

**Corporation for National and Community Service
2011 Social Innovation Fund
United Way for Southeastern Michigan**

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**2011 Social Innovation Fund
United Way for Southeastern Michigan
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PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 04/12/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11SI127084	4. DATE RECEIVED BY FEDERAL AGENCY: 04/12/11	FEDERAL IDENTIFIER: 11SIHMI001														
5. APPLICATION INFORMATION																
LEGAL NAME: United Way for Southeastern Michigan DUNS NUMBER: 072787393	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Keegan Mahoney TELEPHONE NUMBER: (313) 226-9226 FAX NUMBER: (313) 226-9211 INTERNET E-MAIL ADDRESS: Keegan.Mahoney@LiveUnitedSEM.org															
ADDRESS (give street address, city, state, zip code and county): 660 Woodward, Suite 300 Detroit MI 48226 - 1802 County: Wayne																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 203099071	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.019 10b. TITLE: Social Innovation Fund	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Greater Detroit Early Childhood Innovation Fund															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Detroit, MI; Wayne, Oakland, and Macomb Counties	11.b. CNCS PROGRAM INITIATIVE (IF ANY): SIF - Geographic Youth															
13. PROPOSED PROJECT: START DATE: 10/01/11 END DATE: 09/30/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MI 013"/> b.Program <input type="text" value="MI 013"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 4,000,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 4,000,000.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 8,000,000.00</td> </tr> </table>	a. FEDERAL	\$ 4,000,000.00	b. APPLICANT	\$ 4,000,000.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 8,000,000.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 8,000,000.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Keegan Mahoney	b. TITLE: Director of Grants	c. TELEPHONE NUMBER: (313) 226-9226														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/12/11														

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Executive Summary

TITLE: United Way for Southeastern Michigan (UWSEM)

BASIC INFORMATION: UWSEM, lead intermediary of the Greater Detroit Early Childhood Innovation Fund (the "Fund"), is an existing grantmaking institution that makes grants to nonprofit organizations as an integral function of its mission. In 2010, UWSEM granted \$16.7 million to 100+ nonprofits and an additional \$2.76 million to nine organizations implementing an early childhood program delivery model.

The Fund is geographically-based with a focus on the Metro Detroit region of Michigan (Wayne, Oakland, and Macomb Counties) addressing the Youth Development issue area.

UWSEM will be supported by a team of contracted partners and collaborating entities including: Wayne State University (evidence and evaluation); ArdentCause (data collection, reporting, and technology); High/Scope Educational Research Foundation (evaluation and technical assistance); University of California Los Angeles (regional-level data collection); and Grassroots Solutions (technical assistance). Representatives from the Kresge Foundation, the W.K. Kellogg Foundation, and Deloitte & Touche, LLP will assist in the subgrantee selection process.

UWSEM is requesting \$2,000,000 per year for five years, for a total of \$10,000,000 in Federal funding between 10/01/2011 and 9/30/16. UWSEM will secure a one-to-one match of \$2,000,000 for year one, including commitments/cash on hand from the Kellogg Foundation, the General Motors Foundation, the Fisher Foundation, and funds from UWSEM's Annual Campaign.

PROJECT OVERVIEW:

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UWSEM's early childhood goal is that 80% of children entering kindergarten in targeted low-income communities have the social, emotional and cognitive foundation for success (currently estimated at less than 46%). Through the Fund, UWSEM will 1) facilitate the development of a portfolio of replicable, evidence-based early childhood programs and 2) build regional capacity to create a sustainable distribution system that supports the expansion and replication of programs in the portfolio.

The Fund addresses the Youth Development issue area, specifically focused on preparing young children for success in school, active citizenship, productive work, and healthy and safe lives. Outcomes for children will be measured through the Devereux Early Childhood Assessment (DECA), a valid, reliable, and nationally normed assessment of fundamental aspects of a child's development including Initiative, Self Control and Attachment.

UWSEM expects to receive 25-30 responses from nonprofits through a competitive RFP process, awarding 15-20 subgrants averaging between \$150,000 to \$200,000 annually.

Subgrants will be awarded to replicate or expand early childhood programs with preliminary, moderate, or strong levels of evidence. It is anticipated that most subgrantees will demonstrate preliminary or moderate levels of evidence. During the subgrant period, subgrantees with preliminary or moderate evidence will receive support to improve evidence base.

UWSEM has a track record of using evidence to select grantees, validate programs, and support the replication and expansion of programs. UWSEM is funding a four-year longitudinal evaluation of its current early childhood grantees to measure the extent to which the program intervention improves school readiness. UWSEM supported the replication and expansion of the program from five program sites impacting 280 children to twenty-nine program sites impacting 12,000 children.

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UWSEM will support selected nonprofits with: centralized data collection and technology support; evaluation support; capacity building technical assistance; and centralized fundraising, including assistance identifying and securing matching grant dollars.

The \$2 million in Federal funding will be matched with a minimum of \$2 million in non-Federal resources. UWSEM commits to raise or direct this match from its estimated \$7.33 million early childhood budget. Sources of commitments or cash on hand at time of application include: General Motors Foundation (\$425,000); Kellogg Foundation (\$750,000); Fisher Foundation (\$50,000).

Program Design

A. GOALS AND OBJECTIVES

VISION: Metro Detroit (Wayne, Oakland, and Macomb Counties) will possess a high-performing network of nonprofit organizations and social entrepreneurs that use high impact, evidence-based, transformative approaches to provide young children with the building blocks to succeed in a high-performing educational system and 21st century workforce (Youth Development). These skills include both cognitive and soft skills such as adaptability, achievement, motivation, self-esteem, persistence, reliability, consistency, self-control, dependability, literacy, language, math and science.

GOAL: By 2018, 80% of children in ten targeted low-income communities in Metro Detroit will enter kindergarten with the cognitive skills and character package for success, as measured by the Early Development Instrument (EDI) and other validated evaluation tools and processes.

NEED: The Metro Detroit Early Childhood Innovation Fund (the "Fund") will address the region's long-term systemic social and economic problems by investing in children at an early age, building a foundation for success in the 21st century economy. Geographically, this program will serve the Detroit

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Metropolitan area, defined as Wayne, Oakland and Macomb Counties. This tri-county area faces economic and education challenges: with a population of approximately 3.9 million residents, the region has a poverty rate of 16.7% (compared to national rate of 14.3%), with 24.1% of children under 18 living in poverty (compared to national rate of 20%) (from 2009 U.S. Census Bureau, American Community Survey). The unemployment rates in the three counties are well in excess of the national rate of 9.3%, at 16.2%, 12.9% and 15.9%, respectively (2009 U.S. Dept. of Labor, Bureau of Labor Statistics).

While economic challenges are prevalent throughout the region, the need is particularly acute in some communities, including the cities of Detroit and Pontiac. Detroit has a poverty rate of 35.9%, with 49.9% of children under 18 living in poverty. The unemployment rate in Detroit is 25%, and 17.4% of adults over the age of 18 do not have a high school diploma (compared to 15% nationally). In Pontiac, the poverty rate is 30.6%, with 45.4% of children under 18 living in poverty. 17.8% of adults in Pontiac do not have a high school diploma.

The social and economic challenges faced by Metro Detroit are inextricably linked to chronic educational challenges. The high school graduation rate in Detroit is 62.3% and in Pontiac it is 66.6%, compared with a national rate of 76% (Center for Educational Performance and Information). A 2007 Johns Hopkins University report identified thirty high schools in Metro Detroit that consistently have graduation rates less than 60%. Students in Detroit Public Schools recorded the lowest scores in the nation for 4th and 8th grade science, math and reading on the National Assessment of Educational Progress test in 2009-10. Detroit's reading scores were the lowest in the 40-year history of the test. While many organizations are working to improve school performance now, the trajectory of educational success is determined before a child enters kindergarten. The experiences that children have in their first months and years have a decisive impact on neurological development and the nature

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and extent of their adult capacities. Early childhood education must be a core component of any educational improvement or economic development strategy.

The Fund will specifically focus on nonprofit organizations serving children and families in ten target communities selected based on economic indicators, the population of children age 0-5, and the presence of existing/potential organizational capacity. These target communities include: Southwest Detroit, Brightmoor and Osborn communities (Detroit); South Warren and northern Macomb County (Macomb County); Hazel Park and Pontiac (Oakland County); Highland Park/Hamtramck, River Rouge and Inkster (Wayne County).

The combined population of young children age 0-5 in the ten target communities is approximately 40,000. Currently, there is no community-level data to assess school readiness rates; however, the U.S. Dept. of Education estimates that, nationally, 46% of children enter school without the proper social, emotional and cognitive skills to succeed.

RATIONALE: The rationale behind UWSEM's approach to early education and the Greater Detroit Early Childhood Innovation Fund is that many of the social issues that stem from high poverty rates and unemployment are addressed most efficiently by investing in programs designed to provide young children with the early skills necessary to succeed in the 21st century economy.

Tony Wagner, Harvard-based education expert and author of "The Global Achievement Gap," explains that "there are three basic skills that students need if they want to thrive in a knowledge economy: the ability to do critical thinking and problem solving; the ability to communicate effectively; and the ability to collaborate." Young children from low-income communities are often set up for academic and economic failure before they enter kindergarten. Lower income children have vocabularies that are 46%

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smaller than their middle-income peers by age 3. Only 47% of low-income children are likely to have attended a center-based early education program, compared to 66% of higher income children. This perpetuates the high school dropout rates, unemployment rates and poverty rates in these communities as described above in the "NEED" section. "To solve later skill deficits, we need to invest in closing early skill deficits," says economist and Nobel Laureate James Heckman. "Waiting to address these issues makes the remedy much more costly--or impossible. Countless studies show that increased spending on early childhood education would affect both cognition and character at its most malleable, lowering dropout and juvenile delinquency rates by building 'soft skills' such as discipline, self-esteem, motivation, collegiality and persistence."

STRATEGIC APPROACH: UWSEM's Early Childhood goal is that 80% of children entering kindergarten in targeted low-income communities have the social, emotional, and cognitive foundation for success. Early family environments are major predictors of cognitive and noncognitive abilities in children; it is critical that children are exposed to nurturing, literacy-rich and language-rich environments starting at birth. To reach and impact children age 0-5 on the scale necessary for success against this goal, the parent/caregiver relationship must be a prominent part of the solution. The population of informal, "family, friend and neighbor" caregivers is a key target population; in Michigan, 83% of early childcare subsidy dollars are spent on this type of informal care.

In the ten communities targeted by the Fund, there are nine high-capacity community-based nonprofit organizations ("Hubs") that UWSEM supports to coordinate the delivery of a base platform of services designed to reach children ages 0-5 in their geographic area. This base platform of services, called the "Early Learning Communities" ("ELC") model, includes the following five core elements: 1) a 30-module, evidence-based training curriculum developed by High/Scope Educational Research Foundation aimed at improving the knowledge and skills of parents and caregivers; 2) on-site high-

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quality childcare offered during training sessions; 3) lending libraries that give low-income parents and caregivers access to books and educational toys; 4) micro-coaching that links higher skilled caregivers with lower skilled caregivers in their community to provide 1:1 mentoring; (5) access to literacy materials, providing children with an age-appropriate book mailed to their home every month until the age of five. Universal characteristics of this platform are that all services are provided in accessible neighborhood-based locations; all services are free to the participant; staff and materials are culturally appropriate for participant demographics; and all services are welcoming, with minimal restrictions or barriers to participation. To date, this platform has served as an entry point for over 4,800 caregivers, reaching an estimated 12,000 children.

It is recognized that the delivery of the base platform alone is not enough to drive the impact that UWSEM and its Early Childhood partners are seeking. Therefore (central to the Greater Detroit Early Education Innovation Fund design), each of the nine Hubs also coordinates additional early education programs that are integrated with the base platform services, creating a portfolio of services aimed at improving early childhood outcomes for children in their geographic community. These services include innovative approaches that respond to identified gaps and opportunities within each of the local geographies. For example, Oakland Family Services, the Hub coordinator in Pontiac, implements two evidenced-based home visiting programs, Healthy Start/Healthy Families and Parents as Teachers for parents of young children. The objective of the programs is to provide more intensive parenting and child development support and education to Pontiac families. The additional services may be implemented by the Hub organization itself (as in the example just described) but this is also frequently driven by other collaborating nonprofit organizations with particular expertise and unique capacity. For example, the National Kidney Foundation delivers its Regie's Rainbow Adventure program (<http://www.kidney.org/site/306/eatrainbow.cfm?ch=306>), an evidence-based, eight-week nutrition program for children and their parents/caregivers, through the Hub in Southwest Detroit.

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A key element to the approach of using a shared base platform of services is that the Hub organizations form a singular regional network that exchanges best practices and shares resources. As these organizations develop, implement and coordinate additional innovative early childhood programs, the regional network structure supports the ability to share and replicate successful programs efficiently across the network in order to achieve scale. To date, the expansion and replication of programs across this network has been challenged by 1) limited capacity among organizations (both the Hub organizations as well as the nonprofit with which they collaborate) to demonstrate a high level of evidence of effectiveness; and 2) limited resources to expand and replicate promising programs to achieve scale, both within local geographies and across the regional network. The Fund is designed to overcome these limitations and focus resources and capacity support on promising programs to evaluate, expand and replicate them across the network and ultimately across Michigan and the nation.

SOCIAL INNOVATION FUND DESIGN: Through the Greater Detroit Early Childhood Innovation Fund, UWSEM will 1) facilitate the development of a portfolio of replicable, evidence-based early childhood programs, and 2) build capacity at both the organizational and regional network levels to create a sustainable distribution system that supports the expansion and replication of programs in the portfolio.

To identify organizations/programs with the greatest potential for generating increased impact, the Fund will include a competitive RFP process designed to encourage a large number of high-quality responses. Eligible organizations will include: 1) any of the nine nonprofit organizations currently serving as Early Learning Community Hubs in the ten target communities implementing the base platform of services and integrated evidence-based programs; 2) any community-based nonprofit organization or partnership operating evidence-based programs that improve early childhood outcomes,

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targeted to one or more of the ten target communities and integrated into the Hub distribution network;

3) Partnerships between local community-based organizations working in one or more of the ten target communities and organizations with expertise in delivering evidence-based programs in communities outside of these ten communities (elsewhere in the region, state, or nation) to bring promising or proven programs to the Hub distribution network.

Upon completion of the RFP process, the Fund will focus on supporting and monitoring the portfolio of programs to continuously improve effectiveness and evidence. Tools available to selected organizations/programs through the Fund include: 1) subgrants of \$150,000-\$200,000 to expand or replicate promising programs; 2) evaluation technical assistance to increase the strength of evidence of program effectiveness; 3) data collection technical assistance and support; 4) general technical assistance (financial management, leadership development, strategic planning, communications, etc.) to subgrantees where needed; and 5) fundraising support and assistance to secure required matching funds.

All funded organizations will collaborate toward a shared set of regional goals for early childhood outcomes. Currently, UWSEM convenes early childhood organizations through the Early Learning Communities network meetings, in which best practice sharing and collaborative problem-solving are used to improve performance. Subgrantees who are not currently involved in these meetings will be added to ensure strong integration between the Fund and the established early childhood movement.

ABILITY TO IMPLEMENT: UWSEM is strategically positioned to support the focus, goals, and approach of the Fund for three reasons:

First, UWSEM is recognized as an early childhood education leader in Metro Detroit. In addition to

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serving as the regional coordinator for the Early Learning Communities network (managing centralized fundraising, evaluation, and program design), UWSEM: is the coordinator of Michigan's Early Childhood Investment Corporation (ECIC) Regional Childcare Quality dollars for Metro Detroit; hosted an Early Learning Summit in 2010 to promote early education to key regional stakeholder groups; partners with Detroit Public Television to create and broadcast early childhood content; and maintains strong relationships with early childhood leaders and experts, locally and nationally, in the philanthropic, corporate and nonprofit sectors.

Second, UWSEM leads complementary initiatives to improve graduation rates, increase family financial stability, and improve access to basic needs that affect the ten focus communities. Thus, UWSEM is addressing a multitude of issues facing low-income families in a holistic fashion by: working with five high schools to improve graduation rates from <60% to >80% and will add another 5-7 schools in 2011; serving as regional intermediary for the Centers for Working Families model, which improves a family's financial bottom line through workforce coaching, financial coaching, and benefits counseling; locally spearheading the Michigan Benefits Access Initiative that builds capacity within nonprofit organizations (including those with early childhood programs) to assist clients with accessing a range of public benefits.

Third, UWSEM is part of a movement of over 1,800 United Ways worldwide to improve community conditions by focusing on root causes of social problems, including early education. There is a history of sharing best practices across the United Way network--including the 2-1-1 call center that began in Atlanta and has now been implemented by over 268 United Ways, servicing 90% of the U.S. population. There is opportunity to build on this as United Ways continue to build capacity to affect social change, resulting in a system that promotes the expansion and replication of successful program models on a national scale.

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B. DESCRIPTION OF ACTIVITIES

SUBGRANT PROCESS: UWSEM will drive a subgrant selection process to recruit nonprofit organizations implementing programs aimed at young children and their families in the ten target low-income communities. UWSEM expects to receive 25-30 responses to an RFP, awarding approximately 15-20 subgrants averaging \$150,000 to \$200,000 annually to the most promising programs/organizations. The subgrantee selection process will include the following elements and will be implemented in the timeframe identified below:

(I) Development of RFP (Month 1): UWSEM will develop a detailed RFP that will outline the qualifications, requirements and expectations of participation in the Fund. The RFP will outline the information required of potential subgrantees, including descriptions of their: theory of change; leadership; financial and management systems; financial position and fundraising capacity; community relationships; commitment to data collection and evaluation; evidence of effectiveness; potential for replication and expansion of programs; plan for achieving specific measurable outcomes; commitment to use subgrant funds to replicate, expand, or support programs; and ability to raise required matching funds.

(II) Widespread Distribution of RFP (Months 1-2): UWSEM will lead the promotion of the Fund subgrant opportunity. The RFP will be widely distributed to potential subgrantees through a number of channels including: the nonprofit organizations currently serving as early learning Hub organizations in target communities; current or past recipients of UWSEM investments; grantees of partnering foundations; advertisements through UWSEM email lists and early education listservs; and other channels as identified.

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(III) Letter of Intent (Month 3): UWSEM recognizes that a significant amount of assistance and support may be required to ensure potential subgrantees have a strong understanding of the requirements, expectations and opportunities related to their participation in the Fund. In order to adequately provide this support, UWSEM will identify an initial pool of potential subgrantees by requiring a Letter of Intent prior to the proposal submission deadline. This will allow UWSEM to deliver targeted support to those organizations that are well positioned to compete for subgrants.

(IV) Respondent Workshops (Months 3-4): UWSEM will organize workshops designed to orient potential subgrantees to the requirements, expectations and opportunities of their participation in the SIF and to clearly explain the criteria that the proposal review team will be using to evaluate subgrantee proposals. UWSEM's evaluation partner will give explanation and examples of the different levels of evidence and describe the evaluation requirements and the assistance that will be available to subgrantees to fulfill these requirements.

(V) Proposal Review & Analysis (Months 5-6): Proposals will be read and scored by the application review team based on identified factors described in the RFP section. The review team will include: Annemarie Harris, Director of Early Childhood Initiatives at United Way; Ty Partridge, Associate Professor, Wayne State University; Daniel Varner, Program Officer, Kellogg Foundation; Wendy Jackson, Senior Program Officer, Kresge Foundation; Joseph Gaglio, Senior Manager, Deloitte & Touche LLP.

(VI) Subgrantee Selection (Month 6): Once the proposals are ranked, the budget adequacy, evidence of effectiveness and potential for expansion/replication will be more closely analyzed and UWSEM will work with subgrantees to adjust budgets and scope of services as needed. For example, requested subgrant amounts might be reduced if the requested funding level is too high for the level of evidence of

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impact. Or, subgrants might be increased if it is determined that requested funds are too low for the level of expansion proposed.

The subgrant RFP process will be conducted in accordance with UWSEM's conflict of interest policies in order to prevent an individual's private interest from interfering, or giving the appearance of interfering, with the integrity of the RFP process. All UWSEM employees, contractors, and volunteers are required to disclose any financial or other relationships with potential subgrantees. After such disclosure is made, it will be reviewed by the Director of Human Resources and, if necessary, the President & CEO, and a decision will be made whether the disclosed item constitutes a conflict of interest.

TECHNICAL ASSISTANCE AND SUPPORT: As the regional coordinator for the Early Learning Communities network of nonprofit organizations, UWSEM is committed to long-term relationships with its funded organizations. This network initially came together because of a shared desire to change the economic trajectory of Detroit by investing in young children, an understanding that no single organization could tackle the issue alone, and recognition that each has unique strengths to contribute to a collaborative effort. UWSEM's intermediary role enhances the ability of the network to achieve both scale and sustainability by facilitating capacity building activities for the network, a role that will be expanded by the Fund.

Capacity building and technical assistance activities supported by the Fund will be of two types: network-wide and individual subgrantee. Network-wide capacity building includes technical assistance to the network as a whole to support shared functions. These functions will include evaluation of the network and regional data collection infrastructure and capacity, as well as other needs identified as they arise. UWSEM has experience facilitating this type of capacity building; for example it became apparent that the grantees in the early childhood network lacked capacity for the type of intensive

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community engagement practices required to improve caregiver utilization of programs. UWSEM, on behalf of its subgrantee network, contracted with Grassroots Solutions, a community organizing consultant, to create a community engagement strategy toolkit that is now being used by the organizations in the network.

Individual subgrantee capacity building includes technical assistance provided directly to individual nonprofit organizations to address needs specific to their organization/program. These functions will include program-level evaluation design and data collection, as well as key areas such as leadership development, financial management, strategic planning, communications, etc. as needed. Fundraising technical assistance will be provided where needed to assist subgrantees raise the required match funding and ensure program sustainability. Technical assistance needs will be self-identified by subgrantees during the RFP process and UWSEM will work with subgrantees to identify any ongoing capacity needs that arise during the subgrant term. Individual subgrantee capacity building activities will be funded as part of a subgrant.

C. USE OF EVIDENCE

CULTURE OF EVIDENCE OF INTERMEDIARY: In 2005, UWSEM began its transition from a federated fundraising model (raising dollars through workplace campaign drives to provide operating support to over 140 social service agencies) to a community-impact model that focuses resources on root causes of social issues in order to achieve specific goals. Beginning with its 2007 investment cycle, UWSEM solicited funding requests from organizations implementing programs that directly contributed to one of four goals: 1) improve kindergarten readiness rates in low-income communities; 2) improve graduation rates in low-income communities; 3) improve financial stability of low-income families; and 4) provide basic needs services to support families during times of economic crisis.

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With specific articulated goals, UWSEM took initial steps toward an evidence-based funding approach by requiring the 100+ nonprofit organizations selected for funding during this investment cycle to identify goal metrics for funded programs and collect and report data to track progress. This was done using the Online Data Management (ODM) system, which allowed nonprofit organizations to regularly input data, and UWSEM to review and monitor progress toward stated goals. UWSEM could then identify organizations not meeting stated goals and direct attention to help identify and overcome barriers. Or, if organizations demonstrated a persistent pattern of not achieving outcomes, funding would be terminated and directed to higher-performing organizations.

This approach to community investment was successful in aligning resources against specific community-level goals and fostered a culture of results-oriented accountability among grantees. In 2008-2009, UWSEM began to collaborate with other entities (nonprofits, foundations, corporations, subject matter experts) to co-create specific investment strategies geared toward community-level goals. These targeted investment strategies allowed for more rigorous evaluation of funded programs. Brief descriptions of the investment strategy/evaluation approaches for three of the focus areas (early childhood education, high school graduation rates, and family financial stability) are as follows:

The Early Learning Communities (ELC) investment strategy targets community-based organizations impacting kindergarten readiness rates by engaging parents and caregivers. This model was designed through a collaborative process that included UWSEM, two high-capacity nonprofit organizations with an early childhood focus, corporate volunteers, and early education experts. UWSEM is contracting with High/Scope Educational Research Foundation to conduct a four-year longitudinal evaluation of the model to measure the extent to which the intervention with parents/caregivers improves knowledge and practice of both positive caregiver/child relationships and school readiness practices, as well as children's development of skills that contribute to school readiness. The first year of evaluation activities

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focused on caregiver utilization and perception of Early Learning Communities resources and the second year focused on measuring the relationship between the ELC intervention and caregiver knowledge and practice. Future years will measure the effect of the ELC intervention on school readiness outcomes in affected children. UWSEM uses reported metrics and evaluation results to establish funding levels for subgrantees. (Year One:

http://www.uwsem.org/_private/evaldata/ELC_Year1.pdf) (Year Two:

http://www.uwsem.org/_private/evaldata/ELC_Year2.pdf)

To improve graduation rates, UWSEM developed an investment strategy modeled after the Mass Insight theory of change, which includes investing in low-performing schools (identified through a competitive process), partnering them with a capacity-building school turnaround partner, and networking a portfolio of schools for support and exchange of best practices. UWSEM, working with The Skillman Foundation and the AT&T Foundation, began working with five schools in 2009 and is currently identifying the next 5-7 schools. Eligible schools are those with graduation rates <60% and they are expected to achieve graduation rates of >80% after five years. To evaluate its high school turnaround work, UWSEM has contracted with the Academy for Educational Development (AED) to conduct a five and a half-year evaluation. The evaluation focuses on two levels: the individual school level and the initiative level. (The Year One High School Evaluation Report can be accessed at:

http://www.uwsem.org/_private/evaldata/Turnaround_Year1.pdf).

In partnership with Detroit LISC, UWSEM adopted the Annie E. Casey Foundation's Centers for Working Families ("CWF") model as its financial stability investment strategy. The CWF model was selected based on evidence of effectiveness in other markets (the evaluation used as evidence can be viewed at: http://www.uwsem.org/_private/evaldata/CWFEvaluation.pdf). UWSEM and LISC identified three organizations to receive funding to implement the model, a network that has since

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expanded to seven organizations, all of which were selected based on capacity and a track record of successful financial stability program delivery. Local effectiveness of the model is tracked through Efforts to Outcomes software, which allows organizations to track participant data and monitor outcomes and allows UWSEM to roll organization-level data into aggregated network-wide data.

PLANS FOR USING EVIDENCE/DATA/EVALUATION TO SUPPORT SIF: UWSEM will work with subgrantees to establish an outcomes-based evaluation model linking program processes to key mediating outcomes, which ultimately are associated with broader community target outcomes. The Fund will be supported by evidence, data and evaluation at three levels: (I) the subgrantee program/organization level, (II) the subgrantee/Early Learning Community network level, and (III) the regional level.

(I) At the subgrantee program/organizational level, the focus will be on the use of evidence to demonstrate promising programs, the identification of data metrics and data collection mechanisms, and evaluation design and implementation to achieve increasing levels of evidence (moderate, strong). Ty Partridge, Associate Professor at Wayne State University, will support activities at this level by assisting UWSEM to assess the strength of evidence of potential subgrantees during the RFP process, working with UWSEM and selected subgrantees to design evaluations that will increase strength of evidence during grant term, and providing ongoing support to UWSEM and subgrantees to assess the strength of evaluations and to develop strategies to continuously improve evaluation practices.

UWSEM will also contract with ArdentCause to support data collection capacities of the subgrantee network. ArdentCause specializes in designing Information Technology systems to support data collection and reporting for nonprofit organizations. ArdentCause will build capabilities of the network to capture metrics in real time and display data on a public dashboard. This system will enable

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individual organizations to track data specific to their work but will have the capability to measure common data elements across organizations and to track and overlay multiple levels of data across geographies. This will support the evaluation implementation at the subgrantee level as well as at the network level.

(II) At the network level, the focus will be on evaluating the impact that the regional network of Early Learning Communities partners (including Fund subgrantees and UWSEM's broader early childhood partnerships) has on children and caregivers in the ten target communities. This is the continuation of current Early Learning Communities evaluation activities, which will support the project by demonstrating how the expansion and replication of promising early education programs, when added to the base platform of services, affect network-wide outcomes. UWSEM is contracting with High/Scope Educational Research Foundation to conduct this evaluation. This evaluation will measure outcomes for children ages 2--5 years old through the Devereux Early Childhood Assessment (DECA), a valid, reliable, and nationally normed assessment of three fundamental aspects of a child's development: 1) Initiative, a child's ability to use independent thought and action to meet his or her needs 2) Self Control, a child's ability to experience a range of feelings and express them using the words and actions that society considers appropriate, and 3) Attachment, a mutual, strong and long-lasting relationship between a child and significant adults (DECA Technical Manual; LeBuffe & Naglieri, 1999).

(III) At the regional level, UWSEM is focused on implementing an early childhood data collection system to consistently track measures of school readiness across the entire region. The regional level measurement is conducted via the Early Development Instrument (EDI), a community-level measure of young children's development in five domains: language and cognitive skills, emotional maturity, physical health and well-being, communication skills and general knowledge, and social competence. UWSEM partnered with UCLA to administer the EDI in kindergarten classrooms in two pilot

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communities (the Osborn neighborhood of Detroit and Inkster) and will expand this tool to encompass the entire city of Detroit. This will provide a base measurement of school readiness and allow UWSEM and partners to track progression from the current state to the future (goal) state. The EDI tool is currently being piloted in multiple geographies across the country and has been in place in Canada and Australia for 10+ years.

LEVELS OF EVIDENCE FOR SIF: The Fund will support nonprofit organizations with promising early childhood programs that demonstrate preliminary, moderate, or strong evidence. The level of evidence will be initially self-identified by potential subgrantees during the competitive RFP process and will be verified by the proposal review team (primarily Ty Partridge of Wayne State University). Based on the knowledge of potential subgrantees in Metro Detroit, it is anticipated that most subgrantees will have preliminary or moderate levels of evidence at the time a subgrant is awarded.

Subgrantees with preliminary evidence at the time of a subgrant award will receive support to develop and implement a plan to achieve at least moderate levels of evidence during the subgrant term. By the end of the subgrant term, subgrantees that have demonstrated moderate evidence would develop a strategy to achieve strong levels of evidence post-grant. Subgrantees with moderate evidence at the time of a subgrant award will receive support to develop and implement a plan to achieve strong levels of evidence during the subgrant term. Subgrantees with strong evidence will be funded for replication and expansion of programs only.

D. COMMUNITY RESOURCES (N/A)

Organizational Capacity

A. ABILITY TO PROVIDE PROGRAM OVERSIGHT

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ORGANIZATION BACKGROUND: Having functioned primarily as a fundraising institution for nearly 100 years, UWSEM began a transformation in 2005 toward a business model that is focused on making enduring community impact and solving complex social issues. In 2008, UWSEM launched an aggressive plan to support lasting solutions to critical issues facing Metro Detroit. These solutions are equipping low-income families with the three building blocks needed for a good life: an education that leads to a steady job, an income that can support a family, and access to basic necessities like food and shelter. That same year, UWSEM's Executive Board adopted a set of 10-year goals for Education, Financial Stability and Basic Needs. UWSEM continues to forge the right partnerships and invest in the work that will accomplish those goals by 2018.

UWSEM is building and refining intermediary capacities necessary to achieve goals in early childhood education, enabling UWSEM to: support a regional network of community-based organizations working to improve early education through financial investment, capacity building, and centralized evaluation and data management; engage policy makers and national early education experts in local solutions; coordinate a volunteer pipeline for early education-related projects; and raise funding for early childhood education from individual, corporate, and foundation sources.

As a result, UWSEM is making steady progress towards its goals, including the following accomplishments in 2010: 1) expanded the Early Learning Communities model from five delivery sites to twenty-nine delivery sights serving 4,800 caregivers; 2) directed and managed a process whereby 8,000 subsidized childcare providers completed six hours of state-mandated training through subgrantees; 3) expanded a program that provides a free book per month to low income children from 1,900 children to 3,000 children through subgrantees; 4) partnered with Detroit Public Television to develop 47 vignettes on the subject of positive child/caregiver interactions that are broadcast on the local public television station; and 5) led efforts to obtain baseline data and measure success through the

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Early Developmental Instrument (EDI) beginning with pilots in four school districts in partnership with UCLA.

EFFECTIVENESS OF INVESTMENT APPROACH: UWSEM's general approach is to invest in powerful partnerships with organizations focused on Education, Financial Stability and/or Basic Needs and have the innovative strategies, demonstrated leadership, proven models and strong relationships to help reach 10-year goals. Partners must have sound fiscal practices, demonstrate strong executive and volunteer leadership, and be able to deliver results. UWSEM invests in unconventional partners like public and private organizations, along with the traditional nonprofit agencies and collaborative groups. UWSEM invests not only in programs but also in strategies that help build capacity, improve outcomes, increase impact, and establish best practices.

Since 2008, UWSEM has funded multi-year grants to over 100 outcomes-driven nonprofit organizations addressing issues of Education, Financial Stability and Basic Needs in Metro Detroit through its traditional granting process. Approximately \$31.1 million is granted annually. Monitoring a large portfolio of grantees requires consistent, rigorous processes to ensure accountability and measure progress towards identified goals. UWSEM requires that all grantees project outputs, outcomes, and budget expenditures and that necessary metrics are tracked and reported through an online reporting tool. During the initial year, UWSEM provided technical assistance in the form of workshops and webinars to assist organizations develop these targets and learn about data collection requirements.

Through this investment approach, UWSEM has supported the replication and expansion of potentially transformative program delivery platforms, exemplified by the Early Learning Communities and Centers for Working Families platforms:

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UWSEM and a core group of early childhood partners developed a strategy for replicating and expanding the Early Learning Communities (ELC) model to reach more caregivers (both in communities with established ELC presence as well as new geographic service areas). The ELC model began in 2008 with a core group of three organizations and was expanded to two additional organizations in 2009. In the 2008-09 program year, these five organizations served 115 participants, benefitting 280 children. In the 2009-10, the model expanded to engage 640 caregivers, benefitting the lives of over 1,600 economically disadvantaged children. At present, this model has expanded to nine organizations delivering services at twenty-nine locations, serving 4,800 caregivers and benefitting an estimated 12,000 children.

UWSEM partnered with Detroit LISC to develop a strategy for replicating the Annie E. Casey Foundation's Center for Working Families (CWF) model in Detroit. The partnership initially replicated this nationally-recognized best practice in Detroit at four subgrantee sites in 2009, expanding to five by the end of that year and to a total of seven sites in 2011. UWSEM has played an active role in building capacity and expanding programs in these communities, resulting in a growth from 873 program participants at the end of 2009 to 2,399 in 2010 and to 3,497 participants currently active in 2011. Upon launch of the model in Detroit, a larger group of sixteen potential partners were identified and have been engaged in preliminary conversations or invited to a presentation by Annie E. Casey, Seedco, and LISC-Chicago as initial recruiting activities for potential inclusion in the future. UWSEM's goal is to have the model operating in twelve low-income communities, serving more than 19,000 families by 2018.

UWSEM's investment approach and experience will be strengthened by the team assembled to assist with the Greater Detroit Early Childhood Innovation Fund investment process. In addition to key UWSEM staff and the evaluation consultants, the team will include: Wendy Jackson, Senior Program Officer, from the Kresge Foundation, which made 404 grants worth \$167 million in 2009 including

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\$24.2 million in education grants; Daniel Varner, Program Officer, from the W.K. Kellogg Foundation, who is primarily responsible for identifying and nurturing innovative programming in the foundation's Education and Learning area (its largest portfolio); and Joseph Gaglio, Senior Manager at Deloitte & Touche LLP, who is a volunteer strategist involved with designing the structure of UWSEM's early childhood investment platform.

RESOURCES TO SUPPORT REPLICATION/EXPANSION: UWSEM will support the subgrantee network with data collection, aggregation, and presentation through a contractual relationship with ArdentCause. As a consultant to UWSEM, ArdentCause will deliver software solutions and services to efficiently and accurately measure program outcomes and effectively communicate these outcomes to foundations, donors, and program constituents. To achieve this, ArdentCause will: 1) plan and design integration of the various sources of data; 2) enhance, expand, and manage existing data collection for program-level metrics; 3) use custom software as a data integration, visualization and communication point; 4) provide database support, technology support, and community support for general content questions and information. ArdentCause brings a team of consultants to the project, including Rosemary Bayer, Chief Inspiration Officer, who is an inventor, leader, and motivator with a long, successful career in information technology. She was a systems engineer at Sun Microsystems where she moved from engineer through engineering management and into regional leadership.

Support to subgrantees for replication and expansion will also be coordinated by UWSEM in the area of community engagement to enhance subgrantees' abilities to engage target populations. This will be accomplished through a contractual relationship with Grassroots Solutions, an organization formed in 1999 to help nonprofits, corporations, campaigns, labor unions, and others organize, train, and mobilize grassroots supporters. The firm is home to talented community and political organizers who have worked in all fifty states. Grassroots Solutions designed an engagement plan for UWSEM's early

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childhood subgrantees and continues to provide support to the network to improve nonprofit capacity to engage target populations.

In addition to resources specific to data and community engagement, UWSEM will use its robust network of corporate partners to link high-level volunteers with subgrantees to provide individualized capacity building support. This may include any range of capacity needs a subgrantee may have. For example, UWSEM is currently working with Stout Risius Ross, a financial advisory firm that specializes in investment banking, financial opinions, and forensic accounting services, to develop a pipeline of sustained opportunities for employees of the firm to provide pro bono financial consulting to UWSEM's subgrantees.

EVALUATION CAPACITY: The capacity to support evaluation of subgrantees at the program/organizational level will be provided by Ty Partridge, PhD, Associate Professor and Director of the Bio-ecology of Child and Family Development Lab at Wayne State University. Dr. Partridge will support the project by assisting UWSEM verify levels of effectiveness of potential subgrantee programs, providing support to subgrantees in evaluation design and implementation, and assisting subgrantees to implement plans to achieve increasing levels of effectiveness throughout the subgrant term. Dr. Partridge specializes in research with a focus on infant and early-childhood temperament and emotion development and the transactional relationships of these domains with physiological, family, and community variables. In addition to theoretical research and scholarship, his lab is dedicated to utilizing cutting edge developmental science to work in partnership with community agencies and families toward building a better community for the children and families of Southeast Michigan. Dr. Partridge is supported by a team of graduate students and has extensive program evaluation experience with particular emphasis on home visitation and early literacy interventions, including evaluations for UWSEM subgrantees.

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At the subgrantee network level, evaluation capacity is supported through a contract with High/Scope Educational Research Foundation (High/Scope) to conduct the longitudinal evaluation of the Early Learning Communities platform. High/Scope is headed by Dr. Larry Schweinhart, an early childhood program researcher and speaker. He has conducted research at High/Scope in Ypsilanti, Michigan, since 1975 and served as its president since 2003. He has directed the High/Scope Perry Preschool Study, the Michigan School Readiness Program Evaluation, High/Scope's Head Start Quality Research Center, and the development and validation of the High/Scope Child Observation Record. Dr. Schweinhart received his Ph.D. in Education from Indiana University in 1975.

At the regional level, capacity to implement the Early Development Instrument (EDI) to provide the network and other stakeholders with a population-based measure of school readiness to inform planning and improvement efforts is provided through a partnership with University of California, Los Angeles (UCLA). Lisa Stanley, DrPH, is the project director for the Transforming Early Childhood Community Systems (TECCS) at UCLA. Dr. Stanley has worked in the maternal and child health arena for 15 years both overseas in West Africa and domestically at the federal and local levels. Dr. Stanley has worked in the areas of longitudinal research, community-level evaluation, strategic planning, policy analysis, program management and coalition development with a focus on maternal and child health, home visiting, and school readiness.

FEDERAL GRANT MANAGEMENT & SUBGRANTING: UWSEM's Early Childhood staff has significant experience managing federal grant dollars with subgranting as a core activity. UWSEM manages Federal Child Care and Development Block Grant dollars through Michigan's Early Childhood Investment Corporation for (ECIC) Wayne, Oakland and Macomb Counties. UWSEM successfully managed a \$2.8 million contract for the 2009-10 contract year and is currently administering a \$2.38

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million contract for 2010-11. Of the current \$2.38 million contract, approximately \$1.94 million (or 81.5%) is subgranted to nine nonprofit community organizations. Key activities related to the subgranting of Federal funds include: 1) identifying and coordinating supports and services for subgrantees, including surveying the region for potential partners, identifying service gaps, brokering partnerships between organizations, and establishing MOU's with subgrantees with clear deliverables and goals; 2) engaging and supporting subgrantees by monitoring MOU goals and deliverables via frequent touch points; 3) continuing to build the network of neighborhood based organizations delivering early childhood programs to the region; 4) evaluating outcomes of subgrantee activities to demonstrate changes in the quality of child care settings; and 5) securing additional funding to sustain and expand the delivery and success of the early childhood quality improvement plan.

In addition to the subgranting of ECIC funds, UWSEM manages central data collection and evaluation activities with key activities including: 1) developing a tracking mechanism for relevant early childhood data; 2) tracking and evaluating activities and reviewing success of strategies; 3) supporting a reporting platform to ensure timely and accurate data collection and reporting.

For the successful management of these Federal funds, UWSEM submits quarterly progress reports summarizing the work completed, progress made and a description of any issues that arose during the reporting period; UWSEM also submits quarterly Statements of Expenditures (SOEs) with a level of detail necessary to satisfy ECIC accounting requirements.

MANAGEMENT & STAFF STRUCTURE: UWSEM has 107.5 FTE staff members divided among the following departments: Fund Development; Educational Preparedness; Basic Needs; Financial Stability; Finance; Volunteer Services; 2-1-1 resource and referral call center; Public Policy; Marketing; Office of the President; and IT/HR/Facilities. UWSEM also utilizes a number of consultants for specialized

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functions and short-term projects.

At the leadership level, the President and CEO of UWSEM, Michael J. Brennan, will support the Fund by providing strategy direction, thought leadership, and high-level relationship building. Brennan was appointed to his current post in October 2003 and he has guided the organization through a period of unprecedented change. Under his leadership, United Way Community Services and United Way of Oakland County merged in April 2005 to form United Way for Southeastern Michigan . Brennan is a native of Southeast Michigan, and came back to Metro Detroit from United Way of America (UWA), the national organization serving approximately 1,400 United Ways nationwide, where he served as Executive Vice President. He has completed executive programs at both the Harvard Business School and the Center for Creative Leadership.

Direct oversight of UWSEM's early education activities is provided by Michael F. Tenbusch, Vice President of Educational Preparedness, who will oversee early childhood staff and investment activities for this project. Mr. Tenbusch has devoted his career to making Detroit a better place to be a child and raise a family. He is the co-founder and former CEO of Think Detroit, a non-profit organization dedicated to building character in children through sports and leadership development, a program hailed by Laura Bush as a model organization for her national initiative to help America's youth. Mr. Tenbusch served on the Board of Education for Detroit Public Schools for two years, and then served for two years as the Chief Operations Officer at University Preparatory Academy, a K-12 charter school district in Detroit that graduates 90% of its students. A graduate of the University of Michigan Law School, Mr. Tenbusch has enjoyed fellowships with Echoing Green and the Robert Wood Johnson Foundation.

Oversight of all UWSEM activities is conducted by the Board of Directors, which includes thirty-four

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members from the corporate, public, and nonprofit sectors. In addition to driving the overall strategic approach of the organization, there is a Finance Committee that is responsible for formulating and recommending policies on financial matters, reviewing and recommending budgets, authorizing the purchase and sale of financial instruments, and overseeing the investments of UWSEM. The Audit Committee reviews the draft audited financial statements with the external auditors on an annual basis. The Community Impact Committee acts as UWSEM's impact advisory group, assisting in the development and maintenance of its overall impact strategy. This committee assists in the development, coordination and oversight of UWSEM's impact efforts, makes recommendations for the focus of resources, and strives to include the perspectives, opinions and experiences of the broadest possible cross-section of people in the community in all decisions.

Leadership of the Board of Directors is provided by Board Chair Leslie A. Murphy, CPA, who is the President and Chief Executive Officer of Murphy Consulting, Inc., a firm that provides corporate governance, workforce development, and retention services to corporations, professional firms, and nonprofit entities. Murphy was a member of the senior leadership team at Plante & Moran, PLLP prior to founding Murphy Consulting. She is a nationally featured speaker on topics including the CPA profession, corporate governance, and regulatory issues. The Vice Chair is Jim G. Vella, President, Ford Motor Company Fund and Community Services. Mr. Vella leads all philanthropic and community service-related activities for Ford, including coordination of volunteer efforts by Ford employees and all activities of Ford Motor Company Fund, a separate philanthropic organization funded by Ford Motor Company with a primary focus on education.

LEAD INTERMEDIARY STAFF CAPACITY: Early childhood strategy development and investment oversight is provided by Annemarie Harris, Director, Early Childhood Initiatives. For nearly five years, she has been a leader at UWSEM on early childhood issues that affect the Metro Detroit region. She has

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overseen the development and implementation of the Early Learning Communities and UWSEM's investment process by tracking research and policy, developing priorities, identifying and monitoring investments and partners. Prior to this role, Ms. Harris managed the Community Capital Resources program at UWSEM, providing nonprofit organizations with capacity building technical assistance and resources to address facility needs. Ms. Harris serves on the Michigan Great Start Early Learning Advisory Council. Ms. Harris received a B.A. in Political Science from Kalamazoo College and a law degree from Marquette University Law School, Milwaukee, Wisconsin.

The Fund will be primarily managed by a new position, Manager of Early Childhood Initiatives. This position will be responsible for providing oversight and support to all subgrantees and contractors. Responsibilities are to ensure effective delivery of program models, administer a monitoring and quality improvement system, facilitate training and resources, establish a procurement system for network-wide materials and supplies, monitor subgrantee metrics, and coordinate network meetings and site visits. The position requires a Bachelor's Degree, preferably in the field of education, social work (macro) or business (Master's Degree is highly desired), familiarity with theories and best practices of early childhood education, track record of building high-performing teams, and an entrepreneurial mindset.

B. ABILITY TO PROVIDE FISCAL OVERSIGHT

GRANT MANAGEMENT EXPERIENCE & INFRASTRUCTURE: UWSEM successfully administers a number of direct Federal grants, including over \$2.8 Million in Federal grant contracts representing nine active grants. These grants were awarded through the congressional appropriations process and are being administered through a variety of Federal departments including the Department of Health and

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Human Services (2 grants), Department of Justice (4 grants, the Small Business Administration (2 grants), and Dept. of Energy (1 grant). UWSEM is also the coordinator of Emergency Food and Shelter Program (EFSP) dollars for Metro Detroit through which UWSEM administered \$4.7 million to 142 emergency food and shelter providers through a competitive RFP process. In addition, UWSEM manages an \$8.2 Million grant through the State of Michigan Department of Corrections for prisoner reentry programming, and \$2.38 Million in Federal funds from Michigan's Early Childhood Investment Corporation. UWSEM is required to obtain an A-133 audit and received an unqualified audit opinion for its most recent audit for year ending June 30, 2009.

UWSEM finance staff supports Federal grant management to ensure compliance with Federal requirements by working closely with program staff and subgrantees to ensure subgrant expenses are in compliance with relevant OMB circulars and other federal grant requirements. Finance staff receives regular expenditure reports and supporting documentation from all subgrantees and reviews this information to ensure compliance with the agreed upon grant budget and terms of subgrant agreements. Finance staff assembles subgrant information and backup documentation on direct UWSEM expenses and prepares accurate, timely budget reports for all Federal grants.

Apart from Federal grants, UWSEM administers a portfolio of private, foundation, and corporate grants that includes 63 active grants. UWSEM received a total of \$14.8 in non-public grant commitments in the current fiscal year. Finance staff supports UWSEM grant administration capacity by developing grant budgets, processing and overseeing grant payments to subgrantees and contractors, and submitting expenditure reports to funders.

The Finance Committee of the Board of Directors oversees the finances of UWSEM throughout the year. The Audit Committee of the board meets with the external audit firm and reviews and approves the

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annual external audit and review of internal controls. The membership of each committee includes individuals with strong financial backgrounds, including several partners from leading audit firms.

FINANCIAL OVERSIGHT STAFF: UWSEM's Finance Department will support the grant by ensuring compliance with financial and accounting standards and federal grant requirements. John A. Fredrickson, Director of Finance, heads up the general accounting and financial reporting functions within the UWSEM finance department. He holds a BBA from the Ross School of Business at the University of Michigan in Ann Arbor. He also earned an MBA from the Executive MBA program at the Eli Broad School of Management at Michigan State University. He has more than 25 years of experience in the non-profit community and extensive experience with federal grant programs. Joanne Straub, Accounting Specialist, has been with UWSEM since 2008, providing general ledger accounting and reconciliation, grant accounting management and reporting oversight, and financial statement development. Prior to joining UWSEM, Ms. Straub worked for over 20 years in corporate accounting positions, most recently at Tenneco Automotive, and served a year in the Peace Corps in a business development role in Albania. Ms. Straub has a BBA-Accounting degree from the University of Michigan (Dearborn). Other staff in the department includes a Manager of Campaign Accounting, a degreed Accounting Specialist, a degreed Grant Accountant, an Accounts Receivable Specialist, and a Bookkeeper. On an as-needed basis, additional contractors are engaged to assist with special projects.

CURRENT ORGANIZATION BUDGET/PERCENTAGE: UWSEM's organizational operating budget is \$63,315,300 in the 2010-11 fiscal year; the Social Innovation Fund budget (not including match sources) is \$2 million per year, or 3.16% of the total organizational budget.

Budget/Cost Effectiveness

A. BUDGET AND PROGRAM DESIGN

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NON-FEDERAL RESOURCES FOR IMPLEMENTATION AND SUSTAINABILITY

The requested \$2 million in Federal funding for the Greater Detroit Early Childhood Innovation Fund will be matched with a minimum of \$2 million in non-Federal resources; UWSEM is seeking to provide more than the minimum required matching funds and will utilize a Social Innovation Fund award as leverage to maximize non-Federal resources for subgrants and direct intermediary costs to achieve early childhood goals. The \$4 million Fund budget is part of UWSEM's larger estimated budget of \$7.33 million for early childhood activities in fiscal year 2011/12.

Raising the required match funds will be the role of UWSEM's Fund Development department. This department consists of 24 FTE employees including a corporate relations team that engages business leaders and corporate employees in the work of UWSEM, a major gifts team that engages high-wealth individual donors, a planned giving function that secures endowment contributions, and a grants function that engages foundations to secure grant dollars on behalf of UWSEM. This department raised over \$59 million in 2009-10 including \$37.4 million in unrestricted Annual Campaign revenue and \$19.7 million in grant revenue. Capacity and expertise of the Fund Development department will not only secure matching funds for the requested Federal funding but will ensure funding for early education programs is sustained after the Social Innovation Fund grant term ends.

While UWSEM has a long history of raising funds from individuals through workplace campaigns and from corporate contributions, the organization is focusing on diversifying its revenue mix. Revenue from grant sources is now a substantial and growing portion of UWSEM's funding and will account for the majority of matching funds for the Greater Detroit Early Childhood Innovation Fund. Examples of UWSEM's recent success raising grant revenue for its early childhood initiatives include:

General Motors Foundation: In December 2010, UWSEM secured a five-year, \$27.1 Million grant

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commitment from the General Motors Foundation, the largest gift in GM's corporate giving history and the largest gift ever secured by a local United Way. The majority of this grant supports UWSEM's high school turnaround work, however \$2.1 million (\$425,000 per year) is designated to improve early education in the region.

W.K. Kellogg Foundation: In April 2011, UWSEM secured a three-year, \$2.25 Million grant commitment from the Kellogg Foundation to support early learning initiatives including subgrants to early education partners and evaluation expenses.

Max M. and Marjorie S. Fisher Foundation: UWSEM is currently administering a four year, \$200,000 grant from the Fisher Foundation to support early learning initiatives in Detroit, awarded in January of 2009. The Fisher Foundation also supports UWSEM's early childhood work through a three year, \$221,000 grant awarded in February 2010 to support outreach and social service assistance to families with young children in the Brightmoor community in Detroit.

Kresge Foundation: UWSEM is in the final year of a three year, \$500,000 grant from the Kresge Foundation to support early learning initiatives in Detroit, awarded in September of 2008. The Kresge Foundation also supported UWSEM's early childhood work through a one year, \$50,000 grant in January of 2011 toward planning expenses for the Early Childhood Studio, a project to develop an interactive space to educate and motivate community stakeholders to get involved with the early childhood movement.

Skillman Foundation: In April 2011, UWSEM secured a one-year, \$200,000 grant from The Skillman Foundation to support subgrants to early childhood organizations in Southwest Detroit. UWSEM recently closed out a one year, \$50,000 grant from The Skillman Foundation to support early literacy

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and child development activities in three communities in Detroit.

In addition to the above, UWSEM regularly secures grants and corporate gifts from corporate foundations directed to early childhood programming and initiatives. Funding secured in 2010 includes \$150,000 from PNC Bank, \$200,000 from the Ford Motor Company Fund and \$50,000 from Panera Bread.

BUDGET ADEQUACY

The proposed \$4 million annual project budget for the Fund, including \$2 million in requested Federal funds and \$2 million in matching funds, will support the competitive subgrant process, program evaluation plans, technical assistance to grantees, and intermediary expenses. Budget categories and specific costs associated with the project during Year One are described below:

Personnel Expenses: \$91,190 of the project budget is allocated to UWSEM staff costs associated with the implementation of the Fund. In general, UWSEM offers salary and benefits packages that are consistent with the local market but also ensure that the organization is able to recruit and retain top talent. The Director of Early Childhood Initiatives, Annemarie Harris, will support strategy development, investment oversight, and staff management of the project. It is estimated that 25% of this position will be devoted to the project. A Manager of Early Childhood Initiatives will be hired to support the selection and ongoing support of subgrantees, securing technical support and other resources for subgrantees, managing evaluation and data consultants, and other duties necessary to support the project. The projected salary for this position is \$60,000, consistent with comparable positions within the organization, and 100% of this position will be allocated to the project. The Educational Preparedness Vice President, Michael Tenbusch, will provide general departmental oversight and leadership support to the project with an estimated 5% of this position allocated to the project. An

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Accounting Specialist will devote 10% of time to this project, overseeing budget development, expense tracking, and budget report generation. The Director of Grants will devote 5% of time to the project, coordinating grant reports for Federal portion as well as matching grants. An Early Childhood Associate will devote 10% of time to the project, providing project and administrative support to the early childhood staff. All personnel costs are allcoted to the Federal share of the budget.

Personnel Fringe Benefits: UWSEM pays for benefits packages and other employee expenses for all full time employees, including FICA (7.65% of salary expenses), health/dental/vision benefits (13.7%), life insurance (2.7%), workers compensation/unemployment (2.9%), and retirement benefits (3%). Benefits costs allocated to this program were calculated at 29.95% of personnel costs. All benefits costs are allocated to the Federal share of the budget.

Travel: Travel expenses budgeted for the project includes \$7,200 for transportation, lodging, and meals for two staff members to attend national two CNCS convenings and one financial training, estimated at \$1,200 per person per meeting. Providing proper support and oversight to subgrantees will require frequent travel to program sites across Metro Detroit, so \$900 is budgeted for local travel, estimated at 1800 miles/year at a rate of \$0.50 per mile. All travel costs are allocated to the Federal share of the budget.

Supplies: Supplies necessary to conduct the RFP process, the administration of subgrants, and management of subgrantees are included in the proposed budget at an estimated \$3,600; \$2,000 is the estimated cost of printing and meeting materials and \$1,600 is budgeted for computer equipment for project staff. All supply costs are allocated to the Federal share of the budget.

Contractual and Consultant: UWSEM will contract with a number of entities to support the evaluation,

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data collection, and technical assistance aspects of the project. A contract with Wayne State University supporting subgrantee evaluation is estimated to be \$81,600 (\$85 per hour/20 hours per week/48 weeks). UWSEM will contract with ArdentCause to provide data collection, management, and technology support. This contract is estimated at \$78,000, including an initial \$30,000 to design, build, integrate and configure a technology-based data platform and \$4,000 per month (for 12 months) for licensing and ongoing support of data and technology infrastructure for UWSEM, subgrantees, funders, and other consultants. A contract with High/Scope Educational Research Foundation is estimated to be \$228,000 including training and technical assistance elements (\$42,791) and network-level evaluation activities (\$185,209). UWSEM is contracting with UCLA to support the implementation of the Early Developmental Instrument (EDI) tool to collect baseline regional data for kindergarten readiness measurements. This contract is estimated to be \$30,000 (based on a similar \$25,000 contract with a smaller scope of work). Grassroots Solutions will be contracted to provide technical assistance to the network and to individual subgrantees to build expertise and capacity to drive community engagement in targeted neighborhoods. This contract is estimated to be \$50,000 (based on previous contract of \$25,000 for technical assistance support to a smaller number of subgrantees). \$159,600, representing contracts with Wayne State University and ArdentCause will be allocated to the Federal share of the budget; \$308,000, representing contracts with High/Scope, UCLA, and Grassroots Solutions, will be paid using matching funds.

Other Costs (Subgrants): Subgrants will account for an estimated \$3,385,000 of the project budget, representing 84.6% of the total project cost. Subgrants will be awarded to an estimated 15-20 nonprofit organizations, with average subgrants ranging from \$150,000-\$200,000. Subgrants will include subgrantee program costs to expand and/or replicate early childhood programs as well as evaluation and technical assistance expenses that are not covered by intermediary evaluation and technical assistance activities (for example, if a subgrantee has a capacity need that is unique to that organization,

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expenses to secure technical assistance may be included in the subgrant). \$1,693,000 of subgrant expenses will be allocated to the Federal share, representing 84.7% of the requested Federal funds. The balance of \$1,692,000 of subgrant costs will be covered by UWSEM matching funds.

Other Costs: \$7,700 is budgeted for occupancy expenses (rent) for project staff. The annual occupancy expense for UWSEM is calculated at \$4,968 per employee, with 1.55 FTE employees dedicated to this project. \$3,300 is budgeted for telephone/internet/IT expenses, estimated to be \$2,129 per year per employee for 1.55 employees. Meeting costs, estimated at \$1,000, include expenses related to subgrantee meetings (meeting materials, Audio/Visual expenses, and refreshments), estimated at \$250/meeting with four meetings per year. Costs associated with occupancy, telephone/internet/IT, and meetings are allocated to the Federal share of the budget.

B. MATCH SOURCES

UWSEM commits to raise at least a one-to-one match for the requested federal grant, resulting in an additional \$2,000,000 for this work in Year 1. UWSEM expects to raise matching funds in excess of the required match from new grants and gifts, using the Social Innovation Fund commitment to leverage matching grants from local and national foundations, corporations, and individuals. At the time of application, UWSEM commits to raise or direct \$1,000,000 toward this match from its estimated \$7.33 million early childhood budget in FY 2011-12 (beginning 7/1/11). While UWSEM hopes to raise all \$2,000,000 of matching funds in new grant dollars, for purposes of demonstrating commitments or cash on hand at time of application, the following sources of revenue that could be used as matching funds includes: General Motors Foundation: \$425,000 as part of a \$5.4 million education grant (On Hand); W.K. Kellogg Foundation: \$750,000 (On Hand); and Max M. and Marjorie S. Fisher Foundation: \$50,000 (Committed).

Clarification Summary

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1. PROGRAMMATIC ISSUES FOR CLARIFICATION

QUESTION 1

Our work in education is focused on two goals, one in early childhood and one in high school. In both, the success rates in our most vulnerable communities for kindergarten readiness and high school graduation were less than 50% when we established ten-year goals in 2008. We set goals for 80% success in both because: (1) Although reaching these goals would require very significant resources and community participation, anything less wouldn't seem worth undertaking. Anything higher would be unrealistic; (2) Our theory of change has growth plans for engaging 50% of parents and caregivers in each community that seem ambitious but achievable; (3) Our theory of change relies on inspiring donors and community members to take ownership of community solutions for early childhood education, this goal represented a clear target that stakeholders could latch on to.

QUESTION 2

The estimate that 25-30 full subgrantee applications will be received is based on the experience of United Way of Greater Cincinnati and their SIF subgrantee process, however given the differences in geography and focus areas, we acknowledge that there are many unknown variables that we must be prepared for. We estimate that roughly one-third of the applications will come from each of the three types of organizations; it is anticipated that all nine of our early learning "Hub" partners will apply, representing approximately one-third of the applicants, with the remaining applicants evenly split between local organizations with a track record of success in Greater Detroit and regional/statewide/national organizations interested in expanding to serve the Detroit area. The purpose of the Letter of Intent phase of the subgrant competition is to better understand the number and type of applications to expect.

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QUESTION 3

This assumption that Hub organizations and other organizations that have been working in target communities will meet the SIF requirement for preliminary evidence is based on a number of factors including: (1) the Hub organizations are high capacity, high performing organizations in which research-based best practices and evaluation are core elements of their operation; (2) The pool of potential subgrantees includes organizations with a long and proven track record of excellence in early childhood education, many of which have received funding from local and national that require and support the use of evaluation by their grantees; and (3) United Way has solicited proposals from these organizations in the past in which projects demonstrated evidence from studies based on reasonable hypothesis supported by research findings.

QUESTION 4

We see the opportunity to expand partnerships outside of current local networks as very positive, as it will enable us to recruit best-in-class organizations from around the nation to bring their expertise to bear for our kids. In our high school turnaround work, this national outreach has had considerable impact on our success, as proven models like Teach For America, Talent Development, and the Institute for Research and Reform in Education brought their expertise, their track record of success, and their contagious confidence in being able to break through vexing social issues. We recognize the importance of establishing mutually meaningful relationships between these organizations and local partners and therefore emphasize that one is not more desirable than the other, rather both are necessary elements to social change making; we think we have a unique role to play in cultivating and managing these relationships to help ensure that they work for all parties. That said, given our history of working with local organizations on early childhood, we anticipate putting additional emphasis behind recruiting national partners in order to stimulate the number of these applicants. Strategies will include promoting the SIF opportunity through national networks including our national funding partners, other United

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Ways across the United Way Worldwide network, and other national early childhood-focused foundations and intermediaries.

QUESTION 5

We have been working with existing Hub organizations to prepare and implement coordinated community outreach and engagement strategies, with the support of Grassroots Solutions and the commitment of AmeriCorps VISTA to help in the community. Those plans start with the strength of each organization in the center of its community, and often expand past traditional boundary lines or city borders. We work with the Hub partners to ensure that there is not a duplication of outreach efforts in the same community. We are also finding that traditional boundaries are not as sacrosanct as they have been for so long because of the increasingly dramatic need in communities since the economic meltdown of 2008, and perhaps because of the relatively new focus on early childhood solutions.

QUESTION 6

The purpose of the workshops is to ensure that potential applicants are fully aware of the objectives, requirements and general spirit of the SIF prior to application. Workshops will be informational in nature, aimed at educating potential subgrantees of the evaluation requirements, the match requirements, the technical assistance identification process and other information to ensure that applicants are fully aware of the opportunities and expectations of participation in the Fund. This process is modeled after the United Way of Greater Cincinnati SIF subgrantee process, in which they received 79 Letters of Intent and conducted pre-application workshops for these organizations before ultimately receiving 33 full applications.

Given the potentially large number of LOIs that will be received, we anticipate the workshop being a more efficient way of communicating this information. As with all of our grant workshops, we provide

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plenty of time and opportunities for follow up conversations with potential grantees to address all questions and concerns. We find it most helpful to have a few opportunities for potential grantees to hear the information and raise questions and concerns together. Further, anecdotal evidence from UW of Greater Cincinnati indicates that there is intangible value in these workshops in that they help kickstart fundamental changes to the community conversation around the role of evidence and scale in social change making.

QUESTION 7

As we have done in our high school work, we will convene an advisory board of volunteers from the civic, corporate and foundation community to objectively score all proposals and to meet with leadership teams from organizations on the cusp. This process removes staff from influencing the results, and has proven to bring the very best organizations forward.

QUESTION 8

We anticipate the most significant challenge to the creation of a robust learning community to be the challenge of getting leaders within subgrantee organizations to take time out of their busy schedules and daily responsibilities to invest in the learning communities. United Way has facilitated learning communities among our early education Hubs, our Centers for Working Families (financial education and job training) organizations, and our turnaround high schools; through this experience, we have learned that participants in the learning community must recognize the long-term value of the relationships and interactions with their peers and simultaneously derive short-term value from participation. Otherwise, regular attendance and meaningful participation will suffer. This requires a shift from the status quo of task-oriented meetings to ones that provide "free space" conducive to personal and organizational growth.

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Another challenge that we face as the intermediary is to serve as a relationship steward with the skillset and focus necessary to build strong relationships with subgrantees. In our existing learning communities, this role is strained by limited capacity; the investments in relationship building are sometimes limited by immediate responsibilities of program managers such as fundraising, reporting, or process management. United Way's recent increase in early childhood staff (described in greater detail later) and potential SIF-supported Project Manager would ensure that the intermediary role in convening the learning community has the capacity and focus necessary to be a powerful tool for driving social change in the area of early childhood education.

QUESTION 9

United Way and its funded partners have used the MOU as a means of agreeing upon and documenting shared goals and articulating the roles and responsibilities of each individual organization required to achieve these shared goals. For example, the MOU (aka "Program Agreement") used between United Way and nonprofit organizations acting as subgrantees in the Early Learning Communities model, which will serve as the platform for replication and expansion of Social Innovation Fund subgrantee programs, achieves the following goals: (1) Clearly articulates the commitments United Way is making to the subgrantee organization, including funding commitments, evaluation coordination, network coordination, and oversight of program standards and delivery; (2) Clearly articulates the commitments the subgrantee organization is making to United Way and the broader network of Early Learning Communities organizations, including program delivery standards, data collection, reporting, participation in network meetings, etc.; and (3) Describes United Way's expectations for administration and compliance, including applicable federal flow-down clauses.

QUESTION 10

The training and technical assistance offerings currently planned include those that are applicable to the

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entire network of Social Innovation Fund subgrantees, including data collection/technology, evaluation, and community engagement. Descriptions of the technical assistance offerings in each of these areas are as follows. While many of these functions are interrelated and complementary, each contractor will provide a distinct technical assistance offering to the network with no duplication of technical assistance activities.

Wayne State University, specifically Dr. Ty Partridge, will provide evaluation technical assistance support, including conducting evaluation workshops for potential subgrantees to define and describe evaluation criteria for participation in the Fund, assisting selected subgrantees with the development of evaluation plans, and ongoing oversight and support of evaluation activities during the subgrantee period.

ArdentCause will support subgrantees with data collection, aggregation, presentation and communication technical assistance. Working with subgrantees and evaluation partners, ArdentCause will support the use of data software to ensure that subgrantees have the tools and resources necessary to collect, track, and share data accurately and in real time. In addition to providing assistance to individual grantees to collect and report data for monitoring and evaluation, ArdentCause will support United Way in aggregating and presenting data for the early childhood network to funders and key community stakeholders in real time.

High/Scope Educational Research Foundation is currently conducting a five year evaluation of the Early Learning Communities model. Because we anticipate the Hub organizations delivering this model to be likely applicants to the Fund and other subgrantees' program delivery will be coordinated through the Hubs to target communities, the expansion and replication of early childhood programs through the SIF will collectively impact the performance of the regional delivery platform. High/Scope will continue to

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conduct the evaluation of the effectiveness of this platform including changes in effectiveness as a result of the integration of SIF-supported subgrantee projects.

Grassroots Solutions will provide community organizing and recruitment technical assistance to subgrantees. Based on past experience, typical marketing and recruitment activities many nonprofits use fall short of what is necessary to reach the most isolated, vulnerable children in their communities. Grassroots Solutions will assist subgrantees with the development of customized organizing workplans (including 16-25 hours of technical assistance), a mid-year evaluation process, and ongoing one-on-one technical assistance as needed in order to maximize community penetration of programs.

QUESTION 11

While United Way staff has experience managing federal funding and assisting subgrantees administer federal dollars, past experience has demonstrated that subgrantees with no experience managing federal funds present challenges to the management of a subgrantee portfolio. United Way will incorporate subgrantee's level of experience and knowledge managing federal funds as an element of the selection criteria through the RFP process. Based on knowledge of likely subgrantees, most applicants that meet the "high performing organization" threshold will have experience managing federal funds. For those that need additional assistance to ensure compliance with federal funding requirements, an overview of federal funding requirements will be provided at a subgrantee meeting, clear expectations in regard to managing federal funds will be articulated in MOUs and United Way staff will be available for additional questions and consultation throughout the grant term.

In the instance that a nonprofit organization is interested in acting as a subgrantee but does not have experience or knowledge managing federal funds, the organization may be encouraged to submit in partnership with another organization with federal grant management capacity. In limited

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circumstances, the case may arise in which an organization is selected as a subgrantee without sufficient federal grant knowledge, in which case technical assistance with a third-party provider will be secured as part of the capacity building activities of the subgrant.

QUESTION 12

We are pleased to report that investments from General Motors and the W.K. Kellogg Foundation have allowed us to augment our Early Childhood team since the submission of this proposal. The manager to be hired for this position will join the team, highlighted below, and a review of their backgrounds makes it clear that they have the experience to provide the guidance, flexibility and leadership to ensure that the selected candidate for this position is successful, as well as to help in the start up of this work while that search is being conducted:

CINDY EGGLETON (Senior Director of Ed Prep)- As president of her own company, CERB Associates, Cindy has offered more than 20 years of experience in project and personnel management, as well as expertise in facilitation, vision planning and strategic direction. Among the efforts she has worked on she provided guidance and creative services for a coalition of education leaders who gathered perspectives of teachers, administration and other key stakeholders within the Detroit Public School system and designed the organizational development framework to forge education pathways to retrain AT&T workers. Through CERB, she led teams to be more productive, helped to resolve issues, better define systems and practices and helped set up effective processes for implementation and execution.

DR. ALICE AUDIE-FIGUEROA (Early Childhood Director)-When asked by his preschool teacher what his mother's favorite sport was, Alice's youngest son eagerly answered "reading". Joining the United Way Ed Prep team in a capacity to affect the Early Learning Centers happily combines Alice's passion, skills and experiences. For years she led a national adult-learning program directing over 25 staff in the

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development and delivery of a wide range of nationally-recognized curricula. Recently, Alice managed the Early Development Instrument (EDI) project that resulted in teachers surveying 2500 Kindergarten students in over 20 districts, assessing learning vulnerabilities by community. She also worked on the team that trained thousands of relative childcare providers on health and safety matters. As parents of children who joined the family at birth, 3 and 9, Alice and her husband have seen how reading, early and often, can change lives.

ANNETTE KINSEY (Early Childhood Director)-Thirteen years ago, Mrs. Kinsey finished an internship with United Way and vowed to come back in a different capacity; her unyielding belief in the organization drove this thought. Mrs. Kinsey graduated from the University of Michigan with a Bachelor of Arts in Speech Communications and a minor in Child Psychology. She is currently finishing up a contract with one of the largest school districts in the country, Detroit Public Schools. Through Kinsey Consulting, Mrs. Kinsey has worked with organizations such as: Wayne State University, the YMCA, Karmanos Cancer Institute, and the Prince George's County Public School District. Her vision for this job is to make sure that every child in the Metro Detroit area is being read to at least 20 minutes a day. This initiative must start at birth to increase literacy rates among families and children.

BENITA R. MILLER (Early Childhood Director)- Ms. Miller launched the Brooklyn Young Mothers' Collective, an organization that provides comprehensive services to teen parents so that they are connected to education and vocational opportunities. She believes that connecting young people to such opportunities helps to break the cycle of generational poverty. A winner of the prestigious Union Square Award, Miller was previously a children's rights attorney at The Legal Aid Society Juvenile Rights Practice in Brooklyn. In 2009, she was honored by the New York Women's Foundation with the Neighborhood Leadership Award and the Kings County District Attorney's Office as an Extraordinary Woman for her contribution to help the borough's teen parent population. In March 2011, she was

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honored by the City of New York's Mayor's Office for her work to connect teen parents to school and was recently named a 2011 Petra Foundation Fellow.

To ensure that the Early Childhood Project Manager that will be hired will have the skills and experience to manage the essential elements of the Social Innovation Fund, a thorough search will be conducted to identify highly qualified candidates. We will develop a comprehensive position/qualification description with the assistance of CNCS staff, key qualifications that we anticipate include: Bachelors or Masters (preferred) Degree in the field of education, social work (macro) or business; familiarity with theories and best practices of early childhood education; track record of building collaborative, high performing teams; an entrepreneurial mindset; ability to identify meaningful core metrics for success and drive action keenly focused on those metrics; and experience administering federal funding.

QUESTION 13

While the proposed evaluation technical assistance and data collection processes are open to revision and refinement as needed, the evaluation assistance proposed to be provided by Dr. Ty Partridge includes a two-tiered approach to facilitating sub-grantee evaluative capacity. The first tier is comprised of a comprehensive modular training curriculum designed to provide subgrantees with the knowledge and technical skills to improve their ability to conduct and/or oversee evaluations and utilize the resulting information. The second tier will involve individualized targeted technical assistance provided by Ty Partridge, Ph.D throughout the subgrantee period to support the creation and implementation of SIF evaluation plans.

The modular training curriculum will consist of four broad evaluation domains, with several specific training components within each domain. The domains are adapted from the evaluation nomenclature suggested by Freeman, Rossi, and Lipsey (2003), with the addition of a domain emphasizing

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management of the evaluation process and utilization of evaluation findings. The curriculum is modularized such that each training component can function as a stand-alone training service. This allows for maximized flexibility in addressing the diversity of organizational preparedness and evaluation needs across the wide-range of potential subgrantees. Each training component will consist of a training containing a detailed power-point presentation. Additionally, each unit will contain a training component workbook with specific organizational training exercises aimed at providing a step-by-step set of procedures for each agency to follow to implement information from a given training component to their agency. The proposed curricular domains are Evaluability Assessments, Process Evaluation, Outcome Evaluation, and Evaluation Management (additional detail on the components of these domains can be provided upon request).

In addition to the curricular evaluation training, individual programs will also be able to work directly with Dr. Ty Partridge in obtaining technical assistance on all phases of the development and implementation of program evaluation, including the development of evaluation plans in accordance with the SIF Content Requirements for Subgrantee Evaluation Plans.

ArdentCause will provide data collection technical assistance, specifically responsible for the following activities: (1) Gather requirements, plan and design integration and use of the various sources of data, including working with subgrantees, United Way, High Scope, and WSU to create an integrated information system; (2) Enhancement, expansion and management of existing data collection for program level metrics; (3) Use of CauseEffectz software as a data integration, visualization and communication point, including software training and support; (4) Provide support to all levels of stakeholders in this program community, including database support, questions and access to information, support of tools and technology, and community support for general content questions and information.

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QUESTION 14

Upon review of the SIF Content Requirements for Subgrantee Evaluation Plans, we confirm that the proposed contractual relationship with Dr. Ty Partridge will fully support rigorous evaluation planning. The proposed 20 hours/week for 48 weeks will be adequate to support the first year of evaluation planning with subgrantees. Dr. Partridge has the capacity to complete actions as proposed; he teaches two courses per semester at Wayne State University, totaling 6 hours per week and runs the Bio-Ecology of Child and Family Development Lab. Dr. Partridge recently completed three early childhood evaluation contracts (for United Way's Women's Initiative as well as Even Start and Readers as Leaders programs) which collectively represented the same contractual time commitments as the proposed SIF contractual arrangement. Thus, he has the capacity to fulfill the requirements of this project.

Should there be conflicts of interest between Dr. Partridge and any of the subgrantees or other SIF participants, there are several possible contingency plans. Dr. Partridge could make referrals to other evaluation research colleagues at Wayne State University, specifically naming four potential individuals. In addition, United Way has worked with other evaluation consultants in the past and could seek additional support should there be conflicts of interest, additional capacity required, or flexibility in evaluation support otherwise needed.

2. BUDGET ISSUES FOR CLARIFICATION

BUDGET ISSUE 1

The originally submitted budget included travel to three SIF-related meetings in Washington D.C.; the travel budget has been revised and refined to include travel to two SIF meetings for two staff members. The budget of \$5,680 is based on travel costs of \$1,420 per person per trip (\$700 estimated airfare, \$600 for lodging [3 nights] and local transportation/meals at \$120 [3 days]).

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BUDGET ISSUE 2

The Program Staff Office/Rent line item was revised to reflect updated 2012 budget numbers (from United Way's 2012 operating budget). The line item budget of \$9,975 was calculated based on a percentage (1.44%, calculated based on 1.55 FTE dedicated to the SIF as part of a 107.5 FTE staff) of the total annual occupancy costs of \$692,450. This total cost includes building lease (\$404,544), utilities (\$59,008), insurance (\$104,898) and building repairs/maintenance (\$124,000).

The Program Staff Phone/Internet line item was also revised to reflect updated 2012 budget numbers. The line item budget of \$2,475 was calculated based on a percentage (1.44%, calculated based on 1.55 FTE dedicated to the SIF as part of a 107.5 FTE staff) of the total annual applicable telecommunications expense of \$171,620. This total cost includes telephone (\$108,060) and external data communications (\$63,560).

BUDGET ISSUE 3

A Criminal Background Check line item was added to the "Other" budget category totaling \$2,300. This figure was estimated based on 6 United Way staff fully or partially funded by SIF dollars and an estimated 20 subgrantees with 2 staff fully or partially funded by SIF dollars, totaling 46 staff positions that require a criminal history check at a cost of \$50/check.

3. POST CLARIFICATION FOLLOW UP QUESTIONS

QUESTION 1

We estimate 6-7 Hub organizations will be selected as SIF subgrantees. United Way will utilize a review panel composed of leaders from the community to review and score subgrant proposals, so the number

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of Hub organizations selected as SIF subgrantees will depend on the strength of the projects and proposals they put forth. Given that United Way selected high performing, innovative organizations to serve as Hubs and has worked closely with them over the past three years to build capacity and refine programs and business models, we expect that these organizations will have a strong representation in the SIF portfolio. However, based on past experience with this type of process and the fact that the SIF process will likely draw competition from a larger pool of applicants, it is likely that 2-3 Hub organizations will fall short.

QUESTION 2

The goal of 80% of children entering kindergarten with foundational skills for success, we firmly believe, is the right goal. Our Board of Directors set this ten year goal in 2008 and we have aligned resources and strategies to achieve it. The SIF will be a tremendous resource to help the community achieve this goal, however the outcome of the SIF subgrant competition would not affect the goal itself.

United Way is focused on attracting, recruiting, and supporting the right leaders and the right organizations to bundle talent to help parents, caregivers, and children succeed. We see the SIF as a tool to help us do this in a more powerful way and are confident that the organizations selected in the subgrant competition will be those that are best positioned to drive kindergarten readiness rates upward. If any of the nine Hub organizations are not selected, it will be because a determination was made that another subgrantee can have a greater impact on the community's ability to prepare our children for success.

QUESTION 3

We estimate that approximately 6,000 children will be positively affected by the portfolio of SIF subgrantees in the first year. United Way collaboratively develops an annual target with our funded

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partner organizations based on factors including pending program milestones, local community conditions, and resources available. We have not conducted this process yet for the coming year and of course will not have the opportunity to do so with the SIF subgrantees until they are selected. However, based on the budgeted subgrants, we feel that the 6,000 children estimate is an appropriate expectation for the first year.

The achievement of the 80% goal requires the network to expand its reach deeper into communities to connect with more parents, caregivers, and children AND that the connections that are formed with those parents, caregivers, and children are increasingly transformative. Thus the achievement of the 80% goal is both a function of expanding capacity and improving performance. However, due to the high threshold of performance and evidence base United Way expects of subgrantees and partners (which will be a particular emphasis of the SIF) we recognize that engaging more parents, caregivers, and children--expanding capacity to achieve greater scale--is weighted more heavily in this equation to achieve the 80% goal.

We will ensure that the expanded capacity is matched to community need in a number of ways, including: the present focus on target communities, selected based on key indicators, will ensure investments are made within communities of high need; the Early Development Index, the community-wide mechanism for early childhood data collection, will ensure the network has understanding of needs and trends in specific communities and allow it to align capacity with need; and subgrantee learning community and network participation will facilitate relationships among subgrantees, other early childhood partners, and the funding community to ensure collective accountability in achieving community-wide goals.

Continuation Changes

N/A

Required Documents

Document Name

Status

Match Verification

Sent

**2011 Social Innovation Fund
United Way for Southeastern Michigan
Section 2 – Budget**

on August 15, 2011 10:12 AM

Greater Detroit Early Childhood Innovation Fund**United Way for Southeastern Michigan**

Application ID: 11SI127084

Budget Dates: 09/01/2011 - 08/31/2016

	Total Amt	CNCS Share	Grantee Share
Section I. Program Costs			
A. Project Personnel Expenses	193,236	193,236	0
B. Personnel Fringe Benefits	5,604	5,604	0
FICA	14,783	14,783	0
Health Insurance	26,473	26,473	0
Retirement	5,797	5,797	0
Life Insurance	5,217	5,217	0
Total	\$57,874	\$57,874	\$0
C. Travel	13,160	13,160	0
D. Equipment			
E. Supplies	6,141	6,141	0
F. Contractual and Consultant Services	935,200	319,200	616,000
H. Other Costs	3,411,889	1,719,889	1,692,000
Subgrants	3,382,500	1,690,500	1,692,000
Total	\$6,794,389	\$3,410,389	\$3,384,000
Section I. Subtotal	\$8,000,000	\$4,000,000	\$4,000,000
Section II. Indirect Costs			
J. Federally Approved Indirect Cost Rate			
Indirect Costs	0	0	0
Total	\$0	\$0	\$0
Section II. Subtotal	\$0	\$0	\$0
Budget Totals	\$8,000,000	\$4,000,000	\$4,000,000
Funding Percentages		50%	50%
Required Match		n/a	
# of years Receiving CNCS Funds		n/a	