



United Way
of Greater Stark County

2021 COMMUNITY IMPACT FUNDING OPPORTUNITY

CHILDHOOD SUCCESS PRIORITY

Children enter school ready and are successful in primary school

Childhood Success includes efforts to ensure children have the supports they need to promote their early development, transition to kindergarten, and success in primary/elementary school (e.g. parent engagement, access to quality pre-k, literacy support). Predominantly addresses age 0-8.

Strategy One

School Readiness

Why it's important

Children who enter school with early skills and ability in the essential domains of school readiness (reading and language development, basic knowledge of math and science, an interest in learning, physical well-being, and emotional and social development) are more likely to experience later academic success and life success.

Strategy Two

Reading Proficiency

Why It's Important

Reading on grade level at the end of 3rd grade is critical for students. For many children, literacy supports are an important component to help ensure that they reach reading proficiency on time. It is especially important as they move from the primary grades (K-3 or approximately 5-9 years old) where the focus is on learning to read, and 4th grade and beyond where the focus is on reading to learn. Without effective reading, writing, listening, speaking, and comprehension skills, students will be at-risk for long-term school success.

In the early years, parents and caregivers are their children's first teachers. Once children enter school, those with engaged parents are more likely to earn good grades, finish high school, and exhibit fewer behavior problems. Yet some parents and caregivers may need assistance and support to effectively serve these roles. Therefore, a variety of parent/caregiver programs, tools, and resources have been developed to address this need.

Required Participant Demographic Reporting

Semi-annual reporting in e-CImpact software: age, ethnicity, gender, household poverty level, race, zip code

Required Indicator & Outcome Reporting

Semi-annual reporting in e-CImpact software includes at least one each of the indicators and outcomes listed below. Up to 5 additional indicators and outcomes may be selected by the applicant with the Request for Proposal. See Preferred Indicator list.

Childhood Success Indicators

Number of children (0-5) enrolled in high-quality early childhood programs

Technical Definition: This indicator refers to the number of children enrolled in high-quality early education (0-5) programs. The standards for high-quality programs include: a curriculum which is developmentally appropriate, a commitment to teacher training and support, low teacher to child ratios, effective family engagement. High quality early childhood programs provide a safe and nurturing environment while at the same time working to promote the physical, social, emotional, and intellectual development of young children.

Number of children served receiving literacy supports in 0-3rd grade

Technical Definition: This indicator refers to the number of children in school/community-based programs (e.g. summer learning, literacy programs) and/or services to address academic risk (elementary/primary school). Literacy supports can be provided in a variety of settings including classrooms, schools, afterschool programs, and online.

Number of families, caregivers served that are provided with information, resources, tools, trainings, and/or teaching skills

Technical Definition: This indicator refers to the number of families and/or caregivers provided information, incentives, curricular tools, instructional resources (e.g., books with lesson plans), and/or parenting skills to improve childhood success in United Way

supported programs and/or initiatives. Types of programs include family home visiting, parents as teachers, and two-generation programs.

Childhood Success Outcomes

Percent of children (0-5) served who achieve developmental milestones

Percent of children served who are proficient on school readiness assessments when they enter kindergarten

Percent of children (K-3) served reading at grade level

Percent of children (K-3) served who maintain satisfactory or improve school attendance