



Early Education Request for Proposal

RFP 3: Kindergarten Preparation

2018

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United Way of Greater Topeka and Community Impact

Vision: Connected individuals and families maximizing their full potential

Mission: To achieve positive sustainable change through education, financial stability and health for everyone in our community

United Way of Greater Topeka (UWGT) brings together people, companies and non-profits to create positive sustainable change. We work to solve issues no single donor, charity or government agency can handle alone. By focusing on education, financial stability and health, we help more children graduate and get stable jobs, help families become financially stable and improve the overall health of our community.

UWGT's Goal is to Advance the Common Good

Education

- More children are ready for kindergarten.
- More children are on track to be successful in reading and math.

Income

- More individuals and families are financially stable.

Health

- More individuals and families are living healthy lives.

About the Goals

- Children who start school ready to learn and stay on track, particularly in reading and math, experience personal success and strengthen our future workforce.
- Increasing financial stability of families and individuals dramatically enhances the quality of life for everyone in our community.

UWGT is committed to helping people in crisis by supporting Basic Needs: Rent & Utility Assistance, Food Assistance, Healthcare & Prescription Assistance, and Safety from Domestic Violence.

Early Education Specifics

Situation

Over the last two decades, studies have shown that the early years, from birth to age 5, form an indelible blueprint for a child's long-term learning success.¹ Early behaviors and skills associated with successful reading development are described as readiness skills.²

By the time children enter kindergarten, they are expected to have some school readiness skills in order to begin learning to read. Those skills might include the ability to pay attention and react to stories, to know some letters of the alphabet and the sounds that these letters make, as well as basic print concepts, such as knowing that printed words convey meaning. Children develop these skills from the interactions they have with their caregivers, living in a language and print-rich environment, and from having quality early education opportunities. Children who lack these critical school readiness skills will have a hard time catching up to their peers. Those that start behind often stay behind. For every 50 children who don't learn to read in kindergarten, 44 will still be below grade-level in 3rd grade.³ Children with below-grade skills by 3rd grade are less likely to graduate high school.⁴

Recent studies and research also point to the importance of developing numeracy skills in the early years. Researchers point to early numeracy skills as predictors for success not only in math but also in reading.⁵

Beyond the literacy and numeracy, healthy emotional and social development is key for a child's long-term success. The nurturing of healthy relationships with caregivers and peers coupled with self-regulation play a key role in later school achievement and health and happiness into adulthood.⁶

Children participating in an intensive, short-term program that focuses on increasing their kindergarten readiness skills while giving them an introduction to what kindergarten will be like start school better prepared. For example, The Ready to Start program in

¹ "Lifetime Effects: The High/Scope Perry Preschool Study Through age 40." Ypsilanti, MI: High/Scope Educational Research Foundation, 2005; Eliot, L. (1999). *What's Going on in There? : How the Brain and Mind Develop in the First Five Years of Life*. Bantam Books; Hart, B., & T.R. Risley. 2003. "The Early Catastrophe: The 30 Million Word Gap by Age 3." *American Educator* 27 (1):4-9;

² <https://eclkc.ohs.acf.hhs.gov/school-readiness>

³ Creating a Children-First Nation and a First-Class Economy, Invest in Kids Partnership; Preschool for All: Priority for American Business Leaders, Committee of Economic Development

⁴ Ramey, Craig T. and Sharon L. Right From Birth: Building Your Child's Foundation For Life. Goddard Press, Inc. (January 1999) Preschool for All: Priority for American Business Leaders, Committee of Economic Development; Annie E. Casey Foundation. (2012). *Double Jeopardy: how third grade reading skills and poverty influence high school graduation*. Baltimore, MD.

⁵ "School Readiness and Later Achievement," Greg J. Duncan, PhD, Amy Claessens, PhD, Mimi Engel, Northwestern University; Chantelle J. Dowsett, PhD, and Aletha C. Huston, PhD, University of Texas-Austin; Katherine Magnuson, PhD, University of Wisconsin-Madison; Pamela Klebanov, PhD, Princeton University, Linda S. Pagan, PhD, Université de Montreal; Leon Feinstein, PhD, and Kathryn Duckworth, University of London; Jeanne Brooks-Gunn, PhD, Columbia University; Holly Sexton, University of Michigan; Crista Japel, Université de Québec a Montreal; *Developmental Psychology*, Vol. 43, No. 6.

⁶ <https://www2.ed.gov/about/inits/ed/earlylearning/talk-read-sing/feelings-research.pdf>

Bakersfield, California, is a five-week summer program for children with no formal preschool experience entering kindergarten. Their research shows that not only do the children attending the Ready to Start program perform as well or better than the rest of the kindergarten program, over time, they still score at or above their peers on assessment tests.⁷

Underlying Issues

The Early Education Impact Council volunteers researched and identified the following list of underlying issues that affect the development of school readiness skills needed to start kindergarten.

- Factors that can inhibit a parent’s ability to help their child develop the necessary school readiness skills include but are not limited to:
 - Poverty
 - Ignorance of the importance of early experiences
 - Misconceptions of “school readiness”
 - Language and cultural barriers
 - Substance abuse
 - Transient and/or homeless
 - Parent illiteracy
 - Transportation issues
 - Limited cognitive ability
 - Mental health issues
 - Mistrust in the systems providing services to children and families

- Factors that inhibit the development of a child’s school readiness skills in early childhood programs include but are not limited to:
 - Limited convenient, accessible, and quality child care
 - Lack of degreed or certified early childhood professionals
 - Lack of a consistent understanding among educational professionals regarding the definition of pre-literacy.

- Community factors that inhibit the development of school readiness skills in children include but are not limited to:
 - Unclear understanding the importance of early experiences and quality child care
 - Lack of policy at the local, state and federal levels promoting early childhood learning and development.

⁷ <http://kern.org/2015/10/ready-to-start/>

Target Population

At-risk children who reside in Shawnee County

Strategy Direction

UWGT seeks to support a kindergarten preparation program that has high quality research based school readiness components and can serve children in the target area who have had little to no preschool experience and provide them with the skills they need to begin kindergarten.

Required Outcomes

1. Children improve the development of school readiness skills
2. Children are on target with school readiness milestones based on age.
3. Children enter kindergarten on target with necessary school readiness skills.

Indicators

1. Number/percent of children who show improvement in the development of school readiness skills.
2. Number/percent of children on target with school readiness milestones based on age.
3. Number/percent of children who enter kindergarten on target with necessary school readiness skills.

Grant Requirements

- All participants who are at-risk and reside in Shawnee County that will attend kindergarten in the upcoming school year.
- A minimum of 50% of children in the program must be low-income (family income would qualify them for participation in the federal free or reduced lunch program).
- Programs must use evidence-based school readiness curriculum.
- Children should have fewer than 10 days of preschool experience prior to enrollment in the program.
- Programs will regularly assess children's school readiness skills using tools determined by UWGT.
- Programs are required to share individual and aggregate data with UWGT related to indicators, outputs, and outcomes for participants.
- Program staff must have any one of the following qualifications:
 - CDA;
 - Teacher certification or licensure;
 - Minimum of 2 year degree in early education or related field;
 - 4 year degree in early education or related field;
 - Lead teachers must have a CDA (minimum), 4 year degree preferred.

Eligible Activities

This grant is focused on programs reaching at-risk children with fewer than 10 days of preschool experience designed to provide high quality early learning opportunities with pre-literacy, social-emotional, and numeracy components.

Programs are required to meet the following:

- Summer preschool program with high quality evidence-based pre-literacy and school readiness components.
- The program must be a minimum of 5 weeks in duration and operate 5 days per week for at least 3.5 hours per day.

Preference will be given to those programs that include one or more of the following:

- Provide transportation to students in need;
- Children who are English Language Learners (ELL) in the program use an immersion approach to building their English vocabulary;
- Encourage a high level of parent involvement;
- Programs that include areas of collaboration with other agencies.

2018 RFP Process Timeline

March 2Request for Proposals (RFP) released to community

April 6Proposal due to UWGT electronically* (by noon)

May 7 – 24Investment Panels

June 1Grant awards announced to applicants

June 6 – 20Contract Meetings

July 1Grant Contracts Begin

**Electronic submission must be done through e-CImpact.*

Organizational Eligibility Requirements

To be eligible to apply for UWGT grants, an organization must meet the following criteria:

Administrative Criteria

- The organization must actively conduct programs and services to individuals residing in Shawnee County, Kansas.
- The organization must be or have a fiscal agent that is an eligible, charitable organization as designated by the IRS code 170 or amendments thereto.
- The organization shall operate on a nondiscriminatory basis as defined by protected classes by law with respect to the persons served by the organization.

Organizational Criteria

- The organization must have been incorporated and actively conducting business for at least two years at the time of application.

Board Criteria

- The organization must have a satisfactory level of board control as demonstrated by the following:
 - The organization must assure effective control by a volunteer board of directors selected in a satisfactory manner and be representative of the community and the people served. The organization's board must have rotation procedures for its members. The organization must assure efficient management, effective service, and a reasonable prospect of continuity.
 - The organization must have a governing body whose membership is consistent with the number of board members outlined in the organizational by-laws, who serve without compensation, and who shall be in attendance at its meetings and otherwise take an active part in the organization. A minimum level of board attendance is defined as attending no less than 65% of regularly scheduled meetings.
 - The governing body must have full power to establish operating policy; to employ, supervise, and dismiss its executive director; to control and be responsible for its auxiliaries and other groups operating in or using the name of the organization; to enter into contracts with UWGT and to acquire, manage, and dispose of real and capital properties obtained in the name of the organization.
 - The governing body must be so organized as to assure accountability and operating efficiency, and it must meet not fewer than four times a year.
 - The governing body must review and approve the annual operating budget of the organization and approve any significant changes.

- No board member may be an employee of the organization. No paid staff member may be allowed to serve as a voting member of the governing body.

*If the organization is the local arm of a statewide or national organization, directed by a state or national governing board, or if it fulfills a specific mission of a local multi-mission organization directed by a governing board, the organization receiving a UWGT grant must have its own volunteer governing body in the form of an Advisory Board or Council.

Financial Criteria

- The organization shall present documentation of its financial condition which shows the total income and expenditures of the organization. The organization must be able to demonstrate evidence of ongoing financial support from the community and a balanced strategy to develop alternate revenue streams.
- Budgets that indicate specific program income and expenses must be submitted on current UWGT budget forms. They shall have been approved by the applying organization's board of directors.
- The organization shall maintain accounting records which are in conformity with the current Generally Accepted Accounting Principles (GAAP).
- The organization, within 9 months after its financial year-end, must have an independent financial audit or review completed as follows:
 - total revenue of \$500,000 or greater – annual independent audit;
 - total revenue less than \$500,000 – independent audit at least every 2 years with an independent review or audit in alternate years.

Ineligible Services

- Programs which are primarily political in nature;
- Programs whose fiscal management capability is severely limited by an organization's indebtedness;
- Programs which exist solely for the presentation of cultural or artistic achievements;
- Programs which provide services limited to the members of a particular religious group or which exists solely to advocate particular religious beliefs;
- Programs which are extremely costly and/or limited to a small number of consumers and/or addresses a problem so complex and extensive that UWGT resources can have little or no impact on the situation;
- Any other which the UWGT Board of Directors deems inappropriate for UWGT support.

Investment Specifications

- Grants are for general program support and may include indirect administrative costs applicable to the proposed program.
- Applicants may request no less than \$25,000 for this RFP. *There are no maximum amounts set; grant requests should be well reasoned and supported by the details of the approach.*
- Grant awards are for a 3-year cycle. Grant amounts are renewable yearly based on program performance and UWGT's workplace campaigns. A decrease in the amount of monies raised could result in a decrease of the monies available for investment.
- Grants are reimbursable and invoices with actual expenses must be submitted per the contract requirements to receive payments.

Investment Proposal Requirements

- Submission of proposals is only allowed via our online grant management system, e-CImpact.
 - Go to the United Way of Greater Topeka's web site at:
www.unitedwaytopeka.org
 - Go to 'Our Work'
 - Click on the 'e-CImpact Gateway' link in the blue box on the right
 - Click on the 'Agencies Log in Here' link
- Applications open on March 2nd at 12:00 noon and are due Friday, April 6th by 12:00 noon.
- If you have any questions please feel free to contact Juliet McDiffett at juliet.mcdiffett@unitedwaytopeka.org

Investment Panel

It is the goal of the Investment Panel to invest in the strongest and best proposals as identified through an intensive and competitive review process whereby applications will be scored and ranked. In addition to scores (maximum score is 100 points), the Investment Panel will take the following into consideration in making its final investment recommendations:

- Proposals address the identified outcomes and indicators for populations in greatest need;
- Proposals are strategic in outcome(s) attainment, integrate promising and best practices, and consider leveraging resources and collaborative opportunities;
- Proposals demonstrate that target populations make progress, contributing to the desired community level outcome;

- Requests cannot supplant existing revenue from other organizations but rather increase the capacity of the organization to offer this program.

Award Requirements

- Specific requirements will be outlined in an agreed upon contract document prior to grant disbursement.
- Submission of quarterly reports to UWGT through e-CImpact including demographic, financial, outcomes, and narrative information will be required. Specific deadlines and details will be outlined in the contract.

General Tips on Submitting Proposals

- Have someone not affiliated with your program or service read the proposal for clarity, spelling, grammar, and explanation of acronyms.
- Write for a reader unfamiliar with your organization, program, or service.
- Coordinate all staff persons writing the proposal in order to achieve consistency (budget, narrative, etc.).
- If submitting more than one proposal, treat each proposal as unique. Be careful with cutting and pasting information from one proposal to another.
- Brevity and clarity are strongly encouraged.
- Research articles and other sources of evidence can be cited either as footnotes or endnotes submitted as a supporting document.

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Frequently Asked Questions

What organizations are eligible to apply for grants?

Eligible organizations must actively conduct programs and services to individuals residing in Shawnee County, Kansas and be an organization for charitable, health, welfare, character-building and allied purposes. The organization must be an eligible charitable organization as designated by the IRS code 170 or amendments thereto and able to receive deductible contributions.

Who can answer questions?

Juliet McDiffett via email at juliet.mcdiffett@unitedwaytopeka.org or by phone at 785-228-5122.

When is the proposal due?

The proposal must be received via e-CImpact by 12:00 noon **sharp** on April 6, 2018. e-CImpact will not allow users to submit proposals after 12:00 noon.

Who will review the proposal and make investment decisions?

Volunteers will review the proposals and make investment decisions.

What is the grant period?

July 1, 2018 through June 30, 2021; all grants are renewable annually based on performance. Grant investment amounts for each year may be adjusted at the time of renewal.

Are there minimum/maximum investment amounts?

Applicants may request no less than \$25,000 for this RFP. There are no maximum amounts set; grant requests should be well reasoned and supported by the details of the approach.

Are investment amounts guaranteed at the full amount for all years of the multi-year cycle?

Investment amounts depend on performance of the organization in fulfilling program objectives stated in the proposal and all other requirements, and also on the continued revenue stream of UWGT. All efforts will be made on the part of UWGT to maintain stable levels of investment, but UWGT reserves the right to adjust amounts as necessary.

Is there an opportunity to appeal a panel decision?

All volunteer investment decisions are final. There is no process for appeal.

Will there be a site visit?

The need for and occurrence of site visits will be determined each cycle by UWGT staff and volunteers. Organizations will be notified prior to visits.

Glossary of UWGT Terms

Activities: What a program does with its inputs—the services it provides—to fulfill its mission. Examples include parent meetings, holding exercise classes, or distributing flyers. Program activities result in outcomes.

At-risk: children having one or more of the following risk factors:

- Children whose family income would qualify them for participation in the federal free or reduced lunch program;
- Children and families whose first language is not English or English is not the language primarily spoken in the home (English Language Learners/ELL);
- Children at-risk for developmental delays or have an established Individual Family Service Plan (IFSP);
- Children in foster care or custodial grandparents/kinship;
- Families whose parent(s)/guardians(s) has less than a high school education;
- Teen parent(s).

Chronic Absence: A measure of how much school a student misses for any reason. It is a broader measure than truancy, which only tracks unexcused absences.

Classroom Quality: Defined by The Classroom Assessment Scoring System (CLASS®), an observation instrument that assesses the quality of teacher-child interactions in center-based or family child care and preschool classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support.

Collaboration: The work and activity of a number of persons or organizations who individually contribute toward the efficiency of the whole. (Merriam-Webster online)

Crisis: An unstable or crucial time or state of affairs in which a decisive change is impending; *especially*: one with the distinct possibility of a highly undesirable outcome. (Merriam-Webster online)

Evaluation Methods: The ways in which information is collected including: case studies, record review, focus groups, interviews, observations, questionnaires, tests, assessments, screenings, and mechanical measurement.

Evidence-based Program: A program that has found to be effective based on research and experimental studies.

Free and Reduced Lunch Rate: Lunch support, providing lunch food at no cost for students with family income under 130% of the federal poverty level or reduced cost to those students with families under 185% of federal poverty level.

Indicators: The specific information collected to measure a program's outcomes. They describe the measureable characteristics or changes that represent achievement of an

outcome. Indicators are quantified by the number and percent of the participants achieving the desired outcome given the number of participants receiving the service or intervention.

Investment Panel: Volunteers from the community who make investment recommendations to the UWGT Board of Directors.

Logic Model: A systematic and visual way to present a program to a variety of stakeholders. It allows a program to demonstrate understanding of the relationships among the resources needed to operate the program, the proposed activities, and the changes or results to be achieved.

Low Socioeconomic Status: Defined as those students receiving free and reduced lunches.

Outcome: The specific, measurable change in participant's behavior, knowledge, skills, etc. Outcomes result from the program's inputs and activities. Outcomes may relate to knowledge, skills, attitudes, values, behavior, condition, or status. Examples of outcomes include greater (often demonstrable) knowledge, improvement in academic performance, or obtaining employment. There are different levels of outcomes including short-term or initial outcomes, intermediate outcomes, and long-term outcomes.

Output: The direct product of the program's activities (i.e. classes attended, number of instruction hours, etc.). A program's outputs should produce the desired outcomes for the participants.

Poverty: Poverty guidelines are updated annually and can be found at: <https://aspe.hhs.gov/poverty-guidelines>

Resources: These include the human, financial, organizational, and community resources a program has available to do the work. Resources may also be called inputs.

School Readiness: Children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. This includes skills and knowledge in the areas of numeracy, pre-literacy, and social-emotional. [*U.S. Department of Health & Human Services; Head Start, Early Learning & Knowledge Center (ECLKC)*]

Social competence: A complex, multidimensional concept consisting of social, emotional, cognitive, and behavioral skills. Social competence reflects the ability to take another's perspective into account and apply that learning to social interactions. Social competence is the foundation upon which expectations for future interaction with others are built and upon which individuals develop perceptions of their own behavior.

Unit of Service:

A Unit of Service (UOS) is comprised of three main components:

1. Quantity – the amount of service rendered;
2. Measurement – what the amount is measuring (e.g. hours, days);

3. Dollar Value – the value of 1 UOS

Formula for cost per unit of service:

Total cost ÷ Total units of service = Cost per unit of service

Example:

Unit of service = number of children served

Total cost of program = \$100,000

Total number of children served = 100 children

Using the formula: \$100,000 ÷ 100 children = \$1000/child = \$1000/unit of service

Glossary of Budget Line Items

Public Support and Revenue

Lines 1-10 reflect specific sources of revenue. All revenues that do not fall into any of the established categories should be entered in Line 11, Miscellaneous Revenue. Do not include the value of in-kind goods or services or the value of volunteer support received.

Line 1 – Contributions: Include all individual and corporate contributions. This will include individual contributions that result from direct mail solicitations, in-person solicitations, individual giving, bequests, etc. Do not include individual contributions received through special events conducted by the agency (Line 3). Include donations from corporations unless given to support a special event (Line 3).

Line 2 –Grants: Include all non-government grants awarded for a specific program or purpose by private and corporate foundations, civic organizations, or other philanthropic or fundraising entities.

Line 3 – Special Events & Product Sales: Include net revenue generated from fundraising events which are activities for which ticket sales and sponsorships generate funds and the sale of products or services (not related to the agency's core services) which generate a profit to benefit the agency.

Line 4 – United Way Investment: Report the amount requested from the United Way of Greater Topeka. For each of the 3 budget years, you should indicate the program investment needed from United Way of Greater Topeka.

Line 5 – Contracts & Grants from Government Agencies: Funds that are received through local, state, or federal government revenue sources through any of a variety of mechanisms including grants, contracts, and fees for service (excluding Medicaid and Medicare).

Line 6 – Membership Dues: Include revenue generated from payment by individuals that provides access, for a period of time, to the agency's facilities and/or services.

Line 7 – Fees Paid by Program Clients: Payment for specific services made by a program participant. Payments made by a third party on behalf of the participant, such as a government agency, should be reported on Line 8.

Line 8 – Medicaid/Medicare and other Third Party Payments: Payment for specific services by a third party on behalf of the recipient of services, such as Medicaid and

Medicare payments, private insurance, or other fees made on behalf of a client by a third party including scholarships paid by a third party.

Line 9 – Investment Income: Income on investments of restricted or unrestricted funds. This may include income earned from endowments or cash reserves.

Line 10 – Funds from previous year: Include revenues from the previous year used for program operations in the current year.

Line 11 – Miscellaneous Revenue: Any revenue generated from sources other than those included in the above line items.

Line 12 – Total Support and Revenue: Formula totals Lines 1-11.

Expenses

Lines 13-19 reflect specific categories of expenditures which are defined below. All other costs should be summarized on Line 20, All Other Expenses. **Do not include depreciation as an expense.**

Line 13 – Compensation: Include total salaries, benefits, payroll taxes, and other compensation-related expenses.

Line 14 – Occupancy & Related: Include all direct operating expenses related to housing the agency and its programs, i.e., rent, utilities, property maintenance, etc.

Line 15 – Professional Fees & Contract Services: Include the cost of all contract services. This may include auditing, accounting services, consulting services, program contract personnel, etc.

Line 16 – Staff Training & Development: Include the cost of all staff training and development activities, including related travel expenses.

Line 17 – Affiliations, Accreditations & Licensing: The costs associated with dues to national affiliate organizations or accrediting bodies, and state or local licensing bodies.

Line 18 – Specific Assistance to Individuals: The value of direct assistance to clients in the form of cash, vouchers, items purchased, or payments made on behalf of a client to a third party, such as a utility company. This line item is exclusively for money or items, not services, provided to clients, i.e., emergency assistance, foster care payments to parents, etc.

Line 19 – Supplies: Cost of materials and other supplies used by the agency for its regular program and on-going business activities. This includes, but is not limited to, office supplies, housekeeping supplies, cost of food and beverages purchased for use in agency food service programs, and recreational and craft supplies.

Line 20 – All Other Expenses: Include all expenses that do not fall into any of the above categories. This would include local travel, postage, liability insurance, equipment and equipment maintenance, etc. **Do not include depreciation as an expense.**

Line 21 – Sub-Total Expenses: A formula totals Lines 13-20.

Lines 21a & 21b -- Proration of Management and Fundraising: Report the portion of total agency expenses in each category that are associated with the program.

Line 22 – Total Expenses: A formula totals Lines 13-21b.

Line 23 – Net Surplus (Deficit): A formula calculates the difference between Line 12 and Line 22.