Community Impact
Request for Proposal
July 1, 2015 – June 30, 2017

OVERVIEW

ONLINE APPLICATIONS MUST BE COMPLETED AND SUBMITTED BY MIDNIGHT
March 15, 2015
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**Funding Announcement**

Berkshire United Way (BUW) announces the availability of funding for the two-year period of July 1, 2015 – June 30, 2017. Funding will be awarded on an annual basis, continuation after one year based on agency/program performance and available dollars. Investment decisions will be based on the results of a competitive Request for Proposal (RFP) process.

**Berkshire United Way Business Model**

Berkshire United Way’s mission is to improve the quality of life in Berkshire County by mobilizing resources to address community priorities and create sustainable change.

The community aspiration, “Making Berkshire County a community of hope and opportunity, where every individual and family lives, works and thrives,” and identification of supporting priorities for investment are the result of BUW’s collaboration with hundreds of community members over several years. BUW advances the common good by creating opportunities for a better life for all. Our focus is on education and financial stability – the building blocks for a good quality of life. BUW recruits people and organizations who bring the passion, expertise and resources needed to get things done. LIVE UNITED is a call to action for everyone to be part of the change.

Much like United Way Worldwide and local United Ways around the country, BUW has adopted the Community Impact investment philosophy which supports organizations and activities that employ nationally recognized best practices\(^1\) and innovative evidence-based programs\(^2\) that track and report measurable progress. To this end, BUW has embraced the collective impact approach as a way to achieve community impact because we believe that in today’s environment we can only achieve significant, sustainable improvements when we unlock the strengths of the entire community. Collective impact\(^3\) involves collaboration among community and business leaders, health and human service organizations, government, schools, and community members. BUW supports the collective impact approach in order to more effectively improve the quality of life in Berkshire County.

The Results Based Accountability (RBA) framework\(^4\) allows BUW to enhance its service delivery activities through the adoption of performance measures that more effectively track and improve program performance. RBA focuses on 2 key types of accountability and language discipline:

- Population accountability\(^5\) - results / outcomes and indicators
- Performance accountability\(^6\) - performance measures

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\(^1\) See Glossary, Appendix E.
\(^2\) See Glossary, Appendix E.
\(^3\) See Glossary, Appendix E.
\(^4\) See Glossary, Appendix E.
\(^5\) See Glossary, Appendix E.
\(^6\) See Glossary, Appendix E.
The 7 Population and Performance Questions\textsuperscript{7} take us from ‘talk to action,’ from what we do to what we achieve. To help improve program delivery, performance measures answer the following three questions:
- How much did we do?
- How well did we do it?
- Is anyone better off?

\textbf{Asset Based Community Development (ABCD)}

Through our latest strategic planning process, BUW has adopted asset based community development, which starts with the simple truth that everyone has gifts and has something to contribute to build strong and healthy communities. Both individual and organizational assets must be identified and mobilized to build on the strengths and capacities of residents. This process of asset mapping creates the path for residents to move from clients (recipients of service) to producers (co-producers of their own community well-being). For more information on the ABCD Learning Community, see Appendix A.

\textbf{Eligibility Requirements}

All applicants must meet and provide evidence of the following requirements:
- be located in and primarily serving residents of central and southern Berkshire County;
- be a not-for-profit organization (a 501©3 designation is \textbf{NOT} required);
- be incorporated or chartered under appropriate local, state or federal statutes;
- abide by federal and state laws regarding non-discrimination and anti-terrorism;
- have an active, locally based, volunteer board of directors that meets regularly, makes policy decisions and holds election of officers;
- have an administrative structure with defined lines of responsibility, a mission statement and bylaws;
- be financially stable, perform a regular budgeting process and be able to submit IRS Form 990 and all written communications from auditor including Management Letter comments and reports on internal control deficiencies (or Review level financials statements if the Organization is not audited by an independent auditor);
- have current license, certification and permits if applicable;
- be providing services/activities that address Early Childhood Literacy and/or Positive Youth Development which meet the needs of children, youth, parents/caregivers together;
- be able to demonstrate effectiveness of its programs/services or activities through measurable outcomes.

\textbf{Two Generation Approach}

As part of a two-generation approach\textsuperscript{8}, programs/activities must provide opportunities for and meet the needs of children, youth, parents and caregivers together. Research

\textsuperscript{7} See Glossary, Appendix E.
shows the impact of a parent’s education level, economic stability, and overall health on a child/youth’s trajectory. Similarly, children’s education and healthy development are powerful catalysts for parents.  

As the above graphic shows, whole-family approaches focus equally and intentionally on services and opportunities for the parent and the child. Programs/activities must break through the silos of fragmented policies in order to harness a family’s full potential and put the entire family on a path to economic security.  

The common interest of helping families succeed is a powerful driver for partners to innovate and link services for parents and children together. It is not necessary that one organization deliver all components of a two-generation approach – BUW strongly encourages organizations to collaborate with community partners to deliver comprehensive services. In line with this approach, all applicants are required to submit projections and report outcomes in the service area Building Strong, Competent Families (in either Early Childhood Literacy and/or Positive Youth Development).

- **Building Strong Competent Families** (i.e. family engagement programs and skills development curricula)

  Rationale: This service area is intended to promote healthy parent/caregiver-child relationships. Research shows that young children’s relationships with their primary caregivers have a major impact on their cognitive, linguistic, emotional, social and moral development. Stronger parent/caregiver-child relationships and enhanced home environments promote positive outcomes for all young children. The underlying

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8 See Appendix E for a definition and Graphic.
10 See more at: http://ascend.aspeninstitute.org/pages/the-two-generationapproach#sthash.qTsYcdQU.dpuf
13 See Appendix E for a definition of collaboration
assumption of parenting/caregiver education programs is that by targeting parenting-related knowledge, skills, beliefs, attitudes, and behaviors, parents/caregivers attain the capacity and confidence necessary to effectively meet their children’s developmental needs, thereby preparing them for adulthood.

BUW recognizes the importance of families being there to support their growing children and youth. Family engagement is a powerful indicator of adolescents’ academic achievement, interests outside of the home, positive self-esteem and inner strength and positive coping skills. Numerous studies indicate that children and youth whose families are more involved in their children’s learning and development display higher levels of achievement.

Funding and Budget Expectations:
*Note that for any parenting curriculum, grantees will be paid a premium for each parent who attends over and above the minimum. Agencies should create a budget that provides for infrastructure as well as a minimum of 10 parents/caregivers per class offering.

Some examples of other strategies that address the needs of parents/caregivers are:

- **Post-secondary and Employment Opportunities**
  Rationale: Helps low-income workers qualify for better jobs with career training so they can earn family-sustaining wages; workforce development training programs provide individuals with necessary skills to obtain employment or advance at their current job.

- **Economic Supports (asset building)**
  Rationale: Helping families get out of debt and make their money go further with money management classes; gaining assets leads to a sense of independence and can improve the financial circumstance of low income individuals. Supplements families’ incomes while they work to advance their earnings; other on-site income supports may include enrollment in Supplemental Nutrition Assistance Program (SNAP) benefits, subsidized and supported housing, fuel assistance, and access to Volunteer Income Tax Assistance (VITA) and Earned Income Tax Credit (EITC).

**WORKING TOGETHER TO GET THINGS DONE**

Berkshire United Way advances the common good by creating opportunities for a better life for all. Our primary focus areas are Early Childhood Literacy, Positive Youth Development, and Financial Stability.
OUR WORK FOLLOWS AN INTERCONNECTED, STRATEGIC CONTINUUM:

1) Early Childhood Literacy

BUW’s “Birth to 3rd Grade” strategies are rooted in an extensive review of the academic literature around the issues of early childhood development, school readiness, and early grade reading. A number of national initiatives, including those of United Way Worldwide (UWW) and the Annie E. Casey Foundation, have focused on 3rd grade reading skills as a critical intervention point in school success. The literature is clear: failure to read at grade-level by the end of 3rd grade is directly linked to long-term academic challenges, non-adaptive behaviors, and failure to complete high school. Simply stated, until 3rd grade children are learning to read; after 3rd grade they are reading to learn. Without solid reading skills children will struggle in all of their academic efforts.

Current Reality:

*Source: Berkshire Benchmarks 2014 MA Department of Education*
Some examples of programs/activities that address the Priority Community Issue of Early Childhood Literacy include but are not limited to:

- **Home visiting programs**
  Rationale: BUW is committed to ensuring that all children and families have access to quality early childhood learning experiences. To that end, BUW encourages early childhood providers to apply for funds to implement an evidence-based home visiting program with fidelity. See Appendix F for examples of evidence-based programs.

- **Quality Early Childhood Education**
  Rationale: This service area is intended to identify high-quality early learning programs that prepare all young children for success in school. Early care and education programs should be on the state of Massachusetts Quality Rating Improvement System (QRIS). All applicants must state what level they are currently at on the QRIS. Learning and development should be screened and assessed through the use of quality, research-based screening and assessment tools: i.e. the Ages and Stages Questionnaire (ASQ/ASQ_SE) to identify children with developmental delays and the Massachusetts Department of Early Care and Education approved assessment tool: Teaching Strategies Gold. Qualified and appropriately compensated personnel, small group sizes and high adult-child ratios, language-rich environments, developmentally appropriate “curricula,” safe physical settings, and warm and responsive adult-child interactions all lead to improved child outcomes.

**Note**: For early childhood education providers with more than one location/site, applicants must complete a Program Measures form per location/site. If program consists of family child care providers, applicant may group these all as one

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14 See Appendix E for a definition
site/location. Grantees will be required to report program measures and client demographics for each location/site.

- **Out of School Time Activities**
  Rationale: BUW recognizes that early school success is not limited to reading, language, and academic skills alone and that learning happens in and outside of the classroom. A child's academic potential is fostered through healthy attachments to nurturing adults, a stable living environment, proper nutrition and healthcare, and high quality out-of-home care. BUW is looking for partners who are committed to developing children's language and literacy skills within the context of a holistic child development effort. Examples of effective measurement tools include the Survey of After-School Youth Outcomes (SAYO) and/or Lexia Learning.

- **Early Intervention Services**
  Rationale: This service area is intended to identify children with developmental or behavioral concerns or delays through screening and/or development assessment to promote healthy development in all domains (including use of the ASQ). Effective approaches to intervention are individualized and tailored to the goals and needs of children and their families. Identifying children’s developmental or behavioral concerns or delays early through screening and assessment can change the trajectory of a child’s entire life by helping to ensure that the families of young children have timely access to needed services and support.

2) **Positive Youth Development:**

In line with a two-generation approach, BUW will support programs that foster healthy youth development and help strengthen family/community supports, so that youth and caregivers may succeed in school, work, and life. In fact, one of the most critical protective factors is the importance of youth having supportive relationships with caring adults. Further, research shows that educational attainment is a key predictor of a variety of outcomes, including teen childbearing, crime, higher earnings, and social well-being. Successful youth programming may be targeted at improving academic performance, social skills (i.e. mentoring, civic engagement and youth leadership, and pro-social and risk reduction activities), or both. An effective evaluation tool for youth programming is the Survey of After-School Youth Outcomes (SAYO). For additional information on identifying program measures, visit http://toolfind.org/
Current Reality:

Some examples of programs/activities that address the Priority Community Issue of Positive Youth Development include but are not limited to:

- **Teen pregnancy prevention programming:**
  Rationale: BUW is committed to reaching the Face the Facts: Reduce Teen Pregnancy Coalition goal of reducing births to teens in Berkshire County by 50% by 2020 (to 7/1,000 births to teens ages 15-19 years old).
Teen Births ages 15-19

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<thead>
<tr>
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<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Berkshire County</td>
<td>14.0</td>
<td>15.8</td>
</tr>
<tr>
<td>Pittsfield</td>
<td>25.4</td>
<td>27.6</td>
</tr>
<tr>
<td>North Adams</td>
<td>16.7</td>
<td>22.1</td>
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<tr>
<td>Massachusetts</td>
<td>14.0</td>
<td>12.0</td>
</tr>
<tr>
<td>US</td>
<td>29.4</td>
<td>26.6</td>
</tr>
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To that end, BUW encourages youth serving agencies to apply for funds to run evidence-based teen pregnancy prevention programs with fidelity. See Appendix F for examples of evidence-based programs/curricula.

Funding and Budget Expectations for teen pregnancy prevention programs:
Budgets for these programs should include: training funds to become a certified facilitator (include staff time for training), required program materials, and any licensing fees, if applicable. Berkshire United Way reserves the right to manage the training process and funding directly if multiple agencies are interested in adopting the same program or curriculum.

Pittsfield Prevention Partnership/Berkshire Youth Development Program
(substance abuse prevention)
Priority will be given to applications that include implementation of the substance abuse prevention curricula, as listed on the SAMHSA evidence-based program website. See Appendix F for examples of evidence-based programs/curricula.

- Mentoring
  Rationale: Research shows that mentoring programs are most effective when youth and adults develop a supportive and trusting relationship. Youth who are surrounded by caring adults are less likely to engage in risky behaviors and are more likely to have a positive view of themselves and their community. Mentor-mentee relationships may consist of one on one mentoring or group and team mentoring. A leading researcher, Dr. Jean Rhodes, writes that mentors influence people in three important ways: enhancing social skills/emotional well-being, improving cognitive skills through dialogue and listening, and serving as a role model and advocate. For more information on effective program models, technical assistance, and/or program costs, please refer to Mass Mentoring Partnership: http://massmentors.org/

- Civic Engagement and Youth Leadership
  Rationale: Civic engagement/volunteering in adolescence is related to overall positive academic, psychological, and occupational outcomes. According to the National Network for Youth, civic engagement consists of “working in partnership with young people to strengthen or regain their ties to community – family, neighborhood, schools or friends – and working with communities to value and support youth.” Wyman’s Teen

See Appendix E for a definition
Outreach Program (TOP®) is an example of an effective program within this service area. See pages 11 - 12 for further examples of evidence based programs.

- College and/or Work Ready
  Rationale: This service area is intended to identify programs that engage youth in academic or experiential learning and/or provide youth with the building blocks they need to achieve their individual learning and/or work readiness goals. Programs should encourage youth to achieve age appropriate success in academic or work experience, specifically related to annual grade progression and/or workforce preparedness. BUW will value programs that target grade promotion or improved basic skills/progress towards a high school credential and/or offer paid or unpaid work experiences, including internships.

- Pro-social and/or Risk Reduction
  Rationale: This service area is designed to support programs that cultivate a young person’s self-esteem, emerging identity, basic decision-making skills that teach youth the skills to avoid or reduce high risk behaviors. Program curricula topics may include: conflict mediation/resolution, tobacco/alcohol/substance abuse education, sexual health education, violence and abuse prevention, anti-bullying, gang resistance and mediation, coping with trauma and building resiliency, depression, anxiety and suicide prevention. BUW will recognize programs that measure youths’ increased knowledge and skills to make better decisions and increased functioning leading to avoidance or reduction of high-risk behaviors. See page 12 for examples of evidence based programs that fit within this service area.

- Assessment, Referral, and Treatment
  Rationale: This service area is intended to identify programs that intervene early and promote healthy youth development through the use of evidence-based methodology/model/curricula or similar approaches that provide clinical and/or case management with wraparound services and referral follow up. Programs may include skill-building activities that lead to resiliency, coping skills, positive decision making and problem solving.
Questions (Application Narrative):
Instructions: Please provide the following information on the program/activity. Each question and sub-question will be evaluated based on the Program Design Evaluation Tool (page 17).

A. Program Support

1. Provide a brief description of the program/activity, including the specific strategies to be implemented and how they align with a two generation approach. (Maximum Character Limit 6000)
   a. How does the program/activity encourage individuals (parent/caregivers and/or children/youth) to build on their strengths to do things for themselves and within their neighborhoods or other communities they are connected to (i.e. act as co-producers)? (Maximum Character Limit 6000)

2. What is the rationale behind the design of the program/activity (cite any best practices, evidence-based programs/research, and statistical data). (Maximum Character Limit 6000)
   a. If applicable, describe how the organization implements an evidence-based program with fidelity. (Maximum Character Limit 6000)

B. Target Population

3. Describe the specific needs/present condition of the target population. (Maximum Character Limit 6000)
   a. Describe the specific geographic area to be served, include the percentage (%) of individuals served throughout Berkshire County (Central, Southern, Northern, other). (Maximum Character Limit 6000)
   b. What percentage (%) of individuals served reside in low to moderate income households (under $35,000 and/or $35,001-$50,000)? (Maximum Character Limit 6000)
   c. What risk factors are considered when selecting program participants? (Maximum Character Limit 6000)
   d. How are participants recruited and screened for the program/activity? (Maximum Character Limit 6000)
   e. What is the track record and experience of working with the target population? (Maximum Character Limit 6000)

C. Dosage

4. Describe how the intensity and duration of program activities are sufficient to achieve meaningful, lasting changes in the targeted behaviors and/or conditions. (Maximum Character Limit 6000)
   a. How many times does the program meet per week? (Maximum Character Limit 6000)
b. For how many weeks does the program meet per year? (Maximum Character Limit 6000)
c. What are the hours of operation? (Maximum Character Limit 6000)
d. Where is the program held? (Maximum Character Limit 6000)

5. How are participants supported to completion? Please specify the participant completion rate. (Maximum Character Limit 6000)
   a. What is the process for following up with participants who do not complete the program? If applicable, does the staff contact participants to determine the reason for not returning to the program? (Maximum Character Limit 6000)

D. Professional Capacity

6. What is the staffing of the program/activity (include staff qualifications and professional development opportunities, degree attainment)? (Maximum Character Limit 6000)

7. Describe the program staff’s relationships with communitywide coalitions – i.e. the Pittsfield Promise, Pittsfield Prevention Partnership, Face the Facts: reduce teen pregnancy, Berkshire Youth Development project and/or Berkshire Compact for Education (include program staff roles and responsibilities)? (Maximum Character Limit 6000)
   a. How does program staff collaborate\(^\text{16}\) with local faith-based organizations, schools, government, neighborhood and community groups, and other potential partners? (Maximum Character Limit 6000)

8. Does the program meet the demand or does demand exceed the program’s capacity? (Maximum Character Limit 6000)
   a. If there is excess demand, what if anything is done? (Maximum Character Limit 6000)

E. Evaluation

9. Describe what constitutes success/results for the individuals you will serve, including the specific tools and methods used to track results. Be specific about software, spreadsheets, intake, testing, observation, surveys, and self-reporting, etc. Include the time intervals that are measured. For early childhood providers, describe any developmental screening and/or assessment tools used, license/accreditation if any, and site’s rating on the MA Quality Rating and Improvement System, if any (Maximum Character Limit 6000)
   a. Describe how the program/activity intends to reach parents/caregivers of children and/or youth – specify your success rate in reaching parents/caregivers. (Maximum Character Limit 6000)

\(^{16}\) See Appendix E for definition of collaboration
b. Describe how feedback will be collected from participants and/or parents/caregivers to measure the effectiveness of the program/activity and to improve programming. (Maximum Character Limit 6000)

10. See Program Measures form – Education. Instructions: Complete measures in Service Area: Building Strong Competent Families A) Early Childhood Literacy, page 24 or B) Positive Youth Development, page 27 AND at least 1 other service area from either Early Childhood Literacy and/or Positive Youth Development (pages 23-27). Service areas: Post Secondary and Employment Opportunities and Economic Supports (page 28) are optional but highly recommended.

F. Program Budget (Form and Narrative)
Note: Budget and Narrative will be evaluated by financial reviewers. Please include in budget any expenses for use of evidence-based curricula, training/certification, data collection tools, etc. BUW funding request must not exceed 50% of the total budgeted revenue.

Program Design Evaluation Tool (PDET)

Berkshire United Way invests resources to address the priority community issues: Early Childhood Literacy, Positive Youth Development and/or Financial Stability by partnering with new and existing programs and activities to produce measurable, effective outcomes. Applications will be evaluated based on the Program Design Evaluation Tool to determine where the program/activity falls on the A – D spectrum: A - Raising Awareness through D - Changing Behaviors. Copyright 2013, Strategies for Children and Lesauz et al.

Volunteer application reviewers will select the letter (A, B, C, or D) of the dimension’s column that best matches the program’s components for each question. Program and financial reviewers will ensure that all applicants are compliant with the RFP guidelines, address BUW’s priority community issues and services areas, and ensure that there is a clear and concise operating budget that reflects transparency and accountability.

Scoring:
Each question (including sub-questions) will be evaluated using the Program Design Evaluation Tool. Each letter rating will be associated with a numerical value. Investments will be made to programs/activities that fall closest to Changing Behaviors in a majority of the PDET categories.

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<td>D</td>
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Total score potential: 200

17 Based on Program Design Evaluation Tool: Copyright 2013, Strategies for Children and Lesauz et al.
18 See Appendix D
**Decision Process**

Berkshire United Way will utilize trained community investment volunteers to review and evaluate proposals and financial submissions. Volunteers are screened to ensure they are free of conflicts or perceived conflicts of interest and will base their recommendations for funding on the overall assessment score, the clarity and thoroughness of proposals, the ability to track results, and the evidence or likelihood that the program will be successful at addressing the priority community issue through the use of best practices/evidence-based programs. Community Investment volunteers will make recommendations to the Berkshire United Way Board of Directors who will make final funding decisions. All decisions are final; there is no appeal process.

**Timeline**

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<th>Event</th>
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<tr>
<td>February 2</td>
<td>RFP Eligibility Screening Available/Registration for Bidder’s Conferences if eligible</td>
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<td>RFP Overview Available</td>
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<td><strong>RFP Available online</strong> for eligible applicants</td>
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<tr>
<td>Week of February 9th</td>
<td><strong>Bidder’s Conference</strong>- (see below)</td>
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<td>By February 20</td>
<td>Posting of questions/answers from Bidder’s Conferences</td>
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<td>March 15</td>
<td>Completed applications due by midnight</td>
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<tr>
<td>June</td>
<td>Funding Decisions and Notification to Applicants</td>
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<tr>
<td>July 1, 2015 – June 30, 2017</td>
<td>Funded Contract Period (Funding will be awarded on an annual basis, continuation after one year based on agency/program performance and available dollars).</td>
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**Note:** Application materials, once submitted, are the property of Berkshire United Way and may be shared as needed (including with other grant-making organizations). Payments will be made to grant recipients on a quarterly basis in arrears via Electronic Funds Transfer (EFT).

**LATE OR INCOMPLETE PROPOSALS WILL NOT BE ACCEPTED.**  
Bidder’s Conferences will be held to answer specific questions about the application process. While not mandatory, it is strongly recommended for applicants to attend one of the two scheduled bidder’s conferences.
Questions and answers from the bidder’s conferences will be posted on the BUW online data management (ODM) system by February 20. If applicant is unable to attend one of the bidders’ conferences, please refer to the slides and Q&A’s posted on the My ODM Dashboard. For technical assistance, email Julie Singley, Coordinator of Research and Evaluation, at jsingley@berkshireunitedway.org NO LATER THAN March 6. Questions will NOT be addressed after 3/6.

**Expectations**

During this community investment period (July 1, 2015 - June 30, 2017) funded partners will be expected to:

- o provide volunteers for Berkshire United Way coalitions, events and/or other fundraising activities as needed;
- o conduct a Berkshire United Way workplace campaign;
- o track and report outcomes and demographic data on a semi-annual basis (see Appendix B for required Outcome measures; see Appendix C for required demographic data);
- o host a site monitoring visit during active program implementation;
- o deliver program/services as outlined in the approved funding application;
- o if applicable, implement an evidence-based program/curricula with fidelity to the process as described in the training materials; if applicable, provide a pre- and post-test of evidence-based program required reporting results;
- o identify itself as a Berkshire United Way Funded Partner with signage at all service locations, by printing the Berkshire United Way name and logo (to be provided) on its stationery, newsletters, pamphlets and other materials related to the funded program with the exception of fundraising-specific materials, and by noting its status as a Funded Partner in all other communications with the public, including press releases. If the program/organization maintains a website, there will be a link to the Berkshire United Way website;
- o work in cooperation with Berkshire United Way, community coalitions – including the Early Childhood Literacy Impact Council and/or Positive Youth Development Impact Council, other organizations, volunteers and the community in the efforts to improve community conditions and act as “ambassadors” of the priority community issues (if applicable, a representative from a youth serving agency must participate in the Face the Facts - Reduce Teen Pregnancy Coalition);
- o for grantees in Positive Youth Development, send youth workers to a sex education training and/or the Youth Worker’s Summit, if applicable;
- o For TOP grantees, engage in a consultative relationship with Youth Catalytics for training, technical assistance and program evaluation (to be contracted and paid for by Berkshire United Way). TOP grantees must provide information to Youth Catalytics on program implementation. Youth Catalytics is a certified replication partner for Wyman’s Teen Outreach Program and will partner with youth-serving organizations to replicate the Teen Outreach Program (TOP) in communities as a teen pregnancy prevention strategy. BUW will require the funded partner to follow the TOP model with fidelity, ensure TOP non-
negotiables are upheld, and provide the necessary capabilities to provide partner leadership;
  o provide anecdotal information about clients served.

**Materials Required**

Use this list to compile all documentation required for your Berkshire United Way Community Impact Funding Application. Some are forms you will complete on the data management system and some are existing documents you will need to upload onto the system. **THE COMPLETED APPLICATION IS DUE BY MIDNIGHT MARCH 15, 2015.**

<table>
<thead>
<tr>
<th>Step 1: Complete Agency Eligibility Form (Username: qualify Password: qualify) (on Online Data Management (ODM) system)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Complete Agency and Compliance Documentation:</td>
</tr>
<tr>
<td>Agency Profile Form (on ODM)</td>
</tr>
<tr>
<td>FYE 2014 or most recent Financial Audit, all written communications from auditor including Management Letter comments and reports on internal control deficiencies (or Review level financials statements if the Organization is not audited by an independent auditor) <strong>(Upload)</strong> (Only one document may be uploaded. If necessary, combine multiple documents into one and upload together.)</td>
</tr>
<tr>
<td>FYE 2014 or most recent Form 990 (signed by organization staff or volunteer officer and internal control deficiency letter(s) <strong>(Upload)</strong></td>
</tr>
<tr>
<td>Documentation of not for profit status <strong>(Upload)</strong> 501©3 not required</td>
</tr>
<tr>
<td>Certification for Solicitation (State of MA form) if applicable <strong>(Upload)</strong></td>
</tr>
<tr>
<td>Agency Budget Form (on ODM)</td>
</tr>
<tr>
<td>Step 3: Complete Program Information:</td>
</tr>
<tr>
<td>Community Impact Funding Application Form (narrative) (on ODM)</td>
</tr>
<tr>
<td>Community Impact Measures Form (Complete at least 1 service area in Early Childhood Literacy and/or Positive Youth Development). <strong>In addition, service area Building Strong Competent Families in Early Childhood Literacy and/or Positive Youth Development is required.</strong> (on ODM)</td>
</tr>
<tr>
<td>Program Budget Form (BUW funding request must not exceed 50% of the total program budgeted revenue. Programs should achieve broad community and other support to maintain and improve sustainability.) (on ODM)</td>
</tr>
</tbody>
</table>
APPENDIX A
COMMUNITY COALITIONS

Current Coalitions Supported by Berkshire United Way:
In addition to providing funding for programs and services to address community needs, Berkshire United Way is providing leadership and mobilizing the community and resources through several local coalitions focused on the following priority community issues:

Pittsfield Promise (PP):
Pittsfield Promise makes the city a charter member in a national movement of local leaders, nonprofits and foundations focusing intently on third-grade reading proficiency. Education experts recognize that third grade marks the point where children shift from learning to read and begin reading to learn. Students who haven’t mastered reading by the end of third grade are more likely to get stuck in a cycle of academic failure, to drop out of school, and to struggle throughout their lives.

Pittsfield Promise -- made up of over 80 community members -- has set a goal to have 90% of Pittsfield third graders reading proficiently by 2020. To meet this goal, it first needed to create its plan and then develop strategies. Through this – it was named an All America City from the Campaign for Grade Level Reading in July 2012 for its ambitious plan to ensure that more children are reading at grade level by the end of third grade. For more information, please visit www.berkshireunitedway.org/pittsfield-promise

Pittsfield Prevention Partnership (PPP):
A communitywide study done in 2004 identified alcohol and other substance abuse as a common factor contributing to many of Pittsfield’s public health and social problems - problems such as crime, violence, sexual assault, suicide attempts, teenage pregnancy, academic failures, increased unemployment, poverty, accidents leading to injuries and death, and increased health costs to both the community and local business. The study also made clear that many of our youth were at risk. Therefore, stakeholders in Pittsfield decided at that time to come together to form a coalition of people – a partnership – representing every relevant facet of the community to identify, study and change those aspects of our community that were found to contribute to an environment in which alcohol and drug abuse could exist. As a result of this study and community commitment, the Pittsfield Prevention Partnership was developed as a community-wide collaborative effort to reduce substance abuse and at-risk behaviors among youth. For more information, please visit www.pittsfieldpreventionpartnership.org

Since 2006, the PPP, along with other communitywide coalitions in the county, has been implementing the Prevention Needs Assessment Survey in middle and high schools. While 8th grade 30-day alcohol use rates have been declining, Berkshire County rates remain above the national comparison sample. Strategies are aimed at changing the environmental conditions that contribute to youth substance abuse. The PPP focuses on strategies that reduce risk factors and increase protective factors to prevent and reduce underage drinking and drug use. Some activities that are currently in place are: Shoulder Taps, TIPS training, Say It Proud Awards, Alcohol Purchase Surveys, Sticker Shock, Prescription Drug Round-Up, Parent Workshops, Social Norms Marketing.

Berkshire Youth Development Project (BYDP):
Berkshire United Way is a member of the Berkshire Youth Development Project, a group of local coalitions, youth serving agencies, the District Attorney’s office, Berkshire Health Systems, and others who are working together for positive youth development throughout Berkshire County. The BYDP organizes the countywide Prevention Needs Assessment Survey and uses the results to leverage state and federal funding, share strategies, and host countywide youth and youth worker conferences. Berkshire United Way uses BYDP state funds to expand this youth development and substance abuse prevention work into the Lee, Lenox and Central Berkshire Regional School Districts. For more information, please visit http://www.berkshireunitedway.org/berkshire-youth-development-project

**Face the Facts – Reduce Teen Pregnancy (FtF):**

Children born to teen parents are far more likely to live in poverty as a result of the education and employment challenges faced by their young parent(s) while teen pregnancy can derail aspirations and positive youth development. There is some good news though - from 2009-2012 the Berkshire County teen birth rate declined 50% - thanks in part to the work this community is doing with the Face the Facts - reduce teen pregnancy coalition. The Berkshire County rate increased from 2012-2013 while the state and national rate continued to decline indicating the need for continued vigilance. For more information, please visit www.facethefactsberkshires.org

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**Asset Based Community Development (ABCD) Learning Community:**
The Asset Based Community Development (ABCD) Learning Community was established in 2013 with the goal of identifying individuals’ gifts (or strengths) and passions and to connect them to assets in the community so that all Berkshire County residents are self-sufficient, proud of, active and engaged in our community.

The learning community meets on a quarterly basis to discuss the tools necessary to effectively implement the principles of ABCD. Organizations learn to identify their assets and develop strategies to achieve greater impact by effectively engaging clients as co-producers of their own future and community well-being. Neighborhood residents learn how to engage their neighbors and effectively use their gifts and passions to get what their community needs.

Berkshire United Way leads this work by providing leadership training in ABCD principles and practices to impact councils, funded partners and other community organizations and associations throughout its service area; develops and supports use of ABCD principles in its investment work; convenes quarterly meetings with interested community members and agencies to assess implementation of ABCD and share best practices; and provides technical assistance as necessary. 

http://www.berkshireunitedway.org/asset-based-communitydevelopment

Early Childhood Impact Council (ECIC):

The Early Childhood Impact Council is a Berkshire United Way countywide, community led committee that aims to improve third grade reading proficiency in Berkshire County to 90% by 2020 by working to:

- Develop and implement strategies to address population level results
- Create strategic work groups as needed
- Develop collaborations and partnerships
- Identify additional resources
- Assist in developing investment recommendations for final approval by Berkshire United Way Board of Directors
- Develop and monitor performance measures from Funded Partner reports
  - Quality early childhood education
  - Out of school time focused on early literacy
  - Early Intervention Services/Assessment, Referrals, Treatment
  - Building Strong Competent Families

Purpose: The Early Childhood Impact Council aims to achieve a broad membership among all community stakeholders who have an interest in and passion for achieving the stated goals. 

http://www.berkshireunitedway.org/early-childhood-impact-council

Positive Youth Development Impact Council (PYDIC):

The Positive Youth Development Impact Council is a Berkshire United Way countywide, community led committee that aims to increase the four year high school graduation rate. It plans to do this by working together to:

- Develop and implement strategies to address population level results
- Create strategic work groups as needed
- Develop collaborations and partnerships
- Identify additional resources
- Assist in developing investment recommendations for final approval by Berkshire United Way Board of Directors
• Develop and monitor performance measures with reports from Funded Partners
  o Mentoring
  o Civic Engagement and Youth Leadership
  o College and Work Ready
  o Pro Social and Risk Reduction
  o Assessment, Referral and Treatment
  o Building Strong Competent Families

Purpose: The Positive Youth Development Impact Council aims to achieve a broad membership among all community stakeholders who have an interest in and passion for achieving the stated goals.
http://www.berkshireunitedway.org/positive-youth-development-impact-council
## APPENDIX B

**COMMUNITY IMPACT MEASURES by Service Area**

### Early Childhood Literacy:

#### Quality Early Childhood Education:

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of children enrolled in programming</td>
<td>• Average # of hours children attend program per week</td>
</tr>
</tbody>
</table>

#### Is anyone better off? (number)

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of children who progress to or maintain age appropriate stage in social and emotional development</td>
<td>• % of children who progress to or maintain age appropriate stage in social and emotional development</td>
</tr>
<tr>
<td>• Total unduplicated # of children who progress to or maintain age appropriate stage in language development</td>
<td>• % of children who progress to or maintain age appropriate stage in language development</td>
</tr>
</tbody>
</table>

### Out-of-School Time Activities:

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of children enrolled in programming</td>
<td>• Total unduplicated # of children who successfully complete at least 80% of program sessions</td>
</tr>
<tr>
<td>• Total # of sessions offered (including regular program meetings, special events, job fairs, assemblies)</td>
<td>• Total unduplicated # and % of instructors who complete a minimum of 5 professional development hours</td>
</tr>
</tbody>
</table>

#### Is anyone better off? (number)

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of students who maintain or improve reading level (i.e. from SAYO and/or Lexia Learning)</td>
<td>• % of students who maintain or improve reading level (i.e. from SAYO and/or Lexia Learning)</td>
</tr>
</tbody>
</table>
**Early Intervention Services/Assessment, Referral, Treatment:**

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of children screened</td>
<td>• Total unduplicated # of children who received the recommended services at agency</td>
</tr>
<tr>
<td>• Total unduplicated # of children identified in need of services at agency</td>
<td>• Total unduplicated # of children referred for services outside of agency</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Is anyone better off? (number)</th>
<th>Is anyone better off? (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of children demonstrating improved social and emotional functioning (from Michigan, Battelle, Child Behavior Trait, Teaching Strategies Gold)</td>
<td>• % of children demonstrating improved social and emotional functioning (from Michigan, Battelle, Child Behavior Trait, Teaching Strategies Gold)</td>
</tr>
</tbody>
</table>

**Building Strong Competent Families (Early Childhood Literacy):**

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total # of parents/caregivers served</td>
<td>• Total unduplicated # of parents/caregivers who successfully complete at least 80% of program sessions</td>
</tr>
<tr>
<td>• Total # of sessions offered (including regular program meetings, special events, job fairs, assemblies)</td>
<td>• Total unduplicated # of parents/caregivers receiving evidence based curricula to fidelity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is anyone better off? (number)</th>
<th>Is anyone better off? (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For early childhood, total unduplicated # of parents/caregivers who report they are reading to their child 3 times or more per week (from survey)</td>
<td>• % of parents/caregivers who report they are reading to their child 3 times or more per week (from survey)</td>
</tr>
<tr>
<td>• Total unduplicated # of parents/caregivers who are actively engaged in skills to enhance their children’s development (from questions 4, 6 and 7 on survey)</td>
<td>• % of parents/caregivers who are actively engaged in developing skills to enhance their children’s development (from questions 4, 6 and 7 on survey)</td>
</tr>
</tbody>
</table>
Positive Youth Development:

**Mentoring:**

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of youth matched with a mentor</td>
<td>• Average length of time of mentor/mentee relationship (in months)</td>
</tr>
<tr>
<td>• Average # of contact hours between mentor and mentee per month</td>
<td>• Total unduplicated # of youth (mentees) who feel comfortable talking to mentor about things, either good or bad (from survey)</td>
</tr>
<tr>
<td></td>
<td>• Total unduplicated # of mentors that describe their experience as good or better (from survey)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is anyone better off? (number)</th>
<th>Is anyone better off? (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of youth who graduate HS or are on track* to graduate on time at program end</td>
<td>• % of youth who graduate HS or are on track* to graduate on time* at program end</td>
</tr>
<tr>
<td>• Total unduplicated # of youth who report feeling connected to caring adults who act as positive role models (from survey)</td>
<td>• % of youth who report feeling connected to caring adults who act as positive role models (from survey)</td>
</tr>
</tbody>
</table>

*On track to graduate = 1) passing MCAS 2) having not been retained 3) maintaining a C or higher average

**Civic Engagement and Youth Leadership:**

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of youth participating in community service, social entrepreneurship/youth venture or youth leadership positions</td>
<td>• Total unduplicated # of youth who successfully complete at least 80% of program sessions</td>
</tr>
<tr>
<td>• Total unduplicated # of youth participating in at least 20 hours of community service, social entrepreneurship/youth venture or youth leadership positions</td>
<td>• Total unduplicated # of youth receiving evidence based curricula to fidelity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is anyone better off? (number)</th>
<th>Is anyone better off? (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of youth who graduate HS or are on track* to graduate on time</td>
<td>• % of youth who graduate HS or are on track* to graduate on time*</td>
</tr>
<tr>
<td>• Total unduplicated # of youth reporting increased connection to their community (from survey)</td>
<td>• % of youth reporting increased connection to their community (from survey)</td>
</tr>
<tr>
<td>• Total unduplicated # of youth who demonstrate leadership skills (from survey)</td>
<td>• % of youth who demonstrate leadership skills (from survey)</td>
</tr>
</tbody>
</table>

*On track to graduate = 1) passing MCAS 2) having not been retained 3) maintaining a C or higher average
### College and Work Ready:

**How much did we do?**
- Total unduplicated # of youth enrolled in programming
- Total # of sessions offered (including regular program meetings, special events, job fairs, assemblies)

**How well did we do it?**
- Total unduplicated # of youth who successfully complete at least 80% of program sessions
- Total unduplicated # of youth who report that program staff are good role models often or more (from survey)

**Is anyone better off? (number)**
- Total unduplicated # of youth who graduate HS or are on track* to graduate on time at program end
- Total unduplicated # of youth who report that program staff are good role models often or more (from survey)
- If applicable, total unduplicated # of youth participating in post-secondary options (work, college, training, certification programs, military) (includes seniors and those not currently enrolled in high school)

**Is anyone better off? (percent)**
- % of youth who graduate HS or are on track* to graduate on time at program end
- % of youth able to identify life/career goals at program completion (from survey)
- If applicable, % of youth participating in post-secondary options (work, college, training, certification programs, military) (includes seniors and those not currently enrolled in high school)

*On track to graduate = 1) passing MCAS 2) having not been retained 3) maintaining a C or higher average

### Pro-Social and Risk Reduction:

**How much did we do?**
- Total # of youth enrolled in programming
- Total # of sessions offered (including regular program meetings, special events, job fairs, assemblies)

**How well did we do it?**
- Total unduplicated # of youth who successfully complete at least 80% of program sessions
- Total unduplicated # of youth receiving evidence based curricula to fidelity

**Is anyone better off? (number)**
- Total unduplicated # of youth who graduate HS or are on track* to graduate on time at program end
- Total unduplicated # of youth who report that they avoid things/behaviors that are dangerous or unhealthy (from survey)

**Is anyone better off? (percent)**
- % of youth who graduate HS or are on track* to graduate on time at program end
- % of youth who report a reduction in risky behaviors
- % of youth who report that they avoid things that are dangerous or unhealthy (from survey)

*On track to graduate = 1) passing MCAS 2) having not been retained 3) maintaining a C or higher average
### Assessment, Referral, Treatment:

<table>
<thead>
<tr>
<th><strong>How much did we do?</strong></th>
<th><strong>How well did we do it?</strong></th>
<th><strong>Is anyone better off? (number)</strong></th>
<th><strong>Is anyone better off? (percent)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total unduplicated # of youth screened</td>
<td>Total unduplicated # of youth who received the recommended services at agency</td>
<td>Total unduplicated # of youth identified in need of services at agency</td>
<td>Total unduplicated # of youth referred for services outside of agency</td>
</tr>
<tr>
<td>Total unduplicated # of youth identified in need of services at agency</td>
<td></td>
<td>Total unduplicated # of youth demonstrating improved social and emotional functioning</td>
<td>% of youth demonstrating improved social and emotional functioning</td>
</tr>
</tbody>
</table>

### Building Strong Competent Families (Positive Youth Development):

<table>
<thead>
<tr>
<th><strong>How much did we do?</strong></th>
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<th><strong>Is anyone better off? (number)</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total # of parents/caregivers served</td>
<td>Total unduplicated # of parents/caregivers who successfully complete at least 80% of program sessions</td>
<td>Total # of sessions offered (including regular program meetings, special events, job fairs, assemblies)</td>
<td>Total unduplicated # of parents/caregivers receiving evidence based curricula to fidelity</td>
</tr>
<tr>
<td>Total # of sessions offered (including regular program meetings, special events, job fairs, assemblies)</td>
<td></td>
<td>Total unduplicated # of parents/caregivers who report that they talk with their children about sexuality, or about ways to prevent sexually transmitted diseases or pregnancy once every few months or more</td>
<td>% of parents/caregivers who report that they talk with their children about sexuality, or about ways to prevent sexually transmitted diseases or pregnancy once every few months or more</td>
</tr>
<tr>
<td></td>
<td>Total unduplicated # of parents/caregivers who report that they talk with their children about your rules or expectations about them drinking or using drugs once every few months or more</td>
<td>Total unduplicated # of parents/caregivers who report that they talk with their children about your rules or expectations about them drinking or using drugs once every few months or more</td>
<td>% of parents/caregivers who report that they talk with their children about your rules or expectations about them drinking or using drugs once every few months or more</td>
</tr>
<tr>
<td></td>
<td>Total unduplicated # of parents/caregivers who report that they know where their child is and who they are with when not at home usually or always</td>
<td>Total unduplicated # of parents/caregivers who report that they know where their child is and who they are with when not at home usually or always</td>
<td>% of parents/caregivers who report that they know where their child is and who they are with when not at home usually or always</td>
</tr>
</tbody>
</table>
Service Areas for needs of Parents/Caregivers:

Post secondary and employment opportunities:

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of adults receiving workforce skills</td>
<td>• Total unduplicated # of adults that completed 80% of classes offered</td>
</tr>
<tr>
<td>• Total unduplicated # of adults enrolled in post secondary education and/or training</td>
<td>• Total unduplicated # of adults that received evidence based curricula to fidelity</td>
</tr>
</tbody>
</table>

Is anyone better off? (number)

<table>
<thead>
<tr>
<th>Is anyone better off? (number)</th>
<th>Is anyone better off? (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # adults who earned a degree/certificate</td>
<td>• % of adults who earned a degree or certificate</td>
</tr>
<tr>
<td>• Total unduplicated # adults who were placed in jobs</td>
<td>• % of adults who were placed in jobs</td>
</tr>
<tr>
<td>• Total unduplicated # adults who retained job for a minimum of 30 days</td>
<td>• % of adults who retained job for a minimum of 30 days</td>
</tr>
<tr>
<td>• Total unduplicated # adults who retained job for a minimum of 6 months</td>
<td>• % of adults who retained job for a minimum of 6 months</td>
</tr>
</tbody>
</table>

Economic supports (asset building):

<table>
<thead>
<tr>
<th>How much did we do?</th>
<th>How well did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # of adults receiving financial coaching</td>
<td>• Total unduplicated # of adults that completed 80% of classes offered</td>
</tr>
<tr>
<td>• Total unduplicated # of adults receiving tax prep</td>
<td>• Total unduplicated # of adults that received evidence based curricula to fidelity</td>
</tr>
</tbody>
</table>

Is anyone better off? (number)

<table>
<thead>
<tr>
<th>Is anyone better off? (number)</th>
<th>Is anyone better off? (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Total unduplicated # adults who raised credit score</td>
<td>• % of adults who raised credit score</td>
</tr>
<tr>
<td>• Total unduplicated # adults who reduced debt</td>
<td>• % of adults with no revolving debt</td>
</tr>
<tr>
<td>• Total unduplicated # adults who earn a livable wage</td>
<td>• % of adults who earn a livable wage</td>
</tr>
<tr>
<td>• Total unduplicated # of adults who report having a 3 months savings reserve</td>
<td>• % of adults who report having a 3 months savings reserve</td>
</tr>
</tbody>
</table>
# INDIVIDUALS SERVED BY CATEGORY

## GENDER
- Male
- Female
- Transgender
- Unknown Gender
- Total

## MARITAL STATUS OF HOUSEHOLD
- Married
- Single/Never Married
- Divorced/Separated
- Widowed
- Co-habiting/Living with Partner
- Other Status
- Unknown Status
- Total

## AGE GROUP
- Under 5 years
- 5 through 9
- 10 through 14
- 15 through 19
- 20 through 24
- 25 through 59
- 60 through 64
- 65 +
- Unknown Age
- Total

## EDUCATIONAL ATTAINMENT OF HOUSEHOLD
(Highest Level of Education Completed in the Home)
- Less than 9th grade
- 9th through 12th grade
- High School graduate or equivalent
- Some College (no degree)
- Associate’s Degree
- Bachelor’s Degree
- Post Graduate Degree
- Unknown Education
- Total by Education

## RACIAL BACKGROUND
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian and Other Pacific Islander
- White/Caucasian
- Multi-Racial
- Other Background
- Unknown Background
- Total by Background

## ETHNICITY
- Hispanic
- Non-Hispanic
- Unknown Ethnicity
- Total by Ethnicity

## HOUSEHOLD INCOME
- Less than $10,000
- $10,000-$14,999
- $15,000-$24,999
- $25,000-$34,999
- $35,000-$49,999
- $50,000-$74,999
- $75,000 and over
- Unknown Income
- Total by Income

## ORIGIN OF BIRTH
- Born in US
- Born outside US
- Unknown
- Total by Origin

## GRADE LEVEL
- Infant/toddler (birth – 3)
- Preschool (3, 4, and 5)
- K – 5th
- 6th – 8th
- 9th – 12th
- Post-graduate college and/or university
- Other
- Unknown
Geography

North Berkshire County
Adams
Charlemont
Cheshire
Clarksburg
Drury
Florida
North Adams
Williamstown
Homeless
Total

Central Berkshire County
Becket
Dalton
Hancock
Hinsdale
Lanesborough
Lee
Lenox
New Ashford
Peru
Pittsfield
Richmond
Savoy
Washington
Windsor
Homeless
Total

South Berkshire County
Alford
Egremont
Great Barrington
Housatonic
Monterey
Mount Washington
New Marlborough
Otis
Sandisfield
Sheffield
Stockbridge
Tyringham
West Stockbridge
Homeless
Total

Outside Berkshire County
Total
APPENDIX D. Program Design Evaluation Tool (PDET) (A – D scale):
Where does the activity fall? Select the letter (A, B, C, or D) of the dimension’s column that best matches the program’s components. Repeat this process for the subsequent dimensions.

A - Raising Awareness through D - Changing Behaviors

Program or Support Mechanism: How is the program or support being delivered?

A) Provides activity specific materials, resources, and/or information; information focuses on the importance of related activity and aims to instill a sense of urgency around the issue; program does not align with best practices; program does not implement an evidence based program with fidelity

B) Provides activity specific materials and a developmental and/or assessment tool to support the interaction between staff and participants; encourages interaction using activity specific material; program does not align with best practices; program does not implement an evidence based program with fidelity

C) Provides limited face-to-face guidance on how to use materials, resources, and/or information to foster the development of skills; focuses on modeling for participants’ specific activities and practices that promote skill development (i.e. early literacy skills, youth leadership skills, soft skills, technical job skills); program aligns with best practices; program does not implement an evidence based program with fidelity

D) Provides ongoing and sustained face-to-face guidance and support on how to use materials, resources, and/or information to foster the development of skills; focuses on modeling for participants specific activities and practices that promote skill development and supporting their continued application of that knowledge; program aligns with best practices; program implements an evidence based program with fidelity

Program or Support Mechanism
Final Rating: A B C D

Population Profile: How are the population needs identified?

A) Population profile based on general available information

B) Population profile based on general available information in similar communities to Berkshire County or among similar populations (e.g. research and reports on literacy rates among low-income communities, high school graduation rates, and/or household income)

C) Population profile based on current information that is locally relevant to Berkshire County (e.g. research or report on state MCAS literacy scores; school readiness indicators for that community, substance abuse rates, teen pregnancy rates, high school graduation rates, credit scores, job retention and advancement); program serves majority of participants in Central and/or Southern Berkshire County; program reaches individuals with at least 1 documented risk factor

D) Population profile based on community assessment determined by a detailed analysis and multiple measures connected to both: skills-based and knowledge based assessments of children and/or family attitudes; program serves majority of participants in Central and/or Southern Berkshire County; program reaches individuals with many documented risk factors

See end of PDET for list of risk factors p. 34
Population Profile
Final Rating A B C D

Dosage: What are the structural features of the program or support? (E.g. frequency, time, intensity)

A) Occasional, very infrequent; no direct interaction; low participant completion rate; no process to follow up with participants who leave program

B) Occasional, infrequent, interaction with minimally trained staff; less than 50% of participants complete program; no process to follow up with participants who leave program; for mentoring: at least monthly meetings with mentor/mentee

C) Regular, frequent, Interaction with trained staff; more than 50% of participants complete program; staff have an informal process for following up with participants who leave program; for mentoring: at least semi-monthly meetings with mentor/mentee

D) Regular, daily, interaction with professionally qualified staff; majority of participants complete program; staff have a comprehensive process for following up with participants who leave program; for mentoring: at least weekly meetings with mentor/mentee

Dosage
Final Rating A B C D

Professional Training and Staff Training: How do activities build staff capacities to support skill development?

A) Self-directed training supported by provision of materials and information; staff prompted to independently investigate important related topics; does not demonstrate ability to carry out program; no relationships with other community coalitions/community partners

B) One formal training session; Informal, voluntary opportunities for follow-up (e.g. online, webinar, etc.); ability to manage program is poorly explained; very few relationships with other community coalitions/community partners

C) Multiple training sessions; informal, voluntary opportunities for follow-up (e.g. online, webinar, etc.); demonstrates satisfactory ability to manage program; some relationships with other community coalitions/community partners

D) Multiple training sessions and ongoing coaching (e.g. continuous support and guidance); training is interactive, collaborative, and reflective; regular check-ins with staff to ensure training is linked to site-level data and staff’s day-to-day efforts; excellent ability to manage program to high level of success; outstanding relationships with community coalitions/ partners

Professional Capacity and Staff Training
Final Rating A B C D

Evaluation: What type(s) of program indicators are in place to help determine program success?

A) Program indicators are logistical (i.e. # of individuals served, # of participating settings, # of resources distributed); no measures of participants’ knowledge skills/behaviors; no feedback from program participants; methods for collecting data are not clearly defined, measureable or feasible
B) Program indicators are logistical; Indicators include formal participant feedback; no measures of participants’ knowledge/skills/behavior; no feedback from program participants; methods for collecting data are somewhat clearly defined, measureable or are feasible

C) Program indicators are performance-based, measuring knowledge/skills/behaviors, only one indicator is used; progress monitoring is at the program’s beginning and/or end; feedback from participants at program’s beginning and/or end; methods for collecting data are adequately defined, measureable and feasible

D) Program indicators are performance-based, measuring knowledge/skills/behaviors, multiple indicators connected to both skills-based and knowledge-based assessments are used; progress monitoring is ongoing and used to adjust supports to the individual’s skills and growth; consistent feedback from participants to improve programming; methods for collecting data exceed expectations on clarity, measurability, and feasibility

Evaluation
Final Rating A B C D

**Overall Rating - based on the ratings for each individual component, overall where does the program fit on the spectrum from raising awareness to changing behavior?**

A B C D

*Based on Program Design Evaluation Tool: Copyright 2013, Strategies for Children and Lesauz et al.

**Risk Factors**: poverty; residence in a disadvantaged neighborhood; anti-social behavior and alienation; family mobility and transitions; poor family attachment/bonding; single-headed households; low academic achievement and/or aspirations; negative attitude toward school; low school attachment; early onset of aggression and/or violence; early sexual involvement; favorable attitudes toward drug use and/or alcohol use; early onset of alcohol or other drug use; victimization and exposure to violence; association with delinquent and/or aggressive peers; low community attachment [http://www.findyouthinfo.gov/youth-topics](Is the program reaching those children, youth, and families most in need of services?).

**Coalitions**: Pittsfield Promise, Early Childhood Impact Council, Pittsfield Prevention Partnership, Berkshire Youth Development Project, Face the Facts – Reduce Teen Pregnancy, Positive Youth Development Impact Council, Asset Based Community Development Learning Community; other community-wide coalitions – Berkshire Compact for Education
APPENDIX E: GLOSSARY

Best Practices: Techniques supported by research and experience that have been proven to reliably lead to a desired result.

Collaboration: A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: 1) a shared vision and mutual goals 2) a jointly developed structure, shared responsibility, and agreed-upon methods of communication 3) mutual authority and accountability for success and 4) sharing of resources and rewards. Collaboration requires commitment to participate in shared decision making, allocation of resources, and shared accountability. Collaboration is beyond making referrals to each other.

Evidence Based Programs: Programs that undergo a rigorous experimental or quasi-experimental study design to identify positive community impacts on a variety of social issues. A program must show: that the expected positive results are attributed to the program itself, be peer-reviewed by experts in the field, and be endorsed by a federal agency. Evidence based programs provide a platform for expansion and replication.

Fidelity: Staying true to the formalized implementation according to structure and original program design.

Performance Accountability: For clients of programs, agencies, teams and service systems; Performance measures make sure programs and services are working as well as possible.

Performance Accountability Questions
1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are delivering services/care well?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low cost ideas?
7. What do we propose to do?

Performance Measures: Measures of how well a strategy, program, agency or service system is working. The most important performance measure tells us whether program customers are better off. We refer to these as client results to distinguish them from population results. Results Based Accountability uses three types of performance measures:
How much did we do? i.e. # clients served, # of activities
How well did we do it? i.e. staff turnover rate, staff/client morale
Is anyone better off? i.e. % skills/knowledge, % attitude/opinion, % behavior, % circumstance

Population Accountability: For communities, cities, districts, counties - about the well-being of whole populations; Consists of cross community partnerships to make progress on quality of life for any population.

Population Accountability Questions
1. What are the quality of life conditions we want for the children, adults, and families in our community?
2. What would these conditions look like if we could see them?

3. How can we measure these conditions?
4. How are we doing on the most important of these measures?
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low cost ideas?
7. What do we propose to do?

**Population Results**: The focus of Results Based Accountability, a condition of well-being for children, adults, seniors, families and communities, stated in plain language. For example, the number of children entering school ready to learn based on third grade reading scores. Our work is focused on changing community conditions for entire populations rather than just the recipients of services funded by United Way. Example: reading scores, graduation rate in Berkshire County

**Result**: A condition of well-being for children, adults, families or communities. The outcome of a particular strategy, activity, or series of strategies and activities on recipients (child(ren), youth, adults, family, community).

**Results-Based Accountability (“RBA”)**: A disciplined way of taking action that a community can use to improve the lives of children, youth, and adults. RBA can also be used by agencies and organizations to improve the performance of its programs.

**Two-Generation Approach**: Programs that provide intensive services to children, adolescents, or caregivers but also offer opportunities and meet the needs of all generation(s) through education, connection to economic supports, and/or the development of social capital.

Source: [http://www.aecf.org/resources/creating-opportunity-for-families/](http://www.aecf.org/resources/creating-opportunity-for-families/)
APPENDIX F. RESOURCES FOR EVIDENCE BASED PROGRAMS

Early Childhood Literacy:

Parents as Teachers (http://www.parentsasteachers.org/)
The philosophy of Parents as Teachers (PAT) is to provide parents with child development knowledge and parenting support. Through a four-part intervention model known as the PAT Born to Learn® model, trained and certified parent educators offer support to families from pregnancy to the time the children enter kindergarten. PAT raises awareness around the importance of enhancing school readiness by reaching children during their critical, formative years of life. For information on the 18 Essential Requirements for Affiliates, refer to: (http://www.parentsasteachers.org/images/stories/documents/Essential_Requirements_9-5-12.pdf).

Parent-Child Home Program (http://www.parent-child.org/)
The Parent-Child Home Program (PCHP) is a research based and research validated early childhood literacy and school readiness program that models behaviors for parents to enhance children’s development. PCHP bridges the “preparation gap” by helping families challenged by poverty, limited education, language and literacy barriers, and other obstacles to school success prepare their children to enter school ready to be in the classroom. For instructions on program implementation, refer to: (http://www.parent-child.org/program-implementation-start-a-local-site.html).

Healthy Families America (http://www.healthyfamiliesamerica.org/home/index.shtml)
Healthy Families America (HFA) is a nationally recognized evidence-based home visiting program model designed to work with overburdened families who are at-risk for adverse childhood experiences, including child maltreatment. The home visiting model is equipped to work with families who may have histories of trauma, intimate partner violence, mental health, and/or substance abuse issues. HFA services begin prenatally or right after the birth of a baby and are offered voluntarily, intensively and over the long-term (3 to 5 years after the birth of the baby). For a list of critical program elements, refer to: (http://www.healthyfamiliesamerica.org/about_us/critical_elements.shtml)

Positive Youth Development:

Wyman’s Teen Outreach Program (http://wymancenter.org/nationalnetwork/top/)
Wyman’s Teen Outreach Program® (TOP®) is an evidence-based program that empowers teens to lead successful lives and build strong communities. Through a combination of curriculum-guided group discussion and volunteer service learning, TOP® promotes the positive development of adolescents. TOP® enables youth to become self-confident, compassionate and accountable; lead, plan, problem solve and communicate; be successful in school and in life; and be well prepared to act as contributing students, family members, employees and citizens. For information on Wyman’s National Network, please refer to (http://wymancenter.org/nationalnetwork/).

The goal of Making Proud Choices! is to empower young adolescents to change their behavior in ways that will reduce their risk of an unplanned pregnancy or becoming infected with HIV and other STDs. Participants are encouraged to be proud of themselves and their community and to consider how taking risks today could prevent them from attaining their future goals. The curriculum is designed for youth ages 13-16 and consists of eight modules that provide young adolescents with the knowledge, confidence and skills necessary to reduce their risk of sexually transmitted diseases (STDs), HIV and pregnancy by abstaining from sex or using condoms if they choose to have sex. For information on obtaining materials, refer to: (http://www.selectmedia.org/programs/choices.html).
Planned Parenthood Let’s Be Honest
(http://www.plannedparenthood.org/ma/lets-be-honest-workshops-11989.htm)
The Let’s Be Honest Parent Education Program is designed to help prepare parents and other trusted
caregivers to create an environment of trust and comfort in talking with their children about sex and
sexuality. Let’s be Honest helps educate parents to be comfortable in their role as the primary
sexuality educators of their children. For a detailed description of program workshops, refer to:
(http://www.plannedparenthood.org/ma/workshop-descriptions-11983.htm).

Planned Parenthood Get Real: Comprehensive Sex Education That Works
(http://www.getrealeducation.org/)
The goal of Get Real is to expand and support quality comprehensive sex education for middle school
students through teacher training and curriculum implementation. The program views sexuality in the
context of relationships and provides youth with the social skills to make responsible and healthy
decisions. The program provides accurate and age appropriate information on sexual health. For a
detailed description of the program, refer to: (http://www.getrealeducation.org/learn-more/how-get-real-works).

Draw the Line/Respect the Line
(http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/db/)
Draw the Line/Respect the Line promotes abstinence by providing students in grades 6, 7 and 8 with
the knowledge and skills to prevent HIV, other STD and pregnancy. The program features age
appropriate information on how to set and maintain personal limits for youth in each grade level.
Program sessions also encourage youth to discuss social and peer pressures to have sex and to
avoid risky situations.

All-Stars (http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=28)
The All Stars curriculum is designed for young adolescents to prevent and delay the onset of drug
use, violence, bullying, and premature sexual activity. The All-Stars approach works to reinforce
positive youth characteristics vital to preventing high-risk behaviors. The program also includes
homework assignments to increase parent-child interactions. For additional information on training,
refer to: (http://www.allstarsprevention.com/programs/trainingMain.asp).

Project Success (http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=71)
Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) is
designed to prevent and reduce substance use among students 12 to 18 years of age who are at risk
due to poor academic performance, truancy, discipline problems, negative attitudes toward school,
and parental substance abuse. The program teaches resistance and social competency skills,
including communication, decision making, stress and anger management, problem solving, and
resisting peer pressure. For additional information, refer to: (http://www.sascorp.org/success.html).

Other Resources for Evidence-Based Programs/Curricula:
• County Health Rankings and Roadmaps: A Healthier Nation County by County
  (http://wwwcountyhealthrankings.org/roadmaps)
• The California Evidence-Based Clearinghouse for Child Welfare
  (http://www.cebc4cw.org/)
• Find Youth Info (http://www.findyouthinfo.gov/youth-topics)
• NREPP SAMHSA National Registry of Evidence-Based Programs and Practices
  (http://www.nrepp.samhsa.gov/)
• Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Program
Promising Practices Network (http://www.promisingpractices.net/)
Social Programs that Work-Coalition for Evidence-Based Policy (http://evidencebasedprograms.org/)