

UNITED WAY ENVISIONS
COMMUNITIES

WHERE EVERY PERSON

BELONGS

AND EVERY PERSON

THRIVES.

2023-2026

GRANT APPLICATION

United Way of the Greater Lehigh Valley



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2023-2026 REQUEST FOR PROPOSALS

INTRODUCTION

United Way of the Greater Lehigh Valley envisions a community where every person belongs and every person thrives. To reach that vision, we are committed to advancing three goals by 2030.

To meet these goals, it will require a community-wide, collective effort, with many partners and entities all working together. There are many tools and levers in UWGLV's systems change toolkit including advocating, mobilizing and awarding grants through our investment pool.

This request for proposals (RFP) is specifically focused on the investment pool of funds - the key areas where we can be uniquely impactful, side-by-side with our community partners. This RFP will fund agencies and programs from January 2023 – December 2026. We invite you to join us by applying to be a funded partner.

APPLICATION TIMELINE

Application opens April 19, 2022 and closes June 3, 2022.

- **April 19, 2022** - Application opens – [APPLY NOW](#)
- **June 3, 2022** - Final day to submit applications
- **Late September 2022** – Applicants notified of funding decisions
- **November 1, 2022** – Partner Qualifications application due
- **January 1, 2023** – Funding begins

TO APPLY

Step 1: Submitting an Application

- All applications are to be completed through our web-based grants management system, e-CImpact [here](#). UWGLV agencies already using e-CImpact can log in and see the application in the menu to the left of the screen under “Apply/Report”. New agencies can use the same link to create an account in e-CImpact and access the application after following the instructions to “click here to create your account”. You can find more complete instructions [here](#).

Questions

- For questions about the application process on e-CImpact, please contact Tanya Engler at tanyaengler@hotmail.com. For all other questions about this RFP, please contact Erin Connelly at erinco@unitedwayglv.org.

Step 2: General Qualifications

- Organization provides health and human services programming to Carbon, Lehigh or Northampton County residents in at least one of the following areas: education, income and health.
- Organization must hold 501(c)(3) status for at least one year or have a fiscal sponsor.
- Minimum funding amount is \$10,000. **Average** grant ranges are as follows:
 - Education: \$20,000-\$150,000
 - Healthy Aging: \$20,000-\$60,000
 - Community Stability: \$15,000-\$65,000
 - Women United: \$25,000
- Organization must be able to meet fiscal, governance and policy requirements, if funded. In order to receive funding, funded agencies must complete the Partner Qualifications Application, accessible via e-CImpact [here](#). UWGLV agencies already using e-CImpact can log in and see the application in the menu to the left of the screen under “Apply/Report”. New agencies can use the same link above to create an account in e-CImpact and access the application after following the instructions to “click here to create your account”
 - If you completed the Partner Qualifications form after July 1, 2021, you do not need to re-apply. All other current and new partners will need to apply in order to access funding or be considered a UWGLV partner. The Partner Qualifications application is due November 1, 2022.

EDUCATION BOLD GOAL



We want more children to start kindergarten with the knowledge and skills they need to thrive, more schools to connect parents and students to the resources and tools to help them learn and grow, more summer programs that help students continue learning out of school, and more trauma-informed and culturally relevant support for every student.

All funded partners must have all necessary certifications, qualifications or licenses, the necessary screenings and background clearances to work in schools, demonstrated experience and the ability to demonstrate culturally, linguistically and trauma-responsive practices.

1. Kindergarten Readiness

When children attend high-quality early-learning programs and have a solid social-emotional foundation, they will be ready for kindergarten.

We invite applications for funding to support kindergarten readiness in the following areas. To qualify, you must serve children from birth to age five residing within specific school districts in Lehigh, Northampton or Carbon counties.

Funded partners will need to measure and report on the # and percentage of children who meet or exceed age-appropriate developmental milestones.

- a) In-home family skill building and engagement programs (**Allentown, Bethlehem Area, Easton, and Panther Valley School Districts**)
 - i. These programs should include emphasis on literacy development and early childhood development, with program standards that address key program implementation areas.
- b) High-quality early childhood education (**Allentown, Bethlehem Area, Easton School Districts**)
 - i. Applicants need to participate in one of the following: PA Keystone STARS, NAEYC Accreditation, National Association for the Family Child Care (NAFCC), American Montessori Society (AMS), with programs that include social-emotional development, family engagement, professional development opportunities, and supports for individualized instruction.
- c) Alternative strategies that promote kindergarten readiness (**Allentown, Bethlehem Area, Easton School Districts**)

- i. We are interested in approaches and initiatives that support kindergarten readiness. If your organization helps gets kids ready for kindergarten but your approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

2. Summer Learning

When children from low-income households do not have access to high-quality summer learning programs, they lose literacy skills. Increasing access to high-quality learning programs during the summer helps to combat summer learning loss.

We invite applications for funding to support community-based summer learning programs that target **rising kindergarteners through rising 8th graders** in Community Schools in Allentown, Bethlehem Area and Easton school districts.

Funded partners should have the ability to measure whether students maintain or improve literacy.

- a) Community-based summer learning opportunities (**Allentown, Bethlehem Area, Easton School Districts**)
 - i. Programs should offer between 120-150 hours of combined academic instruction (with an established curriculum) and enrichment activities, be no fee or low fee (less than \$20/week per family), provide free lunch each program day, include family engagement and promote attendance.
- b) Alternative strategies that promote summer learning in Community Schools. (**Allentown, Bethlehem Area, Easton School Districts**)
 - i. We are interested in approaches and initiatives that support summer learning for students who attend Community Schools. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

3. Family Stability

High quality family case management programs address unmet needs of students and families, by conducting needs assessments, linking families to needed resources and benefits, helping families navigate the school system and empowering families to become more able to provide for their basic needs. When a child's basic needs are met, they are more likely to excel in school academically, attend school more regularly and to have stability at home and in their community.

We invite applications for funding to support family case management and family stability in **elementary or middle school students** in Community Schools. High school students are eligible for programs in Panther Valley School District.

Funded partners must be able to assess family stability and access to resources.

- a. Family case management services in Community Schools (**Allentown, Bethlehem Area, Easton and Panther Valley School Districts**)

- i. This focuses on student and family case management to support student and family stabilization in United Way Community Schools. All program participants must be identified by school staff for needs related to attendance, behavior and instability related to basic needs. The program should include direct family engagement strategies, with home visitation preferred and the program model must be linked to improvements in student and family stability. Program staff must be familiar with the specific school community and trained in cultural competency and trauma-informed schools.
- b. Alternative strategies that promote family stability in Community Schools. **(Allentown, Bethlehem Area, Easton School Districts)**
 - i. We are interested in approaches and initiatives that support stability for families of students who attend Community Schools. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

4. Student Social-Emotional Wellness

The COVID-19 pandemic has caused significant disruptions to the lives of our students, disconnecting them from important spaces where learning and growth traditionally take place. Positive youth development programming, social-emotional learning and school-based behavioral health services give children the opportunity to learn new skills, grow socially and emotionally and access mental health support in a trusted environment.

We invite applications for funding to support the following student social-emotional wellness approaches for students in **kindergarten through 8th grade**. High school students are eligible for programs in Bangor Area and Panther Valley School Districts.

Funded partners must be able to assess students' sense of belonging, positive youth development, connection to a caring adult and/or social-emotional skill building.

- a. High quality positive youth development programming in Community Schools **(Allentown, Bethlehem Area, Easton School Districts)**
 - i. This includes before or after-school programs that increase students' engagement in school and school community and that fall under leadership development, mentoring, college and career readiness, life skills, community involvement, or academic success. At least 50% of any single program's participants must be identified by school staff as at risk for attendance, behavioral health, academics, and lack of school/community connectedness.
- b. Social-emotional learning and student case management services: **(Allentown, Bangor Area, Bethlehem Area, Easton and Panther Valley School Districts)**
 - i. This includes school-based social emotional skill building and student case management programs for students who have been identified by school staff as in need of Tier 2 or Tier 3 support. Programs should offer one-on-one or small group social-emotional skill building sessions (such as conflict resolution, anger

management, managing grief or anxiety, etc.) and/or student case management services for students. Programs should be aligned to the five core components of SEL skill building (self-awareness, self-management, social awareness, relationship skills and responsible decision making).

- c. School-based behavioral health programs delivered in Community Schools **(Allentown, Bangor Area, Bethlehem Area, Easton School Districts)**
 - i. This category focuses on students attending Community Schools who have been identified by school staff as in need of behavioral health services through their Student Assistance Program (SAP) teams. Applicants must use evidence-based, trauma-informed therapeutic models proven effective for the target population and student need. The program must include a full-time licensed master's or PhD-level clinical social worker, counselor or psychologist dedicated to providing behavioral health services, including one to-one, small group, or family counseling sessions, with a minimum caseload of 40–60 students. They will be expected to provide monthly or quarterly professional development offerings on trauma awareness, trauma informed practices and practical strategies to de-escalate and support students exposed to trauma or struggling with a mental health issue.
- d. Alternative strategies that promote social and emotional wellness in Community Schools. **(Allentown, Bethlehem Area, Easton School Districts)**
 - i. We are interested in approaches and initiatives that support social and emotional wellness for students who attend Community Schools. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

HEALTHY AGING BOLD GOAL



We want older adults to be connected to information and resources, as well as to the community to improve health and reduce social isolation. We want to support those with dementia and their caregivers so they can both have a good quality of life.

All Healthy Aging funding opportunities are open to nonprofits and programs that serve those who are 55 years old or older in Lehigh, Northampton and/or Carbon counties.

Funded partners must be able to measure: Social connectedness and access to resources (The number of people requesting services and the number served)

1. Connection to resources

When older adults are connected to basic needs services, and information and resources that can support them, their quality of life will improve.

Funded partners must be able to measure: Social connectedness and access to resources (The number of people requesting services and the number served)

We invite applications for funding to support the following:

- a. Transportation
 - i. Programs that support access to transportation for medical, social or spiritual needs for those over age 55 who have difficulty with transportation. Drivers must have a background check and valid license and volunteers must have their own personal car insurance. The program must offer either door-through-door (preferred) or door-to-door service.
- b. Food Access
 - i. Can include congregate meals, food or meal delivery, grocery shopping services or other ways to ensure that older adult community members have access to healthy food. If your program serves food, you must have a food and beverage license issued by the Department of Agriculture and ServSafe certification. Meals meet at least 1/3 of the Recommended Dietary Allowance (RDA) recommendations. If your program focuses on food or meal delivery or grocery

shopping services, volunteers/drivers must have a background check and a valid driver's license. Volunteers must have their own personal car insurance.

- c. Personalized Care
 - i. Can include individualized treatment plans, case management, mental health and other behavioral services to ensure that older adults have access to the services they need to support assistance with ADL (activities of daily living IADLs (Instrumental Activities of Daily Living), and general basic needs. Those providing the services must have specific knowledge of the older adult population and services should include assessing needs, arranging services, and monitoring and evaluating care plans.
- d. Alternative strategies
 - i. We are interested in approaches and initiatives that support access to resources for older adults. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

2. Dementia awareness and caregiver support

Almost 25,000 individuals are living with Alzheimer's and dementia, and this number is expected to triple by 2050. Caregivers provide nearly \$10.1 billion worth of unpaid care.

Funded partners must be able to measure improved quality of life for caregivers and access to resources (# requesting services, # connected).

We invite applications for funding to support the following:

- a. Adult day centers
 - i. Provides a safe environment with socialization, activities, meals and other services as needed for those age 55 or older with dementia, Alzheimer's disease, stroke or need for supervision during the day. Must be licensed by the PA Department of Aging as an adult day services provider and have an RN or LPN on staff.
- b. Alternative strategies
 - i. We are interested in approaches and initiatives that support those with dementia and their caregivers. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

COMMUNITY STABILITY BOLD GOAL



We want all community members to have access to safety net services when they need them. We also want to work collectively to address root causes of food and housing insecurity and ensure that our community has the tools to prevent and respond to trauma in a culturally relevant way.

All Community Stability funding opportunities are open to nonprofits and programs that serve those who live in Lehigh, Northampton and/or Carbon counties.

1. Access to food

For many in our community, it is challenging to access fresh, healthy food. Soup kitchens and meal centers offer places to go to get hot meals, while pantries help provide the fresh, canned and dry goods needed to make ends meet. Mobile markets are a way to access fresh food in neighborhoods that do not have readily available grocery stores or farmer's markets.

Funded partners must be able to measure access to resources for individuals and families (# requesting supports; # served).

We invite applications for funding to support the following:

- a. Pantries
 - i. Pantries that receive, buy, store and distribute food to those who are food insecure. Pantries must be a Second Harvest Food Bank member agency, open four times a month or more and provide case management services or connection to other resources. The client choice model is preferred, as is a variety of distribution dates and times.
- b. Soup kitchens/meal centers
 - i. A center that provides meals to community members in need. These centers must have ServSafe certification and have passed a city health department and a Department of Agriculture inspection.
- c. Mobile markets
 - i. Increase access to healthy food, including fruits, vegetables, grains and protein in neighborhoods with low access to food. Markets that accept Electronic Benefits

Transfer (EBT) cards, participate in the Double SNAP program and use produce from local farms when available are preferred.

- d. Alternative strategies to support food access
 - i. We are interested in approaches and initiatives that support access to healthy and nutritious food. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

2. Access to shelter

For individuals and families who need immediate shelter, emergency shelters or funding to support hotel/motel stays ensure that they have a place to go. Housing-based legal services support tenants, homeowners and homeless persons by being advocates for their rights and connecting them to resources.

Funded partners must be able to measure access to resources for individuals and families (# requesting supports; # served).

We invite applications for funding to support the following:

- a. Emergency shelter
 - i. Emergency shelter for homeless individuals and families. Funded agencies must have relevant Emergency Food and Shelter Program (EFSP) eligibility and provide additional service or connections to services. Agencies can also apply for funding to support short-term hotel and motel stays for individuals and families needing emergency shelter.
- b. Housing-based legal services
 - i. Legal services for tenants, homeowners and homeless persons. The provider must be a licensed lawyer or paralegal.
- c. Alternative strategies to support access to shelter
 - i. We are interested in approaches and initiatives that support access to emergency shelter. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

3. Crisis and disaster response

When crises occur, disaster and crisis response agencies are often the first step back to recovery, with access to shelter, supplies, counseling and support.

Funded partners must be able to measure access to resources for individuals and families (# requesting supports; # served).

We invite applications for funding to support the following:

- a. Disaster relief
 - i. Response and services including overnight shelter stays or contacts, emergency supplies, health and mental health contacts, meals and snacks after disasters. The provider must have completed training for disaster services response.
- b. Safe house/shelters
 - i. Shelter for victims of abuse. Must be a confidential location, with 24 hour staff coverage and additional services or connections to services.
- c. Crisis response support services
 - i. Confidential services including counseling, court advocacy and crisis hotlines for people whose lives have been directly affected by crime. Provider of service must have completed appropriate specialized training.
- d. Alternative strategies to support crisis and disaster response
 - i. We are interested in approaches and initiatives that provide support to individuals and families experiencing a disaster or crisis. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

4. Increasing hope and agency

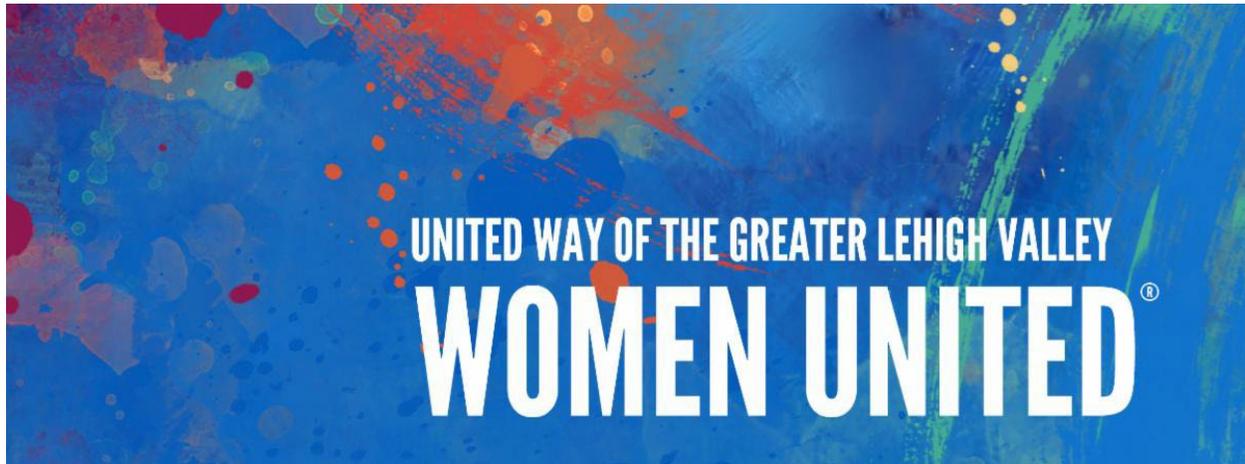
Trauma can have lasting adverse effects on an individual's functioning and mental, physical, social, emotional, or spiritual well-being. We can build resilient people, resilient neighborhoods and resilient service systems through trauma-informed and healing centered approaches.

Funded partners must be able to measure participant hope and agency.

We invite applications for funding to support the following:

- a. Resident Leadership initiatives:
 - i. Resident Leadership programs strengthen residents' understanding of what it means to be a community leader, prepare residents to grow into resident advocates for change, and provide the skills, capacity and support to empower residents to advocate for their community to be a safe, welcoming place to live. We are interested in agencies with established trust in identified community school catchment areas in Allentown, Bethlehem or Easton, who can provide trauma informed and culturally responsive group facilitation, skill building and community organizing. Use of data collection and measurement tools will be collaboratively developed with UWGLV staff.
- b. Alternative strategies to support mental health and resilience
 - i. We are interested in approaches and initiatives that focus on building resilience and supporting mental health needs of individuals and families. If your organization's approach doesn't fit in with the elements described above, you can submit an application for funding to support an alternative strategy.

WOMEN UNITED FUNDING OPPORTUNITY



Women United is a philanthropic group of business and community leaders dedicated to improving the lives of women, children and families in the Lehigh Valley.

Women United is committed to supporting programs and services that create opportunities for women and children in the areas of education, family financial stability and mental health. Women United investments are called **Impact Investments**.

In addition to UWGLV's main RFP, Women United Impact Investments funding will be available in the following categories. If you serve Lehigh and/or Northampton counties and would like to be considered for Women United funding, please submit an application. *NOTE: You must enter a separate application for Women United funding. You can apply to both funding streams for the same program; however, you will not receive funding to support the same program from both UWGLV and Women United.*

1. Early Childhood Education – Kindergarten Readiness

- a. **In-home family skill building and engagement programs:** The home is the center of early childhood development; Development, learning, and school success all begin in the home, through building skills and relationships with others in the home.
- b. **High-quality early childhood education:** In 2021, there were 29,470 children under 5 in Lehigh, Northampton and Carbon counties and 24,221 childcare slots. Of those slots, only 9,062 were in high quality centers. Investing in high-quality early childhood education means that more children and their families can access it.

2. Reducing Barriers to School and Family Success

- a. **Supporting enrichment programming for community-based summer learning:** High-quality summer learning programs that include both academic and enrichment components prevent summer learning loss and can produce academic growth over the summer months.
- b. **Supporting a community school model:** United Way community schools help level the playing field for schools with a high poverty rate.
- c. **Toxic stress reduction and resiliency workshops for students and families:** Chronic environmental stressors are known to affect children, adults and entire families, resulting in

a need for additional and wraparound health services, including stress reduction, resiliency and mindfulness programs for students and families.

- d. **Self-esteem and empowerment programs for girls:** Research demonstrates positive youth development programming (self-esteem, empowerment, mind, body and health initiatives) impacts attendance, behavior and academic outcomes.
 - e. **Family literacy:** Literacy programs that support the whole family unit can increase student achievement, while parents can increase literacy and model literacy behavior for their children.
3. **Community Stability – Shelter and Emergency Supports**
- a. **Service and support for domestic violence survivors:** Services for women and children experiencing domestic and intimate abuse.
 - b. **Shelter services for women, girls, and families:** Services can include access to emergency shelters, food, clothing, counseling, and referrals for health care.

2023-2026 FUNDING APPLICATION GUIDE

INTRODUCTION

Thank you for your interest in applying for United Way funding for the 2023-2026 grant cycle. This guide is designed to support your application by sharing the content of the full application and some evaluation tools that you may find helpful (these tools are not required).

You can access the application [here](#).

APPLICATION DETAILS

APPLICATION INFORMATION FORM:

(Organization name, primary contact, email and phone will be entered when registering for a new program within the application)

Program name: Name of the program or organizational approach that you are applying for funding to support.

Brief program description: Please share an overview of the program or organizational approach that you are applying for funding to support.

Investment Area: Please indicate which investment area on this drop-down menu fits best with the program or organizational approach you are applying for funding to support. You may apply for funding to support different programs, but must submit a separate application for each one. In addition to UWGLV's main RFP, Women United Impact Investments funding will also be available. In addition to UWGLV's main RFP, Women United Impact Investments funding will also be available. You will not receive funding to support the same program from both UWGLV and Women United but your application can be considered for both funding streams. You will not receive funding to support the same program from both UWGLV and Women United but your application can be considered for both funding streams.

United Way Funding Request: Please indicate the amount of funding you are requesting (minimum grants are \$10,000).

Bold Goal Alignment

Strategy: Please indicate which strategy on this drop-down menu best fits with the program or organizational approach you are applying for funding to support. You may apply for funding to support different programs, but must submit a separate application for each one.

What does your organization intend to do to address the Bold Goal and strategy you are applying for? Please share how your program and/or organizational approach aligns with the investment area and strategy you are applying under. For example, if you are applying under Education – Kindergarten

Readiness – In-home Family Skill Building, how does your approach or program help prepare children for kindergarten? What is your core approach or model for addressing this issue? Why have you chosen this model? For Women United applications, how does your core approach or model address the investment area you are applying under?

How does your organization use a continuous learning and improvement mindset to improve your work? Beyond the outcome measure stated above, please share the methods you use to learn what is working, what is not and how to continuously improve your program or approach. This can include formal quantitative or qualitative evaluations, anecdotal evidence, stories, community engagement levels or other indicators that you use to gauge whether your program/model is successful.

Are you currently able to disaggregate your outcome data by demographics? Please indicate whether you are able to separate your outcomes data by race, gender and ethnicity. If not, please share what kind of support you would need in order to do so.

Budget

What is your agency's total operating budget? Please indicate your agency's operational budget.

What is the budget for the program you are applying to support? If you are applying to support a specific program, what is the full budget required to operate/support that program?

What percent of the program budget will UWGLV funds be used to support? Please indicate the percent of the program budget that your fund request represents.

How would you modify your program or approach if you only receive a portion of the funding you are requesting from the United Way? If your organization did not receive the full funding, what about the program would be different or need to change?

Equity

How are the people that you serve included in your decision-making processes? How do you engage with the people you serve and how does this engagement affect how you operate? How are you working to shift and share power?

How do you ensure that your spaces and programs are welcoming and affirming? Please describe how your organization ensures that those who visit your space(s) or participate in your programs feel welcome, valued and respected.

What are your organization's equity priorities? Where are you making gains and where could you improve? Please describe how your organization works to further equity for the community you serve. What work are you prioritizing to promote equity? Where have you seen success and where do you want to focus your efforts going forward to push your organization and our community further along an equity journey?

Schools and Grades *[This section will only appear in Education strategies]*

Select the SCHOOL DISTRICT(S) where you are currently or would be willing to deliver your program. For summer learning, what school districts do your target students attend? (select all that apply)

Select the schools in each district where you are currently or would be willing to deliver your program. For summer learning, what schools do your target students attend? (Select all that apply)

Select the grades you will serve with this funding.

SERVICE AREAS FORM:

What geographic area will you serve with this funding? *This item has a drop-down of zip codes that you can choose to indicate your geographic service area(s).*

OUTCOMES AND PROGRAM REQUIREMENT CHECKLIST FORM:

Outcomes

Outcome Measure: *This item will be pre-populated with the outcome measure that is aligned to the investment area that you are applying to. For Women United applicants, you will be invited to enter in the outcome that you will be tracking towards.*

How will you track and measure your actions towards this outcome? *How do you plan to track and measure the above outcome? Please be as specific as possible, noting evaluation tools or surveys, how often you collect or plan to collect these, etc. You are welcome to choose your own tools and methods for tracking and measuring this outcome. If you would like assistance choosing a tool, UWGLV staff have provided samples and links to high-quality tools for different outcome measures [under Sample Evaluation Tools](#).*

How many customers do you serve/intend to serve annually to achieve this outcome? *Please enter an estimate of the number of people you serve annually related to this outcome, or how many you intend to serve.*

Tell us how you know that your services will be effective towards this outcome? *What information do you have that shows that your services or approach will be effective? If this is an existing program, please share the impact you've seen to date.*

Program Requirement Checklist:

Each strategy has a separate set of required program components. You can find these at the end of this document.

PROGRAM REQUIREMENT CHECKLIST:

Education: Kindergarten Readiness

- Serve children from birth to age five
 - Does your staff/facility have all necessary certifications, qualifications or licenses?
 - Does your staff/facility have demonstrated experience?
 - Does your organization demonstrate culturally, linguistically and trauma responsive practices?
- A) In-home family skill building and engagement programs
- a. Do you serve children in Allentown, Bethlehem Area, Easton and/or Panther Valley School Districts?
 - b. Does your program include emphasis on literacy development and early childhood development?
 - c. Do your program standards address professional development, technical assistance, supervision and cultural relevance?
- B) High-quality early childhood education
- a. Do you serve children in Allentown, Bethlehem Area and/or Easton school districts?
 - b. Do you participate in one of the following: PA Keystone STARS, NAEYC Accreditation, National Association for the Family Child Care (NAFCC), American Montessori Society (AMS)?
 - c. Do you have an evidence-based, literacy-infused curriculum?
 - d. Does your organization offer programs that include social-emotional development, family engagement, professional development opportunities, and support for individualized instruction?
- C) Alternative strategies that promote kindergarten readiness
- a. Do you serve children in Allentown, Bethlehem Area and/or Easton school districts?

Education: Summer Learning

- Does your staff/facility have all necessary screenings and background clearances to work in schools?
 - Does your staff/facility have demonstrated experience?
 - Does your organization demonstrate culturally, linguistically and trauma responsive practices?
- A) Community-based summer learning
- a. Do you serve children in Allentown, Bethlehem Area and/or Easton school districts?
 - b. Does your program support students in elementary and/or middle school?
 - c. Does your program offer between 120-150 hours of combined academic instruction?
 - d. Do you have an established curriculum and enrichment activities?

- e. Is your program no fee or low fee (less than \$20/week per family)?
 - f. Does your program provide free lunch each program day?
 - g. Does your program include family engagement?
 - h. Does your program promote school attendance?
- B) Alternative strategies
- a. Do you serve children in Allentown, Bethlehem Area and/or Easton school districts?

Education: Family Stability

- Does your staff/facility have all necessary screenings and background clearances to work in schools?
- Does your staff/facility have demonstrated experience?
- Does your organization demonstrate culturally, linguistically and trauma responsive practices?

A) Family case management

- a. Do you serve children in Allentown, Bethlehem Area, Easton and/or Panther Valley school districts?
- b. Does your program support students in elementary and/or middle school (or elementary, middle and/or high school for Panther Valley School District)?
- c. Does your program include direct family engagement strategies (home visitation preferred)?
- d. Is your program model linked to improvements in student and family stability?
- e. Are your program staff familiar with the specific school community you will be serving?
- f. Are your program staff trained in cultural competency and trauma-informed approaches?

B) Alternative strategies

- a. Do you serve Allentown, Bethlehem Area and or Easton school districts?
- b. Does your program support students in elementary and/or middle school?

Education: Social-Emotional Wellness

- Does your staff/facility have all necessary screenings and background clearances to work in schools?
- Does your staff/facility have demonstrated experience?
- Does your organization demonstrate culturally, linguistically and trauma responsive practices?

A) Positive youth development

- a. Do you serve children in Allentown, Bethlehem Area and/or Easton school districts?
- b. Do you offer before or after-school programs for students within the K-8 age range?
- c. Does your program fall under leadership development, mentoring, college and career readiness, life skills, community involvement, or academic success?

- d. At least 50% of any single program's participants must be identified by school staff who are at risk for attendance, behavioral health, academics, and lack of school/community connectedness.
- B) Social-emotional skill building and student case management services
 - a. Do you serve children in Allentown, Bangor Area, Bethlehem Area, Easton and/or Panther Valley school districts?
 - b. Does your program support students in elementary and/or middle school (or elementary, middle and/or high school for Bangor Area and Panther Valley School Districts)?
 - c. Is your program a Tier 2 school-based program?
 - d. Does your program offer one-on-one or small group social-emotional skill building sessions (such as conflict resolution, anger management, managing grief or anxiety, etc.) and/or student case management for students?
 - e. Is your program aligned to the five core components of SEL skill building (self-awareness, self-management, social awareness, relationship skills and responsible decision making)?
- C) School-based behavioral health programs in Community Schools
 - a. Do you serve children in Allentown, Bangor Area, Bethlehem Area, and/or Easton school districts?
 - b. Are your services provided by a licensed Master's or PhD level clinical social worker, counselor or psychologist?
 - c. Do your services include one to-one counseling, small group counseling sessions and counseling with families of students?
 - d. Does your program support students in elementary and/or middle school (or elementary, middle and/or high school for Bangor Area School District)?
 - e. Will you support an anticipated minimum student caseload of 40–60 students?
 - f. Are you prepared to provide monthly or quarterly professional development offerings on trauma awareness, trauma informed practices and practical strategies to de-escalate and support students exposed to trauma or struggling with a mental health issue?
 - g. Are your services grounded in the use of evidence based therapeutic models proven effective for the target population and student need?
- D) Alternative strategies
 - a. Do you serve children in Allentown, Bethlehem Area and/or Easton school districts?
 - b. Do you address social-emotional wellness needs for students within the K-8 age range?

Healthy Aging: Connection to Resources

- Do you serve clients who are 55 years old or older in Lehigh, Northampton and/or Carbon counties?
- A) Access to transportation
 - a. Does your program support access to transportation for medical, social or spiritual needs for those over age 55 who have difficulty with transportation?
 - b. Do drivers have a background check and valid license?

- c. Do volunteers have their own personal car insurance?
- d. Does your program offer either door-through-door (preferred) or door-to-door service?
- B) Food access
 - a. If your program serves food, do you have a food and beverage license issued by the Department of Agriculture?
 - b. Do you have ServSafe certification?
 - c. Do meals meet at least 1/3 of the Recommended Dietary Allowance (RDA) recommendations?
 - d. Do you require volunteers/drivers to have a background check and a valid driver's license?
 - e. Do volunteers have their own personal car insurance?
- C) Personalized Care/Case management
 - a. Does your program staff have specific knowledge of the older adult population?
 - b. Do your services include assessing needs, arranging services, and monitoring and evaluating care plans?
- D) Alternative strategies

Healthy Aging: Access to Resources and Mental Health Supports for Caregivers of Individuals with Dementia

- Do you serve clients who are 55 years old or older in Lehigh, Northampton and/or Carbon counties?
- A) Support day services for older adults
 - a. Does your program provide a safe environment with socialization, activities, meals and other services as needed for those age 55 or older with dementia, Alzheimer's disease, stroke or need for supervision during the day?
 - b. Is your program licensed by the PA Department of Aging as an adult day services provider?
 - c. Does your program have an RN or LPN on staff?
- B) Alternative strategies
 - a. Does your program improve either access to resources or mental health supports for caregivers of individuals with dementia?

Community Stability: Increasing safety and stability

- Does your program serve those who live in Carbon, Lehigh and/or Northampton counties?
- A) Access to Food:
 - o Pantries
 - Is your pantry a Second Harvest Food Bank member agency?

- Is your pantry open four times a month or more?
 - Do you provide case management services or connection to other resources?
 - Do you offer a client choice model (preferred)?
 - Do you offer a variety of distribution dates and times?
 - Soup kitchens/meal centers
 - Does your soup kitchen or meal center have ServSafe certification?
 - Has your soup kitchen or meal center passed a city health department and a Department of Agriculture inspection?
 - Mobile markets
 - Does your market accept Electronic Benefits Transfer (EBT) cards?
 - Does your market participate in the Double SNAP program?
 - Does your market use produce from local farms when available (preferred)?
 - Alternative strategies
 - Does your program support access to healthy, nutritious food for K-12 students, families, and/or older adults?
- B) Access to Shelter:
- Emergency shelter
 - Do you offer emergency shelter for homeless individuals and families?
 - Does your agency have relevant Emergency Food and Shelter Program (EFSP) eligibility?
 - Does your agency provide additional services or connections to services?
 - Housing-based legal services
 - Does your program or organization offer legal services for tenants, homeowners and homeless persons?
 - Are the staff members who provide these services licensed lawyers or paralegals?
 - Alternative strategies
 - Does your organization or program offer emergency shelter services to individuals and families?
- C) Crisis and disaster response
- Disaster relief
 - Does your agency's response and services include overnight shelter stays or contacts, emergency supplies, health and mental health contacts, and meals and snacks after disasters?
 - Have program staff or volunteers completed training for disaster services response?
 - Safe house/shelters for victims of abuse
 - Does your agency offer services in a confidential location?
 - Does your agency offer 24-hour staff coverage?
 - Does your agency offer additional services or connections to services?
 - Crisis response support services
 - Does your agency offer confidential services including counseling, court advocacy and crisis hotlines for people whose lives have been directly affected by crime?
 - Has your agency staff completed appropriate specialized training?

- Alternative strategies
 - Does your agency or program provide support to individuals and families experiencing a disaster or crisis?
- D) Increase hope and agency
 - Resident leadership
 - Alternative strategies

SAMPLE EVALUATION TOOLS

These measurement tools are not required. If you don't have an existing or preferred tool to measure the outcome that you're applying for funding to address, here are some tools that you can consider.

Education: Kindergarten Readiness

Children meet or exceed age-appropriate developmental milestones.

Tools:

- High-quality early childhood education
 - o <https://www.pakeys.org/program-quality/program-quality-assessment/program-observation-instrument/>

Education: Summer Learning

Students maintain or improve literacy from end of school year to start of following year

Tools:

- Pre and post-tests in reading literacy, depending on curriculum used

Education: Family Stability

Access to resources and family stability

Tools we like:

- North Carolina Family Assessment Scales: [Overview of Assessment Tools.indd \(state.co.us\)](#)

Education: Social-Emotional Wellness

Increase in sense of belonging, connection to a caring adult and increased skill building

Tools we like:

- Positive youth development:
 - o [DESSA - Social and Emotional Learning - Aperture Education](#)
 - o Milwaukee Youth Belonging Scale (MYBS)
- Social-emotional skill building:
 - o Strength and Difficulties Questionnaire (SDQ)
[Strengths and Difficulties Questionnaire.pdf \(washington.edu\)](#)
 - o [DESSA - Social and Emotional Learning - Aperture Education](#)
- School-based behavioral health

- Child PTSD symptom scale [CPSS-5-Scoring-Psychometrics.pdf \(istss.org\)](#)

Healthy Aging: Connection to Resources

Social connectedness, access to resources

Tools we like:

- UCLA Three-Item Loneliness Scale: [Measuring Loneliness | Campaign to End Loneliness](#)

Healthy Aging: Access to Resources and Mental Health Supports for Caregivers of Individuals with Dementia

Decreased stress, anxiety, increased social connectedness for caregiver, improved quality of life for caregiver, access to resources

- [Zarit Burden Scale](#)

Community Stability: Access to Food, Access to Shelter, Crisis and Disaster Response

requesting supports; # served

Tools – N/A

Community Stability: Increase Hope and Agency

Increase in hope and agency

Tools we like:

- Adult hope scale: [Microsoft Word - Adult Hope Scale.doc \(upenn.edu\)](#)
- Child hope scale: [Microsoft Word - The Children's Hope Scale.docx \(aop20.org\)](#)