strategies & research, visit the National Transitional Jobs Network website: [http://www.heartlandalliance.org/ntjn](http://www.heartlandalliance.org/ntjn)
Bridge Programming:
- Strategies and programs that assist adult students in gaining academic, employability, and technical skills
- Links to postsecondary education and training programs that lead to job placement.
- Integrated Bridge education strategies provide linkages between public workforce or education options.
- Bridge programs also include adult basic skills/GED, English as a Second Language, developmental education, or adult vocational/technical education
- Strategies that include the utilization of WIOA-supported programs

Individual Placement & Support:
- Assist people with severe mental illness in obtaining and retaining regular employment at jobs of their choosing.
- Providing initial evaluation and appropriate goal-setting for clients
- Supportive placement utilizing trained staff that supports the participant either directly or onsite at educational and employment settings
- Inclusion of supportive service working with trainers

Customized Employment:
- Programs that combine innovative strategies, services, and supports to increase employment options for job seekers with complex needs
- Employer engagement is essential to determining non-traditional job placement methods and strategies for higher barrier job seekers
- Job seekers are coached on methods for customized, self-directed job placement
- Especially appropriate for high-barriers individuals whose barriers include limited skills or education, inadequate childcare or transportation resources, disabilities, or cultural or language differences.

Mature workers:
- Work-based training and placement for mature job seekers ages 55 and older.
- Unemployed and economically disadvantaged clients receive comprehensive supports in becoming job-ready and participating in the workforce.
- Agencies assist candidates with repackageing their skills and core competencies as a bridge to permanent, unsubsidized career placement
- Development of resumes; improving technology skills; accessing computer labs; 1:1 case management and support; interviewing; and job search/job placement assistance are quality inputs for this for supporting the success of this group.

Disconnected Youth:
- Specialized training and placement leading to career and education pathways for unemployed, underemployed, or disconnected youth ages 18-26 (not enrolled in school or participating in the labor market).
- Organizations provide wrap-around supports including access to public and private financial and self-sufficiency benefits, career goaling and planning, bridge programming and in-house credentialing programs, and job placement.

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For more information about Bridge programming, see the Workforce Strategy Center website: [http://www.workforcestrategy.org/what-works-bridgeconnect-stories-from-the-field-toc.html](http://www.workforcestrategy.org/what-works-bridgeconnect-stories-from-the-field-toc.html)

For more information about individual placement and support, see the Dartmouth IPS Supported Employment website: [http://www.dartmouth.edu/~ips](http://www.dartmouth.edu/~ips)

For more information about Customized Employment, see the National Center on Workforce & Disability: [http://www.onestops.info/i.php?i=1](http://www.onestops.info/i.php?i=1)
Favorable Program Elements

We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics:

- Programs are able to meet the ever-changing needs of employers and job seekers through targeted training, recruitment, and support
- Programming targets the unique needs of a particular industry or sector and its local employers and partners
- Programs utilize job readiness approach consisting of basic skills, hands-on technical skills, and job readiness through the lens of a specific occupation or regional in-demand sector.
- Programs recruit candidates matching prospective applicants to viable training tracks and subsequently to the correct job that matches their plan for development.
- Programming supports training completion and measured success on the job, for instance - help with childcare, securing transportation, accessing stable housing, or retaining employment for up to one-year or more.

Favorable Program Elements

- Evidence-based on the job retention strategies to support clients 6-12 months post-employment
- Partnership with state and local workforce boards to best determine strategies for filling the employment and skill needs of high-demand industries and sectors
- Strategies tied to WIOA career pathways
- Dual generation strategies that collocate trainings with outcomes-based services and training focused both on heads of household and their dependents
- Training and placement strategies that focus on disconnected or dislocated youth ages 18 - 26
- Employment collaboratives that identify the workforce needs of job seekers and employers and match screened, job-ready candidates with actively hiring employers. Collaboratives also coordinate sourcing and screening efforts to include partner agencies in ongoing job development with employment partners.
- Provision of opportunities for work-based learning
- Cross-system alignment, strategic planning, performance measurement, and data collection/utilization
- Training for in-demand industry sectors and occupations

**INCOME- Tax Preparation**

Free tax preparation programs allow for the acquisition of benefits available to an individual or household via the state and federal tax code. UWMC supports access to no-cost tax preparation along with the strategic provision of household stabilizing supportive services. These programs build client awareness of tax credits for which they may be eligible to claim such as the Earned Income Tax Credit (EITC) and the Child Tax Credit (CTC).

**Program Models**

Funding for tax preparation programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models; below are some examples that are a good fit for the tax preparation impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- A centrally located community-based safe space with which to prepare and file state and federal tax returns. Free tax assistance helps LMI self-employed taxpayers comply with their tax liabilities and access income supports such as the Earned Income Tax Credit (EITC) and Child Tax Credit (CTC)
- A program that collocates tax assistance and supportive services for eligible VITA filers. Services can include in depth and contextualized supports such as pro bono representation to taxpayers in disputes with the IRS.
- A VITA program that conducts outreach and education to ESL (English as a Second Language) taxpayers and files their state and federal return

**Elements of successful program models**

We expect to see the following program elements or characteristics in a results-oriented, comprehensive tax preparation program. While not required, all of the elements below represent components of a strong program:

**High Quality Tax Preparation program models will use all or most of the following key elements for effective delivery of services to increase access to public benefits:**

- Programs provide targeted financial services (tax preparation) in concert with related financial supports
- Partnerships to facilitate volunteer income tax assistance (VITA) for lower-income families to receive those work supports/tax credits that are built into the tax code as a work incentive.
- Marketing and outreach plans should effectively reach those in need of tax assistance in their community. Particular attention should be paid to
- Vulnerable or high-barrier populations such as non-English speakers, people with disabilities, and/or low-income residents.

**Favorable program elements:** We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics:

- Assistance to low-income small business owners with tax problems providing education, training and direct representation on their behalf in disputes with the IRS
- Work with the developmentally disabled or otherwise able-bodied, at-risk communities
- Program with extended geographic reach
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<thead>
<tr>
<th>Issue Area- Strategy</th>
<th>HEALTH</th>
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<tr>
<td>HEALTH- Behavioral and Mental Health Care</td>
<td>We will fund providers of mental and behavioral health services that work with clients across the lifespan and which result in the outcomes outlined in the Measurement Framework. Below we outline our priorities for the types of program models and program elements we will fund in Behavioral and Mental Health Care.</td>
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**Program Examples**

Funding for behavioral and mental health programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models and elements that are a good fit for the Behavioral and Mental Health impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Individual, Couple, or Family Counseling (approaches may include Dialectical Behavior Therapy [DBT], Motivational Interviewing, peer services such as the Living Room Model, or others)
- Crisis Intervention
- Group Therapy, including peer support programs
- Substance Abuse Treatment and Recovery Coaching
- Psychiatric Services (including breadth of services; including but not limited to services provided by a psychiatrist)

**Elements of a Successful Program**

High quality Behavioral and Mental Health programs may incorporate one or more of the following promising practices, as appropriate for the program:

- Co-locate medical nurse practitioners/primary care physicians in behavioral health facilities to provide routine primary care services in the behavioral health setting
- Co-locate mental health clinicians in primary care facilities to provide mental health services in the primary care setting
- Utilize school based health centers as an effective way to link individuals, families, and community members to services
- Wellness programs created within the behavioral health setting to utilize proven methods and materials developed for engaging individuals in managing their health conditions, with peers serving as group facilitators.
- Services across the lifespan, those that engage adolescents, youth, adults, and seniors
- Integrate stigma reduction
- Assist individuals in identifying a Behavioral and Mental Health provider
- Screen and refer clients to treatment utilizing such tools as Screening, Brief Intervention, and Referral to Treatment (SBIRT)

**Favorable Program Elements**

We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond:

- Link goals and services to Healthy Chicago 2.0, Impact DuPage or other relevant regional strategic plans
- Incorporate Adverse Childhood Experiences (ACEs) and trauma-informed practices into programming
- Engage in advocacy work within organizations and systems (government) to address social determinants of health; those that can demonstrate alignment between programmatic work and advocacy work
- Track clients long-term outcomes and success
**HEALTH- Community Health**

We will fund well-rounded, high-quality healthy living initiatives that increase physical activity and fruit and vegetable consumption in youth and families across the lifespan. Such initiatives may take place in multiple venues (schools, CBOs, places of worship etc.) which result in the outcomes outlined in the Measurement Framework. Below we outline our priorities for the types of program models and program elements we will fund in Community Health.

**Program Examples**

Funding for community health programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of programs that are a good fit for the Community Health impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Provide high-quality health education in areas such as nutrition and physical fitness
- Support walking school bus and/or safe routes to school initiatives
- Expand extracurricular physical activity and sports programs offered for all ages
- Integrate nutrition education into other health education programming for youth, adults, and seniors
- Host healthy cooking demonstrations and healthy food tasting programs
- Enhance physical education (PE) curricula by making classes longer or having students be more active during class to increase the amount of time students spend doing moderate or vigorous activity in PE class.

**Elements of a Successful Program**

Healthy eating is influenced by access to healthy, safe and affordable foods, as well as by individual’s knowledge, attitudes and culture therefore programs are encouraged to address the factors that influence the ability for individuals and communities to eat healthy. Similarly, active living is influenced by personal, social and economic factors as well as the access to safe and accessible options for physical activity therefore programs are encouraged to address the factors that influence the ability for individuals and communities to be physically active. We expect to see the following program elements or characteristics in a well-rounded, high-quality community health program.

- Physical activity programming coupled with food access strategy (a demonstrated collaboration between funded program and an initiative that is making healthy food available e.g. grocery store tours, garden programs, etc.)

High quality Community Health programs\(^9\), \(^10\), \(^11\) may also incorporate one or more of these promising practices, as appropriate for the program:

- Incorporate the CDC recommended guidelines for physical activity at any age group: https://www.cdc.gov/physicalactivity/basics/index.htm
- Increase volume of fresh fruits and vegetables available to community coupled with programming to facilitate behavior change around nutrition and physical activity
- Support the consumption of healthy foods by increasing the number of healthy options and pricing them competitively
- Change physical activity behavior through building, strengthening, and maintaining social networks that provide supportive relationships for behavior change (e.g., setting up a buddy system, making contracts with others to

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\(^11\) Additional resource from the CDC Nutrition, Physical Activity, and Obesity Prevention Strategies https://www.cdc.gov/obesity/resources/strategies-guidelines.html
complete specified levels of physical activity, or setting up walking groups or other groups to provide friendship and support).

- Adopt some or all of the recommendations outlined in the Healthier US School Challenge\textsuperscript{12}
- Work to make communities more walk-able and bike-able
- Update school, workplace, or other environmental policies by adopting some or all of the guidelines set forth by CDC\textsuperscript{13}

### Favorable Program Elements

We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond:

- Link goals and services to Healthy Chicago 2.0, Impact DuPage or other relevant regional strategic plans
- Have a connection/relationship with a food source/supplier that families can continue to engage with beyond the program
- Incorporate Adverse Childhood Experiences (ACEs) and trauma-informed practices into programming
- Engage in advocacy work within organizations and systems (government) to address social determinants of health; those that can demonstrate alignment between programmatic work and advocacy work
- Track clients long-term outcomes and success

### HEALTH- Access and Literacy

We will fund well-rounded, high-quality programs that enhance engagement with and utilization of the healthcare system and preventive care, assist in navigation, promote and enhance health access and literacy\textsuperscript{14}, and connect those that may not be eligible for insurance to available health care. Such programs will result in the outcomes outlined in the Measurement Framework. Below we outline our priorities for the types of program models and program elements we will fund in Health Access and Literacy.

#### Program Examples

Funding for Health Access and literacy will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models and elements that are a good fit for the Health Access and Literacy impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Health Navigators, Certified Application Counselors
- Community Health Workers
- Patient Navigation

#### Elements of a Successful Program

High quality Health Access and Health Literacy programs may incorporate one or more of the following promising practices, as appropriate for the program:

- Outreach and assistance\textsuperscript{15} provided to individuals and families enrolling in public insurance or qualified health plans on the marketplace
- Outreach and assistance to educate and engage individuals that may have previously been disengaged from the healthcare system
- Linking people who have no or inadequate medical insurance with existing programs and providers


\textsuperscript{13} CDC School Health Guidelines to Promote Healthy eating and Physical Activity: http://www.cdc.gov/mmwr/pdf/rr/rr6005.pdf


\textsuperscript{15} UWMC can assist in facilitating enrollment. For more information, see GetCoveredIllinois: http://getcoveredillinois.gov/, http://uwmc.org/getcovered/, and http://getcoveredillinois.gov/get-help/ or contact a UWMC staff member
• Partnership with medical providers to utilize social networks to reach disadvantaged populations in underserved communities, through community gathering places to provide health education

• Embed care managers or caseworkers within the primary care team and/or the behavioral health setting, to support individuals with health navigation, chronic conditions and other needs

• Implement cultural competency among health care organizations and conduct racially and culturally relevant health outreach and screenings. This also includes gaining a deeper understanding of community members’ experiences, beliefs, and values around seeking health care services and adapting services to meet those needs

• Utilize community health workers, health promoters, or navigators that serve as “bridges” between community members and health and wellness services

• Projects that connect people with a “medical home” – i.e., a primary care provider which combines the following characteristics:
  - The nexus of all routine professional medical care
  - A site of care that is located near the patient’s home or work and is easily accessible to the patient
  - Continuity of care over time by a single provider or team of health care professionals who have knowledge of the patient’s history, family, and social circumstances
  - A resource to the patient for health information and guidance, preventive care, and other services that allow the patient to assume optimal accountability for the management of his/her own health
  - The point of entry into the broader health care delivery system and a resource for referrals to specialists if needed
  - The provision of basic oral health, mental health, and/or pharmacy services

Favorable Program Elements
We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond:

• Link goals and services to Healthy Chicago 2.0, Impact DuPage or other relevant regional strategic plans

• Incorporate Adverse Childhood Experiences (ACEs) and trauma-informed practices into programming

• Engage in advocacy work within organizations and systems (government) to address social determinants of health; those that can demonstrate alignment between programmatic work and advocacy work

• Track clients long-term outcomes and success
<table>
<thead>
<tr>
<th>Issue Area- Strategy</th>
<th>SAFETY NET – HOUSING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAFETY NET</strong></td>
<td>We will fund high quality housing programs that provide services to individuals or families facing homelessness, or prevent households from becoming homeless. Below we outline our priorities for the types of program models and program elements we will fund in housing.</td>
</tr>
</tbody>
</table>

**Program Examples:**
Funding for housing programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models and elements that are a good fit for the Housing impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Eviction prevention or one time assistance (such as first month’s rent or security deposit)
- Emergency shelter housing
- Rapid Rehousing
- Transitional housing
- Ongoing rent assistance and services (Housing First)
- Permanent Supportive Housing
- Assistance in moving from institutional to community based settings

**Elements of a Successful Program**
We expect to see the following program elements or characteristics in a well-rounded, high-quality Housing program. All of these elements are required for funding:

- Wrap around case management
- Benefit screening
- Assistance in benefit enrollment
- Active membership in good standing with local Continuum of Care or relationships with similar groups for those assisting individuals exit institutional settings.

**Favorable Program Elements**
We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond

- **Services are provided beyond crisis**, including legal advocacy, financial education, adult education, child tutoring or employment supports
- **Specific financial capability curriculum** is incorporated into the program to provide financial, career or education programs
- **Trauma informed lens** is used to deliver services that understand, recognize, and respond to the effects of all types of trauma. Trauma Informed Care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment.\(^{16}\)

\(^{16}\) SAMHSA definition of trauma informed is: a program, organization, or system that realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. [http://www.integration.samhsa.gov/clinical-practice/trauma](http://www.integration.samhsa.gov/clinical-practice/trauma)
<table>
<thead>
<tr>
<th>SAFETY NET – SAFETY FROM ABUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will fund high quality safety from abuse programs that provide services to individuals or families facing abuse, such as domestic violence or the abuse of a vulnerable adult, provide services in the aftermath of abuse or work to prevent future abuse from taking place. Below we outline our priorities for the types of program models and program elements we will fund in safety from abuse.</td>
</tr>
</tbody>
</table>

**Program Examples:**
Funding for safety from abuse programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models and elements that are a good fit for the Safety from Abuse impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Domestic violence shelters
- Domestic violence service providers
- Long Term Care Ombudsman programs
- Adult Protective Services
- Rape Crisis Centers

**Elements of a Successful Program**
We expect to see the following program elements or characteristics in a well-rounded, high-quality Safety from Abuse program. All of these elements are required for funding: Focus in on the needs of victims of abuse, including victims of domestic violence, intimate partner violence, dating violence, sexual violence, sexual assault, elder abuse, child abuse and trafficking

- Provide services, including two or more of the following:
  - Crisis line
  - Safety planning
  - Abuse investigation
  - Accompaniment to hospital, police report, court proceedings or other pertinent systems
  - Emergency shelter
  - Personal protective order assistance
  - Ongoing case management
  - Counseling services
  - Support groups
  - Legal advocacy (including but not limited to UVISA, VOWA, TVISA, Housing advocacy, divorce and child custody advocacy)
  - Emergency shelter
  - Transitional housing
  - Wrap around case management
  - Benefit screening
  - Assistance in benefit enrollment

**Favorable Program Elements**
We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond

- **Services are provided beyond crisis,** including legal advocacy, financial education, adult education, child tutoring or employment supports
- **Specific financial capability curriculum** is incorporated into the program to provide financial, career or education programs
- **Trauma informed lens** is used to deliver services that understand, recognize, and respond to the effects of all types of trauma. Trauma Informed Care also emphasizes physical, psychological and emotional
Safet for both consumers and providers, and helps survivors rebuild a sense of control and empowerment.\(^ {17}\)

**SAFETY NET – LEGAL ASSISTANCE**

We will fund high quality legal assistance programs that provide services to individuals or families in need of civil legal aid. Below we outline our priorities for the types of program models and program elements we will fund in legal assistance.

**Program Examples**

Funding for legal assistance programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models and elements that are a good fit for the Legal Assistance impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Brief legal services
- Legal representation

**Elements of a Successful Program**

We expect to see the following program elements or characteristics in a well-rounded, high-quality early learning program. All of these elements are required for funding:

- Legal Services that can connect people to services that directly support United Way’s goals in Health, Income, and Education.
- Legal services that prevent individuals and families from experiencing crisis (homelessness, safety, etc.) or address barriers to long-term care such as:
  - Tenants facing eviction and potential homelessness
  - Legal representation during domestic violence disputes
  - Access to public benefits
  - Record expungement for employment
  - Immigration issues
  - Barriers to education for wards of the state or enforcing Individualized Education Plans (IEPs)

**Favorable Program Elements**

We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond:

- **Trauma informed lens** is used to deliver services that understand, recognize, and respond to the effects of all types of trauma. Trauma Informed Care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment.\(^ {18}\)

**SAFETY NET – FOOD ACCESS**

We will fund high quality food access that provides services to individuals or families facing food insecurity. Below we outline our priorities for the types of program models and program elements we will fund in food access.

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\(^ {17}\) SAMHSA definition of trauma informed is: a program, organization, or system that realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. [http://www.integration.samhsa.gov/clinical-practice/trauma](http://www.integration.samhsa.gov/clinical-practice/trauma)

\(^ {18}\) SAMHSA definition of trauma informed is: a program, organization, or system that realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. [http://www.integration.samhsa.gov/clinical-practice/trauma](http://www.integration.samhsa.gov/clinical-practice/trauma)
Program Examples
Funding for food access programs will be directed to agencies that demonstrate the ability to make the desired impact. While we do not require funded agencies to employ any particular program model, below are some examples of program models and elements that are a good fit for the Food Access impact goals. While this is not an exhaustive list, it illustrates our intention to fund promising practices that are informed by evidence.

- Food pantries
- Food distribution programs for the homebound
- Food Banks
- Congregate meal programs

Elements of a Successful Program
We expect to see the following program elements or characteristics in a well-rounded, high-quality food access program. All of these elements are required for funding:

- Client screening and assessment
- SNAP benefit enrollment assistance
- If an organization is distributing food (rather than delivering meals), they must be a member in good standing with a regional food bank

Favorable Program Elements
We are especially interested in investing in programs that distinguish their impact with the following program elements or characteristics. We will not require these elements as a condition for funding, but rather, consider these program elements as above and beyond.

- Programs providing case management services to clients
- Program which include the distribution of fresh fruit and vegetables
- Program which include the distribution of diapers
Appendix C: Issue Area Measurement Frameworks

MEASUREMENT FRAMEWORK OVERVIEW

UWMC has identified key indicators of progress and success for each strategy that drive toward specific outcomes. The following pages contain a complete list of indicators, arranged by strategy, as well as detailed definitions of terms. Partner agencies are required to report data for all of the indicators in each strategy for which funding is received (e.g., if funded for Income – Career Pathways, an agency must report on all Career Pathways indicators). UWMC utilizes outcome data to gauge the performance of an agency throughout the program year.

UWMC does not fund on a fee-for-service basis, but rather funds programming that will deliver on identified outcomes. Therefore, organizations must agree to report on outcomes and indicators for all participants in UWMC-funded programs, rather than some portion of client population served.

In addition to the strategy indicators, partner agencies will also be required to report annually on the following elements:

- **Strategy Narratives:** Qualitative questions associated with specific strategies.
- **Demographics:** Program participants’ race/ethnicity, age, gender, economic status, disability status (if available), sexual orientation (if available), veteran status (if applicable), homeless (if applicable), wards of the state/youth in foster care (if applicable), female heads of household (if applicable), immigrant or refugee status (if applicable), criminal background/re-entry population (if applicable). Reported by agency, not program.
- **Communities Served:** Number of people served living in each Chicago Community Area or suburban municipality within UWMC’s footprint. Reported by agency, not program.
- **Site Locations:** Name and address of locations where UWMC-funded programs are conducted.
- **Success Story:** The story of one client who has successfully utilized the agency’s UWMC-funded program.
<table>
<thead>
<tr>
<th>EDUCATION – ALL FY18-19 INDICATORS BY STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLY LEARNING</strong></td>
</tr>
<tr>
<td>Children and families build a strong foundation for the start of school</td>
</tr>
<tr>
<td><strong># of infants/toddlers/children receiving regular, comprehensive, developmental screening across domains</strong></td>
</tr>
<tr>
<td><strong># of infants/toddlers/children identified as needing additional supports and/or services</strong></td>
</tr>
<tr>
<td><strong>Average program attendance</strong></td>
</tr>
<tr>
<td><strong># of parents/caregivers reporting more positive interactions with their infants/toddlers</strong></td>
</tr>
<tr>
<td><strong>MIDDLE SCHOOL</strong></td>
</tr>
<tr>
<td>Youth and families build a strong foundation for success in high school</td>
</tr>
<tr>
<td><strong># of middle school students promoted to the next grade on time</strong></td>
</tr>
<tr>
<td><strong># of middle school students with satisfactory grade performance</strong></td>
</tr>
<tr>
<td><strong># of middle school students identified as needing additional supports and/or services</strong></td>
</tr>
<tr>
<td><strong>Program dosage</strong></td>
</tr>
<tr>
<td><strong># of middle school students reporting having a trusting relationship with an adult</strong></td>
</tr>
<tr>
<td><strong># of parents/caregivers participating in family engagement activities</strong></td>
</tr>
</tbody>
</table>
### STRATEGY: EARLY LEARNING
Children and families build a strong foundation for the start of school

#### OUTCOME: Infants, toddlers, and children access high quality services and grow their skills across developmental domains

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of infants/toddlers/children receiving regular, comprehensive, developmental screening across domains</td>
<td>• “Developmental Screening” refers to comprehensive tools that check for all three categories of physical, health, and social/emotional development, and that cover age-appropriate developmental goals</td>
</tr>
<tr>
<td># of infants/toddlers/children showing growth across developmental domains</td>
<td>• “Showing growth” means the child has improved in a majority of domains since their first assessment in the program year</td>
</tr>
<tr>
<td># of infants/toddlers/children identified as needing additional supports and/or services</td>
<td>• “Additional supports/services” address needs identified by the program staff that require a response, support, or service beyond the regular program offering</td>
</tr>
<tr>
<td># of infants/toddlers/children connected with additional supports and/or services</td>
<td>• Connection to additional supports/services may be provided through additions to the existing program, another program in the organization, or a successful referral to another organization for additional services</td>
</tr>
</tbody>
</table>
| Average program attendance (per session of program) | • “Average program attendance” is the average number of children attending a program session  
• For parent-child programs, count only child’s attendance |
| **Program dosage**  
• Hours per week  
• Weeks per year | • “Program dosage” refers to how much the program is offered, calculated as the average number of hours per week, and then the number of weeks in the year the program is offered. This average should include regular program hours, as well as related special program sessions like family events |

#### OUTCOME: Parents/caregivers of young children are engaged in their child’s learning

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| # of parents/caregivers reporting more positive interactions with their infants/toddlers | • “Family engagement activities” include: reading nights, parent conferences, parent social events, and other planned events catered to parents/caregivers  
• Parents/caregivers of multiple children should be counted as one family |
| # of families participating in family engagement activities | |

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34
### STRATEGY: MIDDLE SCHOOL
Youth and families build a strong foundation for success in high school

**OUTCOME:** Youth are prepared for high school success

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of middle school students promoted to the next grade on time</td>
<td>“On time” as defined by the school district’s standards</td>
</tr>
<tr>
<td># of middle school students with satisfactory school attendance</td>
<td>“Satisfactory school attendance” as defined by the school district’s standards</td>
</tr>
<tr>
<td># of middle school students with satisfactory grade performance</td>
<td>“Satisfactory grade performance” is defined as a “C” average or better</td>
</tr>
<tr>
<td># of middle school students meeting social-emotional learning standards</td>
<td>See ISBE SEL Standards. Youth should be measured for competencies in decision-making, social awareness &amp; relationship skills, and self awareness &amp; self management</td>
</tr>
<tr>
<td># of middle school students reporting having a trusting relationship with an adult</td>
<td></td>
</tr>
<tr>
<td># of middle school students identified as needing additional supports and/or services</td>
<td>“Additional supports/services” address needs identified by the program staff that require a response, support, or service beyond the regular program offering</td>
</tr>
<tr>
<td># of middle school students connected with additional supports and/or services</td>
<td>Connection to additional supports/services may be provided through additions to the existing program, another program in the organization, or a successful referral to another organization for additional services</td>
</tr>
<tr>
<td>Average program attendance (per session of program)</td>
<td>For “average program attendance,” add the attendance total for every session and divide by the total number of sessions</td>
</tr>
<tr>
<td></td>
<td>For parent-child programs, count only child’s attendance</td>
</tr>
</tbody>
</table>

**OUTCOME:** Parent/caregivers of middle school youth are engaged in their child’s learning and development

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of parents/caregivers reporting confidence in supporting their child</td>
<td></td>
</tr>
<tr>
<td># of parents/caregivers participating in family engagement activities</td>
<td>“Family engagement activities” include: reading nights, parent conferences, social events, and other events catered to parents/caregivers</td>
</tr>
<tr>
<td></td>
<td>Parents/caregivers of multiple students should be counted as one family</td>
</tr>
</tbody>
</table>
## INCOME – ALL FY18-19 INDICATORS BY STRATEGY

### FINANCIAL CAPABILITY

**Build financial knowledge and improve financial practices**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td># of participants establishing financial baseline/creating financial plan</td>
<td># of participants enrolled and completing Financial Capability training, modules, and courses</td>
</tr>
<tr>
<td># of participants improving financial position</td>
<td># participants working toward reducing debt</td>
</tr>
<tr>
<td># of participants who become banked</td>
<td># of participants receiving new or maintaining public/private benefits</td>
</tr>
</tbody>
</table>

### CAREER PATHWAYS

**Prepare individuals for success in a variety of jobs and careers**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td># of participants who become job ready</td>
<td># of participants gaining recognized skills or credentials</td>
</tr>
<tr>
<td># of participants placed in jobs during the program year</td>
<td># of participants placed during the program year who retain their jobs for a minimum of 90 days</td>
</tr>
<tr>
<td># of participants who improve their job quality during the program year</td>
<td># of participants advancing employment during the program year</td>
</tr>
</tbody>
</table>

### TAX PREPARATION

**Access no-cost tax preparation and household stabilizing supportive services**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total cost of Volunteer Income Tax Assistance (VITA) program</td>
<td>Total amount of tax refunds received by participants</td>
</tr>
<tr>
<td>Total amount of Earned Income Tax Credit (EITC) received by participants</td>
<td>Total number of tax returns completed</td>
</tr>
<tr>
<td>Total number of previous years’ tax returns completed</td>
<td>Total amount of previous years’ tax refunds received by participants</td>
</tr>
<tr>
<td>INDICATOR</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| # of participants establishing financial baseline/creating financial plan | To “establish their financial baseline,” each client must successfully complete at minimum the following three key assessment activities:  
- Identify and document in writing at least one SMART\(^{19}\) financial goal to achieve in the next year  
- Complete a baseline budget  
- Complete a baseline balance sheet |
| # of participants enrolled and completing Financial Capability training, modules, and courses | Successful completers of this program area must demonstrate completion of courses, modules, workshops, or 1:1 coaching sessions that fully cover all five of the core competency areas below:  
- Earning – pre- and post-employment financial success planning  
- Spending – creating and managing a household financial budget  
- Credit building and borrowing – understanding how to correctly and safely use credit  
- Saving – effectively managing income and saving for emergencies or asset development  
- Protecting finances – avoiding financial tricks and traps and providing access to relationships with trusted financial partners and service providers |

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19 SMART - Specific, Measurable, Achievable, Realistic, and Time-Bound
<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| # of participants who become banked | A client becomes “banked” when they:  
  - Open a new checking or savings account at a mainstream financial institution, such as a bank or credit union; and  
  - Use this new account at least monthly for a minimum of 90 days.  
  
  **Note:** During the period of time between when the person opens the account and the 90-day mark, individuals will be counted as “opening an account,” but not as “banked.” Establishing or maintaining financial relationship with a mainstream financial institution or (community based) Credit Union. |
| # of participants receiving new or maintaining public/private benefits | - A participant “receives a new benefit” when it is processed and usable, for example, when they receive their first check, housing subsidy, or medical card.  
  - “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids |
<table>
<thead>
<tr>
<th>STRATEGY: CAREER PATHWAYS</th>
<th>Prepare individuals for success in a variety of jobs and careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOME: Increase employability</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>INDICATOR</td>
<td># of participants who become job ready</td>
</tr>
<tr>
<td></td>
<td>• In order to be considered “job ready,” a client must successfully complete the agency’s entire job readiness training program and pass any professional assessments or screenings; clients must also successfully pass any required examinations.</td>
</tr>
<tr>
<td>INDICATOR</td>
<td># of participants gaining recognized skills or credentials</td>
</tr>
<tr>
<td></td>
<td>In order to “gain recognized skills or credentials,” a client must complete one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• Digital literacy training (computer)</td>
</tr>
<tr>
<td></td>
<td>• English as a Second Language training (ESL)</td>
</tr>
<tr>
<td></td>
<td>• Adult literacy/numeracy training</td>
</tr>
<tr>
<td></td>
<td>• General Education Development (GED) certificate</td>
</tr>
<tr>
<td></td>
<td>• High school diploma</td>
</tr>
<tr>
<td></td>
<td>• Apprenticeship program</td>
</tr>
<tr>
<td></td>
<td>• Occupational skills certification</td>
</tr>
<tr>
<td></td>
<td>• Occupational skills licensure</td>
</tr>
<tr>
<td></td>
<td>• Associate’s degree— AA, AS, (accredited)</td>
</tr>
<tr>
<td></td>
<td>• Bachelor’s degree— BA, BS (accredited)</td>
</tr>
<tr>
<td></td>
<td>• Master’s degree— MA, MS (accredited)</td>
</tr>
<tr>
<td>OUTCOME: Secure employment</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>INDICATOR</td>
<td># of participants placed in jobs during the program year</td>
</tr>
<tr>
<td></td>
<td>• In order to be “placed in a job,” a participant must obtain and maintain paid employment at the same job for a minimum of 30 days.</td>
</tr>
<tr>
<td></td>
<td>• “Paid employment” can include paid internships, subsidized employment, transitional jobs and apprenticeships, or part-time work.</td>
</tr>
<tr>
<td>INDICATOR</td>
<td># of participants placed during the program year who retain their jobs for a minimum of 90 days</td>
</tr>
<tr>
<td></td>
<td>• In order to be “retained,” a client must be continuously employed for 90 days, either in the same job, a comparable/better job in the same organization, or another comparable job in the community.</td>
</tr>
<tr>
<td></td>
<td>• “Comparable” means a similar position, better work hours, schedule, wage, or benefits.</td>
</tr>
<tr>
<td></td>
<td>• “Continuously” means working, uninterrupted, all weeks at least part-time for the 90 day period.</td>
</tr>
</tbody>
</table>
### STRATEGY: CAREER PATHWAYS (continued)

Prepare individuals for success in a variety of jobs and careers

<table>
<thead>
<tr>
<th>OUTCOME: Advance employment</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDICATOR</strong></td>
<td><strong>DEFINITION</strong></td>
</tr>
<tr>
<td># of participants who improve their job quality during the program year</td>
<td>In order to “improve job quality,” participants must experience one or more of the following: • Increase in wages/earnings • Receipt of new/improved employer-sponsored benefits (e.g., vacation/sick time, insurance, 401k, pre-tax transportation, childcare, medical programs, or tuition reimbursement). • Improvements to work schedule, including sufficient hours to meet basic needs, predictability of shift, flexibility to promote work-life balance, and increased social connections.</td>
</tr>
<tr>
<td># of participants advancing employment during the program year</td>
<td>In order to advance employment, participants will either: • Improve their role or job function through a recognized promotion OR • Improve their role or job function by obtaining a position with another employer</td>
</tr>
</tbody>
</table>

### STRATEGY: TAX PREPARATION

Access no-cost tax preparation and household stabilizing supportive services

<table>
<thead>
<tr>
<th>OUTCOME: Make ends meet</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDICATOR</strong></td>
<td><strong>DEFINITION</strong></td>
</tr>
<tr>
<td>Total cost of Volunteer Income Tax Assistance (VITA) program</td>
<td>• Dollar amount of program budget</td>
</tr>
<tr>
<td>Total amount of tax refunds received by participants</td>
<td>• Calculated total ($) of all tax return amounts for all participants who qualify for a tax return</td>
</tr>
<tr>
<td>Total amount of Earned Income Tax Credit (EITC) received by participants</td>
<td>• Calculated total ($) of all EITC refunds for all participants who qualify for EITC</td>
</tr>
<tr>
<td>Total number of tax returns completed</td>
<td></td>
</tr>
<tr>
<td>Total number of previous years’ State and/or Federal tax returns completed</td>
<td>• Previous years’ tax returns include previously unfiled or unclaimed tax returns</td>
</tr>
<tr>
<td>Total amount of previous years’ State and/or Federal tax refunds received by participants</td>
<td>• Calculated total ($) of all previously unfiled or unclaimed tax return amounts</td>
</tr>
</tbody>
</table>
# HEALTH – ALL FY18-19 INDICATORS BY STRATEGY

## BEHAVIORAL AND MENTAL HEALTH

**Improve access to mental health services**

<table>
<thead>
<tr>
<th># youth served</th>
<th># adults served</th>
</tr>
</thead>
<tbody>
<tr>
<td># of mental and behavioral health sessions provided</td>
<td># behavioral and mental health screenings/referrals to treatment</td>
</tr>
<tr>
<td>Increase in staff time (Yes/No)</td>
<td>Increased appointment availability/reduced wait time (Yes/No)</td>
</tr>
<tr>
<td># participants served during program year that are uninsured</td>
<td># of youth/adults gaining or retaining health insurance during the program year</td>
</tr>
<tr>
<td>Type of services provided to reduce barriers to care</td>
<td># people who report their mental health has improved (optional)</td>
</tr>
</tbody>
</table>

## COMMUNITY HEALTH

**Communities support healthful behaviors that focus on nutrition and physical activity**

<table>
<thead>
<tr>
<th># of youth/adults consuming more servings of fruits &amp; vegetables per day</th>
<th># of youth/adults engaging in more minutes of physical activity/day</th>
</tr>
</thead>
<tbody>
<tr>
<td># of participants with increased knowledge of healthy lifestyle behaviors</td>
<td></td>
</tr>
</tbody>
</table>

## HEALTH ACCESS AND LITERACY

**Improve coverage and utilization of health services; promote and enhance health access and literacy**

<table>
<thead>
<tr>
<th># of 1:1 educational sessions</th>
<th># of attendees at group sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td># participants served during program year that are uninsured</td>
<td># of youth/adults gaining or retaining health insurance during the program year</td>
</tr>
<tr>
<td># people connected to a health provider/primary care physician/regular care</td>
<td># people who report their physical health has improved (optional)</td>
</tr>
</tbody>
</table>
## STRATEGY: BEHAVIORAL AND MENTAL HEALTH

**Improve access to mental health services**

### OUTCOME: People access behavioral and mental health care

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td># youth served</td>
<td>youth are participants under age 18</td>
</tr>
<tr>
<td># adults served</td>
<td>adults are participants 18 and older</td>
</tr>
<tr>
<td># of mental and behavioral health sessions provided</td>
<td>a &quot;session&quot; may consist of individual, group, or family therapy; crisis intervention; parenting skills training; or other sessions applicable to the population served</td>
</tr>
<tr>
<td># behavioral and mental health screenings/ referrals to treatment</td>
<td></td>
</tr>
<tr>
<td># of people who report their mental health has improved</td>
<td>This indicator is optional</td>
</tr>
</tbody>
</table>

**Increase in staff time (Yes/No)**

- Staff increase is the number of additional full- or part-time staff added to provide clinical services. **Staff increases are not required for a program to be considered successful**

**Increased appointment availability/reduced wait time (Yes/No)**

- "Increased appointment availability" is the number of additional time slots for patients to access care
- "Reduced wait time" refers to the length of time a client has to wait for an appointment to become available

### OUTCOME: People overcome barriers to care

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of services provided to reduce barriers to care:</td>
<td>Financial barriers to care are those that may limit an individual’s access to quality care, including:</td>
</tr>
<tr>
<td>- Language access</td>
<td>- Ability to pay for care (with or without health insurance)</td>
</tr>
<tr>
<td>- Transportation</td>
<td>- Ability to finance a copay or extra costs associated with doctor visit or treatment plan</td>
</tr>
<tr>
<td>- Financial</td>
<td></td>
</tr>
<tr>
<td>- Accompaniment</td>
<td></td>
</tr>
<tr>
<td>- Other (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>

### OUTCOME: People are connected to insurance in order to access care

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td># participants served during program year that are uninsured</td>
<td>Where applicable, please provide reason clients remain uninsured</td>
</tr>
<tr>
<td># of youth/adults gaining or retaining health insurance during the program year</td>
<td>The program may serve youth and/or adults, which will be reported separately</td>
</tr>
<tr>
<td></td>
<td>- youth are participants under age 18</td>
</tr>
<tr>
<td></td>
<td>- adults are participants 18 and older</td>
</tr>
<tr>
<td></td>
<td>This may include renewing coverage or assisting clients with redeterminations</td>
</tr>
<tr>
<td>STRATEGY: COMMUNITY HEALTH</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Communities support healthful behaviors that focus on nutrition and physical activity</td>
<td></td>
</tr>
</tbody>
</table>

**OUTCOME:** People adopt healthy behaviors

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| # of youth/adults consuming more servings of fruits & vegetables per day | The program may serve youth and/or adults, which will be reported separately  
  - youth are participants under age 18  
  - adults are participants 18 and older  
  "More" is based on the difference between the # of servings consumed at follow-up and the # of servings consumed at initial intake  
  A "serving of fruits or vegetables" is:  
  - 1 cup raw green salads  
  - 1 banana or apple  
  - 1/2 cup cooked greens or chopped fruits or vegetables  
  - 1/4 cup dried fruit |
| # of youth/adults engaging in more minutes of physical activity/ day | The program may serve youth and/or adults, which will be reported separately  
  - youth are participants under age 18  
  - adults are participants 18 and older  
  "More" is based on the difference between the number of minutes of physical activity at follow-up and the number of minutes of physical activity at initial intake |
<p>| # of participants with increased knowledge of healthy lifestyle behaviors |</p>
<table>
<thead>
<tr>
<th>STRATEGY: HEALTH ACCESS AND LITERACY</th>
<th>Improve coverage and utilization of health services; promote and enhance health access and literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOME: People increase their health literacy and utilization of preventive care</td>
<td></td>
</tr>
<tr>
<td>INDICATOR</td>
<td>DEFINITION</td>
</tr>
<tr>
<td># of 1:1 educational sessions</td>
<td>• 1:1 educational session is a client interaction which involves providing education on health care utilization and/or health system navigation</td>
</tr>
<tr>
<td></td>
<td>• Health literacy: &quot;the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.&quot;</td>
</tr>
<tr>
<td># of attendees at group sessions</td>
<td>• A group session is a pre-arranged gathering of multiple clients to provide education on health care utilization and/or health system navigation</td>
</tr>
<tr>
<td># people connected to a health provider/primary care physician/regular care</td>
<td>• This may include researching, identifying, and/or contacting a primary care physician, specialist, or behavioral and mental health provider</td>
</tr>
<tr>
<td># people who report their physical health has improved</td>
<td>This indicator is optional</td>
</tr>
<tr>
<td>OUTCOME: People are connected to health insurance in order to access care</td>
<td></td>
</tr>
<tr>
<td>INDICATOR</td>
<td>DEFINITION</td>
</tr>
<tr>
<td># participants served during program year that are uninsured</td>
<td>• Where applicable, please provide reason clients remain uninsured</td>
</tr>
<tr>
<td># of youth/adults gaining or retaining health insurance during the program year</td>
<td>The program may serve youth and/or adults, which will be reported separately</td>
</tr>
<tr>
<td></td>
<td>• youth are participants under age 18</td>
</tr>
<tr>
<td></td>
<td>• adults are participants 18 and older</td>
</tr>
<tr>
<td></td>
<td>This may include renewing coverage or assisting clients with redeterminations</td>
</tr>
<tr>
<td>SAFETY NET – ALL FY18-19 INDICATORS BY STRATEGY</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **HOUSING**  
Ensure basic housing needs are met  |
| # adults receiving housing assistance | # of youth receiving housing assistance |
| # of nights of shelter provided | Utilization rate of programming |
| Average length of stay in program supported housing | # of individuals who leave program supported housing with a permanent, stable destination |
| # of adults provided with case management services | # of adults screened for benefits |
| # of adults assisted in applying for benefits | # of adults assisted in maintaining benefits |
| **SAFETY FROM ABUSE**  
Address immediate safety needs  |
| # of adults gaining safety from abuse | # of youth gaining safety from abuse |
| # of individuals accessing safe, stable housing | # of adults who develop a safety plan |
| # of youth who develop a safety plan | # of adults provided with case management services |
| # of adults screened for benefits | # of adults assisted in applying for benefits |
| # of adults assisted in maintaining benefits | |
| **LEGAL ASSISTANCE**  
Ensure equal access to justice  |
| # of adults receiving brief legal services | # of adults receiving extended legal representation |
| Average length of extended representation services | |
| **FOOD ACCESS**  
Meet basic food needs  |
| # of individuals receiving food assistance | # of adults receiving food assistance |
| # of youth receiving food assistance | # of adults screened for benefits |
| # of adults assisted in applying for benefits | # of adults assisted in maintaining benefits |
### STRATEGY: HOUSING

**Ensure basic housing needs are met**

**OUTCOME:** Provide shelter for individuals experiencing homelessness or rental assistance to prevent homelessness

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| # of adults receiving housing assistance | Housing assistance can include:  
  - emergency housing, temporary housing, rapid rehousing, or permanent supportive housing  
  OR  
  - rent and mortgage assistance  
  OR  
  - moving individuals from institutional settings into community based housing. (for additional definitions of housing types, please see end of framework)  
  - youth are participants under age 18  
  - adults are participants 18 and older |
| # of youth receiving housing assistance |  |
| # of nights in shelter provided | “Nights in shelter” is the total number of nights of service provided – the total number of nights each bed in the program was occupied. |
| Utilization rate of programming | “Utilization rate” is the number of nights in shelter utilized divided by the nights of shelter available for the year |
| Average length of stay in program supported housing | “Program supported housing” is housing provided by the partner agency |
| # of individuals who leave program supported housing with a permanent, stable destination | “Permanent” housing is community based housing not supported by the partner agency |

**OUTCOME:** Provide case management services to individuals to mitigate the likelihood of future homelessness

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of adults provided with case management services</td>
<td>“Case management” is a method of service delivery in which a qualified case manager conducts assessments of clients and their families. Based on the needs identified in an assessment, a case manager then arranges, coordinates and monitors multiple services from different providers to serve client needs</td>
</tr>
<tr>
<td>INDICATOR</td>
<td>DEFINITION</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td># of adults screened for benefits</td>
<td>• “Benefit screening” is using a web or in person tool to determine an individuals’ eligibility for public or private benefits</td>
</tr>
<tr>
<td></td>
<td>• “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids</td>
</tr>
<tr>
<td># of adults assisted in applying for benefits</td>
<td>• “Assistance” in applying for benefits is using a web or in person tool to assist clients in completing the application(s) for public or private benefits</td>
</tr>
<tr>
<td></td>
<td>• “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids</td>
</tr>
<tr>
<td># of adults assisted in maintaining benefits</td>
<td>• “Assistance” in maintaining benefits can include assisting the individual in reapplying for benefits after they have expired, or assisting in maintaining benefits program eligibility</td>
</tr>
<tr>
<td></td>
<td>• “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids</td>
</tr>
<tr>
<td>STRATEGY: SAFETY FROM ABUSE</td>
<td>Address immediate safety needs</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

**OUTCOME: Provide crisis services to victims of abuse**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| # of adults gaining safety from abuse  
# of youth gaining safety from abuse | • youth are participants under age 18  
• adults are participants 18 and older |
| # of individuals accessing safe, stable housing | |
| # of adults who develop a safety plan  
# of youth who develop a safety plan | • A “safety plan” is a personalized, practical plan to help individuals avoid danger and know the best way to react in dangerous situations  
• youth are participants under age 18  
• adults are participants 18 and older |

**OUTCOME: Provide case management services to individuals to mitigate the likelihood of future abuse**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of adults provided with case management services</td>
<td>• “Case management” is a method of service delivery in which a qualified case manager conducts assessments of clients and their families. Based on the needs identified in an assessment, a case manager then arranges, coordinates and monitors multiple services from different providers to serve client needs</td>
</tr>
</tbody>
</table>
### STRATEGY: SAFETY FROM ABUSE (continued)

Address immediate safety needs

**OUTCOME:** Increase access to benefits via screening and assistance in benefit enrollment

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
</table>
| # of adults screened for benefits      | • “Benefit screening” is using a web or in person tool to determine an individuals’ eligibility for public or private benefits  
  • “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids |
| # of adults assisted in applying for benefits | • “Assistance” in applying for benefits is using a web or in person tool to assist clients in completing the application(s) for public or private benefits  
  • “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids |
| # of adults assisted in maintaining benefits | • “Assistance” in maintaining benefits can include assisting the individual in reapplying for benefits after they have expired, or assisting in maintaining benefits program eligibility  
  • “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids |
<table>
<thead>
<tr>
<th>STRATEGY: LEGAL ASSISTANCE</th>
<th>Ensure equal access to justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOME: Provide legal services/representation and information to individuals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of adults receiving brief legal services</td>
<td>• Brief services refers to legal counsel and advice and/or other brief services including drafting of simple legal documents for clients to use on a pro se basis</td>
</tr>
</tbody>
</table>
| # of adults receiving extended legal representation | “Extended legal representation” may include the following:  
• Representation without litigation – Extensive research, preparation of complex letters or other legal documents, negotiations with third parties, extensive transactional work  
• Administrative hearings – Representation in formal proceedings and/or hearings before an administrative agency  
• Litigation – Representation in court proceedings |
| Average length of extended representation services | • Average length of time measured in weeks |
## STRATEGY: FOOD ACCESS

### Meet basic food needs

### OUTCOME: Provide food assistance

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of individuals receiving food assistance</td>
<td>• “Food assistance” includes food pantries, congregate meals, at home deliveries for individuals who would struggle to attend a food distribution site, and food banks</td>
</tr>
<tr>
<td># of adults receiving food assistance</td>
<td>• adults are participants 18 and older</td>
</tr>
<tr>
<td># of youth receiving food assistance</td>
<td>• youth are participants under age 18</td>
</tr>
</tbody>
</table>

### OUTCOME: Increase access to benefits via screening and assistance in benefit enrollment

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td># of adults screened for benefits</td>
<td>• “Benefit screening” is using a web or in person tool to determine an individuals’ eligibility for public or private benefits</td>
</tr>
<tr>
<td># of adults assisted in applying for benefits</td>
<td>• “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids</td>
</tr>
<tr>
<td># of adults assisted in maintaining benefits</td>
<td>• “Assistance” in applying for benefits is using a web or in person tool to assist clients in completing the application(s) for public or private benefits</td>
</tr>
<tr>
<td># of adults assisted in maintaining benefits</td>
<td>• “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids</td>
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<td># of adults assisted in maintaining benefits</td>
<td>• “Benefits” include: TANF, tax credits, SSI/SSDI, SNAP/LINK, WIC, subsidized housing (public, Section 8), LIHEAP, weatherization, utility, eviction prevention, subsidized fare cards and vouchers, childcare subsidies, Medicaid, Medicare, and All Kids</td>
</tr>
</tbody>
</table>
ADDITIONAL HOUSING DEFINITIONS

• EMERGENCY SHELTER: Any facility with the primary purpose of providing temporary or transitional shelter for the homeless in general or for specific populations of the homeless.

• TRANSITIONAL HOUSING: A project that facilitates the movement of homeless individuals and families to permanent housing within a reasonable amount of time (usually 24 months). Transitional housing includes housing primarily designed to serve deinstitutionalized homeless individuals and other homeless individuals with mental or physical disabilities and homeless families with children.

• RAPID RE-HOUSING: Temporary assistance in order for individuals and families who are experiencing homelessness (residing in emergency or transitional shelters or on the street) to obtain housing and retain it.

• PERMANENT SUPPORTIVE HOUSING: Long-term, community-based housing that has supportive services for homeless persons with disabilities. This type of supportive housing enables special needs populations to live as independently as possible in a permanent setting. The supportive services may be provided by the organization managing the housing or coordinated by the applicant and provided by other public or private service agencies. Permanent housing can be provided in one structure or several structures at one site or in multiple structures at scattered sites. There is no definite length of stay.

• RENT AND MORTGAGE ASSISTANCE: Short term assistance to households who have a temporary need, rather than a long term subsidy in order to make payments on rent or mortgage.
Appendix D: Letter of Support Template

[Date]

Mr. Jose Rico
Senior Vice President, Community Impact
United Way of Metropolitan Chicago
333 S. Wabash Ave., 30th Floor
Chicago, IL 60604

Dear Mr. Rico:

On behalf of the [name of Neighborhood Network] Steering Committee, I am writing to express our support of [name of partner agency]'s proposal to the United Way of Metropolitan Chicago for their [name of partner agency's program].

[Name of partner agency] is a valued partner and an active member of the [name of Neighborhood Network]. Their [name of partner agency's program] provides vital services to the residents of [Neighborhood] and advances our community’s Common Agenda.

The [name of Neighborhood Network] Steering Committee supports this proposal and believes that United Way funding for this program will benefit our residents and support our collaborative work.

Sincerely,

[Name and Title of Steering Committee Representative]
Appendix E: Request for Letters of Inquiry
Community Impact Fund
FY18-19 Grants

Purpose:
The Letter of Inquiry is the first step in the UWMC application process. The LOI will serve as a tool to assess an organization’s fitness for funding for any programs not currently funded by UWMC.

Who must submit an LOI?
Organizations that fall into the following categories must submit a Letter of Inquiry (LOI) to be considered for funding in FY18-19:

- **Agencies that don’t currently receive funding from UWMC**
- **Currently funded agencies that are seeking funding for**:
  - A new issue area,
  - A new strategy
  - From a new UWMC regional office
- **Agencies funded in FY16-17 in Health Access - Primary Care.** Because the requirements of our Health Access portfolio has changed, an organization currently funded for Health Access – Primary Care **must** submit an LOI to be considered for funding in FY18-19...
  (Please note: Do NOT include currently funded programs other than Health Access - Primary Care in your LOI. You will automatically be invited to submit an application for your other currently funded programs.)

An LOI is not necessary or not applicable for the following:

- **Requests for programs that are currently funded by UWMC** - Any currently funded issue areas/strategies (except for Health Access-Primary Care) should **not** be included in the LOI, since organizations that are currently funded will be automatically invited to submit a formal proposal in January 2017 for their currently funded programs.

- **Requests for funding for new programs** - UWMC will not provide seed funding or fund start up of new programs. The programs for which you are requesting funding must be in operation for at least two years. UWMC grants **may** supplement existing programming or support expansion (e.g., new sites, hours, slots, staff).

Please carefully read the Grant Guidelines in their entirety to assess your organization’s eligibility and alignment with UWMC’s strategic priorities. Please note that the LOI phase will be extremely competitive and a very small percentage of organizations will be invited to submit a formal proposal.

Deadline for pre-registration and LOI submission:
LOIs will be accepted electronically through our web-based grants management system Apricot for Funders. Hard copies or emailed versions will not be reviewed.

Pre-registration is required in order to submit an LOI via Apricot. Pre-registration will provide you with a username and password, if you don’t already have one, and access to the electronic LOI forms when the LOI opens. **Current grantees that plan to submit an LOI but already have an Apricot username still need to pre-register.**

To be considered for FY18-19 funding, you must adhere to the following deadlines:

- Pre-registration – pre-register by visiting our website [http://agencies.uw-mc.org/loi-prequalification-1/](http://agencies.uw-mc.org/loi-prequalification-1/) no later than **October 12, 2016**.
- LOI submission – Apricot will open to accept LOIs on **October 24, 2016 at 9:00 am and will close at 5:00 pm on November 18, 2016.** Submissions will not be accepted outside this window.
You will be notified whether you will be invited to submit a proposal on December 16, 2016.

**LOI Format and content:**
Organizations can submit only one LOI in response to this invitation, regardless of the number of UW offices and issue areas. (UWMC has four regional offices: Chicago, West Suburban, North-Northwest Suburban, and South-Southwest Suburban.)

The web-based LOI requires a brief section on your organization (history, mission, program services and total budget - approximately ½ page) as well as the following information for each issue area you are requesting funds for:

- Funding amount requested by regional office and strategy
- Site locations by partner community
- Estimated percentage breakdown of clients by community
- Proposed program description (approximately 2 pages per issue area) which:
  - Notes how long the program for which funds are requested has been in existence;
  - Provides a brief description of the clients served
  - Illustrates how your program’s goals and objectives align with those of UWMC’s Strong Neighborhoods and issue area framework;
  - Describes the evidence-informed and promising practices your program is based on and how your program operates;
  - Describes how you evaluate your program and identifies the performance indicators you do or will begin to track, if funded; and
  - Demonstrates how your organization collaborates with other community providers to integrate or link client services.

If your proposed program will serve residents in one or more of UWMC’s ten Neighborhood Network communities (See Section II. B 4 of the grant guidelines for a list of these communities) your LOI must also:

- Specify the amount of funding requested for, the strategies to be implemented in, and the projected percentage of your clients that reside in the Neighborhood Network community separately from other Partner Communities;
- Describe how your program aligns with the Common Agenda established by the Neighborhood Network; and
- Include a Letter of Support from the Steering Committee of the Neighborhood Network

Please note: organizations that receive funding for programs serving residents of Neighborhood Network communities will be required to track and report indicators and outcomes for these communities separately from other Partner Communities.

**LOI Resources and technical assistance**
Our website offers the following resources which will provide you with details regarding our application process and requirements and will help you assess your organization’s eligibility and alignment with UWMC’s strategic priorities:

- Grant Guidelines
- Frequently Asked Questions
- LOI webinar instructions

In the event that you have questions that aren’t answered in the above resources or if you would like to speak with a UWMC staff member, please email our Help Desk at communityimpact@uw-mc.org with the nature of your question and we will gladly connect you with the appropriate person from our team.