**Cedar Valley United Way Community Impact Strategies and Key Indicators**

Please select the Cedar Valley United Way community impact strategy in which you are applying. Applicants are required to report biannually on program outcomes that align with CVUW strategies. Each program is required to report on ***at least two key indicators*** from the list of common measures below in the strategy area which you are applying. Data reported on the key indicators must include overall performance of your program, including *all* participants as defined in the application, as opposed to an estimated percentage/portion that is supported by CVUW investments. Competitive applications may choose to include additional measures from the list. You are welcome and encouraged to report on as many additional indicators from the corresponding list on which you are reasonably able to report and collect data. Please select the indicators on which you will report biannually for this program from the drop downs below.

Acknowledging that you may already collect data and report on other outcome measurements not included in our list, you may also report on up to 2 additional measures that you track within the program if you desire. These measures should also support the strategy are in which you are applying. Please enter any additional measures you will report on biannually in the spaces below.

Please attach the survey that will be used to gather information from your clients for any self-reported outcome indicators selected, as well as the assessment tool (pre/post-test) used for outcomes selected pertaining to increased client knowledge.

**Education**

**Early Education:** Pre-school children access high quality, early learning programs that prepare them for kindergarten, and K-3rd grade children read at appropriate proficiency levels.

* Number of students demonstrating progress toward developmental milestones
* Number of students meeting or exceeding developmental milestones
* Number of students passing a social-emotional screening or questionnaire
* Number of students that demonstrate progress in social and /or emotional development
* Number of students developmentally on target to achieve age appropriate cognitive milestones
* Number of students that achieve age appropriate cognitive milestones
* Number of students that demonstrate improvement in areas of concern or delay
* Number of students that demonstrate maintenance or improvement in communication/language skills
* Number of early childhood teachers receiving professional development training
* Number of students that pass a kindergarten readiness evaluation
* Number of students reading at age appropriate proficiency levels
* Number of students demonstrating progress towards reading at age appropriate proficiency levels

**Afterschool and Summer Learning:** Students access high quality, enriching out of school programs which are aligned with school day curriculum

* Number of students demonstrating improvement in school attendance, or maintaining school attendance above the district average
* Number of students showing a reduction of disciplinary referrals, or maintaining a number of disciplinary referrals below the district average
* Number of students progressing to the next grade on time
* Number of students attending 50% or more of afterschool programming
* Number of students attending 65% or more of afterschool programming
* Number of students attending 50% or more of summer programming
* Number of students attending 75% or more of summer programming
* Number of students demonstrating social-emotional growth
* Number of students increasing GPA, or maintaining an above average GPA (above 2.0)
* Number of students maintaining or increasing reading proficiency level from the end of the school year, to the beginning of next school year
* Number of students maintaining or increasing math proficiency level from the end of the school year, to the beginning of next school year

**Parent and Mentor Support**: Students have support and encouragement for educational success from engaged parents/advocates and mentors

* Number of students that report feeling emotionally engaged with a mentor
* Number of students that report having an increased positive sense of future
* Number of students that demonstrate a reduction in risky behaviors
* Number of students showing a reduction of disciplinary referrals, or maintaining a number of disciplinary referrals below the district average
* Number parents/guardians that demonstrate knowledge of age appropriate milestones
* Number of parents/guardians that report an increase in their knowledge of children’s social and/or emotional development
* Number of parents/guardians that report an increase in engaging in learning activities at home with their child
* Number of parents/guardians that report an increase in their level of communication with their child’s school
* Number of parents/guardians that report feeling an increased sense of collaboration with their child’s school and community
* Average number of days parents attend programming

**College and Career Preparation**: Junior high and high school students access age-appropriate college and career preparation and graduate equipped with skills for success

* Number of students achieving/maintaining an on-track GPA. Agency will also need to share their definition of “on-track GPA.”
* Number of students that pass standardized testing and/or end of course assessments
* Number of students that demonstrate an increase in college and career readiness knowledge and/or access
* Number of high school seniors graduating high school on time
* Number of students that graduate college ready (as defined by SAT or ACT standards)
* Number of students that earn a trade certificate or credential
* Number of students accepted into college (2 or 4 year)
* Number of students that enroll in post-secondary schooling
* Number of students that persist into 2nd year of post-secondary schooling
* Number of students that earn an associate’s degree
* Number of students that earn a bachelor’s degree

**Income**

**Workforce Development**: Low or no income individuals acquire the skills necessary to secure and retain self and/or family sustaining employment

* Number of participants who access ESL services and improve by at least one literacy level
* Number of participants who access Adult Basic Education and improve by at least one literacy level in the areas of either writing, reading, or math.
* Number of participants that complete their GED/HiSET
* Number of participants that earn a trade certificate or credential
* Number of participants who complete, or are on track to complete, a vocational training program.
* Number of participants that enroll in a college credit class
* Number of participants that increased skills in at least two of the following: resume development, job search and application process, interviewing, career exploration and navigation, job retention.
* Number of participants that secured a job at 30 hours per week or more
	+ Average hourly wage of the jobs secured
* Number of participants who secured employment in the current or last reporting period and remained employed 30 days post-placement with the same employer
* Number of participant who secured employment in the current or last reporting period and remained employed 90 days post-placement with the same employer
* Number of participant who secured employment in the current or last reporting period, and remained employed 180 days post-placement with the same employer
* Number of clients who secured employment during the current or last reporting period, and have received a promotion or increase in wage or salary (either via promotion within a business OR securing a higher paying job elsewhere.)

**Achieving Financial Stability:** Low-to-moderate income individuals are empowered to move towards greater financial independence

* Number of individuals completing evidence-based and skill building curriculum related to management of personal finances
* Number of participants who increase their knowledge of/ability to create a viable budget for themselves and family
* Number of participants who achieve at least one goal in their plan towards financial independence. Goals may include, but are not limited to, increasing household income, building emergency savings, reducing debt, improving credit, saving for retirement or asset purchase. Agency will also need to identify the financial goals being measured.
* Number of participants who achieve at least two goals in their plan towards financial independence. Goals may include, but are not limited to, increasing household income, building emergency savings, reducing debt, improving credit score, saving for retirement or asset purchase. Agency will also need to identify the financial goals being measured.
* Number of participants who achieve at least three goals in their plan towards financial independence. Goals may include, but are not limited to, increasing household income, building emergency savings, reducing debt, improving credit score, saving for retirement or asset purchase. Agency will also need to identify the financial goals being measured.
* Number of participants who report that they were able to pursue or persist in school or work as a result of your program’s assistance in removing a long-term or perpetual obstacle to school/work. Agency will also need to identify the obstacle removed, such as dependent care expenses, etc.

**Health**

**Maternal Health and Infant Well-Being**: Babies are born at low risk for preventable health problems

* Number of pregnant women who demonstrate an increase in their knowledge of healthy behaviors during pregnancy and the importance of receiving prenatal and postnatal care
* Number of pregnant women who cease smoking
* Number of pregnant women who seek dental care
* Number of pregnant women who adhere to the standard prenatal care schedule and/or their medical provider’s recommendations. Please include women beginning prenatal care at any point in their pregnancy, and only include care that is provided by a doctor of medicine (MD), doctor of osteopathy (DO), certified midwife (CM), certified nurse midwife (CNM), certified professional midwife (CPM), nurse practitioner (NP), physician assistant (PA), or registered nurse (RN)
* Number of infants born at very low birth weight, <1500 grams (3.3lbs)
* Number of infants born at low birth weight, between 1500 grams (3.3lbs) and <2500 grams (5.5lbs)
* Number of babies born prior to 37 weeks of pregnancy
* Number of women who receive postpartum care, based on the standard postpartum care schedule and/or their medical provider’s recommendations. Please include women beginning prenatal care at any point in their pregnancy, and only include care that is provided by a doctor of medicine (MD), doctor of osteopathy (DO), nurse practitioner (NP), physician assistant (PA), or registered nurse (RN)
* Number of mothers who demonstrate an increased knowledge of infant development, including her role in that development
* Number of mothers who receive a mental health screening, as well as the number screened who were diagnosed with, or determined to be high risk for, developing a perinatal mood or anxiety disorder
* Number of mothers screened that were determined to have, or be high risk for developing perinatal mood or anxiety disorders, and accessed medical care for the condition as a result of screening and referral through your program.
* Number of infants age 0-2 years that attend standard well-child exams
* Number of infants age 0-2 years that adhere to physician-recommended immunization schedule

**Access to Physical Healthcare**: Expand the number of low to moderate income individuals and children that are insured and have access to physical, vision, and dental care, including prevention and early intervention.

* Number of individuals who receive ongoing care (at least 2 visits per year) for chronic conditions.
* Number of individuals who receive an acute care/sick visit. This can include care related to injury, illness, infection, or any visit that is not related to a chronic condition or well-visit.
* Number of individuals who receive a well-visit/check-up, or routine physical exam.
* Number of individuals who receive physician-recommended immunizations.
* Number of individuals who receive a health screening related to vision, dental, cancer, or other medical conditions, excluding mental health and substance abuse screenings, as well as the number screened who were determined to have a medical need.
* Number of individuals screened that have a medical need, and who access care as a result of screenings and referrals by your program for vision, dental, cancer or other medical conditions, excluding mental health and substance abuse screenings.
* Number of individuals who access preventative dental care services or procedures.
* Number of individuals who access restorative dental care services or procedures.
* Number of individuals who receive dentures, implants, or other devices relating to missing teeth.
* Number of individuals that obtain or retain health insurance as a result of the work of the program.
* Number of individuals who have access to needed prescription drugs as a result of the work of the program.
* Number of individuals who receive transportation to medical appointments as a result of the work of the program.
* Number of individuals with physical disabilities who gain access to physical fitness/exercise opportunities through your program
* Number of individuals with physical disabilities who report an increased quality of life
* Number of individuals who access language/culturally appropriate medical services, such as visits conducted in the client’s native or preferred language.

**Access to Mental Healthcare**: Expand the number of individuals and children that are insured and have access to mental care, including prevention and early intervention.

* Number of individuals who access individual therapy services
* Number of individuals who access group support services (family or non-related group)
* Number of individuals who increase their knowledge of mental health conditions and resources available
* Number of participants who demonstrate an improvement in positive coping skills
* Number of individuals who report that they were able to persist in school or work as a result of your programming
* Number of individuals who report that they performed better in school or work as a result of your programming
* Number of students showing a reduction of disciplinary referrals, or maintaining a number of disciplinary referrals below the district average
* Number of individuals who receive mental health crisis interventions, including those provided in person, by text, phone, internet, email, or other method.
* Number of individuals who receive a mental health screening, excluding substance abuse screenings, as well as the number screened that were determined to have mental health issues.
* Number of individuals screened that were determined to have mental health issues, and accessed medical care for a chronic health condition as a result of screening and referral through your program.
* Number of individuals who have access to needed prescription drugs used to treat or control a mental health condition, as a result of the work of the program.
* Number of individuals who receive transportation to mental health services as a result of the work of the program.
* Number of individuals who receive language/culturally appropriate mental health services, such as visits conducted in the client’s native or preferred language.

**Increase Healthy Behaviors**: Promote healthy lifestyles through health information, education and programming

**Obesity**: Decrease obesity rates by focusing on prevention and early intervention of adult and childhood obesity

* Number of individuals who receive screenings to identify risk factors for obesity
* Number of individuals who lower their risk factors for obesity
* Number of individuals completing evidence-based and skill building education related to physical activity
* Number of individuals who demonstrate increased knowledge of the benefits of physical activity
* Number of individuals completing evidence-based and skill building education related to nutrition and healthy eating
* Number of individuals who demonstrate increased knowledge of nutrition and healthy eating
* Number of individuals who decrease their BMI

**Substance Abuse**: Decrease the use of illicit drugs and alcohol by youth and adults

* Number of individuals completing an evidence-based and skill-building program relating to learning healthy coping behaviors and/or maintaining a substance abuse free lifestyle
* Number of individuals demonstrating an increased knowledge of healthy copying behaviors and/or maintaining a substance abuse free lifestyle
* Number of individuals who access a substance abuse screening, excluding mental health screenings, as well as the number screened that were determined to have substance abuse issues.
* Number of individuals screened who were determined to have substance abuse issues, and accessed substance abuse treatment as a result of screening and referral through this program’s work
* Number of individuals successfully completing residential substance abuse treatment, as defined by either a clean UA or each item on the treatment plan being marked as either resolved or referred
* Number of individuals sober at 30 days post residential treatment
* Number of individuals sober at 90 days post residential treatment q
* Number of participants that continue treatment past initial level of care

**Sexual Health:** Youth and adults access age-appropriate sexual health education and services and reduce risky sexual behavior

* Number of individuals who complete age appropriate educational programming on sexual health topics with a health educator
* Individuals who demonstrate increased knowledge on how to reduce sexual health risks
* Individuals who report they have reduced their exposure to risky sexual behaviors
* Number of individuals who receive STD testing, as well as the number screened who tested positive for an STD.
* Number of individuals testing positive for STD’s who receive treatment as a result of screening and referral by your program.

**Family Violence, Child, and Elder Abuse:** Decrease the incidents of family violence, child abuse and elder abuse

* Number of individuals who demonstrate an increased knowledge of the dynamics of a healthy versus abusive relationship
* Number of individuals who report greater skills to assist themselves or families, this includes but is not limited to anger management, positive parenting, age-appropriate discipline, positive parent child communication, and other social and emotional skills. Agency will also need to identify the skillset being measured. (Multiple skills being measured can count as multiple reporting indicators)
* Number of individuals/families who develop a safety plan
* Number of individuals/families receiving crisis intervention services for violence and/or abuse who also pursue follow-up services to prevent recurrence as a result of referral by your program
* Number of individuals who achieve a permanent and stable living environment. This includes, but is not limited to, achieving permanency and exiting the foster care system, a stable and violence-free home after receiving domestic violence services, etc. Agency will also need to share their definition of a “permanent and stable living environment.”
* Number of individuals who receive family violence related legal or client advocacy as a result of the program
* Number of adults who demonstrate an increased knowledge of how to protect children from abuse
* Number of individuals who report experiencing less abuse or neglect.