

REQUEST FOR PROPOSALS
COMMUNITY IMPACT FUND GRANTS
FUNDING YEAR 2011-2012

EDUCATION FOCUS AREA

Deadline: Thursday, May 5, 2011 – 2:00 p.m.

In order for proposals to be considered complete and on time, the complete electronic copy (via ODM) and any required supplemental materials must be submitted by the deadline.

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INTRODUCTION

ABOUT UNITED WAY OF METROPOLITAN ATLANTA

Our Vision: Metro Atlanta is a place where all individuals and families thrive.
 Our Mission: Engage all segments of our community to drive sustainable change in education, income, health and homelessness, while continuing to address urgent and basic human care.

In June 2009, United Way of Metropolitan Atlanta unveiled a new strategic plan aimed at addressing four broad social challenges — education, income, health and homelessness — and six specific goals over the next five years:

- Children enter school ready to learn and graduate prepared for careers
- Young people avoid risky behaviors
- Families are self-sufficient
- Babies are born healthy
- People have access to primary health care
- Homeless people are housed within one year

This plan was developed through thoughtful consideration, research and planning, and it guides our work. It is premised on the idea that these six goals are interrelated community issues; to be successful we need to address them together as a community, not in isolation from each other. And in doing so, we can create opportunities for holistically transforming the lives of individuals and families in our metro region – so that they can thrive.

PURPOSE OF THIS REQUEST FOR PROPOSALS

United Way of Metropolitan Atlanta (UWMA) seeks to improve the quality of life of our metro region by showing measurable and sustainable progress on our community goals in the Focus Areas of Education, Income, Health and Homelessness. Therefore, we are accepting funding proposals to help address and realize those goals.

This RFP details core expectations and requirements for program proposals within the Education Focus Area. The Education strategies for which UWMA is accepting proposals for 2011-2102 funding are shown below.

Goal	Network Clusters	Strategies
EDUCATION Children enter school ready to learn and graduate prepared for careers.	School Readiness and Early Grade Literacy	Child Care Subsidies School Transition Coordinator Parenting Skills- Closed Child Abuse and Neglect Prevention- Closed Language and Literacy for 3 & 4 yr olds Out of School Time (K-3 rd Grade)
	Successful Middle School Transition	Mentoring Leadership and Service Learning Out of School Time(4 th -12 th Grade)
	On-Time High School Graduation	Mentoring Leadership and Service Learning Out of School Time (4 th -12 th Grade)

Closed- Strategy is open only to grantees that have previously applied for this strategy. The strategy is available for fiscal year 2011-12 only.

Goal	Network Clusters	Strategies
EDUCATION Young people avoid risky behavior.	Teen Pregnancy/STDs	Mentoring Leadership and Service Learning Out of School Time(4 TH - 12 TH Grade) School-based Programs
	Alcohol/Tobacco/Drug Use	Mentoring Leadership and Service Learning Out of School Time(4 th -12 th Grade) School-based Programs
	Childhood Obesity	Leadership and Service Learning Out of School Time(4 th -12 th Grade) School-based Programs
	Juvenile Justice	Mentoring Leadership and Service Learning Out of School Time(4 th -12 th Grade) School-based Programs

PLEASE NOTE:

****In this application, “student” refers to children and youth.****

COMMUNITY IMPACT FUND GRANTS PROCESS

The Community Impact Fund Grants Process is one of the ways that UWMA makes strategic investments to drive measurable, sustainable change in Education, Income, Health, and Homelessness issues in our metro community.

The Community Impact Fund is composed of contributions from donors who entrust UWMA with combining their gifts with the donations of others to invest in dynamic approaches and proven programs to create lasting, positive change. The process of investing through this fund includes an informed review by hundreds of dedicated, trained volunteers who help us ensure the most positive impact possible with the dollars raised.

ELIGIBILITY

To be eligible to apply and receive funding through the Community Impact Funds Grant Process, an Agency must meet all of the following criteria:

- Be recognized as an organization exempt from federal income tax under I.R.S Section **501(c)(3)** of the Internal Revenue Code 1986.
- Be primarily involved in **providing program(s) and services that are health, education or human-service related** and directly serve the UWMA 13-county service area residents and employers. **The agency must maintain a local office with regular office hours and telephone availability.**
- **Maintain a current registration with the Georgia Secretary of State office.**
- Have an independent **governing body consisting of at least nine voting members who are resident volunteers**, that has the authority to decide policy and strategic direction with respect to the agency's programs, administration and finances, in accordance with the organization's By-Laws, and who shall meet at least four times per year. **Paid staff must not be a voting member of the Board.**
- **Maintain a non-discrimination policy or plan** that does not discriminate on the basis of race, cultural heritage, religion, gender, national origin, age, marital status, sexual orientation, veteran status or status as a qualified disabled or handicapped individual.
- **Have an annual audit (if applicable) performed by a certified public accountant that is licensed and in good standing with the state of Georgia.**
- **Demonstrate financial management** - All financial statements must show evidence of accounting principles in accordance with Generally Accepted Accounting Procedures (GAAP) and **include full disclosures and appropriate notes for such things as leases, loans, investments and affiliated party transactions.**

OVERVIEW OF PROCESS

UWMA will distribute its funds through a competitive grant process among eligible applicants. Within this process, UWMA is seeking to identify and fund the highest quality programs that address our Community Goals and related strategies, and provide measurable, impactful outcomes.

UWMA staff will review proposals submitted to ensure that they are complete and to determine that all basic eligibility requirements have been met. **Proposals that are incomplete or late will be removed from the grant process.** Investment Volunteers will then review and evaluate remaining proposals and conduct a Program Site Visit.

During the Site visit, the Agency will make a presentation to provide a clear program description, will be prepared to answer questions and provide any requested supporting documentation for the Regional Focus Area Investment Committee. At final deliberations, the Regional Focus Area Investment Committees determine which proposals to recommend for funding using the written information provided and information presented at the Site visit. Two additional volunteer committees will review the funding recommendations before final approval by the United Way of Metropolitan Atlanta Board of Directors.

REVIEW PROCESS COMPONENTS

The process of reviewing and funding proposals submitted to the Community Impact Fund Grants Process has seven components:

1. Financial Review
2. Program Proposal Compliance Review
3. Independent Review
4. Volunteer Proposal Review
5. Program Site Visit
6. Funding Deliberations and Funding Recommendations
7. Funding Approval

Financial Review

A review of the Agency financials will be completed by the Financial Review Committee (volunteer CPAs) to ensure the Agency's financial health. The Financial Review is a critical step in our process of ensuring that donor investments are distributed to organizations equipped to use those resources to deliver human services. United Way requires applicants to submit financial statements based on their annual revenue and fiscal year.

This year's Financial Review Process will be conducted by volunteers that have financial expertise and it includes four steps as follows:

1. Relevant financial information is gathered from grantees, entered into a worksheet and financial ratios are run to evaluate the following areas: reserve funds, debt burden, and administrative cost and operating expenses.
2. Organizations are flagged if their ratios are outside of the established tolerable range. These agencies are elevated to the financial review committee for further testing and review.
3. Financial review volunteers reconvene at the end of the evaluation period to present/discuss findings that were of particular concern and discuss next steps, which could include withholding United Way funds, contingencies, follow-up requirements, etc.
4. Follow up meetings with the organization to address the concerns raised during volunteer evaluation.

Program Proposal Compliance Review

The questions listed below will be completed by UWMA Community Engagement staff in order to ensure proposal compliance. Proposals that are incomplete or late will be removed from the grant process. Staff findings will be shared with the volunteer committees.

Compliance Questions	Considerations
<ol style="list-style-type: none"> 1. Was the application submitted on time? 2. Was the program proposal complete (including all required components)? 	<p>Deadlines: All components of the application are submitted by the published deadline, April 28, 2011 at 2 p.m.</p> <p>Contingencies: Additionally any concerns that were identified during the last Impact Fund Process (e.g. contingencies – listed in the grant agreement) must be addressed.</p>
<ol style="list-style-type: none"> 3. Does the proposed program align with a Community Goal? (using the UWMA Proposal Evaluation Tool) 4. Does the proposed program align with a Focus Area/Goal Strategy? (using the UWMA Proposal Evaluation Tool) 5. Does the proposed program align with at least one of the prescribed Community Metrics under the strategy the program was submitted to? 	<p>Target Population: Serving the jurisdiction in which it has applied in a meaningful way; operating at or near full capacity.</p> <p>Alignment: All proposals submitted in response to this RFP must achieve measurable impact in Education outcomes in our community. For a proposal to be considered for funding, it must align with at least one of the strategies, outcomes and metrics outlined in this RFP.</p>

Independent Review

Once the Compliance Review has been completed, proposals will be reviewed by an independent Review Panel comprised of volunteers with solid expertise and a professional background in a given Focus Area. This Committee will use the UWMA Proposal Evaluation Tool to give feedback to the appropriate Regional Focus Area Investment Committee.

Volunteer Proposal Review

In addition to the independent review, all program proposals will be evaluated by the applicable Regional Focus Area Investment Committee. These Committees have representation from all 13 counties within the UWMA service area.

The Regional Focus Area Investment Committee members will individually evaluate and score each proposal provided for their review using the related Strategy Guidance Letter and UWMA Proposal Evaluation Tool. These scores are then shared with other members of that Investment Committee at the Site visit, along with any questions and comments.

Program Site Visit

Agency staff will be contacted by UWMA staff via email and/or phone regarding the date, time and location of the visit. During the Site visit, the Agency will make a presentation to provide a clear program description, will be prepared to answer questions and provide any requested supporting documentation for the Regional Focus Area Investment Committee. The agency will be notified 3 – 5 business days prior to the Site visit if additional supportive documentation is required.

Agency board members are welcome at the Site visit but are not required to be present or part of the presentation. It is recommended and highly encouraged that the following Agency staff be present to help answer any questions the panel volunteers may have: President, Program Staff, and Finance Staff.

A minimum of two volunteers must be in attendance to conduct a Site visit. If only one volunteer is present, the UWMA staff member will contact the other volunteers and wait 15 minutes before canceling the visit.

Funding Deliberations and Recommendations

The Regional Focus Area Investment Committee will discuss each proposal and evaluate it taking into consideration both the written proposal and the program presentation at the Site visit. A score and recommended grant amount are determined.

Once all Site visits have been completed for a given Focus Area, Regional Focus Area Investment Committees will convene for final funding deliberations. Together, they discuss all proposals and make funding recommendations.

Funding Approval – Volunteer Leadership Reviews

The recommendations of the Regional Focus Area Investment Committees will be reviewed and ratified by the UWMA Community Investment Committee (CIC) and Community Engagement Council, and then approved by the UWMA Board of Directors.

COMMUNICATION OF FUNDING

Upon final approval by the UWMA Board, each Agency will be emailed the amount of their UWMA grant funding as well as any Specific Care amounts. This communication does not require a response from the Agency.

CHANGES IN REPORTED INFORMATION

If reported information changes during the Community Impact Grants Process (after submission of the application but before funding has been awarded), the Agency must submit written (preferably via email) notification to UWMA immediately after the Agency becomes aware of the change: what the change has been, why the change was made, and what are the effects of the change on the program/proposal.

If reported information changes after the proposal has been funded (after the grant has been awarded and Agency has started to receive funding), the Agency must submit notification to UWMA within 30 days after the Agency becomes aware of the change: what the change has been, why the change was made, and what are the effects of the change on the program.

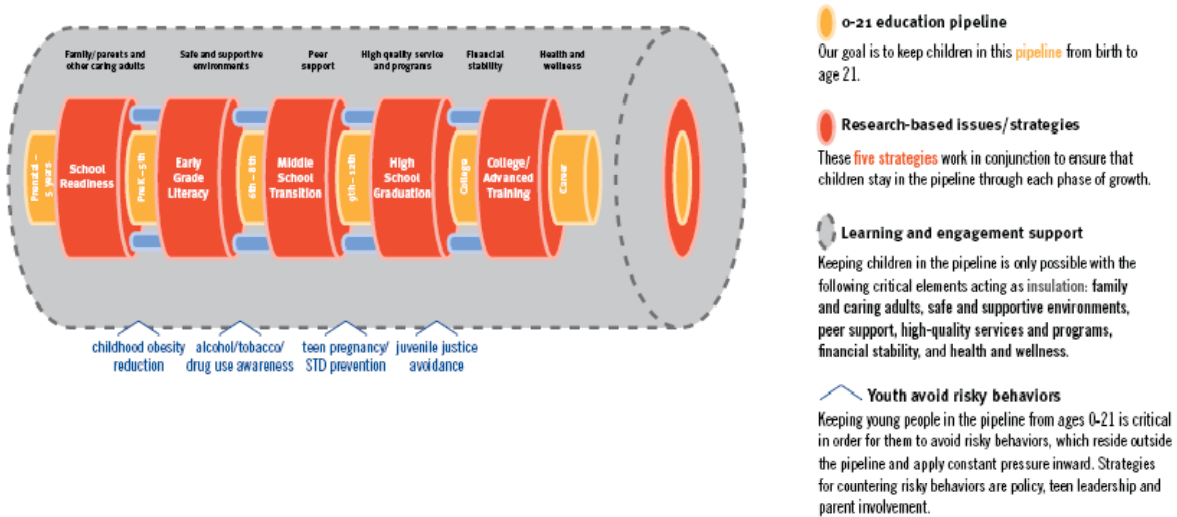
FUNDING DIRECTION AND CORE EXPECTATIONS: STRATEGY GUIDANCE INFORMATION

CONTEXT

Every stage of a child’s life is critical for future success. By ensuring that children are supported their whole lives, from ages birth-21, we can make certain they are successful as adults. There are several elements that are critical at each and every stage: support from parents and other caring adults, a safe and supportive environment with family and community connections, financial stability, high-quality services and programs, and health and wellness. By working together, we can address children’s needs throughout their continuum of learning.

United Way of Metropolitan Atlanta (UWMA) is building on the foundational work of Smart Start and existing investments in youth development to develop a comprehensive plan for education with strategies that support our goals: children enter school ready to learn, avoid risky behaviors and graduate prepared for careers. The focus of our work in education is to support all children ages birth-21 for success in school, work and life.

Working with children and youth ages 0-21 to prepare them for success in college, work and life



UWMA has focused the strategies in five key areas – school readiness, early grade literacy, the transition through middle school, high school graduation, and college and advanced training – pivotal points in children’s lives that are critical for success. Since alcohol and drug use, teen pregnancy, juvenile justice and even obesity are barriers to graduating from school ready for success, strategies such as parent/family engagement and youth leadership for countering these risky behaviors have also been incorporated.

Research shows that investments in young people must begin early and be sustained for more than 20 years. Therefore, UWMA has chosen to strategically focus its investments on supporting this insulated

pipeline of programs and services that are designed to fuel innovation and gauge how children and youth learn and grow across a range of areas and age groups. These areas include:

- **Learning**- (developing positive basic and applied academic attitudes, skills and behaviors);
- **Thriving** - (developing physically healthy attitudes, skills and behaviors);
- **Connecting** - (developing positive social attitudes, skills and behaviors); and
- **Leading**- (developing positive civic attitudes, skills and behaviors).

Through a series of working sessions with community partners and with input from the Ready by 21 Leadership Council, UWMA has chosen to strategically focus its investments on supporting an insulated pipeline of services that results in positive outcomes for children, youth and their families. The Leadership Council agreed that:

By 2030, the odds for young people living healthy, productive and connected lives in metro Atlanta will increase from 4 in 10 to 7 in 10. (Based on research by Gambone, Connell and Klem 2002). More specifically, the metro Atlanta community aspirations would be:

- All infants and toddlers achieve the developmental skills necessary to be successful before kindergarten
- All children pre-kindergarten through 3rd grade will enter school prepared to succeed and on a path to read to learn by the end of the 3rd grade
- All community residents acquire a college degree or a credential of value by age 26 (Age based on RB21 parameters for obtaining post-high school credential)
- All young people have healthy relationships and a strong sense of hope, well being and engagement.

As a benchmark to measure the metro Atlanta community aspirations, the leadership council agreed that by 2014:

- UWMA will mobilize community partners to adopt a common definition for school readiness and a tool to measure it by 2014.
- The percentage of metro Atlanta students who score at exceed or greater level on the Reading CRCT will increase from 41% to 61%. (This target is aligned with the Georgia Grade Level Reading Campaign)

- UWMA will mobilize school district and community partners to adopt and administer the Gallup Student Poll to measure students' sense of well-being, hope and engagement in three of metro Atlanta's 17 school districts. (This also includes hosting community conversations in each district to engage communities around results)
- The percentage of metro Atlanta residents 18 to 24 years of age who have a one-year certificate of value, 2 or 4 year degree will increase by 9.2% (This target is aligned with Complete College America/Georgia ,which is working toward having 6 out of 10 adults with a degree or certificate by 2020)
- UWMA will mobilize school districts and community partners to provide targeted interventions for youth in the feeder patterns of persistently low-achieving high schools with 60% or less graduation rate schools. (This is aligned with the Civic Marshal Plan to Build a Grad Nation)

PLEASE NOTE:

- **The Target Populations and Required Program Components listed below are applicable to each strategy within the Education Focus Area.**
- **Required Indicators are listed with each strategy**
- **A list of helpful resources is included at the end of this RFP.**

TARGET POPULATIONS

All programs that receive funding must serve at least two of the following populations at a meaningful level¹:

- Low-income families
- Limited English speaking families
- Children and youth with disabilities as identified on the Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP)
- Children and youth attending early childhood settings, elementary schools, middle schools and high schools in neighborhoods where there are one or more persistently lowest-achieving high schools with 60% or less graduation rate.
- Families living in the neighborhoods designated in the Atlanta Promise Neighborhood Zone: Vine City, Washington Park, Ashview Heights, Bankhead, West End, Adair Park and Mechanicsville. The zip codes include: 30303, 30310, 30312, 30313, 30314, 30318, 30334
- Families living in the Opportunity Zones – Norcross, Scottdale/Clarkston, College Park, Austell/Six Flags Drive

¹ Words formatted with italics and underlined can be referenced in the Glossary for further explanation

REQUIRED PROGRAM COMPONENTS – policies, practices and/or activities that:

All programs that receive funding must demonstrate all of the following key components of effective programming:

1. Provide appropriate training to staff and/or volunteers who deliver services to assure they have the knowledge, skills and experience to deliver the program effectively.
2. Perform background checks for all staff and volunteers **working directly with children.**
3. Implement intentional programming with an integration of BOTH academic and enrichment components designed to achieve articulated outcomes.
4. Provide youth access to and sustained participation in the program.
5. Provide youth opportunities for choice, leadership development, and feedback into program development.
6. Provide culturally competent staff that addresses the diverse needs of youth.
7. Support on-going training of staff for continued professional development.
8. Create partnerships with families, other community organizations and schools.
9. Utilize the 40 developmental assets in the program design for participating children and youth. Refer to www.search-institute.org
10. Provide culturally and linguistically competent policies and practices to meet the needs of the population, neighborhood and community served by the program.
11. Provide policy and procedures for accommodating the languages that families speak, national and religious holidays, religious and cultural dietary requirements and match staffing with community culture.
12. Provide opportunities for parent-provided input.
13. Implement a process for assessing the needs of customers or clients and using their inputs to determine types of service to provide and appropriate ways to deliver them.
14. Specifically show evidence of ability to select culturally relevant activities to reinforce early secure and consistent parenting that will improve inter-generational parenting culture, particularly in first five years.
15. Provide programming and activities that promote a positive social identity (e.g. gender, racial, cultural, etc.).
16. Provide programming and activities that are designed to: enhance self-efficacy, knowledge of heritage and positive group regard along with a respect for diversity.

PREFERRED PROGRAM COMPONENTS

Preference will be given to programs that, in addition to the required components, are able to demonstrate the following preferred components.

1. Programs that have a demonstrated partnership with a school or school district
2. Programs that have experience tracking academic progress in school
3. Staff and volunteers are fingerprinted
4. Programs that include parent involvement opportunities such as events, performances, and other ways parents can regularly participate in program
5. Programs that create and utilize individual development plans (IDP) for children and youth
6. Programs that utilized quality assessment tools to measure continuous program growth and opportunities for improvement
7. Programs that utilize the measurement tools recommended in the children and youth outcomes measurement directory. The tools included in this database address elementary, middle and/or high school students and youth, parent, staff and teacher respondents. Refer to www.toolfind.org

STRATEGIES AND INDICATORS

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: Child Care Subsidies

Cluster: School Readiness

Strategy Description: Children learn best in loving, nurturing relationships and through everyday experiences. These essential connections hard-wire the brain for future learning, especially in the early years. Whether children are at home, with relatives or friends, or in child care, the quality of early experiences is key to later school success.

Child care subsidies or scholarships directly support the financial cost of care and ensure that low-income children (and their families) have access to and consistent participation in high-quality child care programs. It is highly recommended that allocated funding toward child care subsidies or scholarships be equally distributed across the age span from infants to 5 year olds.

High-quality child care programs provide boosts to academic performance for young children by fostering the early acquisition of school readiness skills. Research confirms that the implementation of quality instructional support is also a key indicator for achieving gains in those school readiness skills such as receptive and expressive language, rhyming, letter naming and math skills.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Developmentally on track ** REQUIRED	A. Total # of children who at initial screening were developmentally on track in the following domains: <ul style="list-style-type: none"> • physical well-being, and motor development • social and emotional development • approaches toward learning • language development 	N/A	A. # of children that continue to be <u>developmentally “on track”</u> as demonstrated by a standardized child development assessment tool Recommended Tool: Ages & Stages

Path	Initial	Intermediate	Long Term
	<ul style="list-style-type: none"> cognitive development and general knowledge 		
Attendance ** <i>REQUIRED</i>	A. # of children that are chronically absent - missing 20% or more of school over an academic year for any reason	N/A	A. # of children that continue to be chronically absent - missing 20% or more of school over an academic year for any reason
Instructional Support ** <i>Optional</i>	A. # of classrooms demonstrating progress towards the quality of instructional support	N/A	A. # of classrooms that continue to demonstrate progress towards the quality of instructional support <i>Recommended Tool: CLASS</i>

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers
Strategy: Parenting Leadership, Skills and Supports (Closed; except to current strategy grantees)
Cluster: School Readiness (Birth-5)

Strategy Definition:

Parents/ guardians of children birth – 5 are a child’s first and most consistent teacher. In order to ensure that children are ready for school, parents/guardians need information about a range of topics, including nurturing, general health, managing stress, child development, positive discipline, and literacy. They need information on community resources and access to a range of formal and informal supports. They need knowledge and skills to be able to assess their child’s growth and development, to identify quality child care programs, to ensure that the child has a successful transition into *Pre-K* and Kindergarten, and to advocate for quality education for their children.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Parent Leadership **REQUIRED	A. # of parents who are room parents, leading projects, or are engaged in classroom activities	N/A	A. # of parents trained and actively involved in leadership support and child care- linked activities
Parent Engagement ** REQUIRED	A. # of parents (individuals) who exhibit improvement in their ability to support their children’s development and learning	N/A	A. # of parents (individuals) who continue to exhibit improvement in their ability to support their children’s development and learning

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: Child Abuse and Neglect Prevention (Closed; except to current strategy grantees)

Cluster: School Readiness (Birth-5)

Strategy Definition:

Prevention Programs: Organizations that focus on protecting/preventing children from becoming victims of physical, sexual, or emotional abuse and neglect. Provide caregiver skill training that educates adults to prevent, recognize and react responsibly to child abuse and neglect. Prevention strategies including but not limited to programs that provide home visits to parents of newborns, building parent resiliency, social connections, a caregivers knowledge of parenting and child development, linking caregivers to other key services such as workforce development, job placement, support groups and intervention to children who have experienced substantiated cases of childhood abuse or neglect.

Intervention Program: Organizations that focus on providing on-going staff training around understanding and using principles of child development, using positive techniques for guiding children's behaviors, and observing each child to identify and plan ways to meet their individual needs. Intervention strategies to include but are not limited to maintaining a level of awareness about evidence-based approaches to intervention; linking caregivers to other key services such as workforce development, job placement, support groups.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Intervention – Child focused ***REQUIRED for all intervention programs	A. Number of children served that were identified as being victims of abuse or neglect (self or parent reported or substantiated cases)	A. Number of children who have <u>no</u> repeat substantiated cases of abuse or neglect during participation in the program	A. Number of children that showed improvement (through pre and post assessments) in the social/emotional domain on a standardized child development assessment tool (such as CAFAS, Ages & Stages)
Prevention – Child focused ***REQUIRED for all prevention programs	A. Number of children (ages 0-3) received a pre and a post screening or assessment	A. Number of children who at initial screening presented as <u>developmentally “on track”</u> in all 4 domains of child	A. Number of children that demonstrated being <u>developmentally “on track”</u> as demonstrated by a standardized child development assessment tool (i.e. The Ounce, Ages & Stages)

		development (motor, social, emotional, cognitive and language skills)	
Intervention or Prevention - Parent Focused ***REQUIRED	A. Number of parents who received instructional materials or attended sessions on child development, child abuse & neglect	A. Number of individuals/families that increase their knowledge in signs of, and risk factors for, child abuse and neglect (based on pre-post assessment)	A. Number of individuals/families that report or demonstrate change in behavior that aligns with one of the child protective factors

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: School Transition Coordinator

Cluster: School Readiness (Birth-5)

Strategy Description: Families and caregivers who need knowledge and resources to support their children’s development and learning will have what they need. Families and caregivers will engage in their children’s development and learning. More specifically, effective school transition activities that ensure that children and families starting kindergarten are prepared and ready to learn are essential. Transition coaches can serve as a liaison to families and provide children and their families with transition services that address the language and literacy needs, and age- appropriate social, emotional and physical development knowledge that prepares children for new educational settings. They also provide for effective community collaboration. Effective transition activities should:

- Link with children and families to form relationships before the first day of school and continue to build upon these relationships throughout the kindergarten year.
- Provide families with information that helps prepare children for the academic, social, and emotional skills in kindergarten.
- Create an open system of communication to inform families about all aspects of the child’s school.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
School Transition ** *REQUIRED	N/A	N/A	A. # of 4 and 5 year olds with an individualized transition plan B. # of school transition activities attended by 80% of the rising kindergartners that will attend school the following year
Parent Engagement *** REQUIRED	B. # of parents (individuals) who exhibit improvement in their ability to support their children’s development and learning	N/A	B. # of parents (individuals) who continue to exhibit improvement in their ability to support their children’s development and learning

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: Language and Literacy Development for 3 and 4 year olds

Cluster: Early Grade Literacy

Strategy Description: Poor reading ability in the early grades is clearly linked to high school dropout rates. Students who are not proficient readers in the early grades do not typically catch up in later grades; as coursework gets harder, reading becomes more challenging. Those with reading troubles have difficulty keeping up with their peers. As defined by the National Early Literacy Panel, the key predictors of success in reading and writing include:

- **Alphabet Knowledge**
- **Phonological Awareness**
- **Print knowledge**
- **Oral Language**
- **Emergent Writing**

High-quality child care programs provide boosts to academic performance for young children by fostering the early acquisition of school readiness skills. Research confirms that the implementation of quality instructional support is also a key indicator for achieving gains in those school readiness skills such as receptive and expressive language, rhyming , letter naming and math skills.

It is highly recommended that young children be provided these supports during the summer months as well, which can provide an added boost to a child’s kindergarten readiness.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Developmentally on track <i>** REQUIRED</i>	A. Total # of children who at initial screening were developmentally on track in the following developmental domains : <ul style="list-style-type: none"> • physical well-being, and motor development • social and emotional development • approaches toward learning • language development • cognitive development and general knowledge 	N/A	A. # of children that continue to be <u>developmentally “on track”</u> as demonstrated by a standardized child development assessment tool <i>Recommended: Ages & Stages</i>

Path	Initial	Intermediate	Long Term
Instructional Support ** REQUIRED	A. # of classrooms demonstrating progress toward the quality of instructional support	N/A	A. # of classrooms that continue to demonstrate progress toward the quality of instructional support Recommended Tool: CLASS
Language & Literacy ** REQUIRED	A. # of four year olds (PreK) that demonstrate progress toward language development specifically: upper case alphabet knowledge, beginning sound awareness and rhyme awareness	N/A	A. # of four year olds (PreK) that continue to demonstrate progress toward language development specifically: upper case alphabet knowledge, beginning sound awareness and rhyme awareness Recommended tool: PALS Pre-K
Kindergarten Readiness ** REQUIRED	N/A	N/A	A. # of children who will be attending kindergarten during the next school year

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: Out of School Time (K-3rd Grade)

Cluster: Early Grade Literacy

Strategy Description: Poor reading ability in the early grades is clearly linked to high school dropout rates. Students who are not proficient readers in the early grades do not typically catch up in later grades; as coursework gets harder, reading becomes more challenging. Those with reading troubles have difficulty keeping up with their peers.

As defined by the National Reading Panel, the key predictors of reading and writing success by fourth grade include:

- Phonological Awareness
- Phonemic awareness
- Phonics
- Vocabulary Development
- Comprehension
- Fluency

By providing one-to-one literacy tutoring or targeted reading interventions can provide that additional boost that children need. Families and caregivers also play an instrumental role and should be provided with the knowledge and resources to support their child’s development and learning.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Parent Engagement <i>**REQUIRED</i>	A. # of parents (individuals) who exhibit improvement in their ability to support their children’s development and learning	N/A	A. # of parents (individuals) who continue to exhibit improvement in their ability to support their children’s development and learning
Language & Literacy <i>** REQUIRED</i>	A. # of children that demonstrated progress towards language development Recommended Tool: <i>DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) 6th edition.</i>	N/A	A. # of children that continue to demonstrate progress towards language development Recommended measure: <i>DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) 6th edition.</i>

Path	Initial	Intermediate	Long Term
Program Quality **REQUIRED	A. # of program sites demonstrating progress towards achieving high quality Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool.	N/A	A. # of program sites demonstrating progress towards achieving high quality Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool.
Grade Level Transition **OPTIONAL	N/A	N/A	A. # of youth who will progress to the next grade
Academic Performance **REQUIRED	N/A	N/A	A. # of students who continue to demonstrate academic improvement

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: Mentoring

Cluster(s): Successful Middle School Transitions/On-Time School Graduation/ Teen Pregnancy/STDs, Alcohol/Tobacco/Drug Use/ Juvenile Justice

Strategy: Provide mentoring opportunities for middle and high school students

Strategy Description: Youth will feel valued and empowered through supportive mentoring relationships. Youth mentoring programs that match mentors with young people who need or want a caring, responsible adult in their lives are essential to supporting positive outcomes for young people.

Barriers to success in college, work and life are alcohol and drug use, teen pregnancy and obesity. It is essential that successful mentoring relationships focus on young people making positive choices so that they avoid these risky behaviors. Research shows that students are more likely to stay in school if they avoid risky behaviors.

Mentors who are providing support for every 15-20 students who are showing signs of potentially dropping out is highly recommended. These students can be identified by the Early Warning and Intervention system and provided with the necessary academic and socio-emotional support. Early Warning and Intervention systems (EWIs) look at indicators of attendance, behavior and course performance.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Early Warning Intervention ***REQUIRED	A. # of students identified for targeted mentoring support	N/A	A. # of students who received mentoring support as a result of the utilizing the Early Warning and Intervention system (EWIs)
Parent Engagement ***OPTIONAL	N/A	N/A	A. # of parents (individuals) who continue to exhibit improvement in their ability to support their children’s development and learning

Path	Initial	Intermediate	Long Term
Grade Level Transition ***OPTIONAL	N/A	N/A	A. # of youth who will progress to the next grade
Program Quality ***REQUIRED	A. # of program sites demonstrating progress towards achieving high quality <i>Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool</i>	N/A	A. # of program sites demonstrating progress towards achieving high quality <i>Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool.</i>
Academic Performance ***OPTIONAL	N/A	N/A	A. # of youth who continue to demonstrate academic improvement B. % of students who report having improved academically
Attitude and Behaviors ***OPTIONAL	N/A	N/A	A. % of students who report having improved attitudes and behaviors related to academic success. <i>Recommended Tool: Colorado Trust's Toolkit for Evaluating Positive Youth Development</i>

Path	Initial	Intermediate	Long Term
Mentoring Relationships ***REQUIRED	A. Total unduplicated number of youth that are matched with a mentor	N/A	Of the total unduplicated number of youth that are matched with a mentor, A. # of youth that remain with the same mentor for one year or more B. the average length of time of match with same mentor
Mentor Meetings ***REQUIRED	N/A	N/A	A. the average number of meetings between youth and same mentor during the grant period

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: Leadership and Service Learning

Cluster(s): Successful Middle School Transitions/On-Time School Graduation Teen Pregnancy/STDs, Alcohol/Tobacco/Drug Use, Childhood Obesity, Juvenile Justice

Strategy Description: Providing opportunities for youth to be civically engaged and demonstrate leadership is essential to student success. United Way recognizes that youth need civic engagement as a critical part of healthy social-emotional development. Civic involvement during adolescence is an important start to becoming an active and engaged adult member of the community. Through civic engagement, youth become engaged in part of a global movement to initiate positive, life-transforming change.

Providing support for students who are showing signs of potentially dropping out is highly recommended. These students can be identified by the Early Warning and Intervention system and provided with the necessary academic and socio-emotional support. Early Warning and Intervention systems (EWIs) look at indicators of attendance, behavior and course performance.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Early Warning Intervention ***OPTIONAL	A. # of students identified for targeted support	N/A	A. # of students who participated in leadership opportunities as a result of the utilizing the Early Warning and Intervention system (EWIs)
Parent Engagement ***REQUIRED	N/A	N/A	A. # of parents (individuals) who continue to exhibit improvement in their ability to support their children’s development and learning

Path	Initial	Intermediate	Long Term
Grade Level Transition ***OPTIONAL	N/A	N/A	A. # of youth who will progress to the next grade
Program Quality ***REQUIRED	A. # of program sites demonstrating progress towards achieving high quality <i>Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool.</i>	N/A	A. # of program sites demonstrating progress towards achieving high quality <i>Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool.</i>
Academic Performance ***OPTIONAL	N/A	N/A	A. # of youth who continue to demonstrate academic improvement B. % of students who report having improved academically
Attitude and Behaviors ***REQUIRED	N/A	N/A	A. % of students who report having improved attitudes and behaviors related to academic success <i>Recommended Tool: Colorado Trust's Toolkit for Evaluating Positive Youth Development</i>

Path	Initial	Intermediate	Long Term
Youth Leadership ***REQUIRED	A. Total unduplicated number of youth participating in community service, social entrepreneurship/youth venture or youth leadership positions during the funding period	N/A	A. Of these, the number of youth participating in at least 20 hours of community service, social entrepreneurship/youth venture or youth leadership positions or activities B. Of these, the number of youth who perceive themselves to be more connected to their community as a result of the activity/program <i>Recommended Tool: Colorado Trust’s Toolkit for Evaluating Positive Youth Development</i>
Youth Leadership Positions ***OPTIONAL	A. Total unduplicated number of youth participating in community service, social entrepreneurship/youth venture or youth leadership positions during the funding period	N/A	A. The number of youth who were active in positions of leadership within program/community (boards, councils, etc.) (Our definition of “active” is attendance at over 75% of the meetings required of the position)

Focus Area: Education: Children enter school ready to learn and graduate prepared for careers

Strategy: Out of School Time (4TH -12TH GRADE)

Cluster: Successful Middle School Transitions/On-Time School Graduation Teen Pregnancy/STDs, Alcohol/Tobacco/Drug Use/ Childhood Obesity/Juvenile Justice

Strategy Description: Providing high quality Out-of-School Time (OST) programs that encompass a wide range of program offerings for young people and take place before school, after school, on weekends, during the summer and other school breaks is essential to school success. OST programs should offer safe, structured activities that help children and youth master new skills and develop into responsible and successful adults.

OST programs can also support successful grade level transition for middle and high school students. Studies show that schools with extensive transition programs have significantly lower failure and dropout rates than schools that provided students with fewer opportunities for these types of activities. Successful transition programs included a variety of activities such as school visits and special summer courses to help students understand their new school.

Effective OST Programs should meet the developmental needs of children and youth. This should be reflected in program design and structural features. More specifically, they:

- Provide opportunities for leadership
- Meet the developmental needs of older elementary students as a unique group by providing gradually increasing amounts of responsibility.
- Meet the developmental needs of older youth by understanding adolescence as a unique developmental period and understanding the developmental differences between middle and high school youth
- Promote supportive relationships
- Focus on young people making positive choices and avoid risky behaviors such as alcohol or drug use, teen pregnancy, juvenile justice and even obesity

Research also shows that the number of leadership opportunities offered by a program with older youth was the single strongest predictor of program retention and the most effective programs had an average of at least 5 different leadership opportunities. These leadership opportunities can include but are not limited to:

- Leading activities for peers
- Having input on program design
- Participating on youth councils/having decision-making roles
- Being paid staff members
- Volunteering in the community
- Community service

A commitment to family engagement is also crucial since families also play an instrumental role and should be provided with the knowledge and resources to support their children’s development and learning.

Providing support for every 15-20 students who are showing signs of potentially dropping out is highly recommended. These students can be identified by the Early Warning Intervention system and provided with the necessary academic and socio-emotional support. Early Warning Intervention systems (EWIs) look at indicators of attendance, behavior and course performance.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Early Warning Intervention ***OPTIONAL	A. # of students identified for targeted support	N/A	A. # of students who participated in OST programs as a result of the utilizing the Early Warning and Intervention system (EWIs)
Parent Engagement ***REQUIRED	N/A	N/A	A. # of parents (individuals) who continue to exhibit improvement in their ability to support their children’s development and learning
Grade Level Transition ***Optional	N/A	N/A	A. # of youth who will progress to the next grade
Academic Performance ***REQUIRED	N/A	N/A	A. # of youth who continue to demonstrate academic improvement B. % of students who report having improved academically

Path	Initial	Intermediate	Long Term
Attitude and Behaviors ***REQUIRED	N/A	N/A	A. % of students who report having improved attitudes and behaviors related to academic success <i>Recommended Tool: Colorado Trust’s Toolkit for Evaluating Positive Youth Development</i>
Youth Leadership ***REQUIRED	A. Total unduplicated number of youth participating in community service, social entrepreneurship/youth venture or youth leadership positions during the funding period	N/A	A. Of these, the number of youth participating in at least 20 hours of community service, social entrepreneurship/youth venture or youth leadership positions or activities B. Of these, the number of youth who perceive themselves to be more connected to their community as a result of the activity/program <i>Recommended Tool: Colorado Trust’s Toolkit for Evaluating Positive Youth Development</i>
Youth Leadership Positions ***OPTIONAL	A. Total unduplicated number of youth participating in community service, social entrepreneurship/youth venture or youth leadership positions during the funding period	N/A	A. Of these, the number of youth who were active in positions of leadership within program/community (boards, councils, etc.) (Our definition of “active” is attendance at over 75% of the meetings required of the position)
Delay of Initial Activity ***OPTIONAL <i>(for Teen Pregnancy Prevention and Alcohol, Tobacco & Drug Prevention Programs)</i>	N/A	N/A	A. % of students who report a decision to delay sexual activity B. %of students who report a decision to delay use of tobacco

Path	Initial	Intermediate	Long Term
Increased Skill and Knowledge ***OPTIONAL	N/A	N/A	A. % of youth who demonstrate increased knowledge of how engagement in risky behaviors impacts multiple areas of the participant’s life. B. %of youth who demonstrate increased knowledge of skills and strategies to apply when faced with opportunities/pressures to engage in risky behaviors.
Positive Behaviors ***OPTIONAL	N/A	N/A	A. % of students who report reduced participation in risky behaviors B. % of students who report having improved attitudes and behaviors related to academic and social success

Focus Area: Education: Young people avoid risky behaviors

Strategy: Risky Behaviors in school informational and skill building programs

Cluster(s): Teen Pregnancy/STDs, Alcohol/Tobacco/Drug Use, Childhood Obesity/ Juvenile Justice

Strategy Description: Barriers to children and youth being ready for college, work and life are alcohol or drug use, teen pregnancy, juvenile justice and even obesity. It is essential that community organizations partner with schools to provide school based programs and services that focus on young people making positive choices so that they avoid these risky behaviors. Research shows that students are more likely to stay in school if they avoid risky behaviors.

Providing school- based risky behavior avoidance programs designed to provide youth with the information and skills needed to facilitate their ability to:

- delay sexual activity,
- resist pressure to experiment with alcohol, tobacco and other drugs
- reduce the high calorie, low activity choices that lead to childhood obesity, and
- avoid involvement with the juvenile justice system

High quality school based risky behavior avoidance programs should be designed to develop young people's ability to successfully engage in positive behaviors. Research has shown that simply imploring young people to "Say No" to negative influences and dangerous situations is not effective. Young people need to be involved in discussions and role-playing in order to practice resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence. Practice of responsible behavior can build the knowledge and confidence and young people will need to avoid risky environments when possible and resist negative behaviors when confronted with them.

Programs should be designed to foster the setting of personal goals with an eye on developing the skill sets young people will need to navigate the tough choices they have to make in order to live successfully as self-sufficient adults. A commitment to family engagement is also crucial in these school based programs and services since families also play an instrumental role and should be provided with the knowledge and resources to support their children's development and learning.

Required Indicators:

All programs that receive funding under this strategy must measure and report on all of the required indicators related to that path.

Path	Initial	Intermediate	Long Term
Parent Engagement **OPTIONAL	N/A	N/A	A. # of parents (individuals) who continue to exhibit improvement in their ability to support their children’s development and learning
Grade Level Transition **OPTIONAL	N/A	N/A	A. # of youth who will progress to the next grade
Program Quality **REQUIRED	A. # of program sites demonstrating progress towards achieving high quality <i>Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool.</i>	N/A	A. # of program sites demonstrating progress towards achieving high quality <i>Recommended Tool: APAS: Afterschool Program Assessment System; YPQA: Youth Program Quality Assessment tool; or another research based program quality tool.</i>
Positive Behaviors ***REQUIRED	N/A	N/A	A. % of students who report reduced participation in risky behaviors B. % of students who report having improved attitudes and behaviors related to academic and social success

Path	Initial	Intermediate	Long Term
Delay of Initial Activity ***REQUIRED <i>(for Teen Pregnancy Prevention and Alcohol, Tobacco & Drug Prevention Programs)</i>	N/A	N/A	A. % of students who report a decision to delay sexual activity B. %of students who report a decision to delay use of tobacco
Increased Skill and Knowledge ***REQUIRED	N/A	N/A	A. % of youth who demonstrate increased knowledge of how engagement in risky behaviors impacts multiple areas of the participant’s life. B. %of youth who demonstrate increased knowledge of skills and strategies to apply when faced with opportunities/pressures to engage in risky behaviors.
Academic Performance ***OPTIONAL	N/A	N/A	A. # of youth who continue to demonstrate academic improvement B. % of students who report having improved attitudes and behaviors related to academic success <i>Recommended Tool: Colorado Trust’s Toolkit for Evaluating Positive Youth Development</i>

HELPFUL RESOURCES

Transitioning to Kindergarten: A Toolkit for Early Childhood Educators

http://getreadytoread.org/index.php?option=com_content&id=260

Civic Marshall Plan to Build a Grad Nation

<http://www.americaspromise.org/Our-Work/Grad-Nation/Building-a-Grad-Nation/Civic-Marshall-Plan.aspx>

Building a Grad nation: Progress and Challenge in Ending the High School Dropout Epidemic Executive Summary

http://www.americaspromise.org/Our-Work/Grad-Nation/~media/Files/Our%20Work/Grad%20Nation/Building%20a%20Grad%20Nation/Building%20a%20Grad%20Nation_FullReport_FINAL%2011-30-10.ashx

The Impact of Youth Development Programs on Student Academic Achievement

<http://www.collab4youth.org/documents/SchoolSuccessBrief.pdf>

Bring Precision to Your Passion

http://forumfyi.org/files/RB21_Precision_to_Passion_Print.pdf

Ready by 21 Challenge: Key Ideas

http://forumfyi.org/files/Ready_By_21_Challenge_Key_Ideas.pdf

Ready by 21, Credentialed by 26: Insulating the Education Pipeline to Increase Postsecondary Success

[http://forumfyi.org/files/RB21_Credentialed-by-26_Brief-1\[1\].pdf](http://forumfyi.org/files/RB21_Credentialed-by-26_Brief-1[1].pdf)

Ready by 21, Credentialed by 26: High Expectations & Strong Supports Yield Postsecondary Success

<http://forumfyi.org/files/RB21%20CB26%20Issue%202.pdf>

Ready by 21, Credentialed by 26: Changing the Odds for Students: Spotlight on Kingsborough College

<http://forumfyi.org/files/RB21%20CB26%20Issue%20Brief%20v3.pdf>

Dashboards for Youth

http://forumfyi.org/files/Dashboards_for_Youth.pdf

Ready for College

http://forumfyi.org/files/Ready_for_College.pdf

Ready for Work

http://forumfyi.org/files/Ready_for_Work.pdf

Kindergarten Transition Toolkit

http://public.doe.k12.ga.us/tss_title.aspx?PageReq=ParentEngagement

Developing Early Literacy: Report of the National Early Literacy Panel

[PDF format \(1.5MB\)](#) 

Executive Summary: Developing Early Literacy

[PDF format \(470KB\)](#) 

2006

A Child Becomes a Reader

Birth Through Preschool

[PDF format \(304KB\)](#)  | [HTML](#) 

A Child Becomes a Reader

Kindergarten Through Grade Three

[PDF format \(515KB\)](#)  | [HTML](#) 

2006

La Lectura es lo Primero

Cómo ayudar a su hijo a aprender a leer

[PDF format \(230KB\)](#)  | [HTML](#) 

2001

Put Reading First

Helping Your Child Learn to Read - A Parent Guide

[PDF format \(515KB\)](#)  | [HTML](#) 

Put Reading First

The Research Building Blocks for Teaching Children to Read

[PDF format \(1.3MB\)](#)  | [HTML](#) 

GLOSSARY OF TERMS

Ages and Stages (ASQ) - is a reliable system to screen infants and young children for developmental delays during the crucial first 5 years of life. The questionnaire is designed to identify children who are in need of further evaluation to determine whether they are eligible for early intervention services. The questionnaire can be utilized by parents or caregivers.

Alphabet Knowledge: Alphabet knowledge is a child's ability to name the letters of the alphabet and recognize the letter symbols in print. Alphabet knowledge is a simple concept, but an important step in a child's literacy development.

CLASS- Classroom Assessment Scoring System- is used for observing and assessing the quality of classroom interactions between teachers and students. It measures how teachers provide the emotional, organizational and instructional support.

Comprehension: an ability to understand the meaning or importance of something (or the knowledge acquired as a result).

Connecting - developing positive social attitudes, skills and behaviors

Developmentally "On Track"- Due to different pre-kindergarten education experiences and irregular and episodic development, children enter kindergarten with wide varying skills, knowledge and levels of preparedness. "Developmentally Ready" is defined as a child's skills, behaviors, or attributes in relation to the expectations of the classroom they are entering.

Research-based program quality tools include:

- Ages and Stages
 - <http://www.bornlearning.org/default.aspx?id=19>
- After School Program Assessment System (APAS)
 - <http://www.niost.org/apas-training-description>
- Assessing Afterschool Program Practices Tool (APT)
 - http://www.niost.org/pdf/APAS%20brochure_Jan_25_08.pdf
- Classroom Assessment Scoring System (CLASS)
 - <http://www.brookespublishing.com/store/books/pianta-class/index.htm>
- Colorado Trust Toolkit for Evaluating Positive Youth Development
 - <http://www.coloradoafterschoolnetwork.org/template.asp?intPageId=13&intContentCategoryId=13>
- David P. Weikart Center for Youth Program Quality
 - <http://forumfyi.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition>
- Deborah Lowe Vandell and Kim Pierce Program Quality Self-Assessment Tool (QSA)
 - http://www.forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - <https://dibels.uoregon.edu/>

- Early Warning and Intervention System (EWIs)
 - <http://www.all4ed.org/files/EWI.pdf>
- Foundations, Inc. School-Age Care Environment Rating Scale (SACERS)
 - <http://ers.fpg.unc.edu/>
- Frank Porter Graham Child Development Institute and Concordia University, Montreal Youth Program Quality Assessment (YPQA)
 - http://www.forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf
- National Afterschool Association Program Quality Observation Scale (PQO)
 - http://forumfyi.org/files/MeasuringYouthProgramQuality_Brochure.pdf
- National Institute on Out-of-School Time and Massachusetts Department of Elementary & Secondary Education Communities Organizing Resources to Advance Learning Observation Tool (CORAL)
 - http://www.forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf
- New York State Afterschool Network Promising Practices Rating Scale (PPRS)
 - <http://www.afterschoolnetwork.org/files/QualityAssessment.pdf>
- PALS Pre-K
 - <http://www.tei.education.txstate.edu/famlit/EarlyChildhood/palsassessment.htm>
- Public/Private Ventures Out-of-School Time Observation Tool (OST)
 - <http://www.afterschoolresources.org/kernel/images/psaost.pdf>
- Policy Studies Associates, Inc. Program Observation Tool (POT)
 - <http://www.youthcommunityconnections.org/quality.html>
- The Ounce Scale
 - [http://www.acecc.org/pdf/acecce2\(2\).pdf](http://www.acecc.org/pdf/acecce2(2).pdf)
- Wisconsin Center for Education Research and Policy Studies Associates, Inc. Quality Assurance System® (QAS)
 - <http://www.youthcommunityconnections.org/qualityN.html>
- Young Program Quality Assessment Tool (YPQA)
 - <http://communitydayschool.org/about/accreditation/ypqa/>

Early Literacy Skills- This umbrella term covers far more than a child's ability to identify letters, numbers, or shapes. It includes important skills such as oral language and phonological and phonemic awareness (the awareness of sounds), as well as knowledge of the alphabet and an understanding of common print concepts (print goes from left to right and from up to down on a page).

Early Warning Intervention systems (EWIs) look at indicators of attendance, behavior and course performance.

Emergent Writing: Emergent writing refers to a child's first efforts to create and use print in a meaningful way. Some examples of emergent writing skills include:

- Scribbling
- Drawing
- Copying
- Printing letters
- Printing name
- Invented spelling
- Message composition

Fluency: Able to express oneself readily and effortlessly.

Grade Level Transition – the process of using practices and activities to ensure effective transitions between different grade levels. Studies show that schools with extensive transition programs have significantly lower failure and dropout rates than schools that provided students few articulation activities. Successful transition programs included a variety of activities such as counseling, school visits, and special summer courses to help students understand their new school.

Individualized Educational Plans (IEPs) - an educational plan designed to meet the unique needs of one child, who may have a disability, as defined by federal regulations. The IEP helps children reach educational goals easier than they should. The IEP is tailored and helps paraprofessional educators and teachers understand the student’s disability and how the disability affects the learning process. The plan describes how the student learns, how the student best demonstrates that learning and what the service providers will do to help the student learn more effectively. IEPs, which are regularly maintained and updated over the student’s primary years, are meant to ensure that students aren’t unnecessarily shunted into special education classrooms or special schools.

Insulated Pipeline – a cradle to career “pipeline” that uses the strategies of school readiness, early grade literacy, middle school transition, high school graduation and college/advanced training to counter barriers such as risky behaviors, teen pregnancy, childhood obesity, alcohol and tobacco use, and juvenile justice awareness. The pipeline uses critical elements (family and caring adults, safe and supportive environments, peer support, high quality services/programs, financial stability and health & wellness) that act as “insulation” to ensure that all children are supported their whole lives (ages 0-21) and successful as adults.

Leading - developing positive civic attitudes, skills and behaviors

Learning - developing positive basic and applied academic attitudes, skills and behaviors

Linguistic Awareness: Linguistic awareness is a child's understanding of how words and language work. Some examples of linguistic awareness skills include:

- Active listening
- Vocabulary
- Rhyming words
- Segmenting sentences
- Segmenting words
- Phonemic awareness

Low Income Families - Household at/or below 200% of the federal poverty level.

Meaningful Level – As a general guideline United Way considers meaningful as 35 percent or more of those served by United Way-funded programs should be from one or more target populations.

Mentoring – the practice of assigning an influential and trusted supporter or teacher to guide someone in life or their career

Oral Language: Oral language involves a child's speaking and listening, or expressive and receptive language. It is a process whose development requires social interaction. While not all communication is oral, it is still the interaction of parent and child oral communication that builds a child's vocabulary. Early communication between infants and caregivers involves gestures, facial expressions and cries; over time and with interaction babies will develop oral language from those basic forms of communication. Children must be able to speak and understand a word before they can read or write it.

Read more: [What Is Oral Language Development in Reading? | eHow.com](http://www.ehow.com/about_6395103_oral-language-development-reading_.html#ixzz1HXefCbmz)
http://www.ehow.com/about_6395103_oral-language-development-reading_.html#ixzz1HXefCbmz

Out of School Time (OST) – programs and activities that occur after school, evenings, weekends and during the summer that provide youth with opportunities to develop academic and other skills in a wide range of domains by offering high interest activities

PALS PRE-K: is a scientifically-based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific need

Phonological Awareness: Phonological awareness refers to a child's understanding that written language is composed of phonemes and that letters each represent one or more speech sounds that in combination make up syllables, words, and sentences to provide the necessary foundation for future reading and school success.

Phonemic awareness: Phonemic awareness is refers to a child's ability to hear, identify, and manipulate individual sounds-phonemes--in spoken words. Before children learn to read print, they need to become more aware of how the sounds in words work. They must understand that words are made up of speech sounds, or *phonemes* (the smallest parts of sound in a spoken word that make a difference in a word's meaning).

Phonics: Phonics refers to the relationship between written letters and spoken sounds. For instance, the knowledge that the letter "B" makes a "buh" sound is phonics.

Young children must be able to instantly translate a letter or letter cluster into the correct sound (and vice versa) in order to effectively read and write. This translation between letters and sounds is the central skill in phonics.

Print Awareness: Print awareness refers to a child's print awareness skills which include the knowledge of the purposes and conventions of print to provide the necessary foundation for future reading and school success.

Scientifically-Based Reading Research (SBRR) - SBRR applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. SBRR employs systematic empirical methods that draw on observation or experiment and involves rigorous data analyses that are adequate to test the state hypotheses and justify the general conclusions drawn. Using SBRR

proves that a reading program, including the many elements and instructional methods in the program, is successful at teaching children to read and strengthens the core academic program of the school

Strengthening Families through Early Care and Education - Strengthening Families is a new, cost effective, doable strategy to prevent child abuse and neglect. The strategy involves early childhood centers working with families to build protective factors around children. The extensive information gathered identified a number of small but significant changes that can be made in early care and education programs that will significantly protect children and strengthen families. Protective factors- The Center for the Study of Social Policy (CSSP) spent two years research and identifying five protective factors that prevent child abuse and neglect. These are: Parental resilience, Social connections, Knowledge of parenting and child development, Concrete support in times of need, Social and emotional competence of children

Summer Learning – high quality summer programming focused on preventing differential summer learning loss

Thriving - developing physically, healthy attitudes, skills and behaviors

Vocabulary Development: Vocabulary development refers to the process by which children learn new words and phrases. In addition, it is important to use this new vocabulary to remember the additional words.

PROPOSAL TIMELINE & QUESTIONS

RFP RELEASE

Wednesday, March 16, 2011

RFP TRAINING

RFP Training is optional but highly encouraged. Space is limited and RSVP is required to attend.

Please RSVP online via the United Way of Metro Atlanta website,
<http://www.unitedwayatlanta.org/OurWork/Pages/INVESTMENTPROCESS.aspx>.

You will be required to RSVP for each person attending. These dates will close when seating is full, so please RSVP as soon as possible. Please bring your own copy of the RFP to the session. **To save resources copies will not be provided.**

PROPOSAL SUBMISSION DEADLINE

Program proposals must be submitted online via the Online Database Manager (ODM) **by 200 pm on Thursday, May 5, 2011.** Late submissions will not be accepted.

PROGRAM SITE VISITS

Site Visits will be held at various times from May 5 through June 29.

FUNDING APPROVALS

Funding recommendations are approved by the UW volunteer governance committees with the United Way Board of Directors giving final approval in July. Notification will be sent by mid-July.

FUNDING PERIOD

July 1, 2011 – June 30, 2012

QUESTIONS

If you have questions regarding the 2011 – 2012 Community Impact Fund Grants Process please submit them via e-mail to grantee@unitedwayatlanta.org.

When submitting questions please indicate the category in the SUBJECT line of your email; the categories are as follows:

- General
- Financials
- Site Visits
- EDUCATION
- HEALTH
- INCOME
- HOMELESSNESS