



## 2023-2024 PACT Grant Application Guide

### **REQUEST FOR PROPOSALS**

Release Date: February 1, 2023

Submittal Deadline: March 20, 2023

Award Cycle: July 17, 2023 – July 8, 2024

# Plan of Action for Community Transformation (PACT)

United Way of Acadiana invests in work that ensures more educated, prosperous, and safe communities across Acadia, Lafayette, St. Martin, and Vermilion parishes where more individuals and families achieve their potential. This is part of our commitment to unite people and organizations with passion, expertise, and resources in three focus areas: education, earnings and essentials. In addition, over the past year, United Way has expressly recognized the value of collective impact and has built collaboration of agencies and programs into our strategy map.

The [ALICE report](#) sheds light on the challenges faced by working families who do not make enough to pay for basic necessities. **ALICE** is an acronym that stands for Asset Limited, Income Constrained, Employed. ALICE is a household with income above the Federal Poverty Level but below the basic survival threshold. The United Way ALICE Report for Louisiana indicates that 33% of households are ALICE and another 18% live below the Federal Poverty Level. Together, 51% of households cannot afford the basics of safety, shelter, food, medicine, and healthcare, and the ALICE report reveals that these stressors are experienced in higher percentages by families of color.

Focusing on ALICE and the racial equity gap can prevent, and possibly decrease, the number of families in our community below the Federal Poverty Level. When families succeed, they make safer, more financially stable communities for everyone in Acadiana. Thus, UWA seeks to strategically invests in programs that help children graduate from high school on time. Additionally, UWA invests in programs that provide families access to services and opportunities to earn above the ALICE threshold and build a foundation upon which to succeed, and meet basic needs of safety, shelter, food, medicine, and healthcare. Support for programs like these provides effective methods for ALICE families to enhance their quality of life and achieve their potential. In addition to supporting programs that meet these goals, this year's application will call on organizations to specifically identify ways they are closing the racial equity gap.

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United Way of Acadiana seeks to fund organizations with programs that align with the UWA strategy map:

## **Community Collaboration**

Goal: The community is stronger when the nonprofit sector is strengthened through active community leadership and collective impact. See Appendix B for strategies and metrics associated with community collaboration.

- Collective Impact: Helping individuals and families reach more opportunities is best achieved by organizations working together towards common goals.
- Community Leadership: Solving community problems requires leadership from individuals and organizations to advocate for solutions and resources.

## **Education.**

Goal: Children achieve their potential through a dynamic array of educational opportunities.

Education is the cornerstone for success in school, work, and life. It benefits the whole community; high school graduates earn more, contribute more to their local communities, and are more likely to raise kids who also graduate. See Appendix C for the strategies and metrics associated with the following research-based components for Education.

- School Readiness: Young children demonstrate age-appropriate development and enter kindergarten ready to learn.

- Kids on Track: Students achieve at grade level in reading, math, and science.
- Enhancing Environments for Children: Students can access safe and nurturing places to build the esteem and leadership needed to make healthy choices.
- Graduation and Beyond: Students graduate from high school prepared for college and other post-secondary training to access training needed for a quality job.

### **Earnings.**

Goal: Families gain income and financial tools needed to thrive.

The jobs that ALICE holds are integral to our communities, yet these low-wage jobs do not pay enough for ALICE to live on. These families are forced to make tough choices, such as deciding between quality child care and paying rent and those choices have consequences not just for ALICE, but for area communities. Thus, it is important to address what can actually improve the quality of life for ALICE and the families they support. See Appendix D for the strategies and metrics associated with the following research-based components for Earnings.

- Education: Individuals and families obtain knowledge and skills that lead to a livable wage and increased financial wellness.
- Financial Resources: individuals and families access financial opportunities and services for increased income and a foundation to succeed.

### **Essentials:**

Goal: People's basic needs of safety, shelter, food, medicine and healthcare are secured in times of disaster or situational crisis.

When individuals are unable to meet their immediate needs due to crisis, it is more difficult to focus on long-term goals such as employment, housing, health/wellness, or education. Often our most vulnerable neighbors lack health insurance, stable housing, financial management skills, transportation and/or employment. Insufficient access to these both lead to magnifying the devastating consequences of any crisis as well as are determinants of poor health outcomes. See Appendix E for the strategies and metrics associated with the following research-based components for Essentials.

- Disaster Response: Acadiana is prepared and able to respond in times of disaster.
- Basic Needs: Families and children have basic needs met including safety, shelter, food, medicine, and healthcare.

# Eligibility and Funding Requirements

## Who may apply?

Funding is available to organizations with 501(c)(3) tax-exempt status from the Internal Revenue Service. Funds will only support programming within one or more of the following parishes: **Acadia, Lafayette, St. Martin, and/or Vermilion**. The program for which funding is sought should align with the research-based components above and should be able to be evaluated using the metrics outlined in United Way of Acadiana's strategy map.

Applicant organizations must also meet the following requirements:

- Be in existence for at least three years
- Governed by a Board of Directors that meets at least quarterly
- Possess audited financial statements (if revenue is \$300,000 or more) or CPA's review for fiscal years older than the most recent fiscal year.
- Ability to report program outcomes using the metrics provided in United Way of Acadiana's strategy map.

## Funding Allocations

The following table provides background information which should be considered when applying for funding. This information is provided to offer a sense of scale for previous PACT grant awards and funded programs, but it does not guarantee a similar range or amount for PACT grant awards in 2022.

	<b>Smallest Award in 2022</b>	<b>Largest Award in 2022</b>
<b>Education</b>	\$5,000	\$43,000
<b>Earnings</b>	\$3,000	\$26,000
<b>Essentials</b>	\$1,000	\$40,000

# INSTRUCTIONS

## Instructions for Preparing Funding Request Application

Complete applications must be submitted online by **11:59pm on Tuesday, March 20, 2023**. If you have any questions about how to complete any part of the application, please do not hesitate to contact Hunter Leedy at [hunter.leedy@unitedwayofacadiana.org](mailto:hunter.leedy@unitedwayofacadiana.org).

### Online Submission

All applications will be submitted online at [unitedwayofacadiana.org/collaborations/pactgrants/](https://unitedwayofacadiana.org/collaborations/pactgrants/).

### Helpful Notes

- Should an organization wish to apply for funding for more than one program, an individual application must be submitted for each program.
- Applications missing any portion of the requested information or required attachments will be considered incomplete and ineligible for funding.
- Program alignment with United Way of Acadiana's Strategy Map is required. Only organizations who are able to report on the metrics in the chosen strategy are encouraged to apply.
- Applications will be evaluated by volunteers who may not be familiar with the intricacies of a program or exact terminology routinely used by an organization. Clearly define any terms used by your agency.
- Each application will receive a score out of 100. Appendix A describes point values for each section, and the scoring rubric used by Vision Council volunteers is included in this document.
- The application has been designed to be one page for ease of use. Applicants can scroll through entire application in order to prepare materials ahead of time. Applicants may save and come back to the form at any time before submitting.

### Required Attachments

- 501c3 letter
- Agency Board of Directors Listing
- Current Fiscal Year Budget
- Program Budget
- Last completed Form 990
- Any letters of support (up to 3)
- Additional attachments maybe requested as needed to review the application

## Appendix A: Funding Request Score Sheet

Below, for your information, is a copy of the assessment instrument utilized by volunteers in evaluating requests for funding.

Organization Name: \_\_\_\_\_ Program Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

<b>STAFF REVIEW</b>	<b>Application Page</b>	<b>Response</b>
The following criteria must be met before an application is submitted for evaluation		
1. Is the organization maintaining an acceptable level of financial security and stability (i.e., functioning in the black, has a consistent and adequate cash flow, a budgeting process is completed and followed)?	Org. Profile, Uploads	YES NO
2. Does the program's objectives align with the United Way of Acadiana Strategy Map?	Outputs	YES NO

If YES is chosen for Items 1 and 2 above, the application may proceed to Part I-III of the grant review process.

Based on the following criteria, rate the information documented in the request for proposal materials:

<b>PROGRAM INFORMATION AND IMPACT RATING</b>	<b>Application Page</b>	<b>Possible Score</b>
1. <b>The target population is well aligned with the program rational for need.</b>	Program Description	5
2. <b>The organization is capable of reaching the target population, ALICE.</b>	Program Description, Inputs	15
3. <b>In addition to reaching the ALICE population, the organization and program acknowledges racial inequity in our communities and identifies clear strategies and methods to help close the equity gap.</b>	Program Description, Inputs	10
4. <b>The organization has the expertise and capacity to execute the strategies and achieve the outcomes.</b>	Program Description	15
5. <b>The application clearly outlines a comprehensive outreach strategy and is accessible to potential clients.</b>	Inputs	5
6. <b>Organization is working collaboratively with strategic partners and organizations to enhance the results of the program. Letter(s) of support are included.</b>	Program Budget	5
7. <b>The application clearly explains how funding requested from United Way of Acadiana will be spent and how dollars are connected to the proposed outcomes.</b>	Org. Profile, Activities, Outputs	20
8. <b>The program shows significant depth of impact (score based on need of service in the community and impact of program on each individual served. The program has a wide breadth of impact (score based on the number served/ amount of people reached).</b>	Outputs	10
9. <b>The application reflects that the organization has the capacity to consistently and accurately track indicators selected and clearly identifies what methods will be used to measure impact.</b>	Outcomes	15
<b>TOTAL POINTS</b>		<b>100</b>

<b>PART III: PAST PERFORMANCE RATING</b> <b>(for PACT funded programs from the previous cycle only)</b>	<b>Possible Deduction</b>
<p>Up to 20 points may be deducted based on past performance of PACT partners. There will be an opportunity on the application for partners to explain unmet targets. Examples may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• PACT partner was consistently late with quarterly reports</li> <li>• Program enrollment was unacceptably low based on target</li> <li>• Program outcomes reported were unacceptably low based on target</li> </ul>	<b>-20</b>

TOTAL POINTS AWARDED	
TOTAL POINTS DEDUCTED	
<b>TOTAL POINTS</b>	

**Requested funding:**

**Recommended funding amount:**

**Overall Comments:**

Strength of the program application:

Weakness of the program applicant:

## Appendix B: Community Collaboration Strategies

Community Collaboration strategies are those primarily undertaken by United Way of Acadiana. However, there are cases where PACT partners may propose collaborations or activities which clearly address UWA strategies, and in those cases, agencies are encouraged to apply for funds.

		<b>Strategy</b>	<b>Sample Metrics</b>
<b>Collective Impact</b>	<u>Strategy #1:</u>	Model and educate nonprofit organizations on the value of collective impact.	# of partner organizations listed that clearly demonstrate mission alignment
	<u>Strategy #2:</u>	Begin grantmaking across adopted strategies for those organizations engaged in collective impact.	
<b>Community Leadership</b>	<u>Strategy #3:</u>	Advocate for issues that support opportunities for a better life for ALICE families	(Generally, these are metrics that UWA is measuring itself against; however, organizations are encouraged if applicable to describe their work in these strategies.)
	<u>Strategy #4:</u>	Promote voluntarism as a way to improve the community.	
	<u>Strategy #5:</u>	Celebrate philanthropy and giving as a way to address community needs.	



## Appendix C: Education Strategies and Metrics

RBC	Strategy	Sample Metrics										
School Readiness	<u>Strategy #6:</u> Increase access to affordable, high quality early childhood development options for ALICE families.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"># of children (0-5) enrolled in a high quality early childhood development center*</td> <td style="width: 10%;"># volunteer hours*</td> <td style="width: 10%;">\$ leveraged*</td> <td style="width: 10%;"># of ALICE families receiving financial assistance to attend a high quality childcare center*</td> <td style="width: 10%;"># children exhibiting age-appropriate physical skills*</td> <td style="width: 10%;"># children exhibiting age-appropriate language skills*</td> <td style="width: 10%;"># children exhibiting age-appropriate cognitive skills*</td> <td style="width: 10%;"># children exhibiting age-appropriate number skills*</td> <td style="width: 10%;"># children exhibiting age-appropriate socio-emotional skills*</td> <td style="width: 10%;"># children exhibiting age-appropriate literacy skills*</td> </tr> </table>	# of children (0-5) enrolled in a high quality early childhood development center*	# volunteer hours*	\$ leveraged*	# of ALICE families receiving financial assistance to attend a high quality childcare center*	# children exhibiting age-appropriate physical skills*	# children exhibiting age-appropriate language skills*	# children exhibiting age-appropriate cognitive skills*	# children exhibiting age-appropriate number skills*	# children exhibiting age-appropriate socio-emotional skills*	# children exhibiting age-appropriate literacy skills*
	# of children (0-5) enrolled in a high quality early childhood development center*	# volunteer hours*	\$ leveraged*	# of ALICE families receiving financial assistance to attend a high quality childcare center*	# children exhibiting age-appropriate physical skills*	# children exhibiting age-appropriate language skills*	# children exhibiting age-appropriate cognitive skills*	# children exhibiting age-appropriate number skills*	# children exhibiting age-appropriate socio-emotional skills*	# children exhibiting age-appropriate literacy skills*		
<u>Strategy #7:</u> Increase access to research-based resources to prepare children to be kindergarten-ready.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"># of children 0-5 impacted*</td> <td style="width: 10%;"># volunteer hours*</td> <td style="width: 10%;">\$ leveraged*</td> <td style="width: 10%;"># of children (0-5) with access to age-appropriate books</td> <td style="width: 10%;"># of total hours parents read to their children age 0-5</td> <td style="width: 10%;"># of parents knowledgeable about criteria for kindergarten readiness</td> <td style="width: 10%;"># of children prepared to enter school ready to learn</td> <td></td> <td></td> <td></td> </tr> </table>	# of children 0-5 impacted*	# volunteer hours*	\$ leveraged*	# of children (0-5) with access to age-appropriate books	# of total hours parents read to their children age 0-5	# of parents knowledgeable about criteria for kindergarten readiness	# of children prepared to enter school ready to learn				
# of children 0-5 impacted*	# volunteer hours*	\$ leveraged*	# of children (0-5) with access to age-appropriate books	# of total hours parents read to their children age 0-5	# of parents knowledgeable about criteria for kindergarten readiness	# of children prepared to enter school ready to learn						
Kids on Track	<u>Strategy #8:</u> Provide research-based resources to improve student performance in reading/ELA, math and/or science.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"># of students impacted*</td> <td style="width: 10%;"># volunteer hours*</td> <td style="width: 10%;">\$ leveraged*</td> <td style="width: 10%;"># of schools impacted by program*</td> <td style="width: 10%;"># of teachers who receive training*</td> <td style="width: 10%;">% of students advancing to next grade at end of year*</td> <td style="width: 10%;">Average reading level increase by all students in program</td> <td style="width: 10%;"># of students basic or above on reading/ELA standardized test</td> <td style="width: 10%;"># of students basic or above on math standardized test</td> <td style="width: 10%;"># of students basic or above on science standardized test</td> </tr> </table>	# of students impacted*	# volunteer hours*	\$ leveraged*	# of schools impacted by program*	# of teachers who receive training*	% of students advancing to next grade at end of year*	Average reading level increase by all students in program	# of students basic or above on reading/ELA standardized test	# of students basic or above on math standardized test	# of students basic or above on science standardized test
# of students impacted*	# volunteer hours*	\$ leveraged*	# of schools impacted by program*	# of teachers who receive training*	% of students advancing to next grade at end of year*	Average reading level increase by all students in program	# of students basic or above on reading/ELA standardized test	# of students basic or above on math standardized test	# of students basic or above on science standardized test			

	<u>Strategy #9:</u>	Increase students' attendance and engagement in school by reducing individual barriers to learning.	# of students impacted*	# volunteer hours*	\$ leveraged*	# of schools impacted by program*	# of absences (total)*	% average daily attendance	Average score on Engagement section of Gallup Survey (required for grades 5-12)	Other: IEP related barrier	Other: Mental Health	Other: Basic Needs
Enhancing Environments for Children	<u>Strategy #10:</u>	Help all students identify their own self-worth and develop their potential, through mentoring and leadership opportunities.	# of students impacted*	# volunteer hours*	\$ leveraged*	# of hours students spent with a mentor*	Average % attendance in program*	# leadership merits earned by participating students	Other			
	<u>Strategy #11:</u>	Support The Leader in Me so that students are empowered with an awareness of their own choices, achieve their potential and develop 21 <sup>st</sup> century leadership skills.	# of students impacted*	# volunteer hours*	\$ leveraged*	# of disciplinary referrals*	Average % daily attendance at school*	Teacher retention rate (% of teachers completing year and returning next year)*	Average score on Engagement section of Gallup Survey (required for grades 5-12)			
Graduation and Beyond	<u>Strategy #12:</u>	Partner with post-secondary institutions and others to develop students' knowledge and/or skills for career/college readiness and	# of students impacted*	# volunteer hours*	\$ leveraged*	# of career readiness classes offered	# of post secondary school applications submitted	# of financial aid applications submitted	# of community services hours volunteered by students			

		community service.										
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## Appendix D: Earnings Strategies and Metrics

RBC	Strategy	Sample Metrics									
Financial Education	<u>Strategy #13:</u>	Support opportunities to increase knowledge and/or skills to obtain or maintain jobs paying above the ALICE threshold.	# of ALICE impacted (unduplicated)*	# of individuals below the Federal Poverty Level impacted (unduplicated)	# volunteer hours*	\$ leveraged*	# of new jobs earned	# of job seeking preparation classes offered	# of post-secondary certifications earned	# or High School Equivalencies (HiSET) earned	# of participants who received an employment boost (i.e. promotion, raise, etc.)
	<u>Strategy #14:</u>	Provide free comprehensive financial education, mentorship and asset-building opportunities for ALICE.	# of ALICE impacted (unduplicated)*	# of individuals below the Federal Poverty Level impacted (unduplicated)	# volunteer hours*	\$ leveraged*	# of individuals who avoid use of predatory lending for at least 6 months*	\$ saved by participants*	# of adults completing a financial literacy class*	# of K-12 students completing a financial literacy course	
Financial Resources	<u>Strategy #15:</u>	Increase access to innovative and affordable transportation options for ALICE to get to and from job interviews and work.	# of ALICE impacted (unduplicated)*	# of individuals below the Federal Poverty Level impacted (unduplicated)	# volunteer hours*	\$ leveraged*	# of individuals program is unable to serve*	# of miles driven*	# of rides (one way)*	# days/shifts participants worked because they had transportation	# of job interviews completed

	<u>Strategy #16:</u>	Increase access to mainstream financial services such as low/no-cost checking accounts and sound microloans for ALICE.	# of ALICE impacted (unduplicated)*	# of individuals below the Federal Poverty Level impacted (unduplicated)	# volunteer hours*	\$ leveraged*	# of new accounts (checking, IDA, and/or direct deposit) opened*	\$ saved by participants	# of microloans offered		
	<u>Strategy #17:</u>	Help ALICE leverage earnings through the Earned Income Tax Credit and accessing free tax preparation services.	# of ALICE impacted (unduplicated)*	# of individuals below the Federal Poverty Level impacted (unduplicated)	# volunteer hours*	\$ leveraged*					

## Appendix E: Essentials Strategies and Metrics

RBC	Strategy	Sample Metrics										
<b>Disaster Response</b>	<u>Strategy #18:</u>	Mobilize resources in times of disaster to meet essential needs for individuals and families.	# of individuals served*	# volunteer hours*	# of families receiving emergency assistance times of disaster*	# of first aid/CPR trainings completed	# of families with disaster plans/kits	# meals provided to disaster victims	# of donated items	Value (\$) of donated items	Amount (\$) raised to respond to disaster(s)	
	<u>Strategy #19:</u>	Help ALICE access and maintain stable and safe housing.	# of ALICE served (unduplicated)*	# of individuals served below the Federal Poverty Level (unduplicated)*	# volunteer hours*	\$ leveraged*	# of individuals returning for services over a 12 month period*	# of individuals declined because resources not available*	# of nights in emergency shelter*	# of families transitioned to stable/permanent housing*	# of rental/mortgage payments	# of utility payments
<b>Basic Needs</b>	<u>Strategy #20:</u>	Increase access to affordable and healthy food options for ALICE.	# of ALICE served (unduplicated)*	# of individuals served below the Federal Poverty Level (unduplicated)*	# volunteer hours*	\$ leveraged*	# of individuals returning for services over a 12 month period*	# of individuals declined because resources not available*	# of meals distributed	# of pounds of food distributed		
	<u>Strategy #21:</u>	Increase access to affordable healthcare for ALICE.	# of ALICE served (unduplicated)*	# of individuals served below the Federal Poverty Level (unduplicated)*	# volunteer hours*	\$ leveraged*	# of individuals returning for services over a 12 month period*	# of individuals declined because resources not available*	# of medical visits provided	# of dental visits provided	# of prescriptions provided	

	<u>Strategy #22:</u>	Improve social determinants of health.	# of ALICE served (unduplicated)*	# of individuals served below the Federal Poverty Level (unduplicated)*	# volunteer hours*	\$ leveraged*						
	<u>Strategy #23:</u>	Help citizens easily find existing community resources through 2-1-1 and Unite Us and track and share information across a network of providers.	# of ALICE served (unduplicated)*	# of individuals served below the Federal Poverty Level (unduplicated)*	# volunteer hours*	\$ leveraged*						