



**BUILDING THRIVING NEIGHBORHOODS**

**UNITED WAY OF FORSYTH COUNTY'S**

**PLACE MATTERS INITIATIVE:**



**2022-23 EDUCATION PRIORITY**

**INVESTMENT FRAMEWORK**

**& REQUEST FOR PROPOSALS**





**BUILDING THRIVING NEIGHBORHOODS:  
UNITED WAY OF FORSYTH COUNTY'S PLACE MATTERS INITIATIVE  
2022-23 PLACE MATTERS EDUCATION PRIORITY INVESTMENT FRAMEWORK**

**CONTENTS**

**UNITED WAY OF FORSYTH COUNTY**

<b>MISSION</b>	<b>1</b>
<b>VISION</b>	<b>1</b>
<b>VALUES</b>	<b>1</b>
<b>EQUITY STATEMENT</b>	<b>1</b>

**PLACE MATTERS:  
PHILANTHROPIC SHIFT**

<b>BACKGROUND</b>	<b>2</b>
<b>INVESTMENT CONSIDERATIONS</b>	<b>4</b>

**EDUCATION PRIORITY**

<b>CONTEXT: EDUCATION IN FORSYTH COUNTY</b>	<b>5</b>
<b>EDUCATION INVESTMENT PRIORITIES</b>	<b>7</b>
<b>INVESTMENT TIMELINE</b>	<b>13</b>

**APPENDICES**

<b>PLACE MATTERS MAP</b>	
<b>FUNDED PARTNER REQUIREMENTS AND EXPECTATIONS</b>	
<b>RESOURCES</b>	

QUESTIONS RELATED TO THE  
**2022-23 PLACE MATTERS EDUCATION PRIORITY INVESTMENT FRAMEWORK**  
SHOULD BE DIRECTED TO  
RODD SMITH, DIRECTOR – PLACE BASED INITIATIVES; UNITED WAY OF FORSYTH COUNTY

✉ [RODD.SMITH@UWFORSYTH.ORG](mailto:RODD.SMITH@UWFORSYTH.ORG)

📞 336.862.5251



**UNITED WAY OF FORSYTH COUNTY'S PLACE MATTERS INITIATIVE:  
BUILDING THRIVING NEIGHBORHOODS  
2022-23 PLACE MATTERS EDUCATION PRIORITY INVESTMENT FRAMEWORK**

**United Way of Forsyth County**

**Our Mission**

United Way of Forsyth County brings the community and its resources together to solve problems that no one organization can address alone.

**Our Vision**

Our vision is a world-class community where no one lives in poverty and EVERYONE holds the power to access opportunities and resources needed to thrive.

**Our Core Values**

United Way of Forsyth County recognizes the interplay of its core values and how the expression of these values embodies our work in the greater Forsyth County Community. We live our values daily in our investments and partnerships.

They are:

- Collaboration
- Continuous Improvement
- Integrity
- Diversity
- Passion
- Innovation, and
- Equity



**Our Vision for Equity**

United Way of Forsyth County recognizes structural racism and other forms of oppression have contributed to persistent disparities which United Way seeks to dismantle. We strive to engage community members, especially those whose voices have traditionally been marginalized. We work with residents and public and private partners to co-create solutions that ensure everyone has the resources, supports, opportunities and networks they need to thrive. We commit to leveraging all of our assets (convening, strategic investments, awareness building, advocacy) to create more equitable communities.



## PLACE MATTERS: A PHILANTHOPIC SHIFT

**PLACE MATTERS** is an innovative, place-based approach to community development. United Way of Forsyth County’s **PLACE MATTERS** initiative supports and fosters the creation of **Thriving Neighborhoods** through investment in models and evidence-based practices that address needs identified by the community it serves. This resident-led and resident-informed shift in investing in community is a departure from traditional philanthropy and returns the power to our neighbors in their own neighborhoods. **PLACE MATTERS** is work that believes that community solutions must have community input and support and validation to be effective. Simply put, **PLACE MATTERS** is about “Doing With” rather than “Doing For or To” and at United Way we think that makes all the difference.

### BACKGROUND

The opportunity for a good life begins in our families, our schools, and our jobs; and it begins in our neighborhoods. Place, or where we live, matters. And it is no different here in Winston-Salem and Forsyth County.

In 2013, as United Way began to strategically analyze its work and plans for the future, we recognized the great work that had been done, that we lived in a very generous community, and had learned lessons from our Community Wide investments. Even with such work, we noticed that community indicators were trending in the wrong direction, that many of our neighbors were not sharing in the success and growth of our community, and that many families do not feel successful. Because we believe our entire community is better off when all its neighborhoods are healthy and thriving, United Way launched **PLACE MATTERS** – an innovative strategy guided by local residents that invests in programs to help strengthen neighborhoods.

Research and data collection and analysis showed us that if a community comprehensively supports the lives of the people who live there and invests in coordinated opportunities in a particular place, with an understanding of community context, then sustainable change could occur.

Through our foundational partnership with Neighbors for Better Neighborhoods, we engaged and are engaging residents to ensure investments align with the priorities of those who live in and experience their neighborhoods every day. As part of our continued and adaptive learning, we use quantitative and qualitative data from residents of the 13 **PLACE MATTERS** neighborhoods to learn more about community assets, the concerns and worries of local residents, and their experiences in their neighborhood not shown in raw data.

At United Way, we want residents – the people who know their neighborhoods the best – to make decisions on what is needed. By doing so, our community builds capacity by investing in human capital;



consequently, this initiative is asset-based – we are building upon the gifts, skills, and talents of residents to strengthen their neighborhoods.

At United Way, we are able to convene community stakeholders – residents, nonprofit organizations, the faith-based community, and business and education leaders –in an inclusive approach focused on sustainable change in the buildings block of a good life. By increasing collaborative efforts and working together, we can all achieve greater results.

In **PLACE MATTERS**, a group of residents from the targeted neighborhoods have joined, along with United Way of Forsyth County and its partners, to make the place they live stronger. This Resident Impact Council identifies guiding priorities for funding, recommends programs to receive funds, and then evaluates if the programs are working successfully. The Resident Impact Council has given their 13 neighborhoods a collective name: **CiVIC = Community Voices Impacting the Community**. The **PLACE MATTERS** footprint is comprised of 13 neighborhoods in northeast Winston-Salem (map to the right, or click here to see a live spatial map <https://tinyurl.com/PlaceMattersMap>) with a population of approximately 10,000 residents, this area is large enough to allow substantial impact, yet small enough to build meaningful relationships between residents and service providers.



Since the inception of **PLACE MATTERS**, UWFC has invested a portion of its allocable dollars into programs and services focused on strengthening this community in the areas deemed most critical by the residents. Through an in-depth community assessment process and vetting by a Resident Impact Council, the priority areas include:

- **HOUSING**
- **HEALTHY LIVING**
- **EMPLOYMENT**
- **EDUCATION**

We know change will not happen overnight; however, United Way is committed to **PLACE MATTERS**, the CiVIC neighborhoods, and the people who live there for the long-term. United Way of Forsyth County is excited at the onset of this 3<sup>rd</sup> **PLACE MATTERS** Investment cycle to see positive change as affected by meaningful and intentional partnership and resident engagement.



## INVESTMENT CONSIDERATIONS

### RESIDENT ENGAGEMENT

United Way of Forsyth County believes in the power of community and the power of resident engagement. As a resident led and informed initiative, we strive to hold true to partnering to address the self-identified needs of the community. It bears repeating, we believe that community solutions must have community input and support and validation to be effective. Our work and success to date have proven this to be true. Our resident engagement work in **PLACE MATTERS** is a priority in our investment and we require potential partners to seek innovative, impactful, and engaging means to include residents in their work from ideation to execution to evaluation.

### COLLABORATION

Effective community level change happens through collaboration in an environment marked by constant learning, reflection, and pursuit of excellence. Organizations involved in these projects strive for innovation and look to find new ways of working to develop common solutions to community identified needs. United Way of Forsyth County believes that nonprofit collaborations can be the most powerful agents of community change; however, recognizes that true collaborations are rare across the nonprofit sector, and when they do occur must be intentionally nurtured as a means to the desired result. United Way of Forsyth County seeks to support organizations that have chosen collaboration as a method by which to move individuals/households farther along the continuum toward self-sufficiency.

### AN OPEN INVESTMENT PROCESS

The **PLACE MATTERS** investment process is open to any eligible 501c3 nonprofit. As United Way of Forsyth County embarks on a new strategic plan, we invite our traditional community partners and those new to the work and our investment process to partner as we work collaboratively and intentionally to affect positive outcomes in the community we call home. We take pride in our past successes and are excited by the prospect of change that we believe exists in newer and innovative solutions and promising practices to our community's concerns. We believe that if we are to continue to be successful and achieve true community level change that we must connect and engage in a partnership base that more fully represents the breadth and width of Forsyth County and plug into and invest in its varied and diverse thinkers and change agents.

\*\*\*\*\*

### IMPORTANT NOTE

**The PLACE MATTERS Investment is restricted to programming that occurs in the defined geographic area. Applicants should reference the aforementioned “footprint” and the Place Matters Map found in the appendices. Program applicants who are not sure if their programming meets this requirement should consult with the Director of Place Based Initiatives prior to submitting an application.**



## CONTEXT: EDUCATION IN FORSYTH COUNTY

Quality education is one of the most powerful tools for lifting socially excluded children and adults out of poverty and into society; it is a foundational step to creating stronger communities. Increasing educational attainment is a primary strategy for eradicating poverty. While the overall graduation rate has increased to 85.8%, we continue to see significant racial disparity in the areas of reading and math proficiency. In Forsyth County, 30% of residents without a high school diploma experience poverty, this number drops to 20% once individuals obtain a high school degree or GED, proving that poverty rates decrease as educational attainment increases.

In Forsyth County in 2018-19, third grade reading proficiency among Black and Hispanic/Latino students hovered between 33% and 38% compared to 74% among white students, and the average graduation rate among Black and Hispanic/Latino students was 81% compared to over 90% for white students. However, a geographic disparity persists, in the Place Matters footprint the mean graduation rate for the past five years has been 67%.

Unfortunately, the COVID-19 pandemic pushed virtually all instruction online in the spring and fall of 2020 and, due to internet access challenges and other barriers, online instruction exacerbated existing inequities in our school system. Disparities were clearly present in online engagement by race/ethnicity. In Forsyth County, Black and Hispanic/Latino students had significantly lower rates of engagement in online instruction compared to white students. Even among those students who did engage, online learning presented its own set of barriers and challenges. Studies show that a child's absence from the school environment has contributed to elementary school students losing skills in reading, writing, math, and to exacerbating the achievement gap between children of means and their peers from lower-income families.

### **The Importance of 3<sup>rd</sup> Grade Reading Proficiency**

Parents are a child's first teacher, but they often underestimate their ability to contribute to their children's school readiness. Additionally, while families and others who care for young children understand the child's early years are important, many are unsure of how to encourage early learning, or feel they don't have time to do what it takes to prepare their child for school. Wherever children are in the early years, their experiences contribute significantly to the language and literacy skills that drive their future success in school. Children are building language skills even before they can speak. Research shows early grade reading mastery is one of the best predictors of children's later success in school. Early language and literacy development plays a key role in supporting learning experiences which are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life.<sup>1</sup> According to the Annie E. Casey Foundation, children in the lowest socioeconomic groups, on average, start school months behind their middleclass peers in pre-reading

---

<sup>1</sup> United Way Education Report 2011



and pre-math skills. This gap almost triples when the poorest children are compared to the most affluent 20%.<sup>2</sup>

Reading is a critical predictor of high school success or failure. *This is because children are learning to read until fourth grade; after that, they are reading to learn.* Forsyth County continues to have significant gaps in educational achievement by race and income along all age groups of child development. Closing these gaps will be key to ensuring the community’s future workforce can compete on a national scale and thrive.



## Educational Achievement Gap

Third Grade Reading Proficiency (Data Source: NC Department of Public Instruction)			
Year	2016-17	2017-18	2018-19
All Students	53%	52%	52%
<b>Economically Disadvantaged</b>	<b>37%</b>	<b>37%</b>	<b>36%</b>
Non-Economically Disadvantaged	71%	67%	67%
<b>African American</b>	<b>38%</b>	<b>38%</b>	<b>37%</b>
<b>Hispanic Latino</b>	<b>33%</b>	<b>34%</b>	<b>35%</b>
White, Non-Hispanic	77%	74%	74%

Four-Year High School Graduation Rate (Data Source: NC Department of Public Instruction)		
Year	2017-18	2018-19
All Students	85%	86%
<b>Economically Disadvantaged</b>	<b>80%</b>	<b>80%</b>
Non-Economically Disadvantaged	87%	89%
<b>African American</b>	<b>84%</b>	<b>85%</b>
<b>Hispanic Latino</b>	<b>75%</b>	<b>79%</b>
White, Non-Hispanic	89%	91%

<sup>2</sup> United Way Education Report 2011



## EDUCATION INVESTMENT PRIORITIES

United Way of Forsyth County is committed to partnering to build thriving and resilient neighborhoods in Forsyth County. In partnership with the Place Matters Resident Impact Council, we seek to support and fund efforts that will result in an:

**Increase 3<sup>rd</sup> grade reading proficiency from 52% to 90% by closing the educational equity gap by 2025, resulting in a 90% graduation rate.**

UWFC's EDUCATION PRIORITIES directly support those of Winston-Salem Forsyth County Schools. **Applicants will need to demonstrate and/or commit to the following:**

- Intentionally addressing diversity, access, equity and inclusion in their program planning, implementation & delivery.
- Serve historically disadvantaged and/or underrepresented community residents.
- Removal of barriers to access and implement navigation of services for students from historically marginalized communities.
- Development of proposals addressing the “whole student,” whether through holistic evaluation and programing or through collaborative partnerships.
- Working together with other funded partners to share experiences, exchange data and ideas, and build collective knowledge around new and promising practices to improve outcomes for historically marginalized communities.

\*\*\*\*\*



## **PRIORITY 1 –**

**Children 5-9 (Kindergarten to Grade 3) are on track to be reading on grade level by the end of 3rd grade.**

### **STRATEGIES**

- A. Support evidence-based learning programs starting with Kindergarteners (only) to ensure their progress towards achieving appropriate literacy benchmarks (foundational support to ensure reaching grade level literary benchmarks) that measure and enhance developmental and academic success, and social and emotional learning. Our goal is to improve access and empower families from historically marginalized communities to aid their young children in literacy and skills development.**

#### Mandatory Indicators/Outputs:

- # and % of children whose developmental levels are assessed within 1 month of entering the program.
- # and % of children who meet all age-appropriate developmental milestones at the end of the academic year.

- B. Support high-quality, community-based tutoring for at-risk children (Grades 1-3), measuring the children's progress toward grade level reading. We want to focus on evidence-based interventions that help students from historically marginalized communities. with skill development, phonics tutoring, fluency tutoring, and shared reading. We want to improve the availability, accessibility and quality of reading programs offered outside the classroom to include strong research-based language and literacy components that are aligned with school curricula. Formal collaboration with other community agencies is strongly encouraged in the delivery of wrap around services to support these children and families.**

#### Mandatory Indicators/Outputs:

- # and % of students whose developmental levels are assessed within 1 month of entering the program.
- # and % of students who receive wrap around supportive services
- # and % of students participating in the program who demonstrate reading growth, reaching projected performance levels.
- # and % of students participating in the program who read on grade level by the end of the school year and are promoted to the next grade (By grade – 1st graders, 2nd grades, 3rd graders).



- C. Establish community-based summer learning programs to prevent summer learning loss in reading and math skills. We want to mitigate summer learning loss in all cases and, where possible, help children make gains over summer months. We want to improve the availability, accessibility and quality of reading and math programs offered to students from historically marginalized communities in the summer to include strong research-based language, literacy and math components that are aligned with school curricula.**

Mandatory Indicators/Outputs:

- # and % of students in summer learning programs who do not lose ground and/or improve in their reading level.
- # and % of students in summer learning programs who do not lose ground and/or improve in their math level.



## PRIORITY 2 –

**Students 10-18 are on track to graduate from high school on time.**

### STRATEGIES

#### **A. Support evidence-based, targeted dropout intervention programs**

##### Mandatory Indicators/Outputs:

- # and % of students served who improve or maintain satisfactory school attendance.
- # and % of students served who are promoted to the next grade.
- # and % of students served who transition from middle to high school on time.
- # and % of students served who graduate from high school on time.

#### **B. Support high quality community-based tutoring or mentoring programs that provide structured support in academic achievement and social and emotional learning (SEL) to reduce disparities in educational outcomes**

##### Mandatory Academic Indicators/Outputs:

- # and % of students served who improve or maintain satisfactory school attendance.
- # and % of middle/high school students served earn passing grades in all core subject areas.
- # and % of students served who are promoted to the next grade.
- # and % of students served who transition from middle to high school on time.
- # and % of students served who graduate from high school on time.

##### Optional Indicators/Outputs:

- # and % of students who have committed to a college and/or post-secondary program the first year after high school graduation.

##### Mandatory Supportive Activities Indicators/Outputs:

Mandatory-Select one from below:

- # and % of students served who are matched with a mentor.
- # and % of students served who are matched with an academic tutor.

*If SEL is part of your program both indicators are mandatory:*

- # and % of students served who complete a structured and intentional SEL program.
- # and % of students served who demonstrate increase in social & emotional learning (self-efficacy, self-management, resilience and growth mindset – e.g., Panorama data, etc.).



**C. Support college / career exposure and post-secondary choice – structured, evidence-based programs that connect students from marginalized and under-represented communities to careers and develop career-ready skills.**

Mandatory Indicators/Outputs:

- # and % of students served who are promoted to the next grade.
- # and % of students served who transition from middle to high school on time.
- # and % of students served who graduate from high school on time.
- # and % of students served who complete a structured college and/or career preparatory program/activities.
- # and % of students who attain relevant work experience (internship, apprenticeship, etc.).
- # and % of students who complete and submit their FAFSA form (Free Application for Federal Student Aid) to apply for financial aid for college.
- # and % of students who have committed to a college, post-secondary program, apprenticeship program and or job the first year after high school graduation.



**The PLACE MATTERS Funding Application will open on Wednesday, August 25, 2021, on the United Way of Forsyth County Website at:**  
**<https://www.forsythunitedway.org/>**

Applications received during UWFC's Place Matters Funding process are reviewed and evaluated by the Place Matters Resident Impact Council. The Council members seek to guarantee the funds invested into the community through programs, collaborations and initiatives align with the neighborhood's funding priorities and meet high standards of accountability for operations and results.

Criteria used to review funding applications include:

- Strategic Alignment -Strong alignment and plan to reach UWFC's Goals focused on new, innovative solutions and/or promising practices that address our community's most pressing concerns.
- Population Focus - Prioritize individuals who are from underserved, at-risk or low-income populations and demonstrate a responsiveness to racial, ethnic, economic, educational, and health disparities in our community.
- Measurable and Meaningful results- Strong data collection and performance management practices that measure not just outputs, but also outcomes, and drive organizational and programmatic improvement.
- Continuous Learning - Ongoing improvement in program development and implementation and evidence of implementing new knowledge.
- Evidence-Based/Evidence Informed Approaches utilizing either documented approaches or best practices.

Through individual and group activities these volunteers play a vital and challenging role in determining what investments can make the greatest difference in the lives of our community's residents in the priority areas identified through the community assessment process.

**Important Note:**

When completing the application, it should reflect work from January 1, 2022 to June 30, 2023.

United Way allocates funding based on our fiscal year and is dependent on the revenue the campaign raises.

Due to this consideration, the budget section of the application will be divided into two parts

- January 1, 2022 - June 30, 2022
- July 1, 2022 – June 30, 2023



**BUILDING THRIVING NEIGHBORHOODS:  
UNITED WAY OF FORSYTH COUNTY'S PLACE MATTERS INITIATIVE  
2022-23 PLACE MATTERS EDUCATION PRIORITY INVESTMENT FRAMEWORK**

**TIMELINE**

**OBJECTIVE**

**DATE**

PLACE MATTERS EDUCATION INVESTMENT RFP Release	July 2021
Application available via UWFC website, <a href="https://www.forsythunitedway.org/">https://www.forsythunitedway.org/</a>	August 25, 2021
Application Community Information Session Webinar	August 26, 2021, 12-1 p.m. August 27, 2021, 9-10 a.m.
Applications Due (by 5.p.m)	September 27, 2021
Application Review by PLACE MATTERS Resident Impact Council (PMRIC)	October 2021
Program Panel Presentations	October 8-28, 2021
Funding Notifications to Agencies	December 1, 2021
Implementation of Funded Programs, Onset of Investment Cycle	January 2022



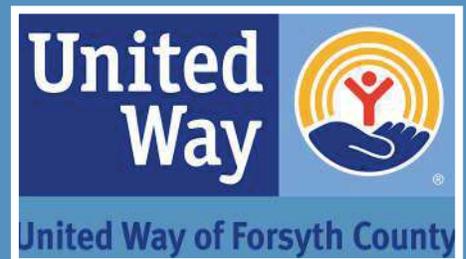
## **BUILDING THRIVING NEIGHBORHOODS**

### **UNITED WAY OF FORSYTH COUNTY'S PLACE MATTERS INITIATIVE:**

### **2022-23 EDUCATION PRIORITY INVESTMENT FRAMEWORK & REQUEST FOR PROPOSALS**



# **APPENDICES**





## PLACE MATTERS; PLACE REALLY MATTERS!

The opportunity for a good life begins in our families, schools, and jobs. And it begins in our neighborhoods. To help ensure sustainable change, United Way has launched Place Matters – an innovative, asset-based strategy to focus investments on interconnected solutions within 13 neighborhoods within the northeastern corridor of Winston-Salem.

Entering its 6<sup>th</sup> year of investment, United Way of Forsyth County and the Place Matters / CiVIC Resident Impact Council invite eligible 501c3 organizations to be part of this change momentum. In addition to being committed to programming that fosters diversity, equity, and inclusion, potential funded partners must also ensure that programming adds to the asset base of the Place Matters community by offering programming within the community's boundaries. A map of the area is provided below. This link connects to a real-time Google Map of the community, represented by the highlighted area, <https://tinyurl.com/PlaceMattersMap>.





## **Funded Partner Requirements and Expectations**

### **General Requirements:**

1. Comply with legal, licensing, and reporting requirements for 501(c) (3) organizations.
2. For organizations with annual budgets of \$250,000 or more, funded partners are required to conduct and submit an annual, independent financial audit or audited financial statements, along with a management letter if available. For organizations with budgets less than \$250,000, funded partners must conduct and submit a financial review and submit a management letter, if available. Financial information must be available that assures documented accountability of funding to UWFC.
3. To maintain an active volunteer board of directors, which meets at least quarterly and rotates membership on a regular basis (at least every 2 years) and is representative of the community.
4. To conduct an internal UWFC campaign and to encourage board members and other volunteers to support UWFC.
5. To operate by policy and practice according to Federal non-discrimination laws and to adhere to the US Patriot Act compliance.
6. Use funds to address, or respond to, one or more of the funding priorities outlined by UWFC and as agreed upon in Funded Partner Memorandum of Agreement.
7. All funded partners are required to sign a Memorandum of Agreement outlining programmatic projections for 2021-22.

### **Evaluation and Accountability:**

1. Funded partners will be required to conduct ongoing evaluation to demonstrate a dedication to learning and the success of the program strategies.
2. Proposals involving collaborative partnerships are responsible for selecting a lead agency that will coordinate all reporting to UWFC, serve as the lead contact related to the work outlined (including assisting with marketing efforts for UWFC purposes related to program), and ensure successful achievement of the agreed upon outcomes by all partners.

### **Expectations:**

1. Collaborations will be given higher priority.
2. Program creativity and innovation – our ultimate goal is results and we encourage you to focus on potential outcomes as your guiding priority and be creative in your program design and approach to achieve those results.
3. A commitment to continuous learning.



## Resource Information

### Literacy

- ❖ *Adolescent Literacy Development in Out-of-School Time- Adolescent Literacy Development in Out-of-School Time: A Practitioner's Guidebook* — This guidebook focuses on adolescent literacy-development initiatives in OST and ways to improve middle and high school students' processing of written and oral language. <https://files.eric.ed.gov/fulltext/ED535304.pdf>
- ❖ *You For Youth Literacy Website* — In the Literacy section of their website there are a variety of resources on the importance of literacy, strategies to implement literacy initiatives, and tools to plan, implement, and assess programs. <https://y4y.ed.gov/learn/literacy/>
- ❖ *Afterschool Training Toolkit: Literacy* — This resource from SEDL, the National Center for Quality Afterschool, provides a basic overview of the importance of literacy programs, key elements for afterschool literacy planning, and different types of literacy practices. [https://sedl.org/afterschool/toolkits/about\\_toolkits.html?tab=literacy](https://sedl.org/afterschool/toolkits/about_toolkits.html?tab=literacy)

### Mentoring

- ❖ *Elements of Effective Practice for Mentoring: Fourth Edition* — This report from MENTOR: The National Mentoring Partnership shares six evidence-based Standards that should be incorporated into mentoring practice, and under each Standard includes Benchmarks to promote the effectiveness of the mentoring relationships. Also, it offers specific suggestions around creating and strengthening mentoring programs in a Program Planning & Management section. <https://www.mentoring.org/resource/elements-of-effective-practice-for-mentoring/>
- ❖ *Mentoring Youth and Young Parents: A Guidebook for Programs Helping Youth and Young Parents Navigate a Pathway to Self-Sufficiency* — This guidebook, developed by Social Policy Research Associates, gives suggestions on developing high-quality mentoring services, examples of initiatives that grantees have taken, and additional resources on mentoring. [https://wdr.doleta.gov/directives/attach/TEN/TEN\\_28\\_13\\_Attachment.pdf](https://wdr.doleta.gov/directives/attach/TEN/TEN_28_13_Attachment.pdf)

### Summer Learning

- ❖ *Engaging Families in Afterschool and Summer Learning Programs for Middle School Youth* — This article explores the importance of engaging families, and it provides suggestions of effective engagement practices. [http://www.expandinglearning.org/sites/default/files/em\\_articles/5\\_engagingfamilies.pdf](http://www.expandinglearning.org/sites/default/files/em_articles/5_engagingfamilies.pdf)

### Equity

- ❖ *San Francisco Afterschool for All Resource Guide- Promoting Diversity, Access, Equity and Inclusion-* <https://www.healthiersf.org/ExCELafterschool/Resources/documents/SFAFAResourceGuideChapter10.pdf>