



# UW Collective Impact for Children & Youth Loaic Model

**Long-term Goal:** Increase the cohort graduation rate for at-risk, low-performing children served by targeted UW agencies over the next ten years (2020-2021)

Early Childhood			
Ranking	Goal	Outcomes	Indicators
1	<b>Children and families, particularly those of low-income and at educational risk, will have a stable or increased number of high quality licensed child care programs (as reflected by star ratings).</b>	Children across the economic spectrum have access to higher quality early education that will help them succeed in school.	#/% of licensed Mecklenburg County child care/early learning programs that have achieved a 4- or 5-star rated license or, if license-exempt, have achieved national accreditation  #/% of children enrolled in licensed Mecklenburg County child care/early learning programs that have achieved a 4- or 5-star or, if license-exempt, have achieved national accreditation.
2	<b>Increase early learning opportunities, including early literacy and language development for low-income children</b>	Children have appropriate language development and early literacy skills	#/% of parents who report they regularly read to their children, as measured by a self-report survey (to be created)  #/% of children with developmentally appropriate level of language skills including phonological awareness and vocabulary, as measured by _____.
3	<b>Improve maternal health and birth outcomes</b>	Mothers demonstrate good nutrition practices, access prenatal care, and avoid or reduce substance abuse while pregnant  Babies are born healthy	#/% of mothers who access consistent prenatal care by the x week in their pregnancy  #/% of mothers who reduced their intake of alcohol, illegal drugs or cigarettes while pregnant  #/% of infants who are born at healthy weight (above 5.5 lbs.)  #/% of infants born at 37 weeks or later
4	<b>Increase early identification and intervention for children with developmental delays/disorders</b>	Children who are identified with a developmental delay/disorder show growth and increased skills	%/# of children identified with a developmental delay who receive services  #/% of children who receive services that demonstrate growth or increased skills as measured by _____.
5	<b>Improve parenting practice and increase parent education and support</b>	Parents demonstrate increased understanding of child development and age appropriate behaviors  Parents improve parenting techniques	#/% of parents who demonstrate understanding of techniques and strategies learned through parent education opportunities, as measured by post-test survey after education opportunities  #/% of parents observed to be using positive parenting techniques as measured by _____.

6	<b>Increase the number of children who enter kindergarten with the requisite skills to succeed</b>	Children enter school ready for sustained academic success	% of children who meet school readiness standards through kindergarten assessment tools under development by CMS or the state of NC
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Enrichment			
Ranking	Goal	Outcomes	Indicators
1	<b>Maintain or improve school attendance and behavior for students enrolled in UW funded programs</b>	<p>Students have positive attendance records</p> <p>Student behavior does not impede learning in the classroom</p>	<p>#/% of students who have fewer than three unexcused absences and tardies during XX time period.</p> <p>#/% of students without in-school and/or out-of-school suspensions during XX time period</p>
2	<b>Increase number of students who benefit from mentoring experiences</b>	<p>Students have a positive experience with their mentor</p> <p>Mentors positively influence school-related behavior and activities</p>	<p>#/% of students who report that they have had a positive experience with their mentor as measured by self-report survey (to be developed)</p> <p>#/% of students who indicate mentor was positive influence on school related behavior and activities such as _____ as measured by self-report survey (to be developed)</p> <p>#/% increase in attendance and positive school behavior of students who are assigned to a mentor</p>
3	<b>Increase number of students who engage in healthy behaviors and decrease number of students who engage in risky behaviors</b>	<p>Students engage in healthy behaviors such as healthy eating and exercise</p> <p>Students avoid risky behaviors such as substance use, sexual behavior, and bullying</p>	<p>#/% of students who engage in _____ healthy behavior(s) (Measure of assets and risk behaviors to be developed (modeled on Youth Risk Behavior Survey))</p> <p>#/% of students who do not engage in _____ behavior(s) (Measure of assets and risk behaviors to be developed modeled on Youth Risk Behavior Survey)</p>
4	<b>Increase number of students who benefit from service learning and/or career exploration opportunities</b>	<p>Students indicate they have had a positive experience with service learning opportunities and understand their value</p> <p>Students improve knowledge of career options</p>	<p>#/% of students who report a positive experience after service learning opportunities, as measured by self-report survey (to be developed)</p> <p>#/% of students who improve knowledge about career options after participating in career exploration activities as measured by self-report survey (to be developed)</p>

Academic			
Ranking	Goal	Outcomes	Indicators
1	<b>Increase the number of students who are on grade level in both reading and math.</b>	<p>Students are on grade level in reading and math at the end of 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade</p> <p>Students make progress in reading and math at the end of 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade</p>	<p>#/% of students who are on grade level in reading, as measured by EOG scores in 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grades in X years</p> <p>#/% of students who demonstrate academic growth in reading as measured by growth data (scale score) in X years</p>
2	<b>Increase the number of students who attend school regularly</b>	<p>Students have positive attendance records in school</p>	<p>#/% of students who have fewer than three unexcused absences and/or 6 excused absences during the school year.</p> <p>#/% of students who are truant (10 or more absences per year)</p>
3	<b>Increase success rate of students during transitions to middle and high school</b>	<p>Students are academically prepared to transition to 6<sup>th</sup> grade</p> <p>Students are academically prepared to transition to 9<sup>th</sup> grade</p> <p>Student behavior does not impede academic progress</p>	<p>#/% of students in UW funded agencies on grade level in reading and math at end of 5<sup>th</sup> grade</p> <p>#/% of students in UW funded agencies on grade level in reading and math at end of 8<sup>th</sup> grade</p> <p>#/% of in-school and out-of-school suspension rates for students</p>
4	<b>Increase family engagement in schools and UW funded programs</b>	<p>Families are engaged in school-related activities, including UW program related activities</p> <p>Parents demonstrate learning from parent engagement activities</p> <p>Parents regularly check grades, attendance, etc. for their children enrolled in CMS</p>	<p># /% of parents who participate in Parent University classes</p> <p>#/% of parents who participate in parent offerings by UW funded agencies</p> <p>#/% of parents who indicate increase in knowledge on post-test measure for Parent University Classes or United Way funded agency survey</p> <p>#/% of parents who indicate they have used Parent Assist to get information on their child (test grades, homework grades, attendance, etc)</p>