



United Way of Forsyth County

Community-Wide Funding *United Way: Building a Thriving Community*



2022-23 Education Investment Framework & Request for Proposals

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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 -



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.

United Way of Forsyth County 2022-23 Community-Wide Funding

For over 97 years, United Way of Forsyth County (UWFC) has brought our community together to support the wellbeing of all residents in the areas of health, education, financial stability, and basic needs. Today, we envision Forsyth County as a world-class community where EVERYONE holds the power to access opportunities and resources needed to thrive – and no one lives in poverty.

UWFC has evolved from being solely a “funding” organization to a “community impact” organization focused on community-level strategies to achieve lasting change for our residents. We continue to engage with diverse partners (nonprofits, businesses, government, schools, neighborhoods and faith-based organizations) to identify collaborative solutions which will result in positive systemic change for Forsyth County.

Community impact work by its nature is an evolving process of learning with our community. Over time, we have learned we cannot effectively break the cycle of poverty unless we also address factors impacting the family unit or entire household. For our 2021-22 Community-Wide Investment Process, “**United Way: Building a Thriving Community,**” we are seeking non-profit partners who are looking to work collaboratively with other stakeholders throughout Forsyth County in order to move from transactional service delivery towards transformational outcomes for their clients; we want to partner with those who are committed to working towards our vision.

ECONOMIC MOBILITY

Goal 1: 2500 households will advance along the Economic Mobility Road map to a point of Self-Sufficiency by 2025

Goal 2: 1000 individuals will improve mobility and secure jobs through skills retraining by 2025.

Goal 3: 500 households will reduce their rent burden to no more than 30% of monthly income by 2025

STUDENT SUCCESS

Goal 4: Increase 3rd grade reading proficiency from 52% to 90% by closing the educational equity gap by 2025, resulting in a 90% graduation rate.

Forsyth County K-12 Education Landscape

Quality education is one of the most powerful tools for lifting socially excluded children and adults out of poverty and into a thriving future; 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.

The COVID-19 pandemic pushed virtually all instruction online in the spring and fall of 2020. 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.



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%
Economically Disadvantaged	37%	37%	36%
Non-Economically Disadvantaged	71%	67%	67%
African American	38%	38%	37%
Hispanic Latino	33%	34%	35%
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%
Economically Disadvantaged	80%	80%
Non-Economically Disadvantaged	87%	89%
African American	84%	85%
Hispanic Latino	75%	79%
White, Non-Hispanic	89%	91%

EDUCATION FUNDING PRIORITIES

Our strategic priorities focus on building thriving households in Forsyth County across the economic spectrum, which is inclusive of health, education, housing, and other basic needs.

UWFC seeks to fund proposals that will drive impact and directly address our strategic goal:

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

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.¹ 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 and pre-math skills. This gap almost triples when the poorest children are compared to the most affluent 20%.²

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.

UWFC's educational 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 to close racial disparities in achievement.**
- ❖ **Serve historically disadvantaged and/or underrepresented students.**
- ❖ **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 programming 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.**

¹ United Way Education Report 2011

² United Way Education Report 2011



United Way of Forsyth County

United Way: Building a Thriving Community
COMMUNITY-WIDE EDUCATION REQUEST FOR PROPOSALS
FUNDING PRIORITIES AND STRATEGIES

This Education RFP is open to all Forsyth County non-profit agencies.

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 whose developmental levels are assessed within 1 month of entering the program.
- # 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.



United Way of Forsyth County

United Way: Building a Thriving Community
COMMUNITY-WIDE EDUCATION REQUEST FOR PROPOSALS

**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 Community-Wide Funding process are reviewed and evaluated by our Impact Councils. Community-Wide Impact Council members seek to guarantee the funds invested into the community through programs, collaborations and initiatives align with the organization'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 and approved by our Community Investment Cabinet and UWFC's Board of Directors.

Please 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



United Way: Building a Thriving Community
Community-Wide Education Funding Timeline

UWFC Community-Wide (C-W) Education RFP Release	Fri. July 30
Funding Application opens on UWFC Website https://www.forsythunitedway.org/	Wed. August 25
Education Application Review Webinar	Thur. August 26 (12-1pm) Fri. August 27 (9-10am)
C-W Application due	Mon. Sept. 27 at 8 AM
Education Impact Council Review	Sept. 28-Oct. 11
Programs invited to participate in program panels	Oct. 18-Oct 28
Funding recommendation decisions by Impact Council	Nov. 15
Funding recommendations to UWFC Board of Directors	Nov. 17
Funding Notifications to Agencies	December 1, 2021
Funding Recommendations Implemented for Investments	January 1, 2022

For additional questions regarding this process, please contact:
Charmaine Angino at charmaine.angino@uwforsyth.org



United Way of Forsyth County

Funded Partners Requirements & 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 two 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.
7. All funded partners are required to sign a Memorandum of Agreement outlining programmatic projections for 2022-23.

Evaluation and Accountability:

1. Funded partners will be required to conduct ongoing evaluations to demonstrate a dedication to ongoing 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 assure 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.



United Way of Forsyth County

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

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

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

Equity

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