


United Way Nonprofit Training Series

Unpacking Core
Competencies related to
Key Funding Parameters




1

NEW FUNDING MODEL

- Provides open & competitive funding application process, with grants awarded for 3-year cycle.
- Funds non-profits & programs whose services align with results of the Community Needs Assessment.
- Continues to serve regional health & human services agencies across 16-county footprint with general operating support.
- Agency oversight & monitoring still conducted by UW volunteers and staff, guided by United Way Quality Standards.
- Aligns unrestricted donations with community needs & desired outcomes, facilitating our delivering on our mission – helping people live their best possible lives.

OVERARCHING SUPPORT: APPLICATION PRIMER SERIES



- Available to agencies interested in applying for funding.
- Anchored by United Way (UW) Quality Standards.
- GOAL: To help agencies, providing needs-based services, better position themselves to apply & qualify for UW's new 3-year grant.

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SERIES LEARNING OBJECTIVES

BUILD COMPETENCE

- To gain skills in core competencies related key funding parameters, enhancing ability to submit qualified UW grant application.

ASSESS POSITION

- To discern how well agency meets key funding parameters, in evaluating readiness to complete qualified application.

GAIN INSIGHT

- To identify growth opportunities & explore resources for building greater competence, raising likelihood of funding success.

ADVANCE EFFORTS

- To prepare for funding application & strengthen strategic planning process for optimized agency performance & results.

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CORE COMPETENCIES

Related to KEY FUNDING PARAMETERS

#1: Programs meet defined community need & demonstrate impact

Module #1: Program Evaluation

- **Theory of Change** explains reasoning for using selected intervention to achieve desired impact.
- **Program design tools** utilized to demonstrate intentional work toward impact.
- **Measurement tools & process** in place to determine fidelity & impact, making modifications as needed.
- **Successful outcome results** pertain to program(s) & population(s), for which funds being sought.
- **Data collection plan/process** in place to listen & learn from participants & obtain actionable info.

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CORE COMPETENCIES

Related to KEY FUNDING PARAMETERS

#2: Agency applies a racial equity lens across stakeholders/ functions

Module #2: Advancing Racial Equity

- Agency **encourages cultural competence**, meaning one's ability to understand, communicate with & effectively interact with people across cultures.
- Agency has **practices and policies** that strengthen organizational diversity, equity and inclusion.
- Agency has programs aimed to **reduce disparities & advance diversity, equity & inclusion**.
- DEI work is **integrated throughout** organizational culture & infrastructure.
- Agency is **committed to continuous organizational learning** on how to further embody DEI.

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CORE COMPETENCIES

Related to KEY FUNDING PARAMETERS

#3: Board effectively drives direction & oversees performance

Module #3: Optimizing Board Effectiveness

- **Proper Board structure** in place for effective governance.
- Operative **strategies used to recruit, develop, engage & retain capable Board members** for informed decision-making.
- Board maintains **focus on improved performance, stewardship, & accountability**.
- Effective **succession planning process** in place for CEO & Board leaders.
- Annual **Board assessment** utilized to inform improvement planning.

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CORE COMPETENCIES Related to KEY FUNDING PARAMETERS

Module #4: Exploring Strategic Alliances

- Openness & receptiveness to explore potential partnerships, collaboration and/& consolidation.
- Regularly agency **strengths, weaknesses, opportunities and threats (SWOT) analysis**, whose results inform desired attributes in potential partners to explore/seek.
- Agency **considers various forms** of strategic alliances for strengthening effectiveness.
- Agency **regularly collaborates, integrates, and aligns services** with other providers.

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CORE COMPETENCIES Related to KEY FUNDING PARAMETERS

#5: Agency utilizes strategic planning process to effectively address key priorities.

Module #5: Strengthening Strategic Planning Process

- Effective process, tools & resources used to facilitate strategic plan development.
- Agency utilizes its strategic plan to address key overarching priorities.
- Systematic process holds parties accountable for achieving priority directives.
- Strategic plan updated periodically to ensure agency continues to focus efforts on relevant priorities.

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AGENCY SELF-ASSESSMENT & GROWTH OPPORTUNITY LOG

Self-Assessment & Growth Opportunities

Directions: Use the chart to rate your agency on its skills possessed (S) and its application (A) of Core Competencies addressed in this Session. Ratings range from 1 to 10, with 1 equating to No Skills and Application and 10 - Highly Effective Skills and Application. Then, based on these ratings, identify growth opportunities you/your agency may want to pursue. **Note:** The assessment is solely for your use, to help: (1) consider your agency's readiness to complete a qualified application; and (2) identify potential areas of growth you/your agency may explore. Please retain your Self-Assessment & Growth Opportunities document to inform your work in Session #5: Strengthening Your Strategic Planning Process.

Agency Core Competency		Skills & Application (S/A) Scale: 1 2 3 4 5 6 7 8 9 10										Growth Opportunity & Strategy
<i>Ex: Proper Board structure in place.</i>		A	S									Putting skills into practice; educate Board on structural benefits
Proper Board structure in place for effective governance.												
Operative strategies used to recruit, develop, engage and retain capable Board members for informed decision-making.												
Board maintains focus on improved performance, stewardship & accountability.												
Effective succession planning process in place for CEO and Board leaders.												
Annual Board assessment utilized to inform improvement.												

Notes: _____

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ROLES & RULES

Roles

Facilitators

- Guide learning & sharing
- Conduct exercises
- Maintain schedule

Participants

- Maintain openness to learning
- Share knowledge & insight
- Check for understanding

Rules

- Manage comfort
- Listen actively
- Ask questions & encourage others to share
- Minimize distractions
- Respect all views & opinions
- Enjoy yourself!



Please contact Julie Simon at
Julie.simon@stl.unitedway.org
with questions, comments or concerns

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THEORY OF CHANGE:

- Bridges strategy and results
- Starts with desired change - Identifies efforts to achieve change
- Articulates assumptions - How & why change will happen



Striving for Program Effectiveness

UW NONPROFIT TRAINING SERIES
MODULE #1

Emily Uzzle & Amber Lewis,
United Way of Greater St. Louis

LOGIC MODELS:

"..are systematic and visual ways to present and share one's understanding of the relationships among the resources available to operate a program, the activities planned, and the changes or results hoped to achieve." -W.K. Kellogg Foundation
Logic Model Development Guide

OUTCOME INDICATORS: "..are evidence or information that tells you whether your program is achieving its intended outcomes. [They]..are measurable and observable characteristics [that] answer the question: 'How will we know change occurred?'"
- *Innovation Network Evaluation Plan Workbook*

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WHY THEORY OF CHANGE IS IMPORTANT

- Articulates an agency's overarching desired outcomes
- Clarifies why we think our efforts will lead to certain change
- Aligns organizational strategy
- Drives purposeful efforts & investment
- Clarifies our role in change



RESOURCES

- Center for Theory of Change www.theoryofchange.org
- Annie E. Casey Foundation Toolkit
<https://www.aecf.org/resources/theory-of-change/>
- Development Impact & You Toolkit
<https://diytoolkit.org/tools/theory-of-change/>
- USAID Learning Lab
<https://usaidlearninglab.org/lab-notes/what-thing-called-theory-change>
- TOCO (Theory of Change Online) software www.theoryofchange.org
- David Hunter Consulting <http://dekhconsulting.com>

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LOGIC MODELS: WHERE WE START

Goal/Impact: (What the organization hopes to achieve with the program/initiative)

Assumptions: (Why the organization believes this program will help participants/the community achieve desired outcomes)

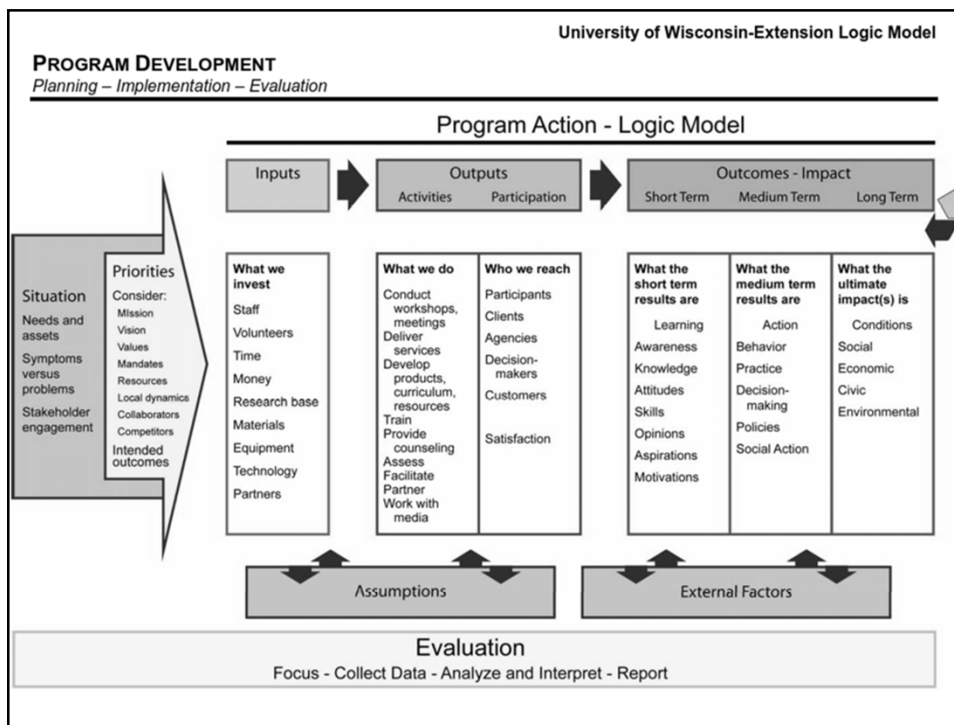
Other Factors to Consider: (Are there any other factors that should be considered about this program/initiative?)

INPUTS (Resources needed to operate the program/initiative)	OUTPUTS		OUTCOMES		
	Activities (What the organization does)	Participants (Target population and number that will be served)	Short Term (Change in knowledge, skill, attitude)	Intermediate (Change in behavior)	Long Term (Change in condition or status)
	OUTCOME MEASURES (How the organization will measure participant change)				

STRONG LOGIC MODELS ARE:

- An overall Snapshot
- Focused
- Aligned Amongst Components
- Contextualized for Purpose

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WHY WE USE LOGIC MODELS

Valuable program design tools

- Specify indicators of success
 - Inform evaluation efforts
 - Program is designed to achieve goals
- Articulate activities & efforts
- Identify needed resources

Support performance management

- Monitoring program implementation
- Monitoring results and program success

Foster communication

- Encourage internal alignment
- Provide program snapshot for external audiences

RESOURCES:

- Community ToolBox
<http://ctb.ku.edu/>
- University of Wisconsin – Extension <http://www.uwex.edu>
- Kellogg Foundation Logic Model Guide
<https://www.wkkf.org>
- Pell Institute Evaluation Toolkit
<http://toolkit.pellinstitute.org>

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WHAT DETERMINES HOW WE MEASURE?

- Access to sources of data
- Access to clients
- Reliability of self-report
- Reading or language proficiency of clients
- Timeline for measurement and reporting
- Availability of measurement tools
- Level of rigor desired



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DEVELOPING OUTCOME INDICATORS:

SMART with four key elements:

Change direction (verb)

Target/goal

Population/client

Change type: Knowledge, skills, behavior, status, etc.

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OUTCOME INDICATOR OUTLINE

(Target/goal)% of (describe clients included in measure) will (change verb) their (describe knowledge, skill, attitude, behavior, or condition/status change) as evidenced by (score on measurement tool/method) by/after (time period).

Example: 80% of students who attended at least 10 sessions of the Empower Program will increase their knowledge of health coping skills as evidenced by a 5 point or greater increase in their score on the Coping Skills Assessment by the end of the semester.

Resources for Developing Indicators:

- Urban Institute's Outcome Indicators Project-<https://www.urban.org/policy-centers/cross-center-initiatives/performance-management-measurement/projects/nonprofit-organizations/projects-focused-nonprofit-organizations/outcome-indicators-project>
- Innovation Network-Evaluation Plan Workbook-
https://www.innonet.org/media/evaluation_plan_workbook.pdf
- Charles and Lynn Schusterman Family Foundation Data Playbook-
<https://www.schusterman.org/playbooks/data/>

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SELECTING A MEASUREMENT TOOL

- Questions to be Answered (Outcomes)
- Type of Data Desired (see Outcome Indicators)
- Feasibility & Ease of Use
 - Level of Training Required
 - Frequency of Measurement
 - Fit with Population to be Measured
- Level of Rigor
 - Validity
 - Reliability
- Resources Required
 - Cost
 - Time to Develop and Implement

RESOURCES:

- Perform Well-
<http://www.performwell.org/index.php/find-surveyassessments>
- Measurement Instrument Database for the Social Sciences-<http://www.midss.org/>
- Marillac Mission Fund Evaluation & Survey Tools-
<https://marillacmissionfund.org/resources/evaluation-tools-surveys>
- Better Evaluation-
https://www.betterevaluation.org/en/rainbow-framework/describe/collect/retrieve_data
- RAND Online Measure Repository-
<https://www.rand.org/nsrd/ndri/centers/frp/innovative-practices/measure.html>

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METHOD	ADVANTAGES	DISADVANTAGES
Surveys	<ul style="list-style-type: none"> Anonymous completion possible Can administer to groups of people at the same time Can be efficient and cost effective 	<ul style="list-style-type: none"> Forced choices may miss certain responses from participants Wording may bias responses Impersonal
Interviews (individual/ in-depth)	<ul style="list-style-type: none"> Can build rapport with participant Can probe to get additional information Can get breadth or depth of information 	<ul style="list-style-type: none"> Time consuming Expensive Interviewing styles and wording may affect responses
Focus Groups	<ul style="list-style-type: none"> Can get common impressions quickly Can be an efficient way to get breadth and depth of information in a short time frame 	<ul style="list-style-type: none"> Need experienced facilitator Can be difficult and costly to schedule a group of 6–8 people Time consuming to analyze responses
Observation	<ul style="list-style-type: none"> Can view program operations as they occur 	<ul style="list-style-type: none"> Difficult to interpret observed behaviors May influence behaviors of program participants May be expensive and time consuming to record each individual event
Document Review	<ul style="list-style-type: none"> Can document historical information about your program Does not interrupt program routine Information already exists 	<ul style="list-style-type: none"> May be time consuming Available information may be incomplete Gathering information is dependent on quality of records kept

From CDC: <https://www.cdc.gov/ncfip/Program/ncfip/Selecting%20Data%20Collection%20Methods.pdf>

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Outcome Indicator/ Target	Assessment Tools	Analysis Method	Persons Responsible	Timeline
Changes in client knowledge, skills, and attitude	Measurement tool type and name	Tools/systems that will be used to analyze results	Who is responsible to collect and analyze data	Dates and frequency of data collection
90% of clients gain knowledge about prenatal health habits that will positively affect their child	Pre/post comparison of scores on Prenatal Health Knowledge Index	Microsoft Excel comparison of difference in pre and post scores	Program Manager administers and scores pre/post test Data analyst runs Excel pre/post comparison and sends results to Program Manager	Pre-test in first class (Jan 2020) Post test in last class (June 2020) Excel analysis due to CPO July 2020

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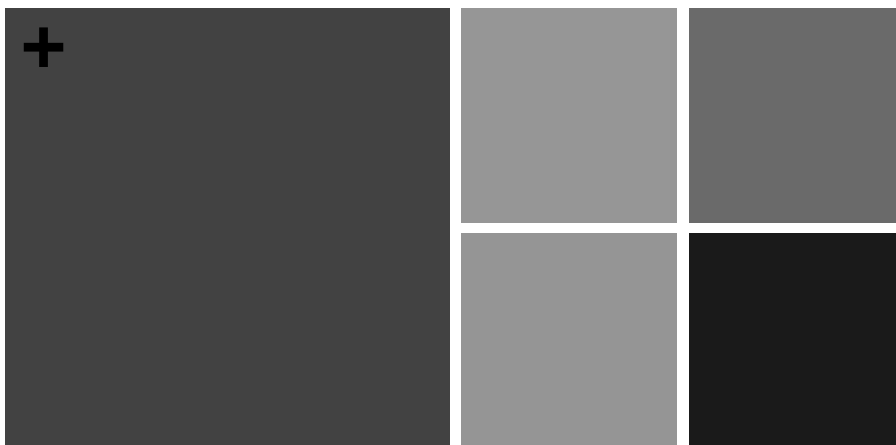
Advancing Racial Equity

UW NONPROFIT TRAINING
SERIES

MODULE #2

Kira Hudson Banks, PhD.

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**Applying a Racial Equity Lens: Foundational
Concepts and First Steps**

Kira Hudson Banks, PhD

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+ Objectives

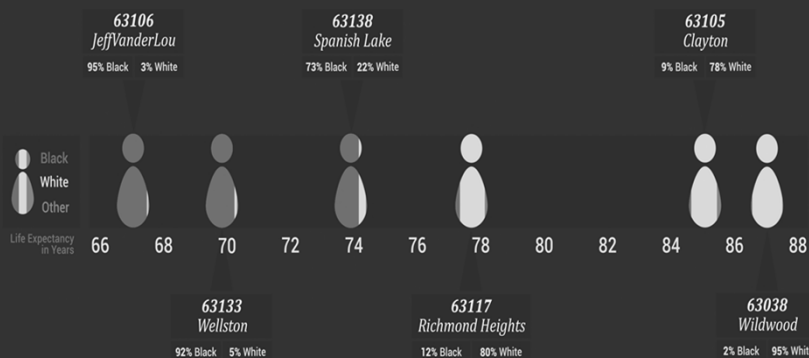
- Participants will improve knowledge about the meaning and significance of applying a racial equity lens and related terms.
- Participants will better understand how to assess their agencies' infrastructure and programs for effective equity development
- Participants will gain insight on how to integrate racial equity efforts into other agency priorities.
- Participants will advance learning about common obstacles to implementing effective strategies and how to overcome them

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01. TO LIVE AND DIE IN SAINT LOUIS

If you live in St. Louis City and are White, you can statistically expect to live 75.7 years. If you are Black, your life expectancy is 70.6 years. If you live in St. Louis County, the numbers are better, but the gap is worse: 79.9 years if you are White, 73.9 if you are Black. But those numbers don't tell the whole story.

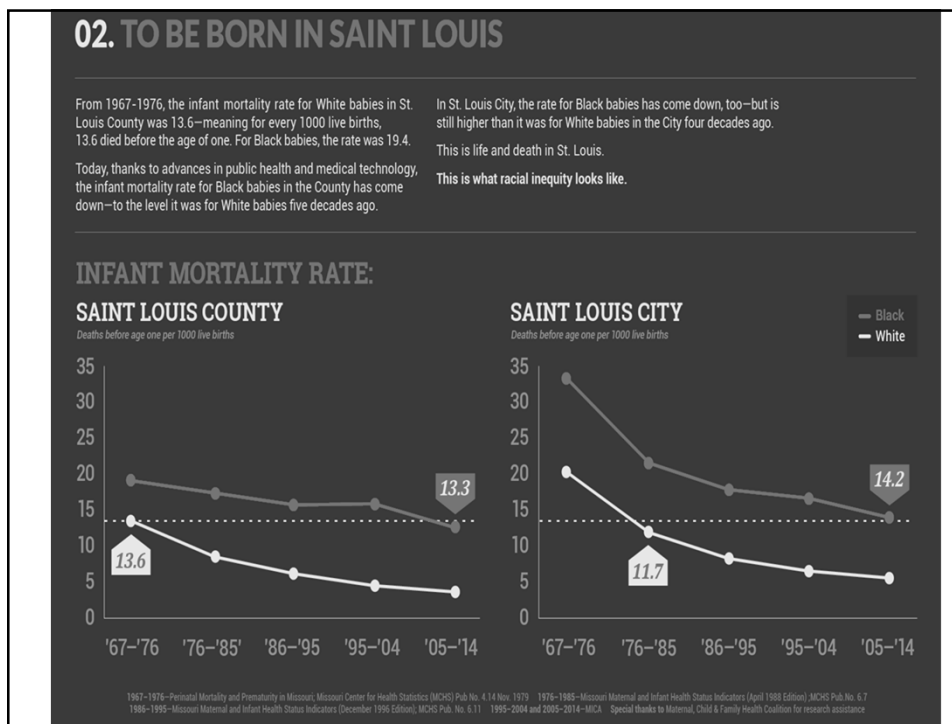
This graphic shows life expectancies for six St. Louis-area ZIP codes, and illustrates how dramatic the differences between neighboring communities can be. This is life and death in St. Louis. This is what racial inequity looks like.



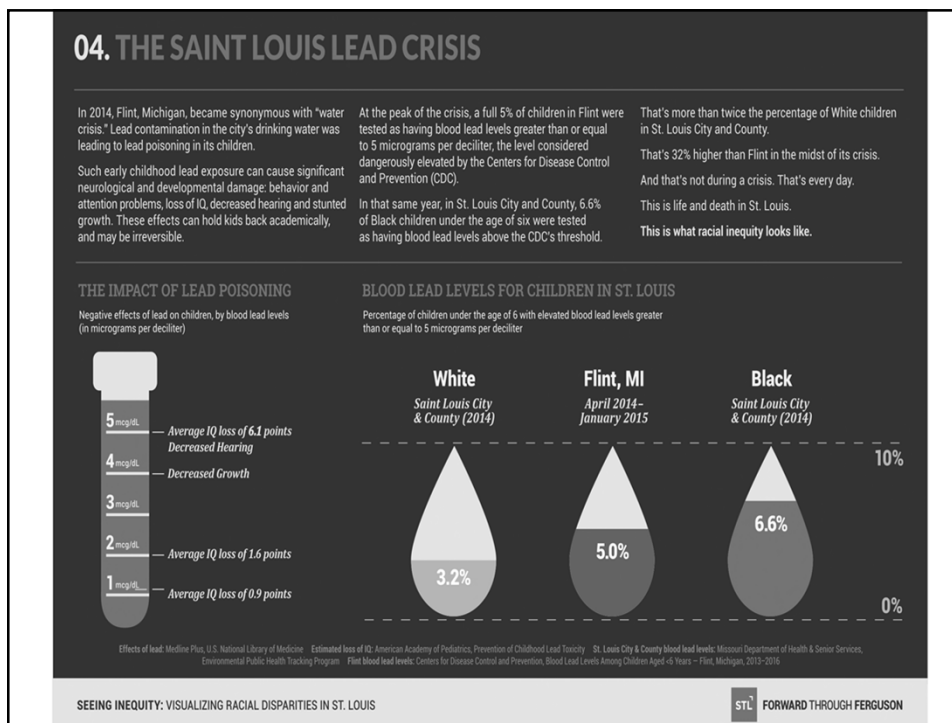
SEEING INEQUITY: VISUALIZING RACIAL DISPARITIES IN ST. LOUIS

STL FORWARD THROUGH FERGUSON

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+ Racial Equity

- *“A state in which a person’s life outcomes cannot be predicted by race. When our regional systems (education, housing, healthcare, jobs, transportation, and more) work well for all people so that disparities are closed and all residents, regardless of their race and zipcode, have justice and the opportunity to thrive.”*

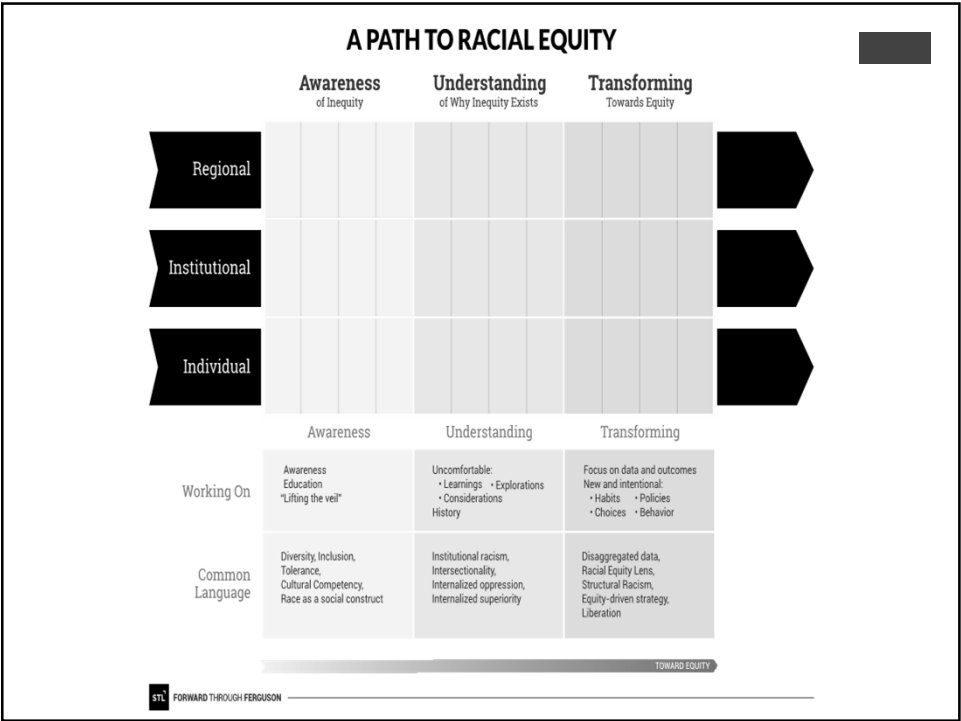
Forward Through Ferguson

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Where is your agency on the grid?
How do you know?

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+ What does it mean to use a Racial Equity Lens?

- Racial justice framing puts a discussion of race and racism in the foreground of the public debate. We need to *illuminate* racism in order to *eliminate* racism. When we are not *consciously* addressing racial equity, we are often *subconsciously* replicating racism. Silence equals complicity.
- Racial justice framing includes challenging racism (anti-racism) and advocating for equitable alternatives (advancing equity). It reveals problems of racial injustice and points towards equitable solutions. It is not enough to be *reactive*; a racial justice frame needs to be *proactive*.

<http://racialequitytools.org/>

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+ What does it mean to use a Racial Equity Lens?

- Racial justice framing addresses racism *explicitly*, but not necessarily *exclusively*. If there are other significant dynamics at play (e.g. gender, economic inequality) these should also be articulated and addressed.
- Racial justice can be a complimentary frame with other frames and can help you address problems and the solutions more completely. When addressing race along with other dynamics, it's still important to address each dynamic with "dedicated, specific, and sufficient" attention.
- Racial equity framing (one that focuses specifically on remedying racism) can be coupled with a universal frame (one that seeks to benefit everyone). These can be compatible, rather than competitive, ways to frame an issue.

<http://racialequitytools.org/>

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+ Why Use a Racial Equity Lens?

- It reveals a reality that often goes unnamed. Ignoring racism helps perpetuates racism.
- It offers evidence of racism by documenting unequal impacts and disparate outcomes.
- It challenges prevailing cultural norms and myths.
- It emphasizes the need for institutional and policy change.
- It points to equitable solutions that address *systems* rather than *symptoms*.

<http://racialequitytools.org/>

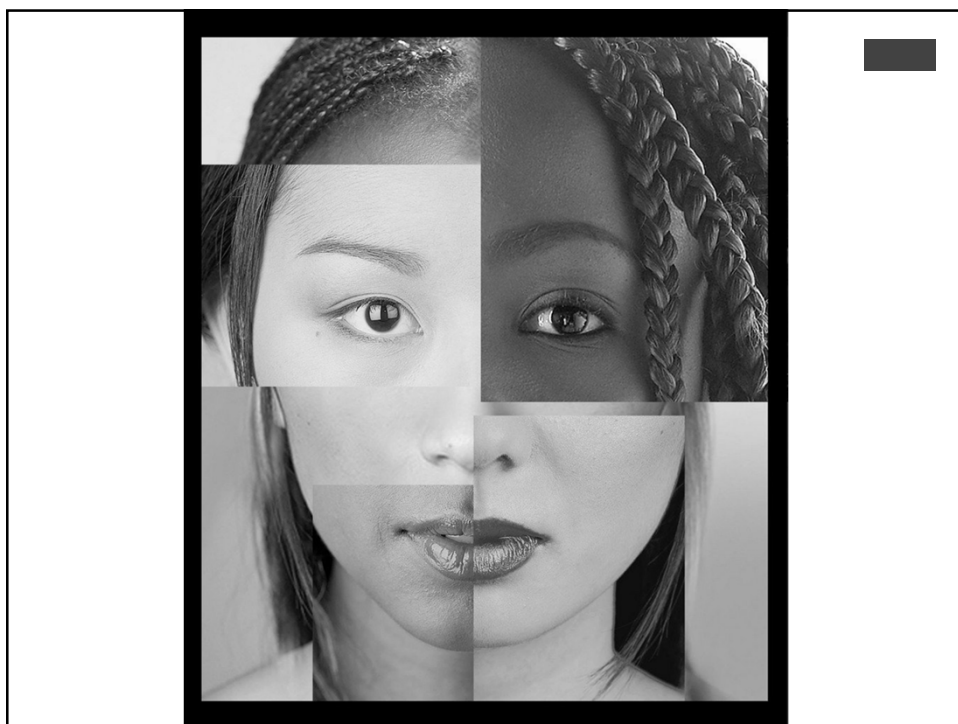
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+ What are some of the challenges?

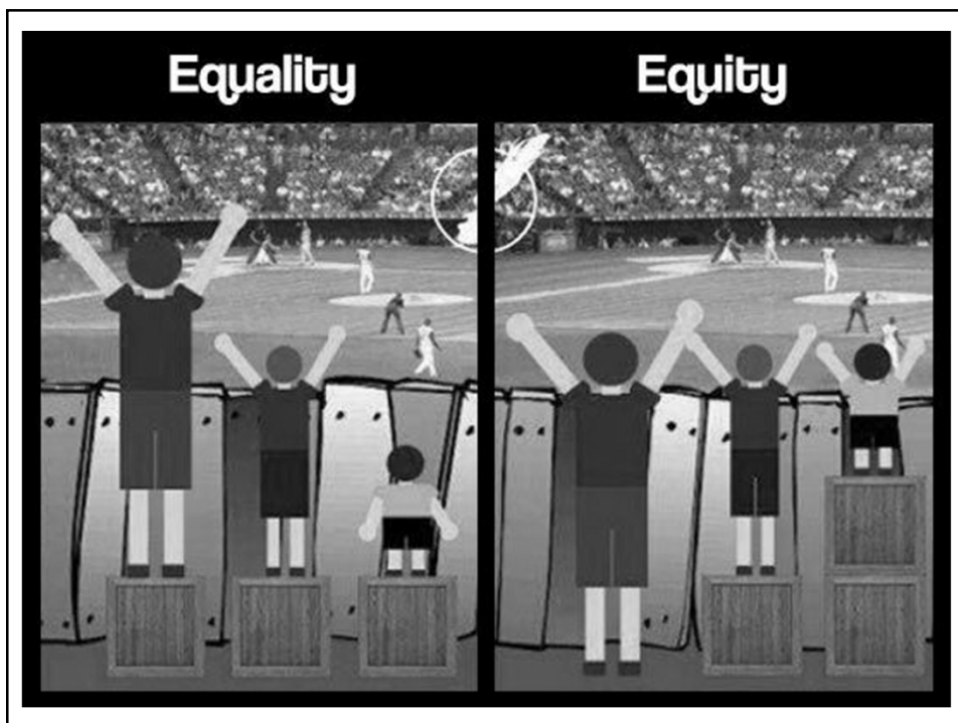
- The burden of proof falls on the advocate to prove that racial inequity exists. Few people are willing to believe racism is a factor unless you can produce clear and convincing evidence.
- Adopting a racial justice frame often goes against society's popular myths and norms. Any efforts to make racism visible are quickly dismissed as "playing the race card."
- Sometimes allies, including people of color, are resistant to using the frame for fear of "rocking the boat" or being divisive. It can evoke internal opposition within your own organization, as well as external backlash from opponents wishing to discredit and divide people.
- Systemic racism can be complicated to explain and understand. Racial justice advocates must be able to articulate how and why the issue is racialized.

<http://racialequitytools.org/>

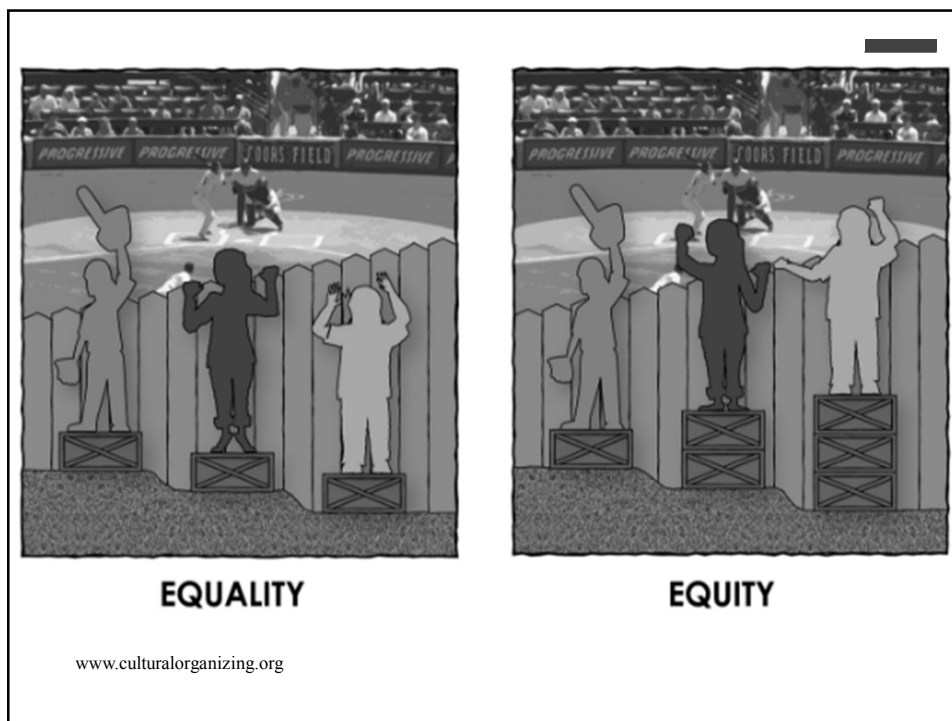
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+ Diversity

differences such as social identities (e.g., race, gender identity, age, religion, sexual orientation, class, physical ability, nation of origin, etc.) and can also mean other characteristic such as personality, political affiliation, etc.

- Can be numerical, interactional, and integrated in a organization's way of being

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+ Inclusion

a sense of belonging, which allows people to engage and contribute within an environment (the key to reaping the benefits of diversity)

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+ isms

- **Institutionalized ism**

- Differential access to goods, services, and opportunities. There need not be an identifiable perpetrator. Can be inaction in the face of need.

- **Individual ism**

- Differential assumptions about abilities, motives, and intentions of others. Differential action, intentional and unintentional; acts of commission and omission.

- **Internalized ism**

- Acceptance of negative messages about ability and intrinsic worth by members of stigmatized groups.

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Questions?

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What are the implications of a Racial Equity Lens on an organization level?

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Path to Racial Equity: 6-Month Foundation



- PHASE 1: Know where you stand
- PHASE 2: Reach out to others
- PHASE 3: Plan your steps
- PHASE 4: Take action

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+ Metrics

- What metrics do you currently analyze?
- What is your capacity to disaggregate the metrics by race?
- What is the organization's tolerance to being transparent with metrics?
 - Internally?
 - Externally?

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+ SWOT Analysis and Documents

- In what ways would your SWOT analysis be impacted if your agency fully adopted a racial equity lens?
- What do your documents tell you about where your organization is on the path?
 - Common language?
 - Institutional mandate?
 - Disaggregated data?

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+ Reflection

Take the next few minutes and reflect **INDIVIDUALLY**
on where your agency is relative to the

- 1) 6-month plan
- 2) Metrics
- 3) SWOT analysis
- 4) Documents

If time allows, talk with your table.

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Intent ≠ Impact

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Questions?

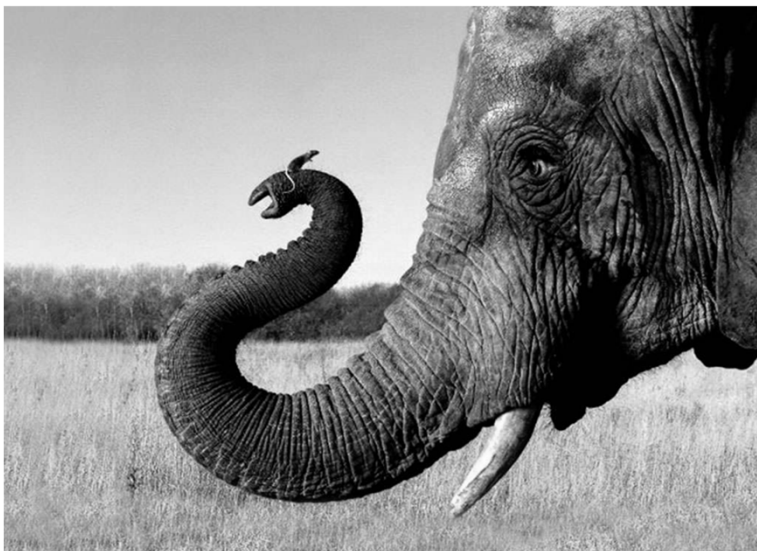
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**What are the
implications of a Racial
Equity Lens on a
personal level?**

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+ Privilege

- Unearned
- Conferred
- Intersecting
- Not equal to easy or perfect



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Status Dynamics in Organizations

Elephant	Mouse
<ul style="list-style-type: none"> • Set and fit the norms • Often don't see their group-ness • Given the benefit of the doubt; contributions are heard 	<ul style="list-style-type: none"> • Aware of identity and associated stereotypes • May 'cover' parts of identity to fit in/assimilate into the norm • May fear being seen as 'the exception' and having contributions overlooked

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Implications

Thinking Traps	Covering	Stereotype Threat
<ul style="list-style-type: none"> ■ Jumping to conclusions or connecting the dots with little or distorted information ■ At play, yet with awareness, can be managed ■ Tend to favor own group, which makes awareness key 	<ul style="list-style-type: none"> ■ Individuals may downplay their identity in order to 'fit in' with workplace norms ■ Occurs with greater frequency within historically underrepresented groups ■ Known to impact employee confidence and engagement 	<ul style="list-style-type: none"> ■ Individuals may experience anxiety when they have the potential to confirm a negative stereotype about their social identity group ■ Can impede performance and limit authentic connection ■ May shape perceptions/interactions

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+ **Unconscious Bias**



**A rigid belief, positive or negative,
about a group of people that is based
on limited evidence.**

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+ How can you tell you've "got" it?

- If you are surprised or annoyed when someone doesn't conform to your beliefs
- When you label that one individual as the exception to the rule

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+ What can you do about it?

- Be on the look out for self-fulfilling stereotypes
- Go out of your way/expand your comfort zone to connect and see things from a different perspective
 - Attitudes can follow behavior

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+ Microaggressions

“Microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people [in marginalized groups].”

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Questions?

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What are your 3 next
steps?

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■ **MYTH:** It's always been like
_____, and it always will be.

■ **REALITY:** The only
thing we can count
on is change.

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THANK YOU

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