



**United Way of Northern  
Nevada and the Sierra**

**United Way of Northern Nevada and the Sierra**  
**2022 – 2025**  
**Funding Opportunity**

Grant Funding Period:  
July 1, 2022 – June 30, 2025

Proposal Due Date:  
Friday, April 1, 2022 by 12:00 P.M.(Noon), P.S.T.

United Way of Northern Nevada and the Sierra  
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# INTRODUCTION

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United Way of Northern Nevada and the Sierra (UWNNS) is pleased to release a Request for Proposal (RFP) for a three-year grant cycle beginning July 1, 2022 and concluding on June 30, 2025. UWNNS will accept proposals through this RFP to fund programs that measurably build children's early literacy skills, contribute to preschool and kindergarten success, and aid in increasing reading proficiency by the end of first grade. UWNNS will accept proposals focused on improving children's literacy for those aged four to seven years old.

UWNNS seeks proposals that will have a **measurable impact** on children's literacy achievement. UWNNS recognizes that the term literacy is used to define the acquisition and use of knowledge in a variety of settings, including digital literacy, health literacy, financial literacy, media literacy, civic literacy, and more. For the purposes of this Request for Proposal, UWNNS is clearly focused on the reading, writing, and comprehension abilities of children that form the core of learning associated with early literacy, or English Language Arts. All other forms of literacy, while valuable, are not the focus of this Request for Proposal.

The recent Institute of Education Sciences report (Effectiveness of Early Literacy Instruction: Summary of 20 Years Research – <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2021084>) indicates that language, phonological awareness, print knowledge, decoding, and early writing are significant predictors of later language and literacy development. Further, the report discusses how combinations of these areas, such as phonological knowledge and print knowledge, lead to achievement in literacy as these areas are related.

UWNNS seeks to address the academic achievement gap between children based on the intersection of two critical factors: Race/Ethnicity and Household Income. In and of itself, race and ethnicity are not a determinant of educational achievement. However, higher rates of learning gaps persistent in historically underrepresented populations which can be attributed to additional societal factors, with a particular intersection of economic or household income. UWNNS is interested in interrupting this pattern.

UWNNS is also concerned with reducing the achievement gap between children from middle-income and low-income backgrounds. According to the National Campaign for Grade-Level Reading's *Closing the Gap* report ([http://gradelevelreading.net/wp-content/uploads/2017/06/TowardClosingTheGap\\_Final.pdf](http://gradelevelreading.net/wp-content/uploads/2017/06/TowardClosingTheGap_Final.pdf)), half of the school achievement gap between children from middle-and low-income households starts before kindergarten, and the result is that 80% of children from low-income households do not read proficiently. This research informs UWNNS's investment strategy and considerations when reviewing submissions.

Due to the COVID-19 pandemic, the learning environment is unpredictable for students who thrive on structure and consistency. Although the learning loss due to the “summer slide” is already known, COVID-19 has multiplied that learning loss. Teachers are working hard to address what they can, but they cannot prevent a disproportionate increase in the academic gap many underrepresented students already experience. Additional interventions are needed. While COVID-19 exacerbated existing learning gaps and inequities, it also presents the opportunity to reconsider how to approach learning in more equitable ways and address long-standing inequities. Beyond addressing how to adapt the proposed program or services to meet COVID-19 restrictions, UWNNS appreciates proposals that address educational inequities and are designed to close achievement gaps. Additional inequities or concerns not listed here may be addressed in your proposal. Be sure to explain the inequity(ies) and proposed intervention(s) clearly.

As UWNNS looks toward the desired effect of this funding, it is essential that all applicants look toward serving high need populations. With an ever-changing environment for learning, UWNNS is particularly concerned with the continued widening of learning gaps. Although UWNNS cannot predict what learning will finally look like and identify the specific learning concerns by the release of this RFP, information can be identified based on what is already known and seen in the state data. For instance:

1. The State of Nevada Department of Education has posted its Strategic Improvement Plan (<https://doe.nv.gov/STIP/Nevada/>). Within this plan are essential goals. The first goal focuses on EQUITY, where all students are valued and experience academic success. Another key goal is SUCCESS, where students experience academic success as measured by assessments and guided by the state standards.
2. Of all the children in the state of Nevada, 36.4% are considered proficient in English Language Arts (ELA). When considering the ELA data by ethnicity, American Indian and Alaskan Native students were 19.8% proficient, Black students were 23.4% proficient, Hispanic students were 26.4% proficient, and Pacific Islander students were 30.4% proficient during the 2020-2021 academic year. Of the children qualified by free and reduced lunch status (a proxy for income), 28.1% met or exceeded the ELA performance standards in 2018-2019. This data indicates a gap that exists for children from low-income households and/or who identify with historically marginalized populations based on race or ethnicity.

[http://nevadareportcard.nv.gov/di/report/summary\\_1?report=summary\\_1&scope=e24.y18&organization=c2269&scores=MA\\_Tested%2CRD\\_level%2CRD\\_NotTested%2CRD\\_pass%2CRD\\_Tested%2CN\\_RD&subgroups=ethnicity%2Cfrl&filterdata=grade\\_03&filterkey=grade.03&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&](http://nevadareportcard.nv.gov/di/report/summary_1?report=summary_1&scope=e24.y18&organization=c2269&scores=MA_Tested%2CRD_level%2CRD_NotTested%2CRD_pass%2CRD_Tested%2CN_RD&subgroups=ethnicity%2Cfrl&filterdata=grade_03&filterkey=grade.03&filterrelation=and&num=20&page=1&pagesize=20&domain=assessment&)

3. The Nevada Academic Content Standards for English Language Arts ([https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards\\_Instructional\\_Support/Nevada\\_Academic\\_Standards/K-12\\_ELA\\_Standards\\_ADA\\_Accessible.pdf](https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Standards_Instructional_Support/Nevada_Academic_Standards/K-12_ELA_Standards_ADA_Accessible.pdf)) indicate grade level English Language Arts standards for children in kindergarten through high school. The following list highlights some of the standards expected of children in kindergarten and first grade. To see the entire list, visit the standards document.

### **Kindergarten Standards**

1. In kindergarten, the reading standards include:
  - Retell a familiar story.
  - Identify characters, setting, and major events in a story.
  - Name the author and illustrator of a story and identify their roles.
  - Identify the main topic in informational text.
2. In kindergarten, the foundational skills include:
  - Demonstrate understanding of the organization and basic features of print (e.g., Follow words from left to right, top to bottom, and page by page).
  - Demonstrate an understanding of spoken words, syllables, and sounds (phonemes)
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Read emergent-reader texts with purpose and understanding.
3. In kindergarten, the writing standards include:
  - Use a combination of drawing, dictating, and writing to compose opinion pieces, informational texts, and narratives.
4. In kindergarten, the speaking and listening standards include:
  - Participate in collaborative conversations.
  - Confirm understanding of a text.
5. In kindergarten, the language standards include:
  - Print upper- and lower-case letters.
  - Produce and expand complete sentences.
  - Demonstrate command of conventions such as capitalization, punctuation, and spelling.

## **First Grade Standards**

1. In grade 1, the reading standards include:
  - Retell stories and include key details.
  - Identify who is telling the story.
  - Know and use text features in informational text.
2. In grade 1, foundational skills include:
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Read with accuracy and fluency to support comprehension.
3. In grade 1, writing standards include:
  - Write opinion, informational, and narrative texts.
4. In grade 1, speaking and listening standards include:
  - Participate in collaborative conversations.
5. In grade 1, language standards include:
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4. Nevada has identified preschool standards ([https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Early\\_Learning\\_Development/State\\_PreK/PreKStandards.pdf](https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Early_Learning_Development/State_PreK/PreKStandards.pdf)) Following are some of the standards identified for English Language Arts:
  - Identify words that rhyme.
  - Identify letters in own name.
  - Recognize and identify lower- and upper-case letters.
  - Demonstrate phonemic awareness of spoken words.
  - Identify concepts of print (e.g., front and back of book, voice to print matching)
  - Retell a story with support.
  - Experiment with writing tools.
  - Use letter-like approximations to write name or other ideas.
  - Listen and respond to stories.
  - Initiate conversation.

# REQUEST FOR PROPOSAL

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United Way of Northern Nevada and the Sierra is seeking proposals for a multi-year funding opportunity. This is a Request for Proposal for a three-year grant. Funding is available beginning July 1, 2022 and ending on June 30, 2025. Consideration for funding is available for individual non-profit organizations, coalitions, and collaboratives who meet the minimum eligibility criteria.

## **SECTION A: GRANT PARAMETERS**

### **AVAILABILITY OF FUNDS**

Funding will be available from UWNNS for programs and initiatives that create measurable impact in early literacy in addressing the community challenge specified in this document. The UWNNS Board of Directors will determine funding availability and awards upon review of the funding recommendations from the Community Impact Committee.

### **OUTCOMES**

This RFP addresses the funding of programs that identify and achieve measurable outcomes in early literacy. Proposals must be centered on this work. Unrelated programs or outcomes will not be considered for this proposal. See the section in this RFP on *Strategic Outcomes and Measurable Results* for detail.

### **GRANT REQUEST RANGE**

The complete grant cycle is anticipated to total up to \$450,000 distributed across three years. An individual organization or collaborative partnership of organizations may request total funding within the range of \$75,000 to \$450,000 for all three years of the grant cycle. All submitted proposals must request no less than \$25,000 per year and no more than \$150,000 per year. In other words, all submitted proposals must request no less than \$75,000 to \$450,000 total over the potential maximum three-year funding period.

During the proposal review, applicants may be asked to adjust their budget amount as the Community Impact Committee considers their final recommendations for funding.

## **GRANT PERIOD**

UWNNS may award a grant for a three (3) year period beginning July 1, 2022. Funds will be distributed in six (6) equal payments, or installments, over the length of the grant cycle. Funds may be distributed slightly earlier than indicated here, based upon the availability of funds and adjustments made for corresponding holidays or non-business days.

- The first payment is on July 1, 2022 (the beginning of the grant period).
- The second payment is on January 1, 2023.
- The third payment is on July 1, 2023.
- The fourth payment is on January 1, 2024.
- The fifth payment is on July 1, 2024.
- The sixth payment is on January 1, 2025.

## **CONTINUATION OF GRANT**

Continued funding will be subject to satisfactory performance and compliance with program terms and conditions as mutually agreed to in a post-award funding agreement, to be executed upon notice of grant award. The UWNNS Board of Directors determines the final decision as to satisfactory performance. Continued funding is subject to the continued availability of funds.

## **REPORTING**

Grant recipients will be required to complete and submit quarterly and year-end reports by required dates; reporting dates will be included in funding agreements. Reporting must include all requested information, including demographic information about program participants and assessment data. Reporting will be one of several criteria used to determine eligibility for grant continuance. Grant recipients will be required to periodically meet with the Community Impact Committee or UWNNS staff to discuss progress of the funded programs or services.

## **MATCH REQUIREMENT**

UWNNS funding is not designed to be long-term funding. Instead, it is intended to enable grant recipients to design and implement well-thought-out and effective programs and services that demonstrate measurable outcomes that can lead to sustained funding through other sources. In essence, the first two years of the grant will enable the grant recipients to establish the program and begin raising funds for its continued support. In the third year of the grant, grant recipients must include a 20% match of the total value of the annual grant funds. Funds will be spent on the proposed program as outlined in the proposal, and UWNNS will provide 80% of the total annual grant funds to complete the full 100% value of the last year of the funding. Grant recipients must provide evidence of the 20% match prior to the start of the third year.

## **PARTNERSHIPS**

Individual non-profit organizations or partnerships may submit a proposal for consideration. UWNNS recognizes the potential for deep, meaningful learning and added value through the formation of a partnership to submit and implement a successful proposal. Partnerships must result in highly collaborative initiatives that intertwine and support the work proposed through the proposal. Rather than exist as a loosely connected collection of programs, a successful proposal submitted by a partnership must illustrate how the programs and services rely upon one another to successfully achieve the intended outcomes. During the proposal review, no additional scoring will be provided for the formation of a partnership. Instead, the formation of a partnership should be based on the belief that the proposed work is enhanced and better achieved because of the partnership.

## **SECTION B: GRANT MECHANICS OR GUIDELINES**

### **ELIGIBILITY**

#### *MINIMUM QUALIFICATIONS:*

**For a proposal to be accepted**, an applicant must meet the following minimum qualifications:

- Be a 501(c)(3) organization
- Be in operation as a 501(c) (3) for a minimum of two (2) continuous years
- Meet the Better Business Bureau's Wise Giving Alliance standards for nonprofits. Applicants must be fully accredited at the time of application and maintain accreditation throughout the life of the grant. Following is the link for accreditation: <http://www.give.org/for-charities/starting-the-free-accreditation-process/>
- Submit a complete proposal consisting of an executive summary, a narrative, a budget, and all required attachments.

An optional applicant orientation session is scheduled for March 2022; see the timeline for the date and time. RSVP by emailing your name, email address and organization name to [communityimpact@uwnns.org](mailto:communityimpact@uwnns.org) by the day before.

### **PROPOSAL DOCUMENT – THE EXECUTIVE SUMMARY AND NARRATIVE**

Proposals must be no longer than 15 pages, not including the required attachments. Proposals must begin with an executive summary (2 pages maximum) that articulates the goals, the scope, and the outcomes of the proposal; the executive summary must be included within the total allowable 15 pages. The proposal narrative will follow the executive summary. The budget section of the proposal consists of two parts, a narrative included within the allowable 15 pages and the Excel document located on the



UWNNS website for the RFP. The narrative portion of the budget must be included within the allowable 15 pages. The Excel portion of the budget is considered an attachment and must be submitted as an Excel document, not a PDF.

The document must be in Arial, Calibri, or Franklin Gothic Book with at least 12-point font. It must be single-spaced with a page margin of 1 inch. The pages must be numbered.

## **REQUIRED ATTACHMENTS**

For a proposal to be complete, the required attachments must be submitted with the proposal (as attachments in the submission email). For the complete list of required attachments, see the section on *Required Proposal Elements*.

**NOTE: Each document or attachment to the proposal MUST include the original title of the document followed by the applying organization's name, e.g. "2022-2025 Budget Form – Your Organization Name."**

## **ADDITIONAL REQUIRED ATTACHMENT FOR PARTNERSHIPS**

An applicant organization that is applying on behalf of a group of organizations ('partnership') is required to provide a Memorandum of Understanding (MOU) at the time of submission (signed by all organizations in the partnership), along with the other required attachments. For more detail on the type of elements that must be contained in an MOU, please see the section on *Guidelines for Developing a Partnership Memorandum of Understanding* on the UWNNS website.

## **PROPOSAL SUBMISSION: DUE DATE**

Proposals are due to United Way of Northern Nevada and the Sierra staff by **12:00 P.M./Noon (P.S.T.) on Friday, April 1, 2022**. Proposals are to be submitted via email to [communityimpact@uwnns.org](mailto:communityimpact@uwnns.org). Early submissions of proposals are welcome, but they are not required. No late submissions will be accepted. Incomplete submissions will not be accepted. To be considered complete, a submission must address all outlined components in their entirety and contain all required attachments, or it will be considered incomplete.

# TIMELINE – KEY DATES

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Tuesday, February 22, 2022	Release Request for Proposal
Tuesday, March 15, 2022 at 3:00 – 4:30 P.M.	Applicant Orientation Session (Optional)
Friday, April 1, 2022 at 12:00 P.M. (P.S.T.)/Noon	Final Deadline for Proposal Submission
By Thursday, June 30, 2022	Applicants Notified, Funding Agreements Completed, and Funding Awards Announced
Friday, July 1, 2022	Grant Period Begins

# PROPOSAL REVIEW PROCESS

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1. Following submission, an initial review by UWNNS staff will determine if the minimum requirements have been met for initial proposal acceptance:
  - Be a 501(c)(3) organization serving northern Nevada and the communities surrounding Lake Tahoe (the service area for United Way of Northern Nevada and the Sierra)
  - Be in operation for a minimum of two (2) continuous years as a 501(c)(3)
  - Passed and currently meet the Better Business Bureau's Wise Giving Alliance standards for nonprofits. Following is the link for accreditation:  
<http://www.give.org/for-charities/starting-the-free-accreditation-process/>

If it is determined that the minimum requirements have not been met, staff will notify the applicant organization via mailed letter, and the proposal will be removed from consideration.

If the minimum requirements have been met, the proposal will be forwarded to a committee volunteer from the UWNNS Community Impact Committee to complete step #2.

2. A UWNNS Community Impact Committee volunteer will review the proposal to determine if all the required components of the proposal have been submitted. If they determine that components are missing, they will advise UWNNS staff that the proposal is incomplete. Staff will notify the applicant organization via mailed letter, and the proposal will be removed from consideration.

3. All remaining proposals that are determined to meet the initial eligibility requirements and be complete will be forwarded to the UWNNS Community Impact Committee, comprised of community volunteers, who will individually review and evaluate all eligible proposals. Afterward, the UWNNS Community Impact Committee members will meet to discuss each proposal and formulate a recommendation for funding for the 2022 – 2025 grant cycle. At this time, they may request that applicants consider a budget adjustment. Applicants must be prepared to respond quickly to requests for a budget adjustment.
4. The final recommendation for funding will be presented to the UWNNS Board of Directors and voted upon at the June 2022 meeting. All decisions of the UWNNS Board of Directors are final.
5. UWNNS staff will notify the remaining applicants, via a letter, as to whether they were funded. UWNNS staff will work with funded organizations to sign a funding agreement by the end of June 2022 and present the first installment (equivalent to 6 months) of the grant to the funded organization.

## REQUIRED PROPOSAL COMPONENTS

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All proposals selected for funding must contain the following ten (10) key components in the narrative of the proposal(s) and the additional document attachments described in component #11.

### 1. **Executive Summary**

Proposals must begin with an executive summary (2 page maximum) that articulates the goals, the scope, and the outcomes of the proposal; the executive summary must be included within the total allowable 15 pages.

### 2. **Strategic Outcomes and Measurable Results:**

Measurable outcomes are essential in proving the value of the funded programs and necessary in sharing the story of UWNNS investments. The proposal must include a commitment to measuring outcomes and describe the tool (or standard) to measure interim program outputs and outcomes.

Proposals must address at least one identified age group. Proposals must also produce at least two outcomes and two outputs for each identified age group you have chosen to address. Proposals are not required to address every outcome. Outcomes and outputs are outlined for each identified age group in the chart below.

For each outcome that proposes increasing development, knowledge or skills, the increase must be measurable and reflected as such in the proposal.

<b>Identified Age Group:</b>	<b>Outcomes:</b>	<b>Outputs: YOU MUST INCLUDE ACTUAL PROPOSED NUMBER</b>
<p>Children Ages 4-5 (and) their families and other caregivers</p>	<ul style="list-style-type: none"> <li>• Increase Emergent Literacy knowledge and techniques including attention to oral language, pre-k vocabulary development, phonological awareness, alphabet knowledge, and early writing</li> <li>• Children will be ready for kindergarten based on the State of Nevada standards</li> <li>• Increase the family engagement in early literacy activities</li> <li>• Increase knowledge and skills of family and other caregivers around the use of strategies to develop early literacy skills in children ages 4-5</li> <li>• Increase knowledge and use of emergent literacy techniques by teacher/childcare providers</li> </ul>	<ul style="list-style-type: none"> <li>• # of individuals served through the program</li> <li>• # of early childcare staff trained to provide quality programs and services</li> <li>• # of families and caregivers served provided with resources, tools, training, and/or teaching skills</li> <li>• # of children served and assessed for developmental milestones</li> <li>• # of skills gained and description of skills</li> <li>• # of children served and assessed for Kindergarten Readiness</li> <li>• # of children who demonstrate readiness for Kindergarten based on the State of Nevada standards</li> </ul>
<p>Children Ages 6-7 (and) their families and other caregivers</p>	<ul style="list-style-type: none"> <li>• Improve literacy proficiency</li> <li>• Students will demonstrate continual growth and achievement in literacy based on the State of Nevada standards</li> <li>• Parents and other caregivers will be knowledgeable and engaged partners in developing their children's literacy</li> </ul>	<ul style="list-style-type: none"> <li>• # of students reading proficiently at the end of first grade</li> <li>• # of students served and assessed for reading at grade level</li> <li>• Total # of students who demonstrate growth based on the State of Nevada standards</li> </ul>

Examples of tools that may be used include (but are not limited to):

- Measuring developmental milestones: Ages and Stages Questionnaire (including ASQ, ASQ-SE-2, and ASQ-3; follow-up by Nevada Early Intervention Services (NEIS). <https://agesandstages.com/>
- Alphabet knowledge: <https://nashtoolkit.weebly.com/letter-knowledge.html>
- Phonological awareness: <https://www.fldoe.org/core/fileparse.php/7690/urlt/0070131-phonoman.pdf> or [https://www.uen.org/syc/downloads/Handout6\\_QPAS.pdf](https://www.uen.org/syc/downloads/Handout6_QPAS.pdf)
- Early writing: <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>
- Measuring kindergarten readiness: Nevada Pre-K Standards and the Brigance III Kindergarten Entry Assessment. [http://www.nevadaregistry.org/fb\\_files/PreKStandards-FINAL.pdf](http://www.nevadaregistry.org/fb_files/PreKStandards-FINAL.pdf)  
[http://www.doe.nv.gov/Assessments/Brigance\\_Early\\_Childhood\\_Screens/](http://www.doe.nv.gov/Assessments/Brigance_Early_Childhood_Screens/)

Proposal reviewers must be able to understand the targeted population that will be affected by the positive outcomes and in what time period the outcomes will be produced. Explain to the reviewers how the funding and program will directly affect the target populations and achieve the identified outcomes.

Note: Ensure that any proposal language with program or evaluation tool efficacy claims are fully substantiated with relevant research, sources, and citations.

### **3. Program Adaptations due to COVID-19:**

Describe how you may adapt your proposed program if disrupted due to COVID-19 or other unexpected factors. Any changes to your awarded program must be approved by UWNNS in advance.

### **4. Target Audience(s):**

Define the target audience(s) you plan to serve through the work of your proposal. A target audience does not exclude individuals from being served, but it does establish the audiences upon which you are focusing your work. In your description, clarify when an audience is the direct recipient of the program vs. the indirect recipient. For example, the children of a Pre-K teacher who participates in an early childhood literacy training would indirectly benefit from the direct benefit that the teacher receives.

Detail how you will identify and invite the program participants. What percentage of the program will be individuals from low-income households? How will you determine the household income of your participants? What percentage of the participants will be from historically underrepresented racial and ethnic groups? What other demographic information will you collect about your participants?

Priority will be given to programs serving a high percentage of individuals from historically underrepresented populations or living in low-income and facing other barriers to access.

**5. Geographic Impact:**

Please identify the geographic areas that your program will serve. Proposals may be submitted to serve in locations in any of the following Nevada areas: Washoe, Churchill, Douglas, Elko, Eureka, Humboldt, Lander, Lyon, Mineral, Pershing, Storey, and White Pine Counties, Carson City, and the Lake Tahoe Basin area (communities touching Lake Tahoe).

**6. Program Description:**

Explain your program or initiative, including who will perform and conduct each function and in what sequence they will occur. Provide detail about strategic outcomes and measurable results. If volunteers will be utilized, please detail how many and in what capacities.

**7. Timeline/Implementation Plan:**

Provide a specific timeline for each program activity stating when each will begin and conclude.

**8. Program Evaluation & Outcomes Measurement:**

The evaluation should correlate directly to both the outputs (activities) and outcomes (the desired change). Include an explanation of how a skilled evaluator will conduct regular, methodical processes to determine if the program's outputs/activities are on track to achieve the anticipated outcomes and, if not, what corrective measures will be taken. A satisfaction survey of participants is not a sufficient measure of outcomes. Listed below are questions to address in the application:

- Who or what entity will be responsible for conducting the evaluation process?
- How often will evaluation occur?
- Describe what will be evaluated, methodology, and rationale.
- Describe the source of data and how it will be collected.
- Describe any testing instruments or questionnaires to be used.

- Describe the process of data analysis.
- Provide a plan for determining the degree to which evaluation methods are followed.

Consideration must be provided for situations in which in-person interactions are not possible. For example, what does assessment look like if they are not in school? How will you provide proof of your intent in the absence of the established assessment measures?

## 9. **Budget:**

The budget is composed of two parts: the narrative and the budget form that will be submitted in Excel format.

The narrative will explain each line item in enough detail to justify the need for the expenditure and its correlation with program activities and achievable outcomes. The narrative must also demonstrate the agency or partnership's financial capacity to conduct the proposed program and achieve measurable outcomes. When listing personnel, include position titles, the compensation for the position(s), and the taxes and fringe benefits for each. Include other funding sources you are pursuing to help fund this program.

The budget form will be submitted separately as an Attachment to the Proposal. Use the correct worksheet within the budget template form and note that there are numerous tabs at the bottom that should be used, depending on the number of organizations in the partnership. **DO NOT REFORMAT OR ALTER THE BUDGET FORM.**

- Enter the revenue and expenses for only the specific program for which funds are requested in the application.
- Revenue: list all sources; in the column for "Other Income," list program service fees (if applicable) and include gifts, contributions, sponsorships, events, and other income that will be attributed solely to the program. List the number of "in-kind" volunteers and support the value. Enter all committed (approved) and pending sources of revenue.
- Expenses: list all salary, wages, benefits, and taxes for those employed for program and a percentage for others who will contribute time to the program. Their allocable percentage of salary, etc., expensed to this program should align with time spent on the program by those individuals. Operating expenses such as rent/mortgage, utilities, phone, and office equipment must be listed and prorated specifically for this program. List any materials and supplies, training materials, postage, etc. related specifically to the program. List any other program-related expenses that do not fit into the above categories such as travel, conference attendance, and food. Each lead agency of a partnership may charge a maximum of 3% of the total funding request to Indirect/Administrative Costs.

**10. UWNNS Engagement:**

Describe ways in which UWNNS can be involved in the program. What opportunities are there for volunteer engagement? What opportunities are there for UWNNS donors to visit the programs? Describe how UWNNS will be recognized as a funding partner.

**11. Required Attachments:**

- Organizational Mission, Vision, and Values (not to exceed one page)
- Annual Report of the applicant organization(s) or comparable document
- Financial Documents
  - Detailed operating budget for current and prior fiscal year
  - If annual gross revenue:
    - exceeds \$500,000 -- attach current year-end audit report
    - is between \$200,000 and \$499,999 -- attach current year-end financial review
    - is less than \$199,999 -- attach complete year-end financial statement.  
This must include a Profit & Loss Statement and Balance Sheet.
  - Current IRS Form 990 (if applicant files a 990EZ or 990PF, pages 1 and 2 of the standard Form 990 must be included)
- 2022 – 2025 Budget Form
- Partnership Memorandum of Understanding (MOU), if applicable