

2019 United Way of Central New Brunswick
Nackawic & Area Community Fund



2019 Application Guide

Questions? Please contact:

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Important Dates

Deadline to submit applications:

Saturday November 30th, 2019 at Midnight

Email completed applications and supporting documents to roxana@unitedwaycentral.com

Introduction

At United Way, we help people. Working with partner agencies, volunteers, donors, and government, we strive to improve lives and build community in Central New Brunswick.

Your local United Way is focused on creating high performing, research-based, dynamic and sustainable community investment partnerships that drive positive change in community.

All investments will align with United Way's mission, investment principles, and will support the agency's move toward advancing change in one or more of United Way's Focus Areas.

Additionally, investments may fund a special project related to a particular issue the agency is trying to address, or may provide for learning-related and capacity-building initiatives.



United Way's Investment Principles

PRINCIPLE 1: PURPOSEFUL

Definition: Purposeful investment is grounded in a limited set of priorities about which the United Way of Central N.B is knowledgeable and committed, and for which they are reasonably assured to play a positive role and does not unnecessarily duplicate the efforts of other contributors.

PRINCIPLE 2: ACCOUNTABLE

Definition: Accountable investors take responsibility for the investment and embrace the concept of transparency and alignment to investment categories. United Way of Central N.B. places great importance on evaluating the impact of its investments in the community. It also recognizes its responsibility to align investment with the needs of the community.

PRINCIPLE 3: SUSTAINABLE

Definition: Sustainable investment is an approach that fosters better futures and enduring change across the community. Through sustainable investment the United Way of Central N.B aims to meet the needs of the present without compromising our partner's ability to meet their own needs in the future.



Funding Guidelines & Criteria

Our investment decisions are made within the framework of the following criteria:

- Alignment with United Way focus areas
- Addresses policy, systems or institutional change
- Addresses community need
- Applies evidence-based effectiveness
- Addresses underlying causes of social issues
- Has community support
- Demonstrates impact
- Exhibits excellence in performance and leadership
- Exhibits strong governance

Investment Guidelines & Criteria

United Way does not invest in the following:

- Organizations without Registered Charitable Numbers (exceptions include municipalities, registered athletic associations, and schools)
- For-profit organizations
- Political parties
- Religious activities
- Deficit funding
- Fundraising initiatives

Before you start your 2019 application...

A reminder of United Way Central New Brunswick's
Community Investments



Background on United Way Community Investments

- **Community impact** means changing social conditions and creating opportunities for a better life for individuals, families and stronger communities.
- **Our goal is to generate a measurable and beneficial return** in communities where we live.
- **Investments are made locally**, within the Nackawic school district catchment area.
- We are committed to building a **resilient community centered on collaboration** that reflects the complex needs and opportunities within our communities.

Selecting your Focus Area & Investment Area

- In order to complete the application, we ask that you familiarize yourself with the **Investment Areas** that fall under each **Focus Area**. The definitions for each investment area can be found on the next few pages. Once you have determined the overarching Focus Area for your program or service, select the Investment Area based on your program, service, or strategy's function.



Background on United Way Community Investments

United Way Focus Areas

- To be effective community investors, the United Way of Central N.B. has defined three Focus Areas:
 - **Building Strong Communities**
 - Moving people **From Poverty to Possibility**
 - Helping kids be **All That Kids Can Be**
- Each **Focus Area** has one or more **Investment Areas** (*more information to come*)

Focus Areas & Investment Areas

All that Kids Can Be

- Success in School
- Community Engagement and Leadership Development
- Emotional and Physical Wellbeing

From Poverty to Possibility

- Food Security
- Housing Stability
- Employment
- Financial Literacy & Individual Support

Healthy People, Strong Communities

- Aboriginal Peoples
- People with Disabilities
- Seniors
- Newcomer Settlement and Integration
- Community Mental Health & Wellbeing
- Sexual and/or Domestic Violence
- Neighbourhood Development
- Organizational Capacity Building and Leadership Development
- Volunteer Engagement and Mobilization



All that Kids Can Be- Investment Areas

Success in School:

Supports to promote the educational achievement of children and youth, as well as their transition to post-secondary education or employment. Includes, but is not limited to services that support school readiness, homework completion, reading and writing instruction, academic guidance and counselling, alternative educational options such as dropout programs or flexible learning environments, job skills training, and job search training and assistance.

Community Engagement and Leadership Development: Supports to provide opportunities for children and youth to develop positive social relationships with adults and peers at home, in school, and in the neighbourhood, as well as to meaningfully participate in and contribute to community. Includes, but is not limited to, programs that support volunteerism, and those that enable children and youth to participate in a wide range of recreational, cultural, social and civic activities through clubs or youth groups.

Emotional and Physical Wellbeing: Supports to assist the development of both emotional health (including a positive self-perception, mental health and resiliency) and physical health (including nutrition, health care, and physical activity) and environment (life stress, socioeconomic status, and neighbourhood setting) that allow children to actively engage in day to day activities.



From Poverty to Possibility- Investment Areas

Food Security: Supports to ensure access to food for individuals and families experiencing food insecurity, and supports to build community by growing, cooking and sharing food together. Includes, but is not limited to, emergency food provision, breakfast/snack programs, community gardens, cooking programs, meals on wheels, community meals, food collection programs.

Housing Stability: Supports to people who are homeless or at risk of homelessness to find and maintain housing, meet basic needs, and promote health and well-being. Includes, but is not limited to, emergency shelter, transitional housing services, supportive housing programs, outreach programs, affordable housing development and tenant counselling.

Employment: Supports to assist individuals to develop their job skills and to enhance their ability to find and maintain employment. Includes, but is not limited to employment counseling, resume preparation assistance, interview training and other pre-job guidance services, skills upgrading, mentoring, and training and development programs.

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From Poverty to Possibility- Investment Areas

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Financial Literacy & Individual Support: Supports to individuals to develop their knowledge and skills to manage their personal financial resources effectively and help them make more informed money management decisions that improve their financial outcomes and build their financial security. Including, but not limited to, banking services information and support, financial assessment tools, financial management workshops, personal financial counseling, tax preparation assistance. May also include defending the economic rights of income security beneficiaries, employment insurance claimants or tenants.



Healthy People - Investment Areas

Aboriginal Peoples: Supports that provide culturally relevant programs and services for Aboriginal individuals and/or families. Areas of support often include, but are not limited to: culturally-based education, training, employment, leadership, community development, and healing and wellness programs.

People with Disabilities: Supports to help adults and children with physical or developmental disabilities to live independently and actively participate in their communities, and supports to assist family members and caregivers. Including, but not limited to, mobility training and assistance, escort assistance, independent living supports, respite care, related support groups, education and other resources to help people with disabilities and chronic illnesses to live well.

Seniors: Supports to promote healthy and active living among seniors and to support seniors to live independently, either in their own homes or in supportive housing. Including, but not limited to, services such as adult day programs, congregate dining, seniors' centres, and transportation to medical appointments, shopping, banking and other activities, and supports to caregivers.

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Healthy People - Investment Areas

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Newcomer Settlement and Integration: Supports to assist newcomers to settle and integrate by meeting immediate needs and providing longer term assistance, and supports to help communities of newcomer engage by building capacity, leadership and voice. Services to meet immediate needs include, but are not limited to, settlement and orientation counseling, information and referral to services, translation and interpretation.

Community Mental Health & Wellbeing: Supports to promote mental health and well-being, increase public awareness, reduce stigma, and provide community-based mental health programs. Including, but not limited to, preventive services, crisis support services, addiction services and self-help resources. Also includes support for those living with chronic illnesses.

Sexual and/or Domestic Violence: Supports to assist men, women and children who have experienced sexual assault and/or abuse, as well as those who have experienced physical, sexual and/or emotional abuse in domestic relationships. Including, but not limited to, crisis intervention, emergency shelters, counseling and transitional services, parenting supports, and legal support, as well as advocacy, preventative work and public education.



Strong Communities- Investment Areas

Neighbourhood Development & Engagement: Supports to strengthen communities and neighbourhoods by engaging residents, community stakeholders, community organizations, funders, government and academic partners to: improve the quality of neighbourhood life, and foster community cohesion; build and maintain an adequate network of neighbourhood infrastructure, social services and community programs; engage in policy and research activities to understand and support communities and neighbourhoods; and increase public awareness of the importance of strong neighbourhoods for a strong and vibrant city.

Organizational Capacity Building and Leadership Development: Supports that help leaders and organizations develop their skills through individual and organizational training and skills development. Including, but not limited to, governance training, strategic planning, program planning, outcomes measurement, evaluation, and volunteer management.

Volunteer Engagement and Mobilization: Supports that assist the recruitment, placement, training, recognition and retention of volunteers at an agency/or sector level. This includes, but is not limited to, volunteer opportunity databases, volunteer centres, and local volunteerism awards. This does not include volunteer initiatives that are provided by a funded agency or by a specific program for which an organization receives funding.



What if my program, service, or strategy fits under a combination of Investment Areas?

Your program, service or strategy may appear to fit under a combination of investment areas. We ask that you select only one Investment Area.

- **How do you select the primary Investment Area?** This may be determined by reviewing the Investment Area definitions and/or answering the following questions:
 - To which Investment Area do your outcomes apply?
 - What population is the program/service trying to target?
 - What topics or issues is the program/service trying to address?

Going through the application



Section: Basic Agency Information

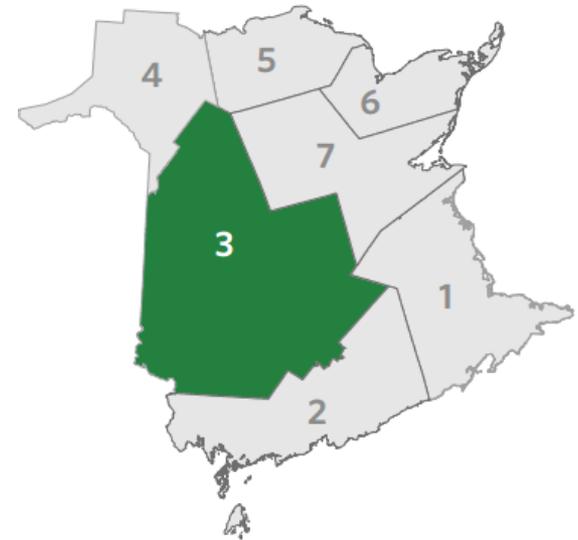
- Agency name and contact information
- Charitable registration # (if applicable)
- Agency Mission Statement
- Number of employees and overview of roles
- # employees and volunteers
- Brief overview of roles

Section: Program, Service or Strategy Information

- Name of Program/Project
- Focus/Investment Area
- Program, Service, or Strategy Description
- How is the program, service or strategy implemented?
- Collaborating Community Partners
- Funds requested (\$), minimum funds required
- Target participant demographics and outreach
- Program, Service or Strategy Needs
- Successes
- Challenges

Including Information About Your Community

- It's important to support your rationale for your program, service, or strategy with local and relevant community statistics
- If you're looking for additional local statistics to complement data you may have already collected, please consult the ["My Community at a Glance"](#) Community Profiles from the NB Health Council



Section: Participant Demographics



Section: Client Demographics

- Total number of clients
- Gender
- Age

In this section, breakdown of participants by gender and age must add up to the total number of participants. If the information was not collected, please use the “Unknown” field.



Section: Outcomes & Evaluation

Achieving desirable changes to
people, organizations and
communities

Sources of information for this section include: [Measuring Program Outcomes: A practical Approach](#)
& [Splash and Ripple: Using Outcomes to Design & Guide Community Work](#)



Glossary of Terms

Inputs are resources a program uses to achieve its objectives (e.g., funds, personnel, equipment and supplies, physical facilities, etc.)

Activities are what you do to create the change you seek (the program you provide to fulfill your mission) (e.g., sheltering homeless families, delivering training sessions, providing adult mentors for youth, etc.)

Outputs are products of a program activities, such as the # meals provided, classes taught, brochures distributed, or participants served. A program outputs should produce desired outcomes for the participants.



Glossary of Terms

Outcomes are the benefits for participants during or after program activities (i.e. new knowledge, increased skills, changed attitudes or values, modified behaviour, improved condition, altered status). There can be various levels of outcomes, with initial (short-term) outcomes leading to longer-term ones (impact).

Outcome indicators are the specific items of information that track a program's success on outcomes. They describe observable, measurable characteristic or changes that represent achievement of an outcome.

Targets are numerical objectives for a program's level of achievement on its outcomes. Targets can be set for the number and percent of participants expected to achieve the desired outcome (e.g., 95% of participants will express increased access to healthy food.)



Need Help with this Section?

We're here to help!

Please contact:

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What are outcomes?

Outcomes are benefits for participants during or after their involvement with a program/service. Outcomes may relate to knowledge, skills, attitudes, values, behaviour, condition, or status.

- Examples include: improved reading skills, greater knowledge of nutritional needs, more effective responses to conflict, getting a job, and having greater financial stability, etc.

For a particular program/service, there can be various levels of outcomes with initial outcomes leading to longer-term ones.



Why measure OUTCOMES?

In growing numbers, service providers, governments, other funders, and the public are calling for clearer evidence that the resources they expend actually produce **benefits for people**.

Outcome measurement helps to:

- See what difference the program, service or strategy makes in the lives of people
- Identify who will benefit from the expected results
- Gather the right information to know whether your program/service is achieving what you want
- Know how to improve program/service based on this information
- Communicate plans and achievements more clearly

What are outcome indicators?

A critical challenge in outcome measurement is deciding specifically **what information will indicate how well the program/service is doing** regarding an outcome.

This information is called an **outcome indicator**. Be sure to include at least 1 indicator for each outcome.

Specifying an outcome indicator requires deciding the specific observable, measurable characteristic or change that will represent achievement of an outcome

- For example: # of participants eating more fruits and vegetables per week after participating in the program).



Setting Targets

A target is the level that you are aiming to achieve on your program/service's outcomes.

- It can be difficult to set attainable targets unless you've been gathering data for years and are repeating activities in a familiar setting.
- If you feel your target is an estimate, you can clarify this when answering "Why did you set your target at this level?"

Putting it all together- Example

Focus Area	➔	All that Kids Can Be
Investment Area	➔	Success in School
Activities: What you do to create the change you seek (the program/service you provide)	➔	Dropout prevention program for youth. <ul style="list-style-type: none"> • Tutoring services • Family support services
Outcomes (short-term): Benefits for participants during or after program/service activities (i.e. new knowledge, increased skills, changed attitudes or values, modified behaviour, improved condition, altered status)	➔	<ul style="list-style-type: none"> • Students' academic performance improves • Increased parent involvement in education
Outcome Indicators: Items of information that track a program/service's success on outcomes. They describe observable and measurable characteristics or changes.	➔	<ul style="list-style-type: none"> • # of participants who earn better grades in the grading period following completion of the program than in the grading period immediately preceding enrollment in the program. • # parents that report they are better equipped to support their children daily with homework after participating in the program.
Target: The level that you are aiming to achieve on your program/service's outcomes.	➔	<ul style="list-style-type: none"> • 80% of students who participate • 90% of parents who participate

Putting it all together- Example

Focus Area	➔	From Poverty to Possibility
Investment Area	➔	Food Security
Activities: What you do to create the change you seek (the program/service you provide)	➔	Community bulk purchasing food box program
Outcomes (short-term): Benefits for participants during or after program/service activities (i.e. new knowledge, increased skills, changed attitudes or values, modified behaviour, improved condition, altered status)	➔	<ul style="list-style-type: none"> • Increased affordability & accessibility of food • Increased consumption of fruits and vegetables.
Outcome Indicators: Items of information that track a program/service's success on outcomes. They describe observable and measurable characteristics or changes.	➔	<ul style="list-style-type: none"> • # participants reporting increased food affordability and availability after participating in the program. • # of participants eating more fruits and vegetables per week after participating in the program.
Target: The level that you are aiming to achieve on your program/service's outcomes.	➔	<ul style="list-style-type: none"> • 4/5 participants (80%) • 65% of participants

Putting it all together- Example

Focus Area	➔	Healthy People, Strong Communities
Investment Area:	➔	Aboriginal Peoples
Activities: What you do to create the change you seek (the program/service you provide)	➔	Aboriginal Youth Health Committee <ul style="list-style-type: none"> • Weekly club at school led by aboriginal youth for youth
Outcomes (short-term): Benefits for participants during or after program/service activities (i.e. new knowledge, increased skills, changed attitudes or values, modified behaviour, improved condition, altered status)	➔	<ul style="list-style-type: none"> • Decreased anxiety amongst youth • Increased sense of connectedness to the earth and to each other • Improved school attendance rates
Outcome Indicators: Items of information that track a program/service's success on outcomes. They describe observable and measurable characteristics or changes.	➔	<ul style="list-style-type: none"> • # youth that report a decrease in stress after participating. • # youth that report making one new friend after participating. • # youth demonstrating an improvement in their attendance rates.
Target: The level that you are aiming to achieve on your program/service's outcomes.	➔	<ul style="list-style-type: none"> • 40% of youth (decrease in stress) • 95% of youth (1 new friend) • 35% of youth (improvement in attendance)

Hard to Measure Outcomes

The nature of some programs presents particular challenges related to identifying and measuring outcomes:

- **Advocacy programs** (how do you measure systems change?)
- **Prevention programs** (how do you measure that something didn't happen?)
- **Programs that have only one-time contact with participants** (how do you assess change in individuals you never see again?)
- **Programs whose outcomes cannot be expected for many years** and tracking and follow up of participants is not feasible.

In these cases, you may have to depend on tracking outputs (e.g., # callers who use a helpline) and/or intermediate outcome indicators (e.g., brief end-of call question, such as “did you get the information you wanted?”)

Pages 74-79 in [Measuring Program Outcomes: A Practical Approach](#) help to determine what data to collect if the nature of your program presents any of the above challenges.



Hints as to What Are and Are Not Outcomes

Here are some program components that agencies have trouble classifying as activities, outputs or outcomes.

- **Recruiting and training staff and volunteers, purchasing or upgrading equipment and various support and maintenance activities** – These are internal program operations intended to improve the quality of the program inputs. It does not reflect the benefits or changes to the participants - thus **ARE NOT OUTCOMES**
- **Participant satisfaction-** Most often, whether a person is satisfied or not with various aspects of a program does not indicate whether the participant's condition improved as a result of the service. Thus, this is **NOT an OUTCOME.**

Hints as to What Are Not Outcomes

- **Number of participants served** – This information relates to the volume of work and is considered an output, **NOT an OUTCOME**. It tells nothing about whether the participants benefitted from the program. However, in public education programs where the program aims to encourage citizens to seek a service, such as cancer screening, the fact that citizens become aware of the importance of the service and seek it out reflects a change in knowledge or attitudes and behaviour resulting from the program. Thus, the number of citizens who are motivated to seek a service by a public education program is an outcome of the program.

Helpful Resources- Outcomes

The following resources help to provide more examples, planning tools, and answers to questions around outcome measurement.

- [Measuring Program Outcomes: A practical Approach](#)
- [Splash and Ripple: Using Outcomes to Design & Guide Community Work](#)



Section: Program, Service, or Strategy Budget



Section: Program, Service or Strategy Budget

- Revenue (Total projected for 2019/2020)
- Expenses (Total projected for 2019/2020)
- If you would like to add any information that helps to clarify your program, service or strategy budget information, please do so at the bottom.

Section: Supporting Documents

- **Agency Budget*** for the current operating year.
- **Volunteer Screening Policy** (if applicable)
- **Agency staff code of conduct/ethics**
- **Board of Directors*** List of board of director members and respective contact information. (If you are applying on behalf of a school, provide the name of the Principal and Vice Principal.)
- **Minutes of agency's last Annual General Meeting**
- **Agency Logo**

*Required

If you are unable to provide any the above supporting documents, you can explain.



Additional Help

Questions? Please contact:

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