


**United Way of Lane County  
2010/2011 Strategic/Preventive Proposal**

- A. Name of Organization: United Way of Lane County
1. Contact Person: Doris Towery
2. Address: 3171 Gateway Loop  
Springfield, OR 97477
3. Phone: 541-741-6000 Email: dtowery@unitedwaylane.org
- B. Name of Proposed Services: H.O.P.E.: Helping Open Doors by Preparing & Empowering Young Women
- C. Amount of Funding Requested for a 12 month period: \$15,000

***The undersigned confirm that the information provided in this application is true and accurate and that the application has received / will receive Board approval.***

 3-5-10  
Signature: Agency Director Date  
COO - Project Manager

 3-5-10  
Signature: President, Board of Directors Date

**Application for Strategic/Preventive Funding:**

**H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

**SECTION I: Strategic/Preventive Action Area**

**1. Action Area:** (select one)

- Education:** Preparing children to succeed in school and life.
- Income:** Moving families from poverty to financial stability.
- Health:** Ensuring people have basic access to healthcare.

**2. Strategies.**

H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women targets youth at risk of a life of poverty. The specific strategies addressed by the services we are proposing include:

**Income strategies** supported by the H.O.P.E. project and the proposed Strategic/Preventive Services include:

- **Improved financial literacy.**
- **Building assets.**

**Preventive strategies** supported by the H.O.P.E. project include:

- **Increasing high school graduation rates.**
- **Youth pregnancy prevention**
- **Programs to promote career and post secondary training and education for high risk youth.**

**3. Executive Summary**

H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women is a three-year pilot project for girls between the ages of 15 and 21, currently or recently in foster care. The nine young women currently enrolled in H.O.P.E. are served by a coordinated network of hands-on services made possible by a collaboration of six local agencies. Services supporting the strategies listed in Section II include: work experience and training on resumes, applying for jobs, and interviewing; work readiness/success skills, personal financial education, career perspectives; guidance for individual development accounts, financial literacy; education on health body image, healthy relationships and sexuality issues. The program is managed by an implementation team of representatives from each agency. A case manager oversees the progress of each participant, helping each to develop and manage a case plan. Each program participant has the individualized support and friendship of a volunteer mentor, recruited within W&P's membership and trained by one of the project partners. UWLC staff provides project and contracts management.

**SECTION II: SERVICE IMPACT**

**1. Need, Target Population and Program Description**

**Community Problem/Need.** In Oregon during federal fiscal year 2009, the Department of Health and Human Services reports that 13,291 children spent at least one day in some kind of foster care. Of those, 29.6% (3,940) were 13 years old or greater; 49% of teens were female. During the 2008-2009 fiscal year in Lane County, approximately 393 youth ages 13 years old or greater spent at least one day in foster care; approximately 193 were girls.

**Application for Strategic/Preventive Funding:  
H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

Transitioning to adulthood has become more complex for all youth and foster youth have challenges and issues that are common to low-income, at-risk youth. They often have histories of severe trauma; parental abuse, parental alcohol or drug abuse, lack supportive adult relationships, and are less likely to make a successful transition to adult life. Oregon DHS reports increases from 2007 to 2008 in children entering foster care due to alcohol use, drug issues and domestic violence in their families.

The following table illustrates trends at the state level over the past several years:

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total children served in foster care	10,661	9,554	8,970	8,617
Entered care because of: Physical abuse	61.9%	63.9%	67.5%	64.8%
Parental drug abuse	60.6%	56%	57.9%	56.6%
Parental Alcohol abuse	59.7%	55.9%	57.5%	56.3%
6 or more placements during care (all)	13.9%	15.2%	14.8%	15%
Total teens in foster care at least 1 day		4,201		3,940
Youth receiving ILP services	1,327	1,397	1,510	1,598

The Oregon Department of Human Services child welfare Independent Living Program (ILP) is designed to assist youth who are or were in foster care to become independent adults. Youth served must be age 14 or older. Statewide in FFY 2009, youth receiving ILP services numbered 1,598. In Lane County, Looking Glass Youth Services, the county’s contractor for ILP services currently serves 90 youth. The implementation of the H.O.P.E. project has provided space for 10 more youth to participate in the program. Since 2005, the ILP program has received increasing applications from foster youth to participate in the program. Currently, there is a waiting list of 69 youth, by far the largest waiting list in the state, according to the ILP coordinator.

In its 2008 Status of Children report, DHS cites research linking placement instability and poor development, including aggression, coping difficulties, and low self-esteem. Changes in placement often mean changes in schools requiring adjusting to new teachers, new classmates, curricula and rules. These disruptions lead to lost credits, repeating grades and other frustrations that discourage progress. While in foster care, OR Department of Human Services seeks to minimize the number of placements a child experiences. Over nine months of the first year of the program, the first cohort of young women (9) in the H.O.P.E. program made a total of 18 housing changes; only one remained in the same foster home.

**Education & Foster Youth:** A U.S. Department of Education Study (2001) found that only 48% of youth aging out of foster care had graduated from high school. The Northwest Foster Care Alumni Study of Casey Family Programs alumni (479) conducted among youth who had left foster care two to four years prior, showed that while 42.7% had completed some education after high school, only 1.8% had completed a bachelor’s degree, compared with 22.5% of young people in general.

**Employment & Foster Youth:** In the Northwest study, 33% of alumni reported living below the poverty level; almost 17% depended on Temporary Assistance for Needy Families (TANF); the employment rate was 80% compared with 95% in the general population at the time of the study. Twenty-two percent reported being homeless at least one day during the year after they left foster care.

**Financial Literacy & Asset Building:** In the Chapin Hall study (Midwest Evaluation of the Adult Functioning of Former Foster Youth: *Outcomes at Age 21, 2007*), only half of the

## **Application for Strategic/Preventive Funding:**

### **H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

young adults in the Midwest Study had a checking or savings account, compared with 81 percent of their peers.

**Pregnancy Rates for Foster Youth:** The Chapin Hall study reports that 71% of females aging out of foster care had become pregnant at least once before age 21; in the general population this is true for only 34% of young women.

In its discussion of trends represented by the 3 waves of interviews carried out by the Midwest study, the study's authors' state:

“On many dimensions that would be of concern to the typical parent, these young people are faring poorly as a group. In comparison with their peers, they are, on average, less likely to have a high school diploma, less likely to be pursuing higher education, less likely to be earning a living wage, more likely to have experienced economic hardships, more likely to have had a child outside of wedlock, and more likely to have become involved with the criminal justice system.”

**How Proposed Services Reach Target Population.** The H.O.P.E. is a three-year pilot project targeting girls between the ages of 15 and 19, currently or recently in foster care. The proposed services are delivered through the close collaboration of six local agencies. Program participants for the pilot project were self-selected from among young women enrolled in the ILP program managed by Looking Glass Youth Services were invited to submit applications for the pilot program. Their applications included a one-page form, short answer essay questions, an activities chart, at least one letter of recommendation, as well as transcripts from the school in which they were enrolled. A 3-person committee of members of Women & Philanthropy, and UWLC staff read and scored the applications, and conducted interviews. Ten girls scoring highest in the interviews were selected for the pilot. Plans are to undertake a similar process to recruit another cohort for the program at the end of Year 2, potentially reaching outside the ILP program, for candidates.

A growing body of knowledge indicates that foster youth have a stronger chance to become successful adults when support is coordinated across the community. The six youth-serving providers of the H.O.P.E. project designed a coordinated system of hands-on services to help empower young women to achieve success in reaching their educational, career, financial, relationship and health-related goals. A seven-member team made up of representatives from each of the partner agencies developed a work plan for the 3-year pilot and generated a program manual. Each participant is required to commit to the entire 3-year period. The ILP case manager helps each young woman develop a case plan which is monitored in monthly meetings, and updated every six months. The case plan describes each one's goals for education, employment, housing, health and supportive relationships.

Services supporting Income strategies include:

- **Financial literacy.** All participants are encouraged to open checking/savings accounts, and set financial asset goals.
- **Building Assets.** Each participant can establish an Individual Development Account. Structured work experience helps prepare them for future employment and provides funds to learn how to manage.

Services supporting Preventive strategies include:

- **Increasing high school graduation rates.** Effective case management and the personal mentoring relationships helps motivate the young women to continue in school and graduate. In the first year of the program, 4 girls graduated from high

**Application for Strategic/Preventive Funding:**

**H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

school. One is attending Oregon State University; 2 are taking classes at Lane Community College, and one is enrolling with the Job Corps.

- **Youth pregnancy prevention.** Classes at Planned Parenthood addressing healthy relationships, sexuality, body image, as well as clinic visits for annual exams and screenings. In Year One, 82.2% of participants attended. H.O.P.E. mentors, who commit for the 3 years of the program, help guide young women in making wise choices.
- **Programs to promote career and post secondary training and education for high risk youth.** The H.O.P.E. project's strong mentoring component introduces participants to role models and options of which they may have previously not been aware or considered. Mentors function as 'education advocates,' encouraging their mentees, celebrating their successes and helping them to see a future beyond high school. According to a Jim Casey Youth report, a permanent relationship with an adult showed a 17% increase in high school diploma or GED attainment over those without a permanent relationship at only 8%.

**B. Service Description**

**1. Services Provided**

We are requesting funding for the following services:

**Financial literacy and money management**

Partners provide a series of classes in financial skill building; work with each young woman to establish checking and savings accounts, personal budgets, and set savings goals. Goals and progress are monitored.

**Management of Individual Development Accounts (IDA)**

Partner provides advice and assists young women to choose the goal for each one's IDA, and establish a plan to meet the goal. Savings are matched 2:1 after participant establishes 6 months of constant savings and meeting goals.

**Education on healthy body image, healthy relationships and sexuality issues**

Young women participate in a series of classes that help them develop life skills for healthy bodies, emotional health, relationships, sexuality and disease prevention.

**Supportive case management**

Partner provides ongoing case management services and assistance in developing each one's case plan; help young women acquire knowledge and skills about school and career achievement, housing awareness, transportation, employment and supportive relationships.

**Support and training of mentors**

Partner provides training for mentors prior to assignment to a participant; facilitates monthly support groups; assures early resolution to potential issues; promotes continuous learning and mutual support among mentors, and healthy, effective relationships with mentees.

**Application for Strategic/Preventive Funding:**

**H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

Each participant is required to commit to the entire 3-year period, developing a case plan and updating it every six months in consultation with the H.O.P.E. Coordinator, describing each one's goals for education, employment, housing, health and supportive relationships. Volunteer mentors recruited within W&P's membership are trained and matched with participants. Mentors and mentees continue to work together during the 3-year pilot.

The case management component, provided by Looking Glass Youth Services as the Independent Living Program manager, is implemented on a 10:1 client to staff ratio, which is the target ratio identified by Positive Youth Development models. As case manager, Looking Glass coordinates the work experience component, and acts as primary program manager. The case manager meets face to face at least once per month with each H.O.P.E. participant to develop a case plan that is updated every six months.

Other partners and the services they provide include:

**Looking Glass Youth Services** - the Lane County contractor for the Oregon Department of Human Services' Independent Living Program - supportive case management focused on increasing school and career achievement, housing awareness, employment and supportive relationships.

**Committed Partners for Youth/Big Brothers, Big Sisters** - support and training for the mentors and opportunities for fun activities;

**Planned Parenthood** - education on healthy body image, healthy relationships and sexuality issues;

**Ophelia's Place** - self-defense courses, financial literacy training and a place to go for positive activities;

**Community and Shelter Assistance Corporation of Oregon** – management of individual development accounts and advice on financial literacy products for educational purposes;

**Lane Workforce Partnership** - work experience and training on resumes, applying for jobs, and interviewing;

**Junior Achievement of Western Oregon** - work-readiness success skills, career perspectives and personal financial education.

**2. 2010/2011 Service Objectives and Outcomes**

**A. Service Objectives (# people to be served and/or services provided):**

**12-Month Service Objectives:** 7/1/2010 through 6/30/2011  
(Month/Day/Year) (Month/Day/Year)

**Proposed Service Objectives:**

>>Provide financial literacy and money management classes.

- Monitor progress of each young woman as she works to establishing check and savings accounts, personal budgets, and set savings goals.
- Provide management of Individual Development Accounts (IDA) and give advice and assistance as each young woman chooses her goal and establishes a plan to meet the goal.

**Application for Strategic/Preventive Funding:**

**H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

>>Provide education on healthy body image, healthy relationships and sexuality issues.

- Young women will participate in a series of classes that help them develop life skills for healthy bodies, emotional health, relationships, sexuality and disease prevention.

>>Provide supportive case management and independent living skills.

- Young women will acquire knowledge and skills about school and career achievement, housing awareness, transportation, employment, community resources and supportive relationships.

>>Provide support and training of mentors, matching each young woman with an individual mentor for a minimum 3 year relationship.

- Facilitate monthly support group, assure early resolution to potential problems, promotes continuous learning and mutual support among mentors, and healthy, effective relationships with mentees.
- Provides team-building and interactive activities for mentors and young women.

**B. Proposed Services Outcomes**

**12-Month Outcomes: 7/1/2010 through 6/30/2011**  
**(Month/Day/Year) (Month/Day/Year)**

>>100% of participants will establish checking and savings accounts; personal budgets, and set savings goals.

>> 100% of participants will establish Individual Development Accounts (IDA); choose a savings goal and establish a plan to meet the goal.

>>80% participants will meet their savings goals and attain the 2:1 IDA match;

>>80% will attend classes and be able to report an increase in knowledge concerning healthy body image, healthy relationships and sexuality issues; and in ability to communicate about sexual health issues.

>>80% of participants will acquire knowledge and skills about school and career achievement, housing awareness, transportation, employment, community resources and supportive relationships.

>>100% of participants will graduate from high school or get their G.E.D.

>>20 mentors will attend training and monthly support group; meet regularly with mentee; attend team-building and interactive activities; demonstrates ability to resolve problems with mentee; reported as supportive by their mentees; complete a minimum 3 year commitment.

**Proposed Outcomes and Performance Measures for each proposed service:**

<i>Outcomes</i>	<i>Measures</i>
Acquire / apply life skills indicative of independent living basics regarding <b>financial literacy and money management</b>	<i>Knows what to do to effectively budget finances Has developed a personal budget Knows how to keep a record of income and expenses Able to pay bills on time Can describe how to monitor a checking account balance Can describe how to develop a good credit rating Can name three disadvantages of purchasing with credit</i>

**Application for Strategic/Preventive Funding:  
H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

<p>Acquire / apply life skills indicative of independent living basics regarding <b>education attainment</b></p>	<p><i>Attains high school diploma (or equivalent)</i>  <i>Meets minimum requirements for college entrance</i>  <i>Aware of potential outcomes regarding low education attainment</i>  <i>Discusses education plans with a qualified adult</i>  <i>Maintains good academic standing while enrolled in school:</i>  <i>HS: Maintain regular attendance</i>  <i>HS: Regularly complete homework</i>  <i>HS: Receive zero suspensions</i>  <i>HS: Receive zero expulsions</i>  <i>HS or College: Maintain 3.0 GPA or higher</i>  <i>College: Completes 100% of courses enrolled in with passing grade</i></p>
<p>Acquire / apply life skills indicative of independent living basics regarding <b>employment acquisition/retention</b></p>	<p><i>Understands resources available to find employment</i>  <i>Knows where state employment office is in community</i>  <i>Uses resources other than the newspaper to find job openings</i>  <i>Knows how to complete a job application</i>  <i>Has a written resume</i>  <i>Confident about job interview skills and appropriate behavior</i>  <i>Understands behaviors necessary to retain employment</i>  <i>With employment history:</i>  <i>Provides adequate notice when voluntarily terminating employment</i>  <i>No involuntary termination</i></p>
<p>Acquire / apply life skills indicative of independent living basics regarding <b>personal health maintenance</b></p>	<p><i>Maintains health insurance coverage</i>  <i>Maintains primary care doctor</i>  <i>Eats a variety of healthy foods each day</i>  <i>Takes care of emotions and body</i>  <i>Makes own decisions about if/when I have sex</i>  <i>Makes own decisions about if/when to drink or use drugs</i>  <i>Participates in a sport, activity, or hobby that she enjoys</i>  <i>No alcohol or substance use in past 30 days</i>  <i>Considers it wrong to smoke cigarettes</i>  <i>Considers it wrong to regularly drink beer, wine, or liquor</i>  <i>Considers it wrong to smoke marijuana</i>  <i>Would discuss pregnancy/disease prevention w/ sex partner</i>  <i>Uses birth control if engaging in sexual activity</i>  <i>Uses disease prevention methods if engaging in sexual activity</i>  <i>Seeks medical attention for pregnancy / sexually transmitted disease</i></p>

**Application for Strategic/Preventive Funding:  
H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

<p>Secure in relationship with mentor</p>	<p><i>Comfortable depending on mentor</i>  <i>Comfortable discussing personal matters with mentor</i>  <i>Confident what happens to her matters to mentor</i>  <i>Confident mentor will be there when needed</i>  <i>Comfortable turning to mentor for emotional support</i></p>
<p>Actively engaged in <b>positive relationship with adult mentor</b>; recognizes positive, supportive behaviors in another and <b>personal accountability in relationship</b></p>	<p><i>Mentor is encouraging</i>  <i>Mentor is patient</i>  <i>Mentor facilitates problem solving</i>  <i>Mentor is accessible</i>  <i>Mentor seeks to understand</i>  <i>Mentor actively listens</i>  <i>Mentor is non-judgmental</i>  <i>Mentor is authentic</i>  <i>Mentor is humble and fallible</i>  <i>Mentor is sensitive</i>  <i>Mentor is tolerant</i>  <i>Mentor treats mentee as adult</i>  <i>Take time to communicate clearly with each other</i>  <i>Understand that getting along doesn't depend on mutual agreement</i>  <i>Work together to arrive at the best solution/response</i>  <i>Forgive each other's limitations and faults</i>  <i>Understand each other's strengths and weaknesses</i>  <i>Share personal experiences and beliefs with one another</i></p>
<p>Acquire / apply life skills indicative of independent living basics regarding <b>supportive relationships</b> and <b>community connections</b></p>	<p><i>Builds relationships with adults who help her with her goals</i>  <i>Tells parents/guardians what is going on in her life</i>  <i>Tells adults what she needs</i>  <i>Aware that trusted adult considers it wrong for her to smoke cigarettes</i>  <i>Aware that trusted adult considers it wrong for her to consume alcohol</i>  <i>Aware that trusted adult considers it wrong for her to smoke marijuana</i>  <i>Aware what trusted adult expects from her regarding sexual practice</i>  <i>Turns to others for support when she has family problems</i>  <i>Shows others that she cares about them</i>  <i>Able to identify two or more people she can turn to for help</i>  <i>An adult at school believes she will be a success</i>  <i>Knows where to go in community for public assistance if necessary</i></p>

## Application for Strategic/Preventive Funding:

### H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women

**Results to Date.** The first cohort of young women has completed one year. We can report the following achievements:

**Case Management:** Operating at a 10:1 ratio per Positive Youth Development recommendations; 2.4 more times more face-to-face time with their ILP coordinator than in regular ILP program;

**Financial literacy and money management:** 68.6% attendance at financial literacy classes; all 9 participants have opened checking/savings accounts and set financial asset goals; 2 girls have reached \$1,000 savings goal; 5 others actively saving; 8 girls employed at least 7 weeks; total earnings over summer \$13,712;

**Personal health maintenance:** 82.2% attendance at Planned Parenthood classes; 8 had clinic visits and received annual exams, screenings; 83.3% attended self-defense classes;

**Education attainment:** 4 participants graduated from high school; 1 is attending Oregon State University; 2 are taking classes at Lane Community College; 1 is enrolling Job Corps;

**Positive relationship with adult mentor; personal accountability in relationship:** All but one initial mentor/mentee pairings has continued; mentors have spent 1057.5 hours with mentees. Some of the feedback from the mentees includes:

- “Since I have started talking with Sandee about my struggles, I have not used.”
- “Before Lindsey, I had no adult influence in my life or really even someone I could trust and depend on . . . [Lindsey is] my back-bone and my shoulder to cry on in times of need.”

**Research & Evidence-Base.** The H.O.P.E program is built on the national model created by Casey Family Programs (CSF). Casey Family Programs’ mission is to “provide and improve—and ultimately prevent the need for—foster care.” For more than forty years, Casey Family Programs has provided high quality foster care and other direct services to improve the lives of children and families across the country. They provide strategic consulting services to agencies improve their services, and educate state and federal lawmakers on the need for public policy changes to help child welfare systems provide effective services for children and families.

In 2001, CSF published a report describing what their research and experience had taught them about what youth leaving foster care need to successfully live on their own. The framework developed by this study describes “a local cross-system network or team” that delivers and/or facilitates services across seven domains of services. This framework has been the basis for H.O.P.E.’s program development. The seven domains are:

- Identity formation
- Supportive relationships & community connections
- Physical and mental health
- Life skills
- Education
- Employment
- Housing

In 2006, CSF conducted an evaluation of the US Department of Labor’s Foster Youth Demonstration Project in five different to address many of the challenges faced by youth transitioning from foster care. This study helped identify some of the challenges facing such programs – useful information for H.O.P.E. as it was developing. H.O.P.E. partners have also based their individual programs on evidence-based models.

**3. Tracking Systems**

The impacts and outcomes of services provided to H.O.P.E. participants will be measured through **self-report** (mentee/mentor surveys); **observation** (structured activities of mentee and mentor, as well as **assessments by project partners**; clinical (therapeutic); and records (family, foster care, therapeutic). Self-report instruments will be administered six times during the three years of the program, and where relevant be compared with baseline data.

The following instruments have been created for the program’s purposes, or adapted from instruments already in use.

ACLSA-IV ILP Assessment	HAASCGN – Mental SE Signal
HAILA – H.O.P.E. Independent Living Assessment	HAACPT – Mentee SE Acceptance
HARLTN – Mentee Relationship General	HMRSNST – Mentor Sensitivity
HAESTM – Mentee Self-Esteem	HMRSPND – Mentor Response

**SECTION III: SERVICE MANAGEMENT**

**1. Client Involvement**

The young women who are a part of this program have opportunity to provide feedback on their experiences in the program in formal surveys and informal feedback. A baseline survey was administered, and different surveys are taken at six month intervals, seeking participants’ perceptions of their experiences in the program, as well as their individual progress.

As this is a pilot, program partners acknowledge that the first year particularly is a learning process and the participants have a role to play in identifying aspects of the program that need adjusting. For example, some expectations of the Committed Partners for Youth program adopted for H.O.P.E. received feedback from participants that were, after review by the steering committee, subsequently modified.

The first cohort of young women are helping plan years 2 and 3, and will be able to take a leadership and mentoring role when the next group is brought into the program early in 2011.

**2. Coordination/Collaboration**

Representatives of the partner agencies meet together on a regular basis to discuss program plans and review progress to date. The meeting is facilitated by the project manager, UWLC’s COO/Director of Development Doris Towery. The team has taken ownership of the project and is energized by the synergies of collaboration, and the learning that has benefited each one’s individual programs.

All partners receiving funding through the project operate under contracts developed by UWLC. The project manager monitors contract fulfillment and program progress. In Year 1 a relationship was terminated, and a new partner found to provide the needed services.

**3. Diversity / Accessibility**

*“United Way of Lane County believes that respect for and understanding of all cultures, peoples, and lifestyles are central to our mission of helping people care for one another. To that end, United Way will demonstrate that it values diversity in its funding of programs in*

## **Application for Strategic/Preventive Funding:**

### **H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

*Lane County. We will attempt to promote and recognize programs and organizations which provide culturally appropriate services, ensure access for people needing those services, and show a valuing of diversity in volunteer, staff, and service systems.” --United Way of Lane County’s Diversity Statement*

The H.O.P.E. pilot project targets young women in foster care between the ages of 15 and 19. Although the first year of the pilot drew only from those participating in the ILP program, that is not a restriction. Future cohorts may include young women in foster care recruited through other agencies also serving foster youth. The project does not discriminate on the basis of race, sexual orientation, ethnicity, physical ability, or rural/urban location.

The first cohort of young women includes 2 African-American participants; 1 Latina. Two participants have parents who are incarcerated.

#### **4. Use of Volunteer and Partnership Resources**

**Volunteers.** W&P has been the primary source of volunteers to date. Ten members have become mentors, and an additional 4 women in the organization came forward to be ‘sister’ mentors, going through the training and supporting the primary mentors. They will likely be tapped as the second cohort is enrolled in January 2011.

In addition, 20 members of the W&P steering committee give their time to the project, providing program advice, strategies, budget and in-kind donations.

**Total Mentors: 14**

**Estimated Mentor hours in 2009: 1200**

**Community Partners.** The H.O.P.E. project has also attracted the interest and support of businesses and organizations throughout the community. Several members of Junior Achievement are volunteering to provide financial literacy training, workplace readiness information, and personal fitness training. In addition, Ruby Tuesday Clothes provided employment interview clothes. Six computers were donated by the Dr. John Crumbley Youth Support Fund and NextStep Recycling. Twenty-four books were donated by First Books, compiled from a list of books participants said they would like to read. The GEARS Cycling club donated helmets and locks to go with 3 bikes donated by a community member. W&P members donated an estimated \$2798 in in-kind services.

As the project continues into its second year and becomes more widely recognized, we will develop additional enrichment activities, attract additional volunteers and resources, and opportunities for H.O.P.E. participants to engage with the community.

#### **5. Budget**

**A.** See attached budget form.

##### **B. Return on UWLC Investment.**

The H.O.P.E. project is a good return on investment because it coordinates and expands the effectiveness of community services. Partners in the collaboration have integrated the H.O.P.E. girls into their programs efficiently, and working together in unprecedented ways. Some have incorporated programs for foster youth because they came to understand the needs of that segment of the youth population through their exposure to H.O.P.E. Another example is the ILP program: program managers were able to add additional ILP participants from its [long wait list, because of the funding provided through the H.O.P.E. project.

The work is improving the effectiveness of the human services network in Lane County

## Application for Strategic/Preventive Funding:

### H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women

through increased coordination. Partner agencies have established closer working relationships and are learning from each other. Some have established new working relationships, both with existing and new partners, to engage in related work.

As referenced above, the program has been able to leverage other financial investments in the community to support the work. Women & Philanthropy has invested more than \$120,000 in the work the program was developed. That support is expected to continue as program results are demonstrated. In addition, agency partners have included their H.O.P.E. work in their own grant proposals, with the potential to increase funding levels and provide greater sustainability.

A 2007 report prepared for the Jim Casey Youth Opportunities Initiative makes a case for investing in programs to improve outcomes for youth formerly in foster care, estimating that “the leverage achieved by the (Casey) Initiative could very *conservatively* be estimated \$ 6.50 for every \$1.00 invested.” (*Cost Avoidance: Bolstering the Economic Case for Investing in Youth Aging Out of Foster Care*, 2009).

#### 6. Follow-Up

If you received a United Way Allocation in 2009, the United Way volunteer-led review panel will receive copies of your most recent panel summary report. Were there any concerns or conditions for continued funding identified by the United Way review panel during the last review?

Yes  No

#### 7. Governance, Management & Organizational Capacity

**How this program fits UWLC’s organizational structure.** United Way of Lane County has a reputation as a respected community convener, able to bring diverse elements of the community together to address key concerns. Successful collaborations convened by UWLC include the **Success By 6®** child abuse prevention initiative convened in 1998. SB6 recently celebrated its tenth anniversary, noting a five-year decline in child abuse rates across Lane County.

Responding to the findings of the Latino Needs Assessment, UWLC convened the **Latino Medical Access Project** that provided outreach to Spanish-speaking neighbors throughout Lane County, linking families to critical early healthcare intervention, family and emergency health care systems. The project resulted in a reduction in Spanish-speaking Emergency Department admissions after two years of outreach and enrollment work.

In 2005, more than 50 organizations from healthcare, government, business and social services came together to create the **100% Access Healthcare Coalition**. CEO-level representatives of the major healthcare institutions, government organizations, human service and non-profit agencies and other business leaders are working together at the local level to improve coordination across healthcare and human service organizations, better connecting the uninsured to eligible programs, optimizing primary and specialty participation, and bolstering the network of organizations that already serve the uninsured.

Two years ago, UWLC convened a group of more than forty leaders from business, education, finance, and human service organizations, who formed the **Financial Stability Partnership (FSP)**. Their vision is to inspire community-wide efforts to “*Create pathways to greater financial independence for low-income working residents of Lane County.*”

## **Application for Strategic/Preventive Funding:**

### **H.O.P.E.: Helping Open Doors by Preparing and Empowering Young Women**

The H.O.P.E. project in part grew out of this initiative, and its interest in youth financial literacy. It is a collaborative project directly related to the interests of the **Women & Philanthropy** (W&P) group. It requires some staff time, and meeting space.

**Managing H.O.P.E.** UWLC and **Women & Philanthropy** (W&P) invited representatives of six local youth-serving providers to a meeting to discuss how they might work together to meet the needs of young women in foster care, and empower them to successfully reach their educational, career, financial, relationship and health-related goals. While organizations were aware of each other and the services each provide, they had not had opportunity to consider how they might work together. They responded enthusiastically to the W&P vision, and inspired by national models nurtured the development of a coordinated network of hands-on services to improve outcomes for young women in foster care.

**Project Oversight.** Program partners meet regularly to share information, debrief classes or activities, and address any problems. Meetings are more frequent when a new cohort begins, and less frequent during summer months when programming is light.

Doris Towery, UWLC COO/Development Director, manages the project. Service contracts were established with each provider and are monitored for performance. In Year I, one provider was terminated when performance did not meet the goals set.

**Funding Sources.** Women & Philanthropy has raised a total of \$120,000 to establish the project. While many grant applications have been filed, the challenges of the current economic environment have resulted in limited grant funding to date. The solid positive results from the project's first year should improve the odds. We have also made operational decisions that have lowered costs and improved program effectiveness. UWLC's reach and influence is bringing new partnerships with community organizations into play and creating more diverse opportunities for the young women participating in the program.

# Strategic/Preventive Investment Application

## Proposed Services BUDGET

(fill in the yellow cells)



Agency Name:

**United Way of Lane County**

Proposed Services:

**H.O.P.E.: Helping Open Doors by Empowering Young Women**

	Prior 12 Months	Future 12 Months
--	-----------------	------------------

### REVENUE/SUPPORT

United Way Funding/Request (do NOT include Donor Designations)		\$15,000.00
Public Support: Contributions/Fundraising Events (include Donor Designations)	\$120,577.77	\$35,000.00
Government Funding		
Foundation/Corporation/Other Grants or Major Gifts	\$10,000.00	\$9,915.23
Program Service Fees or Membership Dues		
Other Revenue		\$47,440.77
<b>Total Revenue</b>	<b>\$130,577.77</b>	<b>\$107,356.00</b>

**Actual Estimated**

### EXPENSES

Personnel Related	\$0.00	\$0.00
Client Assistance	\$53,750.00	\$79,516.00
Other Direct Program Expenses	\$13,508.00	\$13,508.00
Administrative Overhead	\$15,879.00	\$14,332.00
<b>Total Expenses</b>	<b>\$83,137.00</b>	<b>\$107,356.00</b>

<b>NET</b> (should be zero)	<b>\$47,440.77</b>	<b>\$0.00</b>
-----------------------------	--------------------	---------------

What percent of your <b>agency</b> budget do these proposed services represent?	2%	2%
What percent of your <b>agency</b> revenue is the United Way request?	0%	0%
Number of employee FTE's (full-time equivalents) in proposed services?	0.00	0.00
Percentage United Way request to overall proposed services revenue	0%	14%
Administrative overhead percentage applied to proposed services	24%	15%

Completed by:

## Exhibit A

### United Way of Lane County Best Organizational Practices and Management

Agency Name: United Way of Lane County

The following questions represent generally accepted best practices for the management and governance of non-profit organizations. Please respond with **Yes** or **No**. If **No**, provide a brief explanation. (Note: These are not required and some policies and activities may not be appropriate for your agency.)

ORGANIZATIONAL MISSION AND DIVERSITY	Yes	No	Other/Explain
<b>A. Mission</b>			
1. Our agency has a written mission statement that reflects our purposes and values.	X		
2. The board regularly reviews our agency's mission statement.	X		
3. Our agency engages in annual planning that helps define organizational and divisional goals.	X		
<b>B. Diversity</b>			
1. Our agency's governance and operations strive to be inclusive of all parts of our community.	X		
2. Our agency strives to reflect the diversity of the community we serve.	X		
3. Our agency has a written policy and practice of non-discrimination in the following areas:			
a. Employment (recruitment, hiring, assignment, promotion, discipline, termination)	X		
b. Board and committee participation	X		
c. Volunteer selection	X		
d. Service delivery			n/a

FINANCIAL MANAGEMENT	Yes	No	Other/Explain
<b>A. Audit</b>			
1. Our agency has an annual audit or review done by an independent certified public accounting firm.	X		
2. If yes, the reports and management letter (if provided) are reviewed by a finance committee or the board.	X		
<b>B. Financial Transactions and Controls</b>			
	Yes	No	Other/Explain

1. Our board has approved a policy specifying that dual signatures are required on checks over a certain amount.	X		
2. Our board has approved a delegation of authority to specified levels of management that shows types and limits of spending or approval authority.	X		
<b>C. Money &amp; Investments</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Bank deposits are FDIC insured and account balances are at or below the \$250K limit.		X	
2. The board has adopted an investment policy that is regularly reviewed.	X		
3. Securities, mortgages, insurance policies and similar instruments are under the control of the executive director, chief financial officer, or board member.	X		
<b>D. Capital Equipment</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. The board approves all equipment purchases, leases, and related renewals over a certain dollar amount.	X		
2. Periodic physical inventories are taken and compared with the capital equipment ledgers.		X	minimal - only office equip.
<b>E. Accounts Payable</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. The board has approved a written purchasing policy.	X		
2. All deposits for payroll taxes, employee retirement contributions, etc. are made in a timely manner.	X		
3. Purchases for or on behalf of employees are made pursuant to a board-established policy.	X		
4. Credit cards are issued in the agency's name but assigned to specific employees and in line with board policy.	X		
5. Credit card usage by employees is limited to use specified by board policy and is periodically reviewed by supervisors or, in the case of the executive director, the budget or finance committee.	X		
<b>F. Employees Expense/Reimbursement</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. We have a board-approved policy governing if and when salary advances (draw), travel advances, and per diems are provided to staff.		X	n/a - we don't offer these
2. There is a travel and employee expense reimbursement policy approved by our board.	X		
3. Employees are required to submit expense reports for all reimbursements within 60 days of expenditures.	X		
4. The board assures that the executive director's travel and expense reimbursement are reviewed and approved.	X		
<b>G. Budgeting and periodic financial reports</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>

1. Our agency forecasts financial requirements for proposed program activity and optimum use of funds.	<input checked="" type="checkbox"/>		
2. The executive director prepares an annual comprehensive operating budget and capital budget, presents the budget to the board for approval, and establishes controls to assure that budgetary objectives are achieved.	<input checked="" type="checkbox"/>		
3. Substantial changes in the budget are presented to the board for approval.	<input checked="" type="checkbox"/>		
4. Our board, or the financial committee:			
a. Reviews the financial statements (statement of activities, statement of position) on a quarterly basis	<input checked="" type="checkbox"/>		
b. Receives explanations of major variances.	<input checked="" type="checkbox"/>		
c. Receives a comparison of actual to budgeted expenditures for the reporting period and year-to-date by program.	<input checked="" type="checkbox"/>		
d. Reviews source and amounts of funding by function.	<input checked="" type="checkbox"/>		
<b>GOVERNANCE</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
<b>A. Board of Directors</b>			
1. Our agency has a governing board of citizen leaders.	<input checked="" type="checkbox"/>		
2. Our board is a volunteer group serving without compensation.	<input checked="" type="checkbox"/>		
3. Each board member has received training, as well as guidance materials on board governance and our agency operation.	<input checked="" type="checkbox"/>		
4. Our board ensures the creation of and approves agency policies and procedures.	<input checked="" type="checkbox"/>		
5. Our board hires, terminates, evaluates, and sets compensation for the executive director.	<input checked="" type="checkbox"/>		
6. Our board delegates responsibility for day-to-day agency operations to the executive director.	<input checked="" type="checkbox"/>		
7. Our board meets at least quarterly. Indicate how often: <u>monthly</u>	<input checked="" type="checkbox"/>		
8. Our agency creates and maintains permanent board minutes.	<input checked="" type="checkbox"/>		
9. Our agency ensures continuity by having overlapping board member terms.	<input checked="" type="checkbox"/>		
10. Our board's nominating process ensures that the board remains appropriately diverse with respect to gender, ethnicity, culture, economic status, disabilities, and skills and/or expertise.	<input checked="" type="checkbox"/>		
11. Our board has a process for handling urgent matters between meetings.	<input checked="" type="checkbox"/>		
12. Each board member has contact information for the entire board.	<input checked="" type="checkbox"/>		

13. Our board evaluates the executive director on an annual basis.		X	<i>bi-annually</i>
14. Over the last year, at what percent of your board meetings did you have a quorum in attendance? Indicate percentage <i>95%</i>			
<b>B. Bylaws and Policies</b>	Yes	No	Other/Explain
1. Our agency has written bylaws.	X		
2. Our agency provides each board member a copy of the bylaws.	X		
3. Our bylaws state the requirements for a board quorum.	X		
4. Our board regularly reviews the bylaws.	X		
5. Our agency has written operational policies and procedures.	X		
6. Our board has approved a code of ethics for both staff and volunteers, which includes provisions for ethical management, client confidentiality, publicity and fundraising practices.	X		
7. Our agency has a written conflict of interest policy and a mechanism for resolving conflicts should they occur.	X		
8. Our board ensures that the agency has personnel policies and written job descriptions.	X		<i>Board doesn't get involved with job descriptions</i>
<b>C. Board Committees</b>	Yes	No	Other/Explain
1. Our agency has standing and special committees that have been established to achieve efficiency of operations and share responsibility for decision-making.	X		
2. Our agency's board members serve on at least one board committee.		X	<i>≈ 90%</i>
3. Our agency committees meet on a regular basis (monthly or quarterly).	X		
4. Our agency committees' activities and recommendations are reported to the board (verbally or in writing) for approval/action.	X		
<b>D. Compliance with legal requirements</b>	Yes	No	Other/Explain
1. Our agency complies with all applicable legal, local, state, and federal operating and reporting requirements, including non-discrimination and non-profit requirements.	X		
2. We have been the subject of a governmental investigation in the last 24 months.		X	
<b>E. Insurance</b>	Yes	No	Other/Explain
1. We have liability insurance covering volunteers, staff and board of directors.	X		
2. We have general liability coverage.	X		

Agency Name: United Way of Lane County  
Prepared By (Name): Dhenulca Hoffman  
Title: Chief Financial Officer  
Date: January 15, 2010



**Exhibit B**

**United Way of Lane County  
UWLC Policies and Certification Documents**

**"I hereby certify that**

United Way of Lane County  
(print agency name)

**agrees to follow and adhere to the following UWLC Policies and Certification Documents:"**

- **Non-Discrimination Certification**
- **USA Patriot Act Anti-Terrorism Compliance Measures**
- **Agency Direct Fundraising Policy**
- **Donor Designation Policy**

**Signature, Agency Director:** Priscilla Gould

**Print name:** Priscilla Gould

**Date:** January 15, 2010

**Agency Name:** United Way of Lane County  
**Prepared By (Name):** Donna M. McNeil  
**Title:** Grant Writer  
**Date:** January 15, 2010