

INVESTMENT PRIORITY INFORMATION SHEET

Given the disproportionate challenges and limited outcomes experienced by families of color, families living in areas of concentrated poverty or families living under the Asset Limited, Income Constrained, Employed (A.L.I.C.E.) threshold, United Way will focus its investments on addressing the root causes of poverty and structural racism, and closing racial and social disparities within the following priorities and strategies.

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.

Participant Demographic Reporting

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

Indicator & Outcome Reporting

Semi-annual reporting in e-Clmpact software requires at least one Required Indicator & Outcome. You must also report semi-annually on any additional measures you add to your proposal.

Up to 5 additional measures (**Program Specific Measures**) may be added to illustrate and document the impact of your program. Choose from the measures offered below or those required by other funders or evaluators, like the Transition Skills Summary or Ohio's Early Learning and Development Standards.

Required Indicator Choices – Select at least one

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.

Required Outcome Choices – Select at least one

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

Technical Definition: Developmental milestones are behaviors or physical skills seen in infants and children as they grow and develop. Rolling over, crawling, walking, and talking are all considered milestones. The milestones are different for each age range.

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

Technical Definition: This indicator refers to the percent children served that are proficient on readiness assessments; school readiness is defined as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

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

Technical Definition: This measure refers to the percent of children served reading at grade level (i.e. score proficient on third/fourth grade reading assessments by the end of 3rd grade, or children approximately 8-9 years old.

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

Technical Definition: This measure refers to the percent of children who maintain or improve their attendance during the school year to a satisfactory level (under 10% of the calendar school year for any reason). This definition should include excused and unexcused absences.

Updated BOD 8/2021