

Fund for Children, Youth, and Families Outcomes Funding Webinar

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**A recording of the webinar will be made available at
www.fund4cyf.org.**



Fund for Children, Youth, and Families Outcomes Funding Webinar

- The Outcomes Funding Webinar will provide information on the Outcomes Funding Framework, the application framework for the Fund for Children, Youth, and Families.
- Participation in the Outcomes Funding Webinar is strongly encouraged in advance of completing and submitting your application.
- A recording of the webinar will be made available at **www.fund4cyf.org**.
- Information regarding the 2018 Fund for Children, Youth, and Families Grant Cycle is available at **www.fund4cyf.org**.



The language of outcomes...

outcome
result
objective
long term change
indicator
benefits

milestone targets
measurable
impact
achievements

goal
output
short term change
differences
benchmark
input

Key Words in Outcome Frameworks

Accountability!

Compliance!

Evaluation!

Key Words in Outcome Frameworks

~~Accountability!~~

Performance!

~~Compliance!~~

Achievement!

~~Evaluation!~~

Tracking to Success!



The Funder

- Invites submissions and selects from those applying.
- Uses multiple criteria-including need, workplan, quality of proposal writing, evaluation design, etc., to select. May offer points for proposal sections.
- Funds direct services, capacity-building, technology, etc. using the same approach.
- Spends most of the time at “front end” making new grants.

The Investor

- Seeks to uncover all possible promising opportunities.
- Answers three questions of each opportunity.
 - What are we buying?
 - What are the chances we will get it?
 - Is this the best possible use of our money
- Clearly distinguishes among investment in programs, innovations, and organizational growth.
- Reserves considerable time for “back end” understanding results from past grants.

The Three Outcome Questions for Nonprofits (forget the funder)

- 1. How do you define success - meaning results from your services?**
- 2. How do you know for sure when success has been achieved?**
- 3. Throughout your program, how do you know that you have enough time and money left to get to the success you have defined?**

Human Sparkplugs

Are more powerful than great plans, a big committee or even a lot of money in achieving organizational and community change.

Key Characteristics:

- ❖ **Energy**
- ❖ **Bias to Act**
- ❖ **Results Orientation**
- ❖ **Personal Responsibility**
- ❖ **Belief in Common Good**
- ❖ **Inclined to Teams**



What Goes In → What Comes Out

Missions/Beliefs

Goals

Work Plans

Organization

Job Description

Budgets

Data Base

Planning

Demonstration Projects

Informing

Evaluation

“Institutionalizing”

Core Know-How

Targets

Milestones

Key Persons

Result Description

Accounted Costs

Data Use

Design & Mapping

Prototypes

Persuading

Learning & Verification

“Energizing”



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Core Know How

What business are you in?

- **Go to core**
- **Go to periphery**
- **Go to achievement**

What do you do especially well—your comparative advantage?

- **In content and knowledge**
- **In skills (often to change behaviors)**
- **In resourcefulness**



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Questions and Answers

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Core Components of Application for Funding: Narrative

Background

- Mission Statement
- Organization History and Information
- Current Projects
- Core Expertise
- Three Examples of Human Gain
- Recent Organization and Program Accomplishment

Participants

- Population Served
- Participant Profile
- Participant Description

Request

- Project Description
- Intensity and Duration
- Key People
- Intermediaries/Key Community Supporters
- Evidence of Commitment

Background

Mission Statement

State the mission of your organization.

Example

Culver After School's (CAS) mission is to develop critical academic habits and attitudes in middle school children impacted by poverty and living in under-resourced neighborhoods and improve their school attendance, grades and standardized test scores.

Advocacy, Public Awareness and Education Efforts

1. Advocacy, public awareness and education efforts programming are different from direct service. Participants are not those in need. They are those whose policies and decisions effect those in need. Specifically individuals who are empowered to create, change, and influence policies and decisions impacting vulnerable children, youth, and/or families.
2. You are more likely to be in the persuading business.
3. What you do to inform people is activity. We wrote and distributed 1,000 copies of a publication. We briefed 500 persons. We put out 200 PSA's. Outcomes are what participants do with the information you provide.
4. Advocacy, public awareness and education efforts programming often use this progression to track how people use their information: I am informed...I am convinced...I am persuaded.
5. Effective advocacy, public awareness and education effort programming target people by category, and often as individuals they most want to reach. This makes target setting possible.



Background

Organization History and Information

Briefly describe the history of your organization, including its size, budget and full-time staff or equivalents.

Example:

Founded in 1978 at Culver Middle School by a young teacher named Bob Jordan, CAS evolved over the years and became its own incorporated 501(c) 3 in the early 1980's. In 1999, the organization reorganized as an outcome-based program to improve academic achievement for low-income middle school children. For over 40 years, CAS has helped more than 5,000 young people achieve their dreams.

CAS's rigorous academic program produces measurable results for middle school students in underserved neighborhoods. The organization intervenes during the critical transition time of middle school, when research has shown that college plans are made.

The organization serves 200 students annually, has an operating budget of \$1.9 million and is staffed by 15 full time and 3 part-time employees.

Background

Current Projects

Please provide a concise description of each of your current programs/projects.

Example

The 30-week after-school program offers academic classes three days a week from 3:30 - 7:30 p.m. Students are teamed with an academic mentor for two hours of class work in mathematics, literature, and technology each week, in addition to electives, dinner, and academic contests.



Background

Core Expertise

Please describe your core capability as an organization. Your core capability is what you are best at doing and how you stand out as an organization.

Example

We maintain an intense focus on changing students' limiting beliefs about their ability to achieve in academic work. We are skilled at recruiting, training and retaining academic mentors that make at least a one year commitment to our program and are committed to each youth's academic success. We have developed a strong, working relationship with the schools that our students attend, enabling us to keep our curricula aligned with school standards and obtain both grade and standardized test scores for our students. In addition, we spend time fostering parental support through home visits and coaching.

Background

Recent Organization and Program Accomplishments

Briefly describe your organization's key achievements within the past two years.

Example

CAS has received extraordinary recognition in recent years. The organization was selected as the 2017 national winner of the Excellence in Summer Learning Award, given by John Hopkins University; and is the 2016 winner of The Washington Post Excellence in Nonprofit Management Award. Further, CAS has been featured in numerous media outlets, including an article in The Washington Post in the past year.

Participants

Population Served

Please describe the geographic service area and population in terms of approximate number of children, youth, and/or families that share the specific condition or circumstance your programming is addressing.

Example

CAS operates in underserved African American and Latino neighborhoods impacted by poverty in Wards 1 and 7 of the District of Columbia. Eighty percent of the children live in single-parent homes and at least 70% qualify for free or reduced price lunches. Many are from census tracts that contain some of the District's highest unemployment and drop out rates. Most of these children are enrolled in a school system that faces substantial issues. Seventy-eight percent of public schools in the District of Columbia failed to make adequate yearly progress (AYP) in 2017. This leads to unprepared students - only 9% of whom graduate from high school and college on time. The inadequacy of public education in District of Columbia has persisted for generations demonstrated by a dismal adult literacy rate: 36% of Washington, D.C., adults read only at or below a fourth grade level- the lowest rate in the nation.

Participants

Participant Profile

Please describe the participants you will serve through your programming and tell us if they are distinct in any way from the full population.

Example

The youth served by CAS come from some of the District's lowest-performing schools and from neighborhoods rife with challenges to their physical, mental, and social development. Nearly 45% come from homes where English is the second language. Some are behind in grade level-but what they have in common is that they all want to improve. And while most parents want their children to succeed in life, many do not have the resources, time, or education necessary to help their children reach their dreams. But despite these challenges, CAS students are distinguished by their motivation, which is cultivated by the consistent reinforcement of their capacity to achieve by program staff and academic mentors. Also, due to the duration and intensity of the program, students have some level of parental or other adult support.

Participants

Three Examples of Human Gain

State your programming's of top 3 human gain achievements. Your human gain achievements should strongly demonstrate your programming's rate of producing positive results for its participants.

Example

The latest student outcomes demonstrate CAS's continued strong track record of impacting academic improvement

Report Cards:

150 students increased a full letter grade or more in math and/or reading from 2016 to 2017. 45 students maintained their math and reading grades from 2016-2017.

Standardized Tests:

60% of CAS students increased their DC-CAS test scores from 2016 to 2017 by an average of 10% in both reading and math.

Attendance/Tardiness:

50% of students improved attendance by an average of 6 days from 2016 to 2017. 40% of students improved tardiness by an averaged of 10 days.

Request

Description

Briefly describe your project or programming – what you will actually do or offer to help your participants achieve the targets you set. Include the method or approach you will use. Include the inaugural date of your programming.

Example

CAS delivers rigorous academic training to 200 youth in two centers (Ward 1 and 7) from September through May during one of the most critical periods in a young persons development: the middle school years. Each CAS center serves as an out-of-school time academic program, drawing youth from many neighborhood schools. The program operates three days a week from 3:30 - 7:30 p.m. during the school year. Each student receives two hours of high quality academic instruction in mathematics, literature, and technology delivered by a team of three volunteer tutors each week. This researched-based curriculum has engaging lesson plans that target critical skills for 5th to 8th graders. In addition, students have dinner and participate in electives, such as art, karate and dance as well as compete in academic contests.

Tutors make a year commitment to the program and are provided training and support to enhance their effectiveness. The ratio of academic mentors and tutors is 3:1 for each subject to ensure each young person gets individual attention. CAS assesses the progress of each student, as well as reviews report cards and standardized test results.

To address the many issues that youth and their families face that can be obstacles to youth achieving academically, CAS has developed a broad network of human service providers and connects families and care givers to these resources as needed.

Request

Intensity and Duration

High performing organizations are clear on how often, how long and at what depth participants need to interact with their project to reach the target. Please describe in terms of intensity and duration what will be required to achieve the desired results. This can also help to justify the cost if you believe that high intensity or long duration is critical to success.

Example

At CAS, grade point averages have jumped from a 1.5 to a 3.8 over the four years a child is in the program. This requires a high level of intensity and duration to achieve these results. For maximum benefit from the program, students enter in fifth grade and commit to participating for four years. Students dedicate three nights per week (12 hours per week) after-school. CAS also requires a commitment from both the student and the parent/care giver to ensure that the program remains a priority throughout the four years of transition through middle school.

Request

Director

We believe that the right person is as critical as the right organization or the right plan. Provide a profile of the individual who assumes direct responsibility for meeting your targets. Please indicate how many years your director has been in this position. While we are interested in education and past experience, we are most interested in those qualities or traits that make this person the right "bet" for success.

Example

Samuel Turner has been the program director for CAS for five years and takes personal responsibility for meeting our targets. He was an educator for 11 years and leads effectively and efficiently with good humor, basing decisions on sound judgment and in consultation with his staff. Mr. Turner cultivates the talent of each member of his team, so that they grow in their positions and reach their full potential. Because of his ability to bring out the best in each of his students, he was twice voted teacher of the year by his students and peers.

Mr. Turner absolutely believes that all students can achieve academically and the high expectations he holds for every young person permeates the program. He is tenacious and very energetic, accomplishing what he sets out to achieve and settling for nothing less. Mr. Turner was the former chair of his neighborhood development corporation in Washington, D.C., where he single-handedly recruited over 40 business and professional volunteers to help in the organization's activities. He is also an excellent motivator of people, both volunteers and staff.

Request

Key Staff

We also believe that those who directly deliver the project to participants are equally key to its success. Please tell us about the key individuals who will play these roles and, as with the director, the factors that most predict their success.

Example

Michael Gonzalez is the site director for the center in Ward 1. He is committed to the academic achievement of his students and consistently communicates his confidence in them. His Spanish fluency has allowed him to develop close bonds of trust with the growing Latino population, including parents, social service organizations and business owners. His relationships have been invaluable in seeking food and housing assistance for students and families. Mr. Gonzalez has degrees in education, taught in the D.C. public schools and directed a youth violence prevention project in New York.

Carol Baden is the site director for the center in Ward 7. She brings her boundless energy and can-do attitude to any task. Her commitment to each student is exhibited in her personal meetings and phone calls with parents and teachers. Her enthusiasm is contagious, empowering students to challenge themselves and grow. In addition to degrees in psychology and education, Ms. Baden served in the Peace Corps in Zambia.

Request

Key Collaborators, Community Supporters

Many projects and programming are dependent on an outside party to achieve its targets. List these key collaborators or partners, the role each entity plays, and provide letters of commitments.

Example

We partner with the National Society of Certified Public Accountants to provide the youth enrolled in the financial education curriculum

Questions and Answers

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Core Components of Application: Summary Chart

- FFCYF Outcome
- Targets
- What Would Have Happened Without You?
- Verification
- Milestones and Project Steps



Advocacy, Public Awareness and Education Efforts

1. The best targets link your efforts to the FFYCF Outcome very directly. For example, they show the direct connection between actions of decision-makers and increased number of children who move from foster care to permanent housing.
2. Stay with what you can reasonably affect. Passing a bill or gaining an appropriation is influenced by many factors you do not control. Getting a specific number of key people actively considering your information is within your capability.
3. On the question of what would have happened without you, this is critical to show the value-adding role you play vs. role other advocates play.
4. On verification, it is essential to find a way to hear from those you wish to influence as to whether they found value in or considered information and data you provided.
5. On milestones, think about key threshold points with reasonable drop off. Eg, if you send material to 100 persons,
 - x of them respond that they received and have read/viewed the information.
 - y say that they found the information of value and can give an example.
 - z report that they did something with what they found useful.

Advocacy, Public Awareness and Education Efforts

- **At this time please limit your questions to the Advocacy, Public Awareness, and Education Efforts funding requests.**
- If you have a question, please click on the “Raise Hand” button on your screen and we will respond to your question in the order it was received.
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Core Components of Application: Summary Chart

- A completed Summary Chart is required for ALL applications.
- A Summary Chart would include a measurable target with clearly a defined verification method(s) and tool(s). As well as project steps and milestones demonstrating an applicant's programming is on-par to reach the expected target, or indicates the applicant's programming is not on-par. Therefore may require participants to take additional steps or require other services.
- Grantees of the Fund for Children, Youth, and Families grant award will be expected to measure and report on these targets.
- The overall purpose of the Summary Chart is to inform the proposal reviewer of: the target that will be powered by the requested grant dollars, and the process to reach the expected target.

Summary Chart

Outcome

Select the FFCYF Outcome(s) applicable to your project/programming and target.

Example

Children and youth in low-income communities demonstrates improved academic achievement

Summary Chart

Target

Indicate the **number (DO NOT use percentages)** of children and/or families you are committed to help achieve a specific level of gain.

Example

Target 1: Of the 200 participants we serve, 155 will achieve the following:

Target Detail: At least 155 students will improve in math and/or reading by a full letter grade

Target 2: Of the 200 participants we serve, 120 will achieve the following target.

Target Detail: At least 120 students will increase their DC-CAS test scores over the previous year in reading and/or in math by an average of 8%.

Target 3: Of the 200 participants we serve, 40 will achieve the following target.

Target Detail: 40 students will maintain their targets in math and reading

Summary Chart

What would have happened to those benefiting from your project if your program didn't exist?

Indicate what you think would have happened in terms of this “gain” had your program not been in existence.

Example:

Statistically, middle school year launch the decline in standardized test scores, grades and attendance. Data on the academic performance of middle school students in DC Public Schools shows declines in reading and math standardized test scores between 6th and 7th grades. In addition, based on conversations with school counselors, we expect that 15% of our students would show academic gains, 30% would reflect an academic decline and the balance would show no change in their academic performance.

Summary Chart

Verification

How will you verify that your target has been achieved? Please tell us the information or other evidence you will use to define success for your participants for each of your stated targets.

Example

Student report cards and standardized test scores (requires as a condition of enrollment)



Summary Chart

Milestones

Key achievements that will best show participant progress in getting from initial/present condition or circumstance to the gain you've targeted.

Project Steps

Actions required to reach each milestone.

Project Steps	Milestones	Dates
Recruit 75 5 th graders (goal = 33 per center) to participate in CAS program through teachers and counselors at neighborhood schools, churches, existing program participants, etc. and register currently enrolled students	66 new 5 th graders enrolled in the program. Existing students return to program.	By August 2018
Recruit, orient and train 220 academic mentors on CAS philosophy, program goals and curriculum	200 mentors in place to support the CAS students	August/September 2018
Conduct after school program Mondays, Tuesdays, and Thursdays from 3:30-7:30pm	Each youth works in a team of 3 on a different subject each night with a different mentor, completing 30 weeks of math, literature and technology instruction including cultural/artistic studios and homework help.	September 2018 – May 2019
Conduct initial and mid-course assessments of student math and reading skills	Mentors and students have an understanding of the progress students have made and know the areas that require greater focus	September and December 2018
Conduct all quantitative and qualitative assessments, including calculating final student outcomes	<ul style="list-style-type: none"> • Students reach the following targets based on their report cards and standardized test scores: • At least 155 students will improve in math and/or reading by a full letter grade. • At least 120 students will increase their DC-CAS test scores over the previous year in reading and/or in math by an average of 8%. • 40 students will maintain their grades in mathematics and reading. 	May 2019

Questions and Answers

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Questions and Answers

- Questions and technical assistance pertaining to the Summary Chart can be directed to **Hal Williams**, hal@halwillguide.com.
- **Your completed Summary Chart** must be submitted with your question and/or technical assistance request.
- Questions to Hal Williams must be received by **Friday, September 7, 2018, 5:00pm.**
- Questions pertaining to the RFP guidelines can be forwarded to **Alicia Reid**, areid@thecommunityfoundation.org.
- A recording of the webinar will be made available at www.fund4cyf.org.