



SAMPLE Proposal for United Way of Olmsted County Health Access grant

How to use this Sample Proposal:

We have created a mock proposal for a pretend program to provide *one example* of what strong responses to the Initial Proposal questions *may* look like. United Way staff have provided notes to demonstrate how the sample responses address the review criteria described in our [evaluation rubric](#). We suggest you use this sample proposal to help you understand what types of information we hope to learn about your program and what level of detail may be appropriate as you respond to the proposal questions.

We take a holistic approach to reviewing grant applications. This means reviewers consider how the overall application meets the criteria described in the rubric. The sample application below touches on elements of all evaluation criteria, as described in our staff notes.

Organization Name: Clear it Up!

Program Name: Clear Kids

1. We are funding programs that improve people's access to health through one of the following program types. Please select one of the following that best aligns with your proposal:

- *Direct care:* Programs that provide free or low-cost physical, mental, dental, and/or behavioral healthcare for uninsured or underinsured residents
- ✓ *Peer support:* Programs that offer supportive mental health and/or addiction recovery services provided by a trained peer support specialist
- *Direct support services:* Programs that provide health care and/or personal care supports to assist individuals with physical, developmental, or intellectual disabilities to live safe and healthy lives
- *Auxiliary services:* Programs that help people access healthcare through navigation, education, transportation, or other supports

2. Briefly describe the goals and activities of your program.

Clear it Up! is a local non-profit organization with the goal of eliminating tobacco use by young people in Olmsted County. Our Clear Kids program partners with Rochester Public Schools and the Youth Health Alliance to reduce youth tobacco use through trained peer support and education activities that teaches students about the dangers of tobacco use (vaping, smoking) and provide tools for quitting. We work with partners to offer two kinds of anti-tobacco programs

Commented [EJ1]: You should select the program type that *best* describes your program. For example, the fictional Clear Kids program provides both peer support and tobacco education.

In Question 2, the program activities described clearly align with the selection in this question. The Clear Kids program trains students to provide support to their peers to quit using tobacco (addiction recovery).

See rubric element 1b.

Commented [EJ2]: Help reviewers understand the impact your program hopes to have (goals) and how it makes that impact (activities). In a brief paragraph, this response clearly defines the overall program goal (reduce tobacco use) and activities (student-led peer support groups, staff-led presentations).

See rubric element 1b

in school settings. First, Clear it Up! staff work with Youth Health Alliance and the school to identify and train students to serve as peer leaders for tobacco cessation support groups at schools. Clear it Up! staff also lead anti-tobacco education programs during large school assemblies and smaller in-class presentations.

Commented [EJ3]: Here, the proposal demonstrates the use of partnerships with other agencies and with program participants to achieve program goals.

See rubric elements 2b & 3c

3. Explain how your program helps to address a specific, unique, and/or under-resourced need for the community(s) you serve.

Tobacco use among adolescents is a serious health concern. Vaping is on the rise among young people today. The most recent Minnesota Student Survey reported that the use of e-cigarettes almost doubled among 8th graders between 2016 and 2019. One in four 11th graders use e-cigarettes on a regular basis. Unfortunately, many people do not understand the risks of vaping and see it as harmless. In fact, survey results show that most teenagers are not even aware that nicotine is in e-cigarettes. Public health officials are also worried that vaping nicotine can serve as a gateway to vaping other substances, such as cannabis. For example, one study demonstrated that teens who use nicotine liquid in e-cigarettes were 3.6 to 4 times more likely to use cannabis in the next two years. Therefore, Clear Kids works with local middle and high schools to educate students on the many dangers of e-cigarettes and vaping beginning in the 7th grade to encourage cessation and hopefully keep kids from using tobacco in the first place.

Commented [EJ4]: This response is effective because it defines the scope and scale of the problem among the population served. It begins to demonstrate how the program design addresses the problem.

See rubric element 3a.

Commented [EJ5]: This response demonstrates that the program serves low-income students, which is a requirement for Health Access grants. Note that this program does not collect household income information from students but instead uses population-level (in this case, school) data to demonstrate that a significant portion of participants are likely to be from low-income households. In this case, reviewers may ask for additional clarification in the full proposal and/or program meeting to better understand who is served by this program.

See rubric elements 1a and 2a.

4. Please describe your participant population. Who uses your services? (1-3 sentences)

As a small organization, we have focused our attention on schools with the greatest need. Currently, we do programming in 2 middle schools (John Adams and Willow Creek) and 1 high school (John Marshall) in Rochester where 38-48% of students are eligible for free or reduced-price lunch. We collect pre- and post-program surveys at the beginning and end of each year to track information on participant race and ethnicity, gender, and attitudes and knowledge about vaping/tobacco use. Clear Kids participants generally reflect the racial and ethnic makeup of our partnering schools, with 48% of participants self-identifying as students of color; girls are overrepresented among our peer support clubs compared to the general student population.

Commented [EJ6]: Here, the program demonstrates that it collects demographic data to understand who is being served and compares the demographics of program participants to the broader community ("participants generally reflect the racial and ethnic makeup of our partnering schools").

This response also begins to describe how program effectiveness is evaluated (survey to track attitudes and knowledge about tobacco use). This demonstrates a learning mindset. There will be specific questions about program evaluation in the full proposal.

See rubric elements 2b and 3b.

5. How many people did your program serve last year? If you anticipate that the number of people served will change significantly in the coming year, please explain. (# of participants)

Last year, 43 students participated in peer support clubs in 2 middle schools and 1 high school in Rochester. Working with Youth Health Alliance, we trained 6 students as peer leaders. We gave anti-tobacco presentations at 3 schools last year, reaching approximately 612 students in 7th-12th grades. We hope that the Health Access grant will enable us to expand the Clear Kids program to at least two more schools in Rochester and a rural high school in Olmsted County.

Commented [EJ7]: In this fictional program, there are three different types of participation: peer support clubs, trained peer leaders, and attendance at educational sessions. This response provides the number of students who participated in each type of programming. Note that a higher number of program participants does not necessarily mean a program will receive greater consideration--we define impact holistically.

See rubric element 3a.

Commented [EJ8]: While budget information is not requested until the Full Proposal stage, here the program indicates how grant funds would support program plans and goals.

See rubric element 4a.

6. Equity is one of United Way of Olmsted County’s core values. We define equity as the fair participation of everyone in a society in which all people can participate, prosper, and reach their full potential. Equity occurs when barriers based on race, gender, sexual orientation, and other identities are dismantled. Tell us how equity is embedded in your program and/or your organization. For examples of what embedding equity may look like, please refer to our evaluation rubric. (2-3 paragraphs)

All young people deserve education about the dangers of vaping and smoking. Unfortunately, we are a small organization and do not have enough staff to be in all of the schools in Rochester. We decided to start Clear it Up! programs in local schools that have been under resourced. Specifically, we chose participating middle and high schools based on the percentage of students eligible for the Federal Free or Reduced Lunch program. Programming is free to students, and we are working with schools in the hope of providing academic credit to those who undergo training to serve as peer support counselors.

We work with community partners to ensure that our programming is culturally appropriate. For example, we are currently working with the RPS Native American liaison to launch a peer support club for Native students that includes culturally relevant messaging about the sacred role of tobacco in different Native cultures. We know that students tend to participate in social groups with others who share their identities--whether that be sexuality, gender, race, or country of origin. Since word of mouth and peer facilitation are core to our model, we are intentional about recruiting and developing youth leaders who reflect the diversity of the school communities we work with. These students are most often from the same neighborhoods as their peers. Of the 6 peer facilitators we trained last year, 2 are LGBTQ or gender non-conforming, 3 are first- or second-generation immigrants, and 3 students of color.

We invest in youth leadership by training peer facilitators and having youth representation on our board, because we know that young people are best situated to drive healthy change among their peers. Peer support groups are encouraged to acknowledge and discuss inequity and barriers to health that they observe or experience. We provide equity training to all of our staff and have an equity training session for peer leaders too.

Commented [EJ9]: The response demonstrates that the program actively works to remove income-based barriers to participation (no fees) that are tailored to the participant population (academic credit).

See rubric element 2a.

Commented [EJ10]: In this section, the program demonstrates a learning mindset--they are seeking out new practices to achieve program goals in an equitable way.

See rubric elements 2c and 3b.

Commented [EJ11]: Here the program expresses its values related to youth leadership and power. The program gives specific examples of how its equity lens is applied by involving participants in program implementation and governance.

See rubric elements 2b and 3c.