Request for Applications

Community Impact Area: Special Needs

Fiscal Year 2020-2021
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Timeline

3/5/20 Announcement and release of Community Impact funding for Fiscal Year 2020-2021 Special Needs Request for Applications (RFA).

3/12/20 & 3/16/20 Applicant Orientation sessions (choose one):

- Thursday, March 12, 2020 from 9:00 - 11:30 a.m.
  Palm Beach State College, Lake Worth
  Register at http://www.unitedwaypbc.org/events

- Monday, March 16, 2020 from 9:00 - 11:30 a.m.
  United Way of Palm Beach County, West Palm Beach
  Register at http://www.unitedwaypbc.org/events

3/25/20 by 5:00 p.m. Deadline for applicant agencies to submit written questions regarding the Special Needs RFA. Submit all questions to Shayene Weatherspoon at shayeneweatherspoon@unitedwaypbc.org.

3/30/20 by 5:00 p.m. Responses to applicant questions are posted on United Way of Palm Beach County’s website at www.unitedwaypbc.org.

4/16/20 by 5:00 p.m. APPLICATION DEADLINE – To be considered for funding, applications must be submitted prior to 5:00 p.m. using United Way of Palm Beach County’s grant website (CyberGrants), accessed at www.unitedwaypbc.org.

In accordance with United Way of Palm Beach County’s Policy on the Submission of Late or Incomplete Grant Applications, late applications and applications missing required information or documents will not be accepted.

04/24/20 - 8/20/20 United Way volunteers review applications and make determinations regarding funding.

8/20/20 - 8/24/20 United Way notifies applicants regarding the status of their applications (award or decline).

8/25/20 – 9/25/20 Contracts are negotiated and finalized.

10/1/20 Fiscal Year 2020-2021 funding begins.
Overview

United Way of Palm Beach County (UWPBC) seeks applicants proposing to implement the Community Impact funding strategies in the area of Special Needs as described in this Request for Applications (RFA). Funding for Special Needs programs is subject to availability and approval by United Way of Palm Beach County’s Board of Directors. Nonprofit 501(c)(3) agencies that are currently providing, or could successfully implement, quality services or programs in alignment with one or more of the strategies noted in the RFA are encouraged to apply for UWPBC funding.

Programs that are focused on supporting low-income populations in geographic locations with a pressing need, that provide services within a best practices framework, that are collaborative and integrated into the fabric of other community efforts, and that are innovative, will be at an advantage in seeking UWPBC funding. Funds will be provided to support programs for one year. Funding may be renewed for up to two additional years contingent upon program performance and the availability of contributions and other funding provided to UWPBC.

Background

United Way of Palm Beach County

For over 90 years, United Way of Palm Beach County has been supporting local human service programs that achieve measurable results. Following the devastating hurricane of 1928, community leaders recognized the need for a unified effort to respond to human needs. As a result, in 1929, several federated organizations were formed in Palm Beach County. Since that time, the original organizations have undergone many changes in title and structure. At one time, four separate United Way organizations existed in Palm Beach County. After several mergers, UWPBC was formed in 1992 to serve all of Palm Beach County.

The mission of UWPBC is to ensure that everyone in Palm Beach County has access to the basics: a quality education, a place to live, financial stability, good medical care, and enough to eat. In accordance with our mission, UWPBC consistently strives to create powerful community impact.

UWPBC’s local community impact work focuses on supporting human services programs that are run by local nonprofits and that directly benefit the Palm Beach County residents who are most in need. This work also involves participating in local collaboratives and initiatives. UWPBC recognizes that it can only achieve its goals in partnership with others. In all the work UWPBC does, the organization remains committed to achieving meaningful and lasting results.
Focus Area
This RFA is designed to align with UWPBC’s Community Impact work in the Area of Special Needs.

To inform this RFA and its associated goals, strategies, success indicators, and best practices, UWPBC conducted an in-depth community scan in 2019 consisting of the following:

- A review of existing needs assessments, best-practice and emerging research, and data that helped identify gaps and needs in the community.
- Stakeholder interviews to identify needs and gaps in services for this population.
- A community assessment to identify existing agencies providing services to children with special needs in Palm Beach County.
- An assessment of funders other than United Way that invested in various strategies related to special needs.

Priority Goals, Strategies, and Success Indicators
Based on the community scan and the challenges and needs identified, UWPBC seeks to invest in programs that achieve the goal of improving the quality of life for children with special needs and their caregivers.

In order to effectively measure progress on this goal, UWPBC will implement common success indicators for programs funded in the area of Special Needs beginning in Fiscal Year 2020-2021. Common success indicators will enable not only better assessment of positive effects for program participants, but also, through aggregation of results by strategy, better communication of the overall impact across all United Way funded programs.

The strategies and common success indicators chosen to achieve the goal can be found on the following pages. Applicants must select one strategy that best aligns with the program for which they are seeking funding. Programs must report their outcomes using all required success indicators for their chosen strategy. Please note the instructions specifying how success indicators should be calculated. Programs can include a success indicator of their own choosing if desired; however, no more than three total indicators can be listed on the Evaluation Plan/Logic Model.
Goal: Improve the quality of life for children with special needs and their caregivers.

Strategy 1: Out-of-School Time

Programs funded under this strategy will provide social and recreational activities that bolster social-emotional development. Out-of-school programs can be school or community based.

Why This Strategy is Important

The school district is charged with providing customized services, supports, and inclusive practices for children with disabilities during school hours; however, non-academic, out-of-school activities help foster development and allow children with special needs to feel a sense of belonging (American Academy of Pediatrics, Promoting the Participation of Children with Disabilities in Sports, Recreation, and Physical Activities, 2008). Research indicates that children with disabilities have fewer social connections and lower participation in out-of-school activities than their peers without disabilities (Wiley, K. & Eichner, N., Inclusive Out-of-School Time, 2016). In 2019, caregivers calling 211’s Special Needs Helpline in Palm Beach County identified quality social and recreational programs for children with disabilities as a key need. Children with disabilities who participate in meaningful activities outside of the regular school day are given unique opportunities to form friendships, express creativity, develop independence, learn new coping skills, and find meaning and purpose in their lives (American Academy of Pediatrics, Promoting the Participation of Children with Disabilities in Sports, Recreation, and Physical Activities, 2008). By participating in these activities, children are exposed to the tenets of social emotional learning: they learn to understand and manage their emotions, they develop social awareness, they learn how to form and maintain relationships, and they learn to make responsible decisions (Collaborative for Academic, Social, and Emotional Learning, 2019). Best practice research suggests out-of-school programs that incorporate inclusive practices (i.e., those that allow children with disabilities to work, play, and learn alongside their peers with differing abilities) allow children of all ability levels to learn to work well together, model appropriate peer behavior, and break down their assumptions and stereotypes about each other (Wiley, K. & Eichner, N., Inclusive Out-of-School Time, 2016). Out-of-school activities that promote inclusion and social-emotional learning have been shown to increase academic achievement, decrease conduct problems and emotional distress, increase emotional well-being, improve attitudes about self and others, and increase overall life satisfaction (Durlak, J., et al., The Impact of Enhancing Students’ Social and Emotional Learning, 2011). The life-enriching activities provided in out-of-school programs offer unique opportunities for children with disabilities to actively engage with others, embrace a “can-do” attitude, and enjoy being part of the world around them.
Target Population
Children school age up to age 18 with intellectual and developmental disabilities.

Best Practices
- Implement strategies designed to enhance the core competencies of social-emotional development: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; visit the Collaborative for Academic Social and Emotional Learning [https://casel.org/](https://casel.org/)


- Programs should adhere to Palm Beach County’s Quality Standards for Afterschool; view Prime Time Palm Beach County’s standards at [https://www.primetimepbc.org/the-ost-program/quality-standards-for-afterschool/](https://www.primetimepbc.org/the-ost-program/quality-standards-for-afterschool/)

- Programs that do not operate in a school, municipality, or other government building must be or become licensed by Palm Beach County’s Department of Health; visit [http://palmbeach.floridahealth.gov/programs-and-services/environmental-health/child-care-licensing/index.html](http://palmbeach.floridahealth.gov/programs-and-services/environmental-health/child-care-licensing/index.html) for more information

Required Success Indicators
A. Percent of children who develop social-emotional skills
B. Percent of children who develop an enhanced sense of safety and belonging

Why These Indicators are Important
Indicator A
Out-of-school programs that provide structured social and recreational activities enhance each child’s psychological well-being and sense of belonging by providing a safe space for informal peer support and shared experiences. Children with intellectual and developmental disabilities often have complications and/or maladaptive behaviors that create deficits in their social-emotional development and interfere with their daily lives (Lichtenstein, D., How to Bring SEL to Students with Disabilities, 2016).
When children with disabilities are engaged in out-of-school activities, social-emotional deficits and other maladaptive behaviors are minimized, and huge improvements in core social-emotional competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) are gained. Out-of-school programs that provide meaningful activities for children with disabilities help strengthen each child’s social-emotional competencies, thus improving their quality of life. As such, the efficacy of these out-of-school programs is best evaluated through monitoring whether participants develop social-emotional skills.

Indicator B

Palm Beach County maintains quality assessment standards that ensure out-of-school programs support the health, safety, and well-being of the children participating. In accordance with national best and promising practices, the Palm Beach County Quality Standards for Afterschool administered by Prime Time Palm Beach County ensure all out-of-school programs uphold the safety of program participants, provide supportive staff members who encourage participants to work together, promote a welcoming environment that fosters psychological and emotional safety, provide engaging enrichment activities, and encourage family involvement. Informed by this research, program success is best evaluated by determining if the out-of-school program is improving each participant’s quality of life by providing a safe, welcoming environment. Programs serving this population should uphold these standards.

Data Sources and Collection Methods

Indicator A

The development of assessment tools to measure social-emotional development and soft-skills attainment for children with intellectual and developmental disabilities is an emerging field. Though no specific measurement tool is required for this indicator, improvements in social-emotional learning should be measured using quantitative pre- and post-test survey methods. Surveys should be strength-based and can be completed by the child participating in the program, out-of-school time program staff, and/or caregivers. A survey pre-test should be administered at the beginning of the fiscal year or when a child enrolls in the program, a benchmark survey should be administered at mid-year, and a post-test should be administered at the end of the fiscal year. See Appendix D for a list of the core competencies to be measured and their definitions.
Indicator B

The quality of program services provided should be evaluated by the child participating in the program and/or caregivers by using the survey in Appendix E. Children and/or caregivers must be asked if they Strongly Agree, Agree, Disagree, Strongly Disagree, or are Neutral regarding five statements. Results from surveys offer critical insights into program strengths and areas for improvement. A benchmark survey should be administered at mid-year, and a post-test should be administered at the end of the fiscal year. See Appendix E.

How to Calculate

Indicator A
1. To calculate the denominator, total the number of children served continuously for at least six weeks during the reporting period.
   • The mid-year report includes the total number of children served continuously for at least six weeks during the first six months of the fiscal year.
   • The year-end report includes the total number of unduplicated children served continuously for at least six weeks during the entire fiscal year.
2. To calculate the numerator, total the number of children who showed improvement on at least one of the core competencies of social-emotional development (see Appendix D).
3. To calculate the percentage, divide the numerator by the denominator and multiply by 100.

Indicator B
1. To calculate the denominator, total the number of children served continuously for at least six weeks during the reporting period
   • The mid-year report includes the total number of children served continuously for at least six weeks during the first six months of the fiscal year.
   • The year-end report includes the total number of unduplicated children served continuously for at least six weeks during the entire fiscal year.
2. To calculate the numerator, total the number of survey respondents who indicated they Agree or Strongly Agree with all five survey questions (see Appendix E).
3. To calculate the percentage, divide the numerator by the denominator and multiply by 100.
Goal: Improve the quality of life for children with special needs and their caregivers.

Strategy 2: Respite

Programs funded under this strategy will provide in-home, partial day, facility based, and/or long-term respite services to the target population. The Expert Panel on Respite Research defines respite as “planned or emergency services that provide a caregiver of a child or adult with a special need some time away from caregiver responsibilities…and which result in some measurable improvement in the well-being of the caregiver, care receiver, and/or family system.”

Why This Strategy is Important

According to the U.S. Department of Health and Human Services, 23% of U.S. households with children have at least one child with special needs. Though numerous caregivers find their experience rewarding, many also experience physical problems and psychological distress due to the demands and responsibilities of daily caregiving (American Psychological Association, 2012; U.S Department of Health and Human Services, 2013; The Arc, 2011). Children with special needs are directly impacted by their caregivers’ stress level – if high levels of stress cause a decline in the caregiver’s physical or mental health, the child they are caring for is at increased risk of hospitalization, institutionalization, or abuse and neglect (Elliot and Pezent, 2008; National Alliance for Caregiving, 2012; Spillman and Long, 2007).

Evidence-based research proves that respite helps reduce stress levels among family caregivers (ARCH National Respite Network, A Research Agenda for Respite Care, 2015). According to the National Alliance for Caregiving and AARP (2009), respite has been identified as one of the most important national policies related to service delivery for people with special needs. Programs that offer respite services impact the health and well-being of caregivers and care receivers, strengthen family relationships, and stabilize families (ARCH National Respite Network, A Research Agenda for Respite Care, 2015).

Target Population

Children birth up to age 18 with intellectual and developmental disabilities.

Best Practices

- Respite programs should adhere to the ARCH National Respite Guidelines (Visit https://archrespite.org/productspublications to view the National Respite Guidelines manual):
  1. Caregivers are actively involved in the service delivery process
  2. Service providers are culturally competent and respect family diversity
  3. A range of service options are available (i.e., in-home, facility based, etc.)
4. Services are delivered by well-trained, qualified providers
5. Programs deliver high quality services as evidenced by the following: services are family friendly and easy to access, confidentiality is respected at all times, the setting is clean and safe, universal precautions are taken, and staff are well equipped to handle emergency situations
6. Services are family directed and individualized for the care recipient
7. Programs have clear policies and procedures and a plan for risk management overseen by a governing board or advisory committee
8. Programs adhere to state licensing requirements
9. Agency collaborates with other service providers in the community to identify existing options for families and address gaps in services
10. Program evaluation is an ongoing process

• Respite is most effective when combined with additional support services to reduce caregiver stress (i.e., case management, advocacy, education and training, emotional support, etc.); see Outcome Evaluation of the National Family Caregiver Support Program


**Required Activities** (Report these outputs in the Activities column of the Evaluation Plan/Logic Model)

A. Indicate the total number of hours of respite care provided
B. Indicate the total number of staff trained to provide quality respite services

**Required Success Indicator**

A. Percent of caregivers whose overall quality of life improves

**Why This Indicator is Important**

**Indicator A**

Expanding upon the definition of respite provided by the Expert Panel on Respite Research, the Lifespan Respite Care Act defines respite as “planned or emergency care provided to a child or adult with a special need in order to provide temporary relief to the family caregiver of that child or adult.” While the care is for the individual with the special need, *the intended relief is meant for the caregiver*. Respite services are designed to help family caregivers reduce the stress caused by the demands of daily caregiving. As such, caregiver well-being and quality of life measured by a reduction in caregiver stress should be used to evaluate any program that provides respite services.
Data Sources and Collection Methods

Indicator A

Improvements in caregiver quality of life should be measured using pre- and post-test survey methods. Surveys should be strength-based and rely on self-report from the primary caregiver(s). A survey pre-test should be administered at the beginning of the fiscal year or when a child enrolls in the program, a benchmark survey should be administered at mid-year, and a post-test should be administered at the end of the fiscal year.

The Caregiver Self-Assessment Questionnaire is the tool required by UWPBC to monitor changes in caregiver quality of life. This is a nationally recognized questionnaire originally developed and tested by the American Medical Association. The tool consists of 18 questions and includes a scoring mechanism to determine if the caregiver is experiencing a high degree of stress. An optional worksheet is provided that allows the caregiver to commit to specific self-care techniques. The questionnaire is available in both English and Spanish. See Appendix F.

Agencies who offer a continuum of supportive services may desire a more comprehensive tool to obtain information on caregiver quality of life. The ARCH Evaluation for Planned Respite is a tool that can be used to monitor changes in caregiver stress levels. This nationally recognized tool asks participants to rate a series of questions regarding their wellbeing. The survey consists of 16 total questions; however, questions 12-16 are optional. The first page of the form contains demographic information that can be filled out at the agency’s discretion. While this survey is not required for UWPBC reporting purposes, it is referenced as an additional resource for agencies providing respite services. The ARCH Evaluation for Planned Respite survey can be accessed at:


How to Calculate

Indicator A

1. To calculate the denominator, total the number of households served during the reporting period.
   Note: Only one survey should be completed per household.
   • The mid-year report includes the total number of households served during the first six months of the fiscal year.
   • The year-end report includes the total number of unduplicated households served during the entire fiscal year.
2. To calculate the numerator, total the number of caregivers whose overall quality of life improved.
   • The “To Interpret the Score” section on the second page of the Caregiver Self-Assessment Questionnaire should be used to determine if each caregiver’s overall quality of life has improved (see Appendix F).
   • Caregivers’ whose survey results indicate they are experiencing a high degree of distress should not be calculated in the numerator.
3. To calculate the percentage, divide the numerator by the denominator and multiply by 100.
General Application Information

Terms of Agreement

UWPBC seeks to invest a portion of its unrestricted contributions in 501(c)(3) nonprofit agencies that serve low-income Palm Beach County residents with program-based services that align with the strategies identified in this RFA for the area of Special Needs.

Agencies selected to receive funding through this RFA process will be required to:

• Sign an agreement with UWPBC, with the application serving as a component of the agreement.
• Sign and abide by UWPBC’s Standards of Accountability (Appendix A).
• Sign and abide by UWPBC’s Certificate of Compliance (Appendix B).
• Obtain or maintain Accreditation through Nonprofits First. Agencies are responsible for paying the annual fee for accreditation directly to Nonprofits First and may include all or a portion of this expense in their program budget. If already accredited, funded agencies must maintain accreditation throughout the period of this agreement. If not accredited, accreditation must be achieved within 18 months of receiving UWPBC funding. Renewed funding will be considered only if accreditation is maintained or, for agencies not currently accredited, achieved within the specified timeframe.
• Attain and maintain compliance standards as defined by UWPBC, including standards that assure UWPBC of the funded agencies’ sound business practices in the areas of governance, administration, board governance, human resources, and financial management. UWPBC reserves the right to modify its current compliance standards and/or add to more restrictive compliance standards, without advance notice as it deems necessary and in its discretion.
• Facilitate an annual UWPBC workplace fundraising campaign.
• Identify themselves as UWPBC funded agencies by displaying the current UWPBC trademarked logo within their facilities and on all communications materials pertaining to UWPBC-funded programs.

UWPBC will commit funds in support of selected programs for one year, with the possibility of renewal funding for up to two additional years, based on:

• The continued demonstrable need for program services;
• Satisfactory performance of the program to be measured as mutually agreed upon in each separate agreement between the agency and UWPBC; and
• The availability of sufficient contributions to UWPBC.
Application Submission and Review Process

Applications must be submitted using United Way’s grant website (CyberGrants), accessed at www.unitedwaypbc.org. Detailed contact, organization, and organization financial information is required as part of the application process.

The following elements must also be detailed within the application. Instructions for each section are embedded within the application.

- Need for Program
- Target Population
- Program Approach and Design
- Scope of Work
- Evaluation Approach
- Program Sustainability
- Program Innovation
- Anticipated Challenges
- Evidence of Effectiveness
- Program Partners
- Organization and Partner Capacity to Provide the Services
- Key Staff Capacity
- Evaluation Plan/Logic Model
- Program Services Flow Chart
- Program Budget

Applicants are strongly encouraged to attend one of the following Applicant Orientation sessions:

- Thursday, March 12, 2020, from 9:00-11:30 a.m. at Palm Beach State College, Lake Worth. Register at http://www.unitedwaypbc.org/events.
- Monday, March 16, 2020, from 9:00-11:30 a.m. at United Way of Palm Beach County, West Palm Beach. Register at http://www.unitedwaypbc.org/events.

The deadline to submit applications is Thursday, April 16th, 2020 prior to 5:00 p.m.

In accordance with UWPBC’s Policy on the Submission of Late or Incomplete Grant Applications, late applications and applications missing required information or documents will not be accepted.
Applications will be reviewed by volunteers comprised of UWPBC Community Impact Committee members and other community members. Application Review Criteria can be found in Appendix C. Applicants may be contacted regarding their applications during the review process should the reviewers have any questions. Based on the review of the applications, the volunteers will develop funding recommendations. These recommendations are scheduled to be presented to UWPBC’s Board of Directors on August 20, 2020, at which time the Board will make its final determination regarding funding. Applicants will be notified of the determination by August 24, 2020. All funding decisions are final, and appeals will not be accepted.

Throughout the application and review process, applicant agencies are asked to refrain from lobbying or discussing in any way their applications with UWPBC’s Board of Directors, staff, or involved volunteers. Such discussions may disqualify an agency’s application(s) from further consideration.

**Inquiries about the RFA and Application**

Phone calls to UWPBC staff concerning the RFA and the application process are not allowed. Questions about the RFA and application content may be asked during one of the scheduled Applicant Orientation sessions listed on page 3 of this RFA; otherwise, these types of questions should be submitted in writing via email to Shayene Weatherspoon, Director of Community Impact, at shayeneweatherspoon@unitedwaypbc.org. Questions submitted after 5:00 p.m. on March 25, 2020 will not be answered. Responses to submitted questions that communicate significant new information or significant changes to information provided earlier, or that communicate material changes in schedules mentioned herein, are scheduled to be posted on UWPBC’s website at www.unitedwaypbc.org by 5:00 p.m. on March 30, 2020. **Applicants are required to review these responses and revise their applications as necessary to ensure all applications submitted to UWPBC comply with any new or changed information, requirements, or schedules described in these responses.**

Please keep in mind that UWPBC will only consider applications that have been submitted using United Way’s grant website (CyberGrants) by the application deadline and that include all required information and documents. **Applicants are strongly encouraged to complete their applications early to avoid missing the deadline because of delays in obtaining required attachments, getting answers to technical questions, etc.**
**Application Technical Support**

CyberGrants Helpdesk support is available for technical questions related to the application. To access CyberGrants Helpdesk support, click the “Need Support?” link located at the bottom of each page of the application. CyberGrants Helpdesk support is typically available Monday through Friday from 9:00 a.m. - 5:00 p.m. Most technical questions submitted to the Helpdesk will receive a response from CyberGrants within one business day.

**Post-Award Requirements and Disbursement of Funds**

UWPBC requires quarterly reporting (programmatic and financial) from all programs funded under the Special Needs Impact Area. The disbursement of funds typically occurs on a quarterly basis in accordance with the funding agreement between UWPBC and the agency.
Appendix A

United Way of Palm Beach County

Standards of Accountability

United Way of Palm Beach County’s Standards of Accountability (the “Standards of Accountability”) listed below define the minimum standards to assure appropriate accountability of organizations receiving funding from United Way. The organization must be compliant with each of the below Standards of Accountability throughout the period of this agreement.

Standard 1: The organization is tax-exempt under IRS Section 501(c)(3) and is incorporated as a nonprofit organization in the State of Florida.

Standard 2: The organization agrees to understand and comply with all applicable federal, state, and local laws, including laws governing agency operations and employment practices.

Standard 3: Unless the organization is permitted to obtain and maintain its Accreditation at the level of Core Infrastructure pursuant to the terms of Section B(18) of the contract, the organization must have an annual financial statement audit completed within six months of the end of its fiscal year by an independent certified public accountant in accordance with generally accepted accounting principles. In addition, regardless of whether Impact Partner is required to obtain an annual financial statement hereunder, the organization must timely file IRS Form 990, 990-EZ, or 990-N with the Internal Revenue Service. The organization must provide Nonprofits First, Inc. with an electronic copy of its annual financial statement audit, as well as its management letter, if any, no later than six months after the completion of the fiscal year audited (if applicable). Also, the organization must provide Nonprofits First, Inc. with an electronic copy of the filed IRS Form 990, 990-EZ, or 990-N within nine months of the fiscal year end. Both the audit and IRS Form 990 must provide evidence that the organization is fiscally sound.

Standard 4: The organization will provide equal access to services to all who qualify without discriminating based on race, religion, national origin, disability, gender, veteran status, sexual orientation, or age. This standard does not prohibit the organization from offering specific programs designed to meet the special needs of target populations based on age, gender, race, health, or disability.

Standard 5: The organization will not discriminate on the basis of race, religion, national origin, disability, gender, veteran status, sexual orientation, or age in any manner, including, without limitation in its hiring practices, promotion of personnel, admittance of members, election to the board of directors, or selection of volunteers or vendors. This standard does not prohibit any organization from limiting membership to the organization and/or its board of directors to the specific demographics that the organization serves, so long as such restrictions are consistent with the nature of the organization, are established and maintained in good faith, and, in United Way’s opinion, do not pose any risk to United Way as a result of United Way’s association with the organization.

Standard 6: The organization has by-laws that determine: minimum and maximum number of board members; tenure of board members, officers, and committees; quorum requirements; and that members of its board of directors serve without compensation.
Standard 7: The organization is governed by a board of directors that: meets with a quorum at least four times per year; annually reviews the organization’s mission statement; annually reviews the organization’s by-laws; approves the annual budget; reviews financial statements at least quarterly. The organization will provide training to board members on their roles and responsibilities.

Standard 8: The organization has board policies that state that members of the board of directors must identify all conflicts of interest and may not participate in decisions affecting themselves or organizations they represent.

Standard 9: The organization will maintain appropriate administrative records and make those records, including its annual budget, year-to-date financial statements, and program outcomes, available to United Way for review within three (3) days of United Way’s written request. These records must reflect efficient administration.

Standard 10: The organization will maintain appropriate records of operational management, including records with respect to training of staff and volunteers as to their roles and responsibilities, table of organization, staff evaluation, and staff turnover, and make those records available to United Way for review within three (3) days of United Way’s written request. These records must reflect a well-managed organization.

Standard 11: The organization will collaborate with other health and human service agencies in providing quality services to similar populations.

Standard 12: The organization shall comply with such other standards as United Way may adopt from time to time upon written notice to the organization.

The organization agrees to comply with the above Standards of Accountability and to obtain and maintain accreditation from Nonprofits First, Inc. (the “Accreditation”) at the level of at least Sound Nonprofit Management; provided, that, if (a) the organization is not required under any federal, state, or local law to obtain or file an annual financial statement reviewed or audited by an independent party and (b) the organization in fact does not obtain or file any such annual financial statements, then the Accreditation may instead be at the lower level of Core Infrastructure.

Accredited Agencies: If the organization already maintains Accreditation at the level required above, the organization will maintain such Accreditation (or greater) throughout the period of this Agreement. The organization will successfully complete the annual renewal process for such Accreditation as outlined by Nonprofits First, Inc. Renewed funding will be considered only if the organization has maintained such Accreditation and may be denied funding solely on the basis that the organization has failed to maintain such Accreditation. The organization must provide United Way with proof of its Accreditation within three (3) business days of United Way’s written request.

Non-Accredited Agencies: The organization will complete the necessary Accreditation through Nonprofits First, Inc. within 18 months of this Agreement; however, if the organization and United Way have previously entered into any similar agreements for a prior fiscal year, then this deadline shall instead be the end of the 18th month following that first of such agreements. Renewed funding will be considered only if the organization is making sufficient progress toward achieving such Accreditation and may be denied solely on the basis that the organization has failed to do so. Whether the organization is making sufficient progress will be determined solely by United Way in its sole discretion based, among other things, on whether the organization is adhering to the requirements, milestones and deadlines within the Agency Accreditation Agreement between the organization and Nonprofits First, Inc.
Appendix B

Certificate of Compliance

Agency______________________________

Executive Director (please print) ________________________________

Board Chairperson (please print) ________________________________

Date ________________________________

As part of this Request for Application (RFA) process, United Way of Palm Beach County requires you to certify on behalf of the agency that the following statements are true. Each statement requires the original signatures of the Executive Director and Board Chairperson. If a statement is not true, do not sign for that statement.

By your execution below, you do hereby certify that:

(I.) The agency is (i) incorporated as a non-profit organization in the State of Florida and (ii) tax-exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and has filed on a timely basis its Form 990 and all other reports required to maintain such status.

________________________________
Executive Director

________________________________
Board Chairperson

(II.) The agency’s Florida Department of Agriculture Charitable Contributions letter is current.

________________________________
Executive Director

________________________________
Board Chairperson

(III.) There are no tax liens against the agency. The agency owes no delinquent federal or state payroll taxes or past due payments to other governmental agencies.

________________________________
Executive Director

________________________________
Board Chairperson
(IV.) There was no adverse action against the agency by regulatory, licensing, or oversight agencies to date in 2019-2020.

____________________________  __________________________
Executive Director          Board Chairperson

(V.) All licenses necessary to provide the agency’s programs and services are in full force and effect.

____________________________  __________________________
Executive Director          Board Chairperson

(VI.) Any court or other governmental authority made no finding of discrimination against the agency in 2019-2020.

____________________________  __________________________
Executive Director          Board Chairperson

(VII.) The agency adheres to United Way of Palm Beach County Standards of Accountability (Appendix A).

____________________________  __________________________
Executive Director          Board Chairperson
Appendix C

Application Review Criteria

The following criteria are used during the review of applications submitted to United Way of Palm Beach County (UWPBC).

Need for Program (10 Points)

- The application describes how the program aligns with the outcomes in UWPBC’s Request for Applications (RFA).
- The need being addressed by the program is described using local data.
- The application describes why it is timely and/or urgent to address the identified need.

Program Approach and Design (25 Points)

- The application describes the program's targeted population, geographic service area, and activities.
- The program uses an innovative approach to address the identified need.
- The program’s overall design and activities are reasonable and are likely to achieve the program’s stated outcomes.
- The program’s overall design and activities reflect one or more strategies identified in the RFA.
- The program’s overall design and activities reflect best practices, including those identified in the RFA.
- The program’s overall design and activities integrate with relevant existing services.
- The program’s activities are well designed and logical given the identified need and target population.
- The program’s implementation timeline, if applicable, is realistic.

Evaluation (15 Points)

- The evaluation model clearly identifies Projected Program Activities related to the Strategy (identified in the RFA) the program will implement.
- The evaluation model includes the Required Success Indicator(s) and Required Activities related to the Strategy (identified in the RFA) the program will implement.
- Projected Activities, Measurable Outcome/Indicator Timeline and Data Source columns reflect the specified calculation method for Required Indicators (see “How to Calculate” sections in the RFA).
- Projected Measurable Outcomes/Indicators (other than Required Success Indicators) are realistic and appropriate, capturing changes or benefits for clients served.
Budget and Budget Narrative (20 Points)

- The total program budget is adequate to successfully implement/operate the program and address the identified problem, need or issue.
- The total program costs are reasonable, given the scale and scope of the program.
- The budget and budget narrative clearly describe how UWPBC funds and other funds necessary to provide the program will be applied to the various program budget line items.
- The budget narrative is sufficiently detailed to provide programmatic justification for each line item in the total program budget.
- The applicant has sought additional funders (pending and/or confirmed) and has secured sufficient funding to adequately implement/operate the program as described. Confirmation of secured funding is provided.

Organizational Capacity (20 Points)

- The applicant’s financial information (audited financials, 990, annual organization operating budget) indicates that it will be a good steward of UWPBC funds.
- The organization indicates a strong commitment to the program.
- The qualifications of the organization as a whole and key program staff suggest that the program will be implemented and/or managed successfully.
- The organization has developed relationships with other organizations doing similar or closely related work to address the identified need. Letters of support from key partners, stakeholders or other organizations are provided.
- The organization has experience in the implementation/operation of programs of similar size and scope in serving the target population and in achieving identified program outcomes.

Sustainability (10 Points)

- The proposed strategy to continue funding of the program when UWPBC funding ends is reasonable and realistic.

Total Possible Points = 100
Appendix D

Core Competencies of Social-Emotional Development

According to the Collaborative for Academic Social and Emotional Learning (CASEL), social and emotional learning is defined as the process through which we understand and manage our emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL has identified five core competencies of social-emotional development. These competencies are interrelated and impact all aspects of our lives. The success of funded programs will be evaluated by determining if children served show improvement in at least one of the following core competencies:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>The ability to accurately recognize our emotions and thoughts and understand how our emotions and thoughts influence our behavior. Self-awareness includes understanding our strengths and weaknesses and having a balanced sense of confidence and optimism.</td>
</tr>
<tr>
<td>Self-Management</td>
<td>The ability to regulate our emotions, thoughts, and behaviors effectively in different situations. Self-management includes managing stress, impulse control, self-discipline, self-motivation, organizational skills, and working towards achieving a goal.</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>The ability to empathize with others from diverse backgrounds and cultures, understand social and ethical norms for behavior, and show respect for others.</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>The ability to establish and maintain healthy and rewarding relationships with diverse groups and individuals. Relationship skills include communication, active listening, cooperating, social engagement, teamwork, and seeking and offering help when needed.</td>
</tr>
<tr>
<td>Responsible Decision-Making</td>
<td>The ability to make constructive and respectful choices about personal behavior and social interactions. Responsible decision-making includes identifying and solving problems, considering consequences, evaluating safety concerns and social norms, reflecting, and taking ethical responsibility for the well-being of self and others.</td>
</tr>
</tbody>
</table>

More details can be found on CASEL’s website: [https://casel.org/what-is-sel/](https://casel.org/what-is-sel/)
Appendix E

Quality Assessment Survey

This survey is designed to ensure the out-of-school program you or your child attends maintains quality assessment standards that support your/your child’s health, safety, and well-being. The out-of-school program should uphold the safety of program participants, provide supportive staff members, promote a welcoming environment, provide engaging enrichment activities, and encourage family involvement.

Please indicate if you Strongly Agree, Agree, Disagree, Strongly Disagree, or are Neutral regarding the following statements:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. This program met my/my child’s needs by providing a safe environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. This program met my/my child’s needs by employing staff members who care about my/my child’s well-being.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. This program met my/my child’s needs by fostering a positive environment and promoting teamwork.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. This program met my/my child’s needs by providing meaningful enrichment activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. This program met my/my child’s needs by maintaining communication with my caregiver/me and allowing my caregiver/me to be involved as much as possible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Caregiver Self-Assessment Questionnaire

How are YOU?

Caregivers are often so concerned with caring for the relative’s needs that they lose sight of their own well-being. Please take just a moment to answer the following questions. Once you have answered the questions, turn the page to do a self-evaluation.

During the past week or so, I have ...

1. Had trouble keeping my mind on what I was doing… □ Yes □ No
2. Felt that I couldn’t leave my relative alone ……… □ Yes □ No
3. Had difficulty making decisions ………………… □ Yes □ No
4. Felt completely overwhelmed ………………….. □ Yes □ No
5. Felt useful and needed ……………………….. □ Yes □ No
6. Felt lonely …………………………………… □ Yes □ No
7. Been upset that my relative has changed so much from his/her former self ……… □ Yes □ No
8. Felt a loss of privacy and/or personal time …………… □ Yes □ No
9. Been edgy or irritable ……………………. □ Yes □ No
10. Had sleep disturbed because of caring for my relative…… □ Yes □ No
11. Had a crying spell(s) ………………… □ Yes □ No
12. Felt strained between work and family responsibilities… □ Yes □ No
13. Had back pain ………………… □ Yes □ No
14. Felt ill (headaches, stomach problems or common cold) …… □ Yes □ No
15. Been satisfied with the support my family has given me ………………… □ Yes □ No
16. Found my relative’s living situation to be inconvenient or a barrier to care ……… □ Yes □ No
17. On a scale of 1 to 10, with 1 being “not stressful” to 10 being “extremely stressful,” please rate your current level of stress. __________
18. On a scale of 1 to 10, with 1 being “very healthy” to 10 being “very ill,” please rate your current health compared to what it was this time last year. __________

Comments:
(Please feel free to comment or provide feedback.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

AGS Geriatrics Healthcare Professionals
Leading Change. Improving Care for Older Adults.

Healthinaging.org
Trusted Information. Better Care.
Self-Evaluation
To determine the score:
1. Reverse score questions 5 and 15.
   For example, a “No” response should be counted as a “Yes” and a “Yes” response should be counted as a “No.”
2. Total the number of “yes” responses.

To interpret the score
Chances are that you are experiencing a high degree of distress if any of the below is true:
• If you answered “Yes” to either or both questions 4 and 11
• If your total “Yes” scores = 10 or more
• If your score on question 17 is 6 or higher
• If your score on question 18 is 6 or higher

Next Steps
• Consider seeing a doctor for a check-up for yourself
• Consider having some relief from caregiving
  (Discuss with your healthcare provider or a social worker the resources available in your community.)
• Consider joining a support group

Valuable resources for caregivers
HealthinAging.org
(800) 563-4916 | www.healthinaging.org

Caregiver Action Network
(202) 454-3970 | www.caregiveraction.org

Eldercare Locator
(a national directory of community services)
(800) 677-1116 | www.eldercare.gov

Family Caregiver Alliance
(800) 445-8106 | www.caregiver.org

Medicare Hotline
(800) 633-4227 | www.medicare.gov

National Alliance for Caregiving
(301) 718-8444 | www.caregiving.org

Local resources and contacts:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

This questionnaire was originally developed and tested by the American Medical Association.
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“HOW WILL I TAKE CARE OF MYSELF?” WORKSHEET

Instructions: Reflect on how you will take care of yourself in order to “bring your best self” to each respite visit. Answer the following questions.

What do I like to do to relax?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

How will I take care of myself?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

I will commit to doing the following in order to relax/take care of myself (include when and how often)

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Jot down the date that you will re-visit this worksheet and reflect on how you are doing.

__________________________________________________________________________________