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# A Guide for Understanding and Finding Alignment with the Results Framework

## *Pillars, Program Areas, and Target Results*

*This document can be used to understand the intended impact for each pillar and program area of the Pottstown Area Health & Wellness Foundation's ("PAHWF") Results Framework.*

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## About the Results Framework

The Pottstown Area Health & Wellness Foundation's (The Foundation) purpose is to help residents improve their health and well-being every day. One of the primary ways we aim to achieve our purpose and, ultimately, our mission is to partner with organizations in our service area by providing funding of solutions aimed at long-term improvement in healthy behaviors.

In the fall of 2020, we embarked on the next part of our journey to help us determine if we are achieving our mission and purpose. We realized that we needed to develop a results framework to help us assess what is and isn't working, as well as give us a way to measure the impact of our investments on the long-term sustainable change in our community and priority areas.

## More Information

For information about the results framework, please visit the results framework page on the [PAHWF Website](#)

Please do not hesitate to contact us with questions.

### Contact

- Technical questions: [grantsupport@pottstownfoundation.org](mailto:grantsupport@pottstownfoundation.org)
- All other questions: [contact us](#)

## Quick Links for **Programmatic / Direct Service** Requests

Investments in projects that support existing programs that directly serve the community and its members

### Developing Youth Potential

Program Area Description	Direct Service / Programmatic
<a href="#">Early Childhood Development (ECD)</a>	<a href="#">target results</a>
<a href="#">School Programs K-12</a>	<a href="#">target results</a>
<a href="#">Youth Preparedness (out of school)</a>	<a href="#">target results</a>

### Promoting Equitable Health & Wellness

<a href="#">Built Environment</a>	<a href="#">target results</a>
<a href="#">Health Access &amp; Delivery</a>	<a href="#">target results</a>
<a href="#">Health Equity</a>	<a href="#">target results</a>

## Quick Links for **System Reform** and **Capacity Building** Requests

[Grantee Capacity Building](#) - Investments to increase or improve the capacity of your organization to achieve results

[System Reform](#) - Investments to effect – or inform – change on a macro-level, including influencing policy, community level engagement or changing/developing practitioner practices.

## Funding Pillars

Outlined below are our 2 key funding Pillars including the areas of focus within each, who we are trying to change or impact, the desired impact on them and most importantly the Key Behavioral Indicators (KBIs) that we seek to monitor towards that impact.

### Developing Youth Potential

<b>Pillar Overview</b>	<b>Developing Youth Potential</b> We believe that investing in our community youth, is investing on our community's future. To that aim, we seek to invest in our community youth, especially those less served.		
<b>Pillar Desired Impact</b>	<b>Community youth are healthy, learning and thriving now and in the future</b>		
<b>Program Areas Overview</b>	<b>Early Childhood Development (ECD)</b> Providing expecting and new parents with the tools and resources to ensure the development of young children (0-5)	<b>School Programs K-12</b> Integrating best practices to promote wellness as a core component of school culture and student achievement	<b>Youth Preparedness (out of school)</b> Helping youth obtain the cognitive, social, and emotional skills necessary to succeed in life
<b>Stakeholders</b> (who we seek to change or benefit)	*Expecting Mothers with a focus on those at-risk for mental health and/or substance addiction *Parents, Expecting Mothers, Caregivers of young children (0-5) *Young children (0-5)	* Educational Institutions • Teachers & Families of students K-12 • Students/Youth K-12	*Students/Youth K -12
<b>Desired Program Impact</b>	Children (0-5) are cognitively, socially, physically, and emotionally ready to enter school	Students are active, healthy, and thriving academically	Youth have cognitive, social and emotional skills to manage and thrive in their daily lives and in the future
<b>Measures/ Indicators (or KBIs)</b>	<a href="#">Results for ECD</a>	<a href="#">Results for Schools K-12</a>	<a href="#">Results for OST</a>

## Promoting Equitable Health & Wellness

<b>Pillar Overview</b>	<b>Promoting Equitable Health &amp; Wellness</b> In our community and throughout the United States, health equity and equal opportunity are inextricably linked. The challenges of disease and poor health in comparison to the benefits of wellness and good health are inequitably distributed among groups of people.		
<b>Pillar Desired Impact</b>	<b>Community members are benefiting from equitable access to spaces, services, programs, and resources enabling them to embrace a healthy lifestyle</b>		
<b>Program Areas Overview</b> (who we seek to change or benefit)	<b>Built Environment</b> Promoting community wellness through the development and improvement of and access to active living spaces for all	<b>Health Access &amp; Delivery</b> Improving access to affordable, high quality, culturally, and linguistically appropriate care for all community members	<b>Health Equity</b> Removing barriers to health and wellness to ensure all community members have a fair opportunity to attain their full health potential
<b>Stakeholders</b>	Municipalities, • Facilities, parks and rec departments, • Community members	Community members with a focus on those that are in underserved populations socially and economically	Community members with a focus on those in populations that have social and/or economic disparities in relation to the overall community
<b>Desired Program Impact</b>	Active living spaces are safe, clean and accessible to all community members to embrace a healthy lifestyle	Equitable access to high-quality health programs and resources are available and utilized by community members	Community members have social and/or economic barriers to health & wellness removed or mitigated
<b>Measures (KBIs)</b>	<a href="#">Results for Built Environment</a>	<a href="#">Results for Health access &amp; delivery</a>	<a href="#">Results for Health Equity</a>

## Key Behavioral Indicators by Investment Type and Program Area

Detailed below are the specific KBIs by program area that we seek to monitor towards our desired impact. As you begin the process of applying for an investment, we ask that you review them to determine alignment with your program/project. During the full application, you will be asked to show how your organization and its programs aligns with these measures by providing anticipated results for each measure. If a measure applies and you have the ability to track and verify, we ask that you enter the number you anticipate achieving that result by the end of the grant period. If a measure does not apply please enter zero. You MUST have a value for the number served by your program and at least one other measure (excluding outputs – which are optional) in order for your application to be considered.

*Guidance: Only target the results that you have the capacity for and intend to achieve during the implementation of the grant. Entering numbers for every key behavioral indicator listed below is not recommended, and unless you have a compelling narrative to support it, targeting results for the majority of the items listed below will make your proposal less competitive. In addition, as we are dealing with behavior change we recognize that not all that are served will achieve the same level of results or change so drop off along the continuum is expected and natural. Be realistic and focused on your intended results.*

## Results for Programmatic or Direct Service

**Direct Service** Applications Support existing programs that directly serve the community and its members with the desired result being a change in status, condition, or behavior for the individuals served or condition addressed by the NPO in response to a particular set of programs or activities.

The key question to be answered when applying for **Direct Service** grants is “*What will be different for individual participants, communities or organizations as a result of your program?*”

## Early Childhood Development (ECD)’s Target Results

Providing expecting and new parents with the tools and resources to ensure the development of young children (0-5) so that Children (0-5) are cognitively, socially, physically, and emotionally ready to enter school

### ECD - Measures (KBIs) for Expecting Mothers

Number of expecting mothers served:	Required
Of those served number that:	
Become aware of prenatal regimens and infant development	
Are administered a maternal depression or substance addiction screening at least once using a validated tool	

Screens identify them as being at-risk for maternal depression, addiction or other mental health issue	
Are referred to resources & supports to address maternal depression, addiction or other mental health issue	
Show improvements in mental health condition after accessing resources and supports	
Report having better supports in place to address mental health and/or substance addiction issues	
Confirm improvement in their mental health or addiction issues	
Number young children (0-1) to benefit from expecting mother participation in program	

### ECD Measures (KBIs) for Parents & Caregivers

Number of parents/caregivers served:	Required
Of those served number that:	
Enroll in program on building healthy young brains	
Increase awareness of the benefits of a nurturing environment on infant development	
Connect to additional parenting services	
Increase awareness of early childhood development needs and milestones	
Commit to regularly interacting with infant/child at home	
Increase time spent interacting and developing a nurturing relationship with child	
Demonstrate responsiveness and engagement with infant/child	
Demonstrate and reports emotional connection with child following program completion	
Confirm stronger, more secure relationship with their children	
Number young children (0-5) to benefit from parent/caregiver participation in program	

### ECD Measures (KBIs) for Young Children - 0-5

Number of young children (0-5) served:	Required
Of those served number that:	
Are enrolled in quality ECD program	
Participate in development assessment	
Attend ECD program on consistent* basis (*Consistent defined as 90% or more of the enrolled school days)	
Demonstrate age-appropriate developmental milestones	

Master age-appropriate cognitive, social, physical, and emotional competencies	
Master cognitive, social, physical and emotional competencies to enter school system	

### School Programs K-12 Target Results

**Desired Program Impact-** Students are active, healthy, and thriving academically so that

### Schools - Measures (KBIs) for Educational Institutions

By the end of the grant period our educational institution will (select all that apply):

- Become aware of benefits of health and wellness skills\* as it relates to academic success
- Identify current gaps, strategies, policies, and practices to be changed
- Commit to integrating health and wellness into their academic curriculum
- Secure needed resources and/or approvals to implement health and wellness programs into curriculum
- Implement and adopt research or evidence-based health and wellness programs (e.g., school wellness checklist)
- Appoint and retain school wellness coordinator to oversee and manage health and wellness programs
- Confirm increase health and wellness programs benefiting student performance

*\*Health and Wellness defined as social and emotional learning*  
*\*\* (health) and physical activity, food & nutrition (wellness)*  
*\*\* Social and emotional competencies defined as 5 key areas: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*

### Schools - Measures (KBIs) for Teachers, Parents, & Caregivers

	Teachers	Parent/Caregiver
Number of teachers served		
Number of parents/caregivers served		
Of those served number that:		
Become aware of benefits of health and wellness as it relates to school success		



Demonstrate an understanding of benefits of health and wellness* as it relates to school success		
Commit to integrating health and wellness into their school curriculum and/or daily home lives		
Begin to integrate health and wellness into their academic curriculum and/or daily home lives		
Confirm increase in students regular daily activity and/or health and wellness programs participation		
Confirms students maintain increased level of physical activity and/or health and wellness program participant for at least one school semester or longer		
Confirms increase physical activity and health and wellness programs benefiting students		

*\*Health and Wellness defined as social and emotional learning\*\* (health) and physical activity, food & nutrition (wellness)*

*\*\* Social and emotional competencies defined as 5 key areas: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*

**Other indicators:**

Number of teachers/educators that complete work-based learning experience in area of Health & Wellness	
Number of teachers/educators who earn industry-recognized credential in area of Health & Wellness	

**Schools - Measures (KBIs) for Students K-12**

Number of students served:	Required
Of those served number that:	
Become aware of benefits of health and wellness*	
Demonstrate current level of activity and/or health and wellness	
Demonstrate an understanding of benefits of health and wellness on daily life and school performance	
Attend class on consistent basis	
Demonstrate increased level of health and wellness – social, emotional, physical and nutritional	

Demonstrate improved school performance	
Achieve healthy fitness standards	
Confirm overall well-being – social, emotional, physical and nutritional	
Confirm improved school performance	

*\*Health and Wellness defined as social and emotional learning\*\* (health) and physical activity, food & nutrition (wellness)*

*\*\* Social and emotional competencies defined as 5 key areas: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*

Other indicators:

Number of health screenings	
Avg. physical activity minutes per day	
Number of students with healthy/normal BMI	
Number of students who graduate or successfully advance to the next grade level	

### Youth Preparedness (out of school-OST) target results

Helping youth obtain the cognitive, social, and emotional skills necessary to succeed in life so that Youth have cognitive, social and emotional skills to manage and thrive in their daily lives and in the future

*Guidance: Only target the results that you have the capacity for and intend to achieve during the implementation of the grant. Entering numbers for every key behavioral indicator listed below is not recommended, and unless you have a compelling narrative to support it, targeting results for the majority of the items listed below will make your proposal less competitive. Be realistic and focused on your intended results.*

### Youth Preparedness - Measures (KBIs) for OST

By the end of the grant period:

Number of youth served:	Required
Of those served number that:	
Have current cognitive, social, and emotional* competencies assessed	
Increase their awareness of academic requirements and benefits of healthy behaviors	
Develop plan to achieve academic success and healthy lifestyle	

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Improve current skill or learns new skills	
Commit to introducing one or more healthy/active behaviors	
Integrate new lifestyle choices and academic skills into their lives	
Demonstrate learning/ academic improvement and/or Improved healthy lifestyle	
Demonstrate age-appropriate cognitive, social, and emotional competencies	
Confirm support of mentor has had a positive impact on them	
An educator confirms child/youth increased engagement, improved social skills, and/or school success	

\* Social and emotional competencies defined as 5 key areas: Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

**Other indicators:**

Number of meals served	
Number of physical activity programs	
Number of students who graduate to the next grade level	

**Built Environment - Measures (KBIs)**

Promoting community wellness through the development and improvement of and access to active living spaces for all • Municipalities, • Facilities, parks and rec departments, • Community members so that Active living spaces are safe, clean and accessible to all community members to embrace a healthy lifestyle

*Guidance: As the stakeholder for this program area is the active living space and/or facility and not a specific person, we recognize that the path and timeframe to achieve such change is different. As such we ask, that you review the continuum of change below and identify which you are seek to achieve (and are able to track) during the current grant period to get to the desired program impact.*

**Built Environment**

By the end of the grant period, we will (select all that apply):

- Identify gaps or opportunities to improve access, safety, and accessibility of active living spaces
- Develop a plan to close gap(s) to create or improve active living spaces
- Secures necessary resources and buy-in
- Commit to improve active living space infrastructure
- Ensure public transportation in place

- Conduct outreach to the community to promote usage of new active living space
- Confirm improvements and promote usage of active living spaces
- Confirm usage including:

Number of community members that use it productively for the first time	
Number of community members that use it productively on a regular basis	

**Other indicators:**

Number of accessible trails or miles of accessible trails	
Number of active engagement programs	

**Health Access & Delivery - Measures (KBIs)**

Improving access to affordable, high quality, culturally, and linguistically appropriate care for all community members so that Equitable access to high-quality health programs and resources are available and utilized by community members

**Health Access & Delivery**

**By the end of the grant period:**

Number of community members served:	Required
Of those served number that:	
Are screened or tested for health issue(s)	
Become aware of health issue(s) and available resources to manage or treat	
Access appropriate resources to prevent or treat health issue(s)	
Use health and wellness resources and/or prescribed course of treatment	
Confirm initial improvement in health	
Continue leveraging resources and/or prescribed course of treatment post initial improvement	
Maintain recommended health targets (long-term stabilization – 7-12 months)	
Confirm overall positive impact on their life	

**Health Equity - Measures (KBIs)**

Removing barriers to health and wellness to ensure all community members have a fair opportunity to attain their full health potential so that Community members have social and/or economic barriers to health & wellness removed or mitigated

**Barriers to Wellness**

**By the end of the grant period:**

Number of community members served:	Required
Of those served number that:	
Become aware of needed service or supports	
Engage in services and supports	
Have immediate financial, social, and/or physical needs addressed	
Have immediate situation is secured	
Enroll in additional program or service	
Build new skills and capacities	
Confirm closing or mitigating social or economic determinant to health	
Confirm self-sufficiency for themselves and their family	

## Grantee Capacity Building

### Purpose of Capacity Building Grants

Our Capacity Building grants will provide local non-profit organizations with a one-time capacity building grant to enable them to reduce costs, increase revenue or generate stronger results for more participants in a shorter time within one of our core focus areas. The key question to be answered when applying for these grants is “*What will your organization be able to do more effectively or efficiently once the capacity is built?*”.

*Guidance: Only target the results that you have the capacity for and intend to achieve during the implementation of the grant. Selecting every key behavioral indicator listed below is not recommended, and unless you have a compelling narrative to support it, targeting results for the majority of the items listed below will make your proposal less competitive. Be realistic and focused on your intended results.*

### Types of Grantee Capacity the Foundation Invests In:

- Staff and Board development – Training & professional development.
- Organizational structure/governance – Reviewing roles, functions, organizational chart and other core features that may need to be changed, especially at a point of growth or other shift in opportunity
- New infrastructure usage – Acquiring a new computer system, software or other needs to enhance performance or safety
- Strategic or other plans and direction-setting – Undertaking new plans, or designs to focus the organization on achieving its mission in tangible ways

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- Project/Program development – Engaging in new program development that will address a specific community need
- Impact measurement and evaluation – Integrating methods to define, achieve, track, verify, and communicate clear results for those served
- Diversity, Equity & Inclusion (DEI) – Integrating and implementing DEI protocol throughout the organization from hiring to program development/delivery

### **Capacity Building Desired Results**

- Reduced costs - Improvements in efficiency, whether in the area of internal operations (e.g., reduced overhead) or program services (e.g., time saved and re-allocated), that will make /the organization more sustainable.
- Increased revenue: Through diversified sources of income generation or other steps, the organization builds income from new capacity. Think of revenue gains also in terms of volunteers and donated resources for which you would otherwise pay.
- Increase number served: New capacity may enable the organization to serve a larger part of the community in need.
- Increased results for those served: An improvement may prompt better results in two distinct areas or across two more nonprofits: more people achieve the result you intended and/or additional results are achieved by existing people.
- Ability to report results: Moving beyond actions and activities to be able to report behavioral changes (outcomes) for programs and organization.
- Decreased time to get to results: Reducing the time it takes to enable participants to achieve results is a benefit to those you serve and may even enable you to increase the number of people you reach or reduce costs to the organization.

### **Systems Reform**

*Guidance: As systems change is macro-level change that cannot normally be achieved in a single grant period we ask, that you review the continuum of change below and identify which you are seek to achieve (and are able to track) during the current grant period to get to the desired impact. You will be asked to also provide both long term (What will be different for the field or those you serve and by when and short term (what will be accomplished during grant term) impact statements for the work you are seeking funding for.*

### **Practice Development Systems Change**

Identification, development, and/or implementation at-scale of new innovative practices to achieve deepest results for participants, community, or issue

### **Measures or KBI's for Practice Development Systems Change**

- Issues identified and defined
- Best practiced developed

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- Best practiced piloted
  - Plan to disseminate best practice defined
  - Practitioner agree to adopt best practice
  - Practitioners build skills needed to implement best practices
  - Practitioners institutionalize best practices in their organizations

### **Field Capacity (Collaboratives)**

Bringing together interested parties to address a gap/need in service delivery and achieve deeper results for those they serve within a specific focus area

#### **Measures (KBI's) for Field Capacity (Collaboratives)**

- Stakeholders identify need/gap in field or service delivery
- Stakeholders identify opportunity to align practices, funding, and governance to address need/gap in field (improved alliances in the community)
- Stakeholders engaged and integrate the voice and view of all affected into defined solutions and plans to address need/gap in the field
- Stakeholders agree on action plan, including measurable results and timing, to address the need/gap in the field
- Stakeholders gain need supported to address need/gap in the field
- Stakeholders confirm development of new practice change or implementation of new policy

### **Advocacy & Community Influence**

Engaging and influencing community members, leaders, business and social sector to actively work to support and grow the field through legislation and policy change

#### **Measures (KBI's) for Advocacy & Community Influence**

- Issues identified and defined
- Stakeholders agree to work together to address the issue
- Action plan created to begin addressing the issue
- Local leadership engaged and support plan



Increased community awareness of issue

Increased legislative support for issue

Implementation of changed policy