

Definitions:

Result-(or outcome or goal) is a population condition of well-being for children, adults, families and communities, stated in plain language

Indicator-(or benchmark) is a community measure that helps quantify the achievement of a result

Strategy-is a coherent collection of actions that has a reasonable chance of improving results

Program Performance Measure-is a universal measure of how well a program is working. The most important performance measures tell us whether program customers are better off. After each strategy are examples of performance measures used by United Way of Central Iowa. There are three types of performance measures:

1. Quadrant 1 (Q1) - performance measure that answers the question “How much did we do?”
2. Quadrant 2 (Q2) - performance measure that answers the question “How well did we do it?”
3. Quadrant 3 & 4 (Q3 & Q4) – performance measure that answers the question “Is anyone better off?”
To determine if clients are better off, programs measure changes in four categories: Skills/Knowledge, Attitude/Opinion, Behavior, and Circumstance.

EDUCATION

GOAL: ALL YOUTH ARE READY FOR COLLEGE, WORK AND LIFE

Headline Indicator: Percent of high school students in central Iowa who graduate on time

Result 1: School Readiness

Indicator 1: Percent of children who enter school ready to learn (DIBELS, PAP/PAT, Yopp Singer, FAST)

Strategy 1.1: Provide access to preventive health services that foster positive children’s physical and mental health development¹ (Prenatal-birth)²

Program Performance Measures:

1. Number of women served in the program (Q1)
2. Number of babies born whose parent is in the program (Q1)
3. Percent of women who access prenatal care in the first trimester (Q2)
4. Number/percent of children born at a healthy birth weight (5.5 lbs. or more) (Q3/Q4)
5. Number of children (0-5) screened for dental decay (Q1)

¹ Based on the *Panel Study of Income Dynamics*, Dr. Conley, a Professor at New York University states “low birth weight, defined as less than 2,500 grams, or 5.5 lbs, has predictive power to alter the chance that a newborn will graduate high school on time. Low birth weight also makes it more likely that a baby later will be held back in school, enrolled in special education or classified as “learning disabled” (Population Reference Bureau). Low birth weight also makes it more likely that a baby later will be held back in school, enrolled in special education or classified as learning disabled” (Population Reference Bureau). Low birth weight babies are highly susceptible to neuro-developmental problems, behavioral problems and attention deficit disorder that it can interfere with their learning and school success (2010 Kids Count Report; Leila Fiester et al, 2010, p15-16).

² Chronic absence in kindergarten is associated with lower academic performance in first grade and in subsequent grades. Missing 20% of school can predict dropping out better than eighth grade test scores. (Leila Fiester et al 2010, p 18; Belfanz, R 2009, p4; Chang H et al 2008). By providing preventive, referral, and supportive services to parents of children with issues such as physical/mental health conditions can help to reduce attendance issues.

Education Strategy Map

6. *Number/percent of individuals screened for dental decay who receive additional dental services (Q3/Q4)*
7. *Number of children 0-5 with caries (Q1)*
8. *Number/percent of students screened for mental health who received an intervention (Q3/Q4)*
9. *Number/percent of children who meet weekly goals over 80% of the time (Q3/Q4)*
10. *Number/percent of families who report that care coordination made a difference (Q3/Q4)*

Strategy 1.2: Provide resources and supports to families that strengthen interactions and promote early learning in a home environment ³

Program Performance Measures:

1. *Number of parents who participate in a parent education program (Q1)*
2. *Number/percent of participating families that improve or maintain healthy functioning, problem solving and communication (Q3/Q4)*
3. *Number/percent of families who report improved nurturing and attachment between the parent and the child (Q3/Q4)*
4. *Number/percent of participating families who increase their knowledge about child development and parenting (Q3/Q4)*

Strategy 1.3: Expand access and improve the quality of early care and education environments for at-risk children⁴

Program Performance Measures:

1. *Number of staff at home-based, center, or preschool (Q1)*
2. *Number/percent of classrooms implementing an evidence-based curriculum (Q3/Q4)*
3. *Number of staff at the home-based, center, or preschool with rating, certification, credential, or renewal (Q2)*
4. *Number of preschool classrooms that have a state-licensed teacher (Q2)*
5. *Number/percent of quality early learning environments that are maintaining or improving their rating in a quality initiative (Q3/Q4)*
6. *Number/percent of early learning environments that are implementing a research-based curriculum (Q3/Q4)*

³ Research has shown that effective parent training and family interventions promote protective factors and lead to positive outcomes for both parents and children (Lundahl & Harris, 2006). Protective factors include nurturing and attachment, knowledge of parenting and of child and youth development, parental resilience, social connections, and concrete supports for parents (Child Welfare Information Gateway, U.S. Department of Health and Human Services Children's Bureau, & FRIENDS National Resource Center for Community-Based Child Abuse Prevention, 2008). The Baby College concept is inspired from Harlem Children's Zone Project - a community-based organization serving over 17,000 children living in a 100-city-block area in Harlem, New York City. Based on the comprehensive, data-driven approach of the HCZ Project, President Barack Obama has called for the creation of similar Promise Neighborhoods across the country. The Baby College strategy is to provide high quality early childhood intervention for high-risk pregnant mothers and new mothers. It is a nine week parenting workshop for expectant parents and those with children up to three years old.

⁴ Giving access/enrollment for high risk children to high quality pre-school programs can reduce the readiness gap to enter school (2010 Kids Count Report Leila Fiester et al 2010, p17)

7. *Number/percent of quality early learning environments that improve health and safety standards (Q3/Q4)*

Strategy 1.4: Improve the quality of training and professional development for early care and education providers

Program Performance Measures:

1. *Number of participants participating in professional development (Q1)*
2. *Number/percent of participants who complete 9-18 credit hours on a 12 month TEACH contract (Q3/Q4)*
3. *Percent of all professional development participants who received rating, certification, credential, or renewals (Q2)*

Strategy 1.5: Increase availability and utilization of quality pre-school for at-risk children

Program Performance Measures:

1. *Number of children in a quality early learning environment (assumption that quality early learning environment is a home-based, center or preschool participating in a quality initiative, such as QRS, QPPS, Head Start standards, NAEYC) (Q1)*
2. *Number of children who had a developmental screening (Q1)*
3. *Number of children who are referred for follow-up services as a result of a developmental screening (Q1)*
4. *Number/percent of children who received services as a result of a developmental screening (Q3/Q4)*
5. *Number/percent of children demonstrating age appropriate skills as measured by Creative Curriculum Gold Assessment (Q3/Q4)*

Result 2: Early Grade success⁵

Indicator 1: Percent of students proficient in 4th grade reading

Indicator 2: Data development: Chronic absenteeism

Strategy 2.1: Provide supportive services for at-risk early grade students and families that promote learning and reduce school absence

Program Performance Measures:

1. *Number of students who are identified as at-risk of poor academic outcomes (Q1)*
2. *Number of students who are referred to community resources as a result of being identified as at-risk of poor academic outcomes (Q1)*
3. *Number/percent of students who are absent 9 days or more per semester(Q3/Q4)*
4. *Number/percent of students who improve academic performance (4th & 8th grade reading proficiency) (Q3/Q4)*
5. *Number/percent of CINA/TPR students who are reading at grade level when the case is closed (Q3/Q4)*

⁵ Early grade reading such as 3rd grade reading levels (*below or at or above proficiency*) has a strong correlation with 8th grade reading proficiency. 8th grade reading level influences 9th grade course performance, and 9th grade course performance influences high school graduation rates (Lesnick, J., Goerge, R., Smithgall, C., & Gwynne J. (2010, p3-4. *Reading on Grade Level in Third Grade:How Is It Related to High School Performance and College Enrollment?* Chicago: Chapin Hall at the University of Chicago)

Strategy 2.2: Provide quality and engaging out-of-school opportunities for elementary school students that reinforce and enhance academic & social/emotional learning ⁶

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number of staff at after-school/extended-day and summer school program (Q1)*
3. *Quality assessment tool rating (based upon the quality rating that is being used in the program)(Q2)*
4. *Percent of staff at the after-school/extended-day and summer school program with rating, certification, credential, or renewal (Q2)*
5. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*
6. *Number/percent of students who are absent 9 days or more per semester(Q3/Q4)*
7. *Number/percent of students not failing any academic course during reporting period (Q3/Q4)*
8. *Number/percent of students who maintain/increase reading speed (Q3/Q4)*
9. *Number/percent of students who maintain/increase in reading accuracy (Q3/Q4)*

Strategy 2.3: Promote and coordinate activities that reduce summer learning loss for elementary school students

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who successfully complete program (Q3/Q4)*
3. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*

Strategy 2.4: Develop programs that support positive physical and mental health for elementary school students

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who actively participate in physical education/activities (Q3/Q4)*

Result 3: Middle School success⁷

Indicator 1: Percent of students proficient in 8th grade reading

Indicator 2: Data development: Chronic absenteeism

⁶ Public Private Ventures study “Making Every Day Count: Boys and Girls Clubs’ Role in Promoting Positive Outcomes for Teens” (May 2009) shows that the more time spent going to the clubs was linked to positive change in each of the three broad outcome areas tracked by the longitudinal evaluation. The outcomes included good character and citizenship outcomes; academic success in the areas of attendance, increased effort and academic confidence; (*Best Practices and Their Impacts in Out-Of-School Time: Research Findings and Implications for Youth Development Programs*)

⁷ Early grade reading such as 3rd grade reading levels (*below or at or above proficiency*) has a strong correlation with 8th grade reading proficiency. 8th grade reading level influences 9th grade course performance, and 9th grade course performance influences high school graduation rates (*Lesnick, J., Goerge, R., Smithgall, C., & Gwynne J. (2010, p3-4. Reading on Grade Level in Third Grade:How Is It Related to High School Performance and College Enrollment? Chicago: Chapin Hall at the University of Chicago)*)

Strategy 3.1: Promote successful transition into middle school for at-risk children

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who successfully transition to high school*
3. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*
4. *Number/percent of students who are absent 9 days or more per semester(Q3/Q4)*
5. *Number/percent of students not failing any academic course during reporting period (Q3/Q4)*

Strategy 3.2: Provide supportive services for at-risk middle school students and families that promote learning and reduce school absence

Program Performance Measures:

1. *Number of students who are identified as at-risk of poor academic outcomes (Q1)*
2. *Number of students who are referred to community resources as a result of being identified as at-risk of poor academic outcomes (Q1)*
3. *Number/percent of students who are absent 9 days or more per semester(Q3/Q4)*
4. *Number/percent of students who improve academic performance (4th & 8th grade reading proficiency) (Q3/Q4)*
5. *Number/percent of CINA/TPR students who are reading at grade level when the case is closed (Q3/Q4)*

Strategy 3.3: Promote and coordinate activities that reduce summer learning loss for middle school students

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who successfully complete program (Q3/Q4)*
3. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*

Strategy 3.4: Provide quality and engaging out-of-school opportunities for middle school students that reinforce and enhance academic & social/emotional learning ⁸

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number of staff at after-school/extended-day and summer school program (Q1)*
3. *Quality assessment tool rating (based upon the quality rating that is being used in the program)(Q2)*
4. *Percent of staff at the after-school/extended-day and summer school program with rating, certification, credential, or renewal (Q2)*
5. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*
6. *Number/percent of students who are absent 9 days or more per semester(Q3/Q4)*
7. *Number/percent of students not failing any academic course during reporting period (Q3/Q4)*

⁸ Public Private Ventures study “Making Every Day Count: Boys and Girls Clubs’ Role in Promoting Positive Outcomes for Teens” (May 2009) shows that the more time spent going to the clubs was linked to positive change in each of the three broad outcome areas tracked by the longitudinal evaluation. The outcomes included good character and citizenship outcomes; academic success in the areas of attendance, increased effort and academic confidence; (*Best Practices and Their Impacts in Out-Of-School Time: Research Findings and Implications for Youth Development Programs*)

8. *Number/percent of students who maintain/increase reading speed (Q3/Q4)*
9. *Number/percent of students who maintain/increase in reading accuracy (Q3/Q4)*

Strategy 3.5: Develop programs that support positive physical and mental health for middle school students

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who actively participate in physical education/activities (Q3/Q4)*

Result 4: High School success

Indicator 1: High school graduation rate

Indicator 2: Data development: Chronic absenteeism

Strategy 4.1: Promote successful transition into high school for at-risk children

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who successfully transition to high school*
3. *Number/percent of students who attend the program 3 days or more per week (Q3/Q4)*
4. *Number/percent of students who are absent 9 days or more per semester(Q3/Q4)*
5. *Number/percent of students not failing any academic course during reporting period (Q3/Q4)*

Strategy 4.2: Provide supportive services for at-risk high school students and families that promote learning and reduce school absence

Program Performance Measures:

1. *Number of students who are identified as at-risk of poor academic outcomes (Q1)*
2. *Number of students who are referred to community resources as a result of being identified as at-risk of poor academic outcomes (Q1)*
3. *Number/percent of students who are absent 9 days or more per semester(Q3/Q4)*
4. *Number/percent of students who improve academic performance (4th & 8th grade reading proficiency) (Q3/Q4)*

Strategy 4.3: Provide quality year round out-of-school time opportunities for high school students

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Quality assessment tool rating (based upon the quality rating that is being used in the program)(Q2)*
3. *Percent of staff at the after-school/extended-day and summer school program with rating, certification, credential, or renewal (Q2)*
4. *Number of scouts who advance one rank after learning skills that foster a sense of personal achievement(Q3/Q4)*
5. *Number/percent of Girls Scouts who renew their membership from previous year (Q3/Q4)*
6. *Number/percent of students who participate in the program 3 days or more a week. (Q3/Q4)*

Education Strategy Map



7. *Number/percent of youth who feel connected to the community by providing service learning hours (Q3/Q4)*
8. *Average length of match in days (Q3/Q4)*

Strategy 4.4: Develop programs that support positive physical and mental health for high school students

Program Performance Measures:

1. *Number of students who attend program (Q1)*
2. *Number/percent of students who actively participate in physical education/activities (Q3/Q4)*

Strategy 4.5: Students will graduate or complete high school with a post-secondary plan in place

Program Performance Measures:

1. *Number of students who attend college and career readiness program (Q1)*
2. *Number/percent of students who have a post-secondary plan in place(Q3/Q4)*