

United Way of Hancock County Financial Stability Initiative Request for Proposals

Theory/Background: United Way of Hancock County is seeking RFP's from organizations who are addressing community issues through a collective impact framework. Key concepts of collective impact include cross-sector collaborations that demonstrate a common agenda, shared measurements, mutually reinforcing activities, continuous communication and are led and supported by a backbone organization.

Timeline: UWHC is offering three timelines for the financial stability process. UWHC encourages all applicants to take the time to build a well-planned funding request and if need be, build that time into the grant request. Submitting a request put together in haste could be detrimental to the application request. (Letter of intent due dates: December 10, 2017 - February 1, 2018 - August 20, 2018)

Qualification and vetting: As a steward of community dollars, United Way of Hancock County requires all agencies or organizations requesting funds to pass compliance audits. Audits reflect the tax structure of the organization. For example, a nonprofit audit would include an internal review of the agencies legal documentation requirements, agency governance documentation, internal operations including budgets and audit requirements and personnel policies. Other organizations will receive a similar audit based on their tax code.

Content:

When structuring the Request for Proposal, the collaborative groups overarching goals should be provided and the timeline associated with the goals.

Each collaborator within the group will provide their annual requested amount for the life of the grant – up to five years- which will roll into the full presented budget.

Each collaborator within the group will need to define how the specific role they play in the grant request is working toward the common agenda through the specific outcome(s) selected from the standard outcomes presented in the grant.

The collaborators will also need to present the evidence-based or program- based indicator tools used to measure outcomes.

Reporting:

Outcomes and financial updates will be requested no sooner than 6 months into the grant funding timeframe. Details on the structure will be provided.

For additional information on the Financial Stability Initiative, please review the initiative strategies, the standard outcomes and indicators, and the technical compliance information supplied. Much of this documentation is provided UWHC's website – www.liveunitedhancockcounty.org .

UWHC Financial Stability Initiative

STRATEGY ONE - Workforce Readiness

Common Outcomes:

Clients assess their employability/job readiness

Clients acquire the training, support, education and credentials to improve job readiness

Clients obtain full-time employment

Clients maintain employment

Clients increase income

Common Indicators

#!% of clients who complete an assessment of their employability/job readiness

#!% of clients who complete a job training program

#!% of clients who complete certification/licensing requirements for employment

#!% of clients who achieve educational goals

#!% of clients who obtain employment

#!% of clients who improve their job performance

#!% of clients who maintain their employment for 3 months

#!% of clients who maintain their employment for 6 months

#!% of clients who maintain their employment for 12 months

#!% of clients who increase their income by 50%

#!% of clients who increase their income by 100%

#!% of clients who increase their income by 150%

#!% of clients who increase their income by 200%

Common Outputs

of clients assessed

of unduplicated clients served

of referrals to other community resources

of job preparation workshops

of job fairs

of specific job/skill training classes

of clients in sheltered employment

of clients in small group employment

of clients in community placement

of employment coordinator hours

STRATEGY 2 - FINANCIAL EMPOWERMENT

Common Outcomes:

Clients create and maintain a budget

Clients improve debt to income ratio

Clients identify and set future financial goals

Clients increase their awareness of resources and options

Eligible clients obtain state and local benefits to assist in stabilizing their household

Clients acquire the training and education to improve their financial literacy

Eligible clients receive the Earned Income Tax Credit (EITC)

Clients begin and maintain checking accounts

Clients begin and grow a savings account
Clients acquire financial assets/make asset purchases
Clients increase income
Clients transition to home ownership
Client use community resources to achieve goals and does not become dependent on them (i.e. SNAP - CHIP - Free Tax Clinics (OBB or VITA), etc.
Clients have personal and family financial stability
Common Indicators:
#/% of eligible clients who connect with supportive services within 45 days
#/% of clients who obtain state/local benefits (i.e. SNAP - CHIP - Free Tax Clinics (OBB or VITA), etc.
#/% of clients who complete a financial literacy training program
#/% of clients who complete a life skills training program
#/% of clients who receive the EITC
#/% of clients who begin a savings plan or an independent development account (IDA)
#/% of clients who acquire/purchase a financial asset
#/% of clients who increase their income by 50%
#/% of clients who increase their income by 100%
#/% of clients who increase their income by 150%
#/% of clients who increase their income by 200%
#/% of clients who enroll in company benefits
#/% of clients who purchase a home
#/% of clients with improved credit rating scores
Common Outputs:
of clients assessed
of unduplicated clients served
of individual service plans developed
of referrals to other community resources
of financial literacy classes offered
of life skills classes offered
of clients who attend financial literacy classes
of clients who attend life skills classes
of clients who take the EITC
of savings/IDA accounts opened
of financial asset purchases
of career assistance/financial literacy service hours delivered
of credit report reviews
<i>Community Outcome: Individuals and families have access to affordable housing.</i>
Common Outcomes:
Clients assess their housing options
Clients increase their awareness of resources and options
Clients acquire stable, affordable housing
Clients acquire the training and education to improve their financial literacy

Clients acquire the training education and support to improve their independent living skills
Clients acquire the training, education and support to become home-owners
Clients maintain residential stability
Clients transition to independent permanent housing
Clients purchase/acquire a home
Common Indicators:
#!/% of clients who complete an assessment and create a service plan
#!/% of eligible clients who connect with supportive services within 45 days
#!/% of clients who move to transitional housing
#!/% of clients who move to permanent housing
#!/% of clients who complete a financial literacy training program
#!/% of clients who maintain permanent housing for 12 months
#!/% of clients who maintain permanent housing for 18 months
#!/% of clients who maintain permanent housing for 24 months
#!/% of clients who transition to independent permanent housing
#!/% of clients who purchase/acquire a home
Common Outputs:
of clients assessed
of unduplicated clients served
of individual service plans developed
of referrals to other community resources
of financial counseling hours delivered
of approved financial literacy classes offered
of life skills classes offered
of homebuyer workshops offered
of clients who attend approved financial literacy classes
of clients who attend life skills classes
of clients who attend homebuyer workshops

STRATEGY 3 / YOUTH DEVELOPMENT

Common Outcomes:

Youth develop a strong sense of self.

Youth have positive self esteem

Youth acquire the training, support and education to make positive life choices

Youth make positive/productive life choices

Youth avoid risky behaviors.

Youth avoid bullying behaviors.

Youth use refusal skills.

Youth avoid using illegal substances.

Youth demonstrate age-appropriate social competencies

Youth acquire the training, support and education to improve their age-appropriate social competencies

Youth develop social skills (e.g. interpersonal communication, conflict resolution).

Youth affiliate with peers who abstain from negative behaviors.

Youth are physically active

Youth develop skills and attitudes to make lifelong physical activity a habit.

Youth develop/maintain healthy eating habits.

Youth develop skills to prepare food themselves.

Youth have a positive attitude towards school

Youth value education and learning

Youth identify, manage and appropriately express emotions and behaviors.

Youth develop healthy relationships.

Youth prevent, manage and resolve interpersonal conflicts in constructive ways.

Youth develop positive relationships with peers.

Youth model positive behaviors for peers.

Youth demonstrate pro-social behavior.

Youth develop friendship skills.

Youth develop coping skills.

Youth acquire the training, support and education to improve their academic performance

Youth remain in school

Youth advance to the next grade level

Youth have improved grades

Youth graduate from high school

Youth plan for their academic future

Youth enroll in continuing education

Parents are more involved in their child's education

Parents become more involved with their children

Youth develop positive, sustained relationships with caring adults.

Youth develop cultural competence.

Youth advance diversity in a multicultural world.

Youth respect diversity.

Youth are involved in their community

Youth demonstrate civic participation skills (e.g., compromise, perspective-taking).

Youth feel empowered to contribute to positive change in their communities.

Youth volunteer/participate in community service.
Youth consider the implications of their actions on others, their community, and the environment.
Youth educate and inspire others to act.
Youth demonstrate leadership skills (e.g., organizing others, taking initiative, team-building).
Youth communicate their opinions and ideas to others.
Common Indicators
#/% of youth who attend youth programs regularly
of parents who attend parent education sessions
#/% of youth who advance to the next grade level
#/% of youth who can identify and understand the negative consequences of substance abuse
#/% of youth who complete daily homework assignments
#/% of youth who demonstrate coping and life management skills
#/% of youth who improve grades
#/% of youth who improve school attendance
#/% of youth who volunteer
#/% of parents who attend parent education/information sessions
#/% of youth engaged in recreational activities
#/% of youth who can identify and understand the negative consequences of high risk behavior
#/% of youth who demonstrate non-violent conflict resolution skills
#/% of youth who graduate from high school
#/% of youth who participate in extracurricular and/or outside school activities
#/% of youth who report they feel good about themselves
#/% of youth who advance to the next grade level
#/% of youth who attend parent education sessions
#/% of youth who can identify and understand the negative consequences of high risk behavior
#/% of youth who demonstrate academic improvement
#/% of youth who demonstrate coping and life management skills
#/% of youth who demonstrate non-violent conflict resolution skills
#/% of youth who enroll in continuing education
#/% of youth who graduate from high school
#/% of youth who have positive peer and adult interactions
#/% of youth who improve school or program attendance
#/% of youth who report they feel good about themselves
#/% of youth who set personal, academic and/or career goals
#/% of youth who take a leadership role in the program
Common Outputs:
of unduplicated youth served
of youth receiving academic assistance
of youth participating in educational activities
of youth participating in arts and cultural activities
of youth participating in recreational activities
of youth who volunteer
of parent information/education sessions offered

of parents attending information/education sessions

of youth classes / workshops offered

of hours of academic assistance provided

of mentoring hours provided

The Leader In Me Structured OUTCOMES

Children understand responsibility and take initiative

- Children take initiative to do the right thing
- Children maintain positive attitude

Children learn to plan ahead and set goals.

- Children learn the benefits of planning
- Children participate in the classroom
- Children contribute to the success of the school
- Children find ways to be good citizens

Children learn to prioritize

Children can make a schedule and follow the plan

Children learn and practice self discipline

Children listen to others

- children do not interrupt
- children voice their ideas
- children make eye contact when speaking

Children work together

- children seek others ideas
- children work well with people different than them

Children seek life balance

- children help others
- children experience varyng learning experiences
- children exercise regularly
- children get enough sleep
- children spend faceto-face time with family and friends

**** indicators and outputs may vary contingent on the tool - note that you will need to provide the source of performance based/evidence based results***

Technical Compliance Review

Section 1 - Legal Documentation Requirements

Non-profit Organization (Articles of Incorporation)

IRS Determination letter 501(c) 3 dated _____

Counter-Terrorism Compliance Form (previously known as Patriot Act)

Section 2 - Agency Governance Documentation

Agency Mission Statement

Agency By-Laws

Board Policy and Procedures

Board meeting schedules

Board attendance requirements

Board orientation and training

Board compensation/composition

Board strategic planning and governance responsibilities

Section 3 - Internal Operations Documentation

Verification that administrative expense does not exceed 25% of the organization's total budget as computed by the most recent IRS Form 990

Agencies with an annual operating budget of \$500,000 or more must provide an annual audit prepared by an independent auditor.

Agencies with an operating budget of between \$250,000 and \$499,999 must provide an annual review prepared by an independent auditor.

Agencies with an operating budget up to \$249,999 must provide an annual compilation with disclosure prepared by an independent auditor.

Agency must have a budget in place and monitored/reviewed no less than quarterly and noted in the minutes of the Board of Trustees

Agency has a reserve policy in place (agencies without a reserve must indicate that "no operating reserve is required" in their policies)

Personnel Policies must be in place and include a periodic review and update requirements (must include whistleblower policy.)

Affirmative Action/Non-Discriminatory Policies must be in place

Financial Stability Initiative Strategies

Strategy one – Workforce readiness – UWHC will work with the Ohio Department of Job and Family Services to reach the targeted individuals or families. In order for the identified target population to obtain sustainable employment that leads to self-sufficiency, the barriers to employment need to be identified and eliminated. Barriers may include lack of : transportation, soft skills, affordable housing or access to quality health care as well as literacy, mental and physical health issues, harmful substance use, past felony convictions and more. Once barriers are identified we must ensure the new or returning workplace entrant is equipped to enter the workforce with the requisite knowledge, skills or abilities required to succeed in the workplace. Activities can include: identifying the unemployed, underemployed, unemployable or ALICE individual; assessing, addressing and eliminating the identified barriers, and /or provide the necessary training; connect the individual to employment and more.

Strategy two- Financial empowerment – Households residing in poverty, living on the benefits cliff or who are one incident away from being trapped in a cycle of poverty often live under the “tyranny of the moment”. This is a reactive state due to the households’ inability to plan for or gather the resources for the unexpected. When crisis does occur, the cycle of debt and poverty are perpetuated. These households often rely on high-cost alternatives to mainstream banking. Without resources to manage, financial acumen is neither understood nor exercised. By engaging the target population with financial literacy opportunities, coaching, education, financial tools and the recognition of community resources that can provide leverage toward financial competency, the individual can achieve financial well-being and stability.

Strategy three – Youth Investment – Working with our public, private and parochial school systems, as well as our league of child care providers, UWHC and community partners from multiple sectors will assist in a grassroots effort to address the long-term education, soft skill development, critical thinking and family function of our area youth.

Explain how this project or program is a response to Financial Stability and aligns with the other listed strategies

Describe the main outcomes that the partners intend to achieve with UW support. What specific benefits or changes in the target population are expected?

How will the partners evaluate the program or project's impact? What will be measured?
Describe any specific evaluation methods or tools.