



Attachment B



United Way of Norman Framework FY17 Education

Improving the academic achievement/success of at risk children.

Applications for funding may encompass example indicators; however, they must include one of the following indicators:

- **Number and percentage of children improving screening scores across developmental domains.**
- **Number and percentage of consistent attendance/participation in agency programs.**
- **Number and percentage of at risk students successfully transitioning to the next grade level through graduation.**

Community Goals:	Outcomes:	Example Strategies	Example Indicators:
<p>School Readiness- Children enter school developmentally on track in the areas of language development, social/emotional development and intellectual skills.</p> <p>Increase access to quality early care and education.</p>	<p>Parents demonstrate increased knowledge and use of best parenting practices.</p> <p>Increased number of children participating in quality early learning programs.</p> <p>Improved quality of early learning programs.</p> <p>Increased number of children demonstrating progress towards school readiness.</p>	<p>Provide evidence-based home-visiting services.</p> <p>Provide parent education and/or resources.</p> <p>Provide scholarships to low income families.</p> <p>Offer programs at varied times/locations.</p> <p>Provide funding incentives for more qualified teachers.</p> <p>Provide professional development opportunities for child care providers on the Early Learning Guidelines to help improve the quality of education the children are receiving.</p> <p>Provide developmental screenings to children served in early childhood programs.</p>	<p>#/% of parents/caregivers who demonstrate increased knowledge of best parenting practices.</p> <p>#/% of children enrolled in high quality early childhood education.</p> <p>#/% of childcare providers participating in professional development.</p> <p>#/% of children receiving regular comprehensive developmental screenings across domains.</p>
<p>Early Grade Success- Children will receive the resources needed to become strong readers.</p>	<p>Increased number of third-grade students who are proficient in reading and promote to fourth grade.</p> <p>Increased number of</p>	<p>Provide professional development training to tutors on reading strategies.</p> <p>Provide professional development training on mentoring strategies.</p>	<p>#/% of students proficient in reading at end of 3rd grade.</p> <p>#/% of students showing positive academic growth.</p>

<p>Early grade students will be provided quality out-of-school opportunities that reinforce and enhance learning.</p> <p>Children will receive the tutoring/mentoring necessary to be successful in school and life.</p>	<p>children who are receiving tutoring and positive adult mentoring.</p>	<p>Provide case management for at risk students.</p> <p>Provide research-based tutoring and/or mentoring.</p> <p>Provide parent education/resources for parents of elementary students.</p>	<p>#/% of students showing positive social/emotional growth.</p>
<p>Middle School Success- Students successfully transition from grade school to middle school and from middle school to high school, with the academic and social/emotional skills needed to succeed.</p>	<p>Increased number of quality out-of-school opportunities that reinforce and enhance learning.</p> <p>Increased enrollment of at risk middle grade students in supportive services.</p> <p>Increased family involvement and connections for middle grade students.</p>	<p>Identify middle grade students who are at-risk of poor academic outcomes and refer them to supportive services.</p> <p>Provide programs that encourage leadership skills and social skills.</p> <p>Provide parent education/resources for parents of middle grade students.</p>	<p>#/% of students successfully transitioning to high school.</p> <p>#/% of improved average daily attendance.</p> <p>#/% of reduction of referrals to office.</p> <p>#/% of students showing positive social/emotional growth.</p> <p>#/% of students participating in positive enrichment programs.</p>
<p>High school graduation</p> <p>Students will graduate from high school on time and career and/or college ready.</p>	<p>Increased number of young people graduating from high school on time with post-secondary goals.</p> <p>Increased number of young people showing improved change in behaviors/self-esteem.</p>	<p>Potential dropouts will be provided alternative ways to stay in school.</p> <p>At risk students will be provided mentoring opportunities with people in business.</p> <p>Children will be provided with positive enrichment programs.</p> <p>Provide opportunities for students and/or parents to explore college and/or career opportunities.</p> <p>Provide training for mentors.</p>	<p>#/% of students acquiring adequate credits to graduate on time.</p> <p>#/% of students participating in positive enrichment programs.</p> <p>#/% of students enrolling in post-secondary education.</p>

Financial Stability

Promote Financial Stability among people with low income

Applications for funding may encompass example indicators; however they must include one of the following indicators:

- **Number and percentage of households increasing and maintaining their income**
- **Number and percentage of households that receive all of the public and private income supports that are available to them**
- **Number and percentage of people increasing their knowledge or changing their behavior as a result of receiving financial education**
- **Number and percentage of people moving to stable housing (define stable)**

Community Goals:	Outcomes: Intended Result	Example Strategies	Example Indicators:
<p>Families Sustaining Employment: People with low income gain family/household sustaining employment</p> <p><i>What this means: People with low income are able to support their basic needs with the wages they earn</i></p>	<p>Increased access to family/household sustaining employment</p> <p>Increased enrollment in and completion of degree, certification and training programs</p> <p>Increased supports to help individuals obtain and retain employment and advance their careers</p>	<p>Small business development programs that help people with low income develop part-time or full-time enterprises</p> <p>Connect people with low income with affordable and effective basic education, occupational training, and career technical education programs to increase reading, math, comprehension and work-related skills</p>	<p># & % people who develop a business plan</p> <p># & % of people completing training</p> <p># & % of people who maintain employment for 90 days; 180 days</p> <p># & % of people earning a living wage</p>
<p>Income Supports: People with low income take advantage of the public and private income supports and subsidies that are available to them</p> <p><i>What this means: People with low income who may qualify for public benefits such as SNAP, public housing or tax credits are applying for/accessing them to help make ends meet</i></p>	<p>Increased utilization of public, private and income supports and subsidies that are available to them</p>	<p>Awareness campaign of available income or work supports through education and outreach efforts</p> <p>Streamline enrollment in income supports</p> <p>Develop basic needs programs to fill existing community gaps</p>	<p># & % of people educated in outreach programs</p> <p># & % of people applying for benefits</p> <p># & % of referrals made</p> <p># & % of applications made for support services</p>
<p>Savings and Assets: People with low income have assets including financial assets to help them pay for emergencies</p>	<p>Increased awareness and promotion of the use of low-cost financial products and services to increase a savings for goals and other</p>	<p>Conduct outreach to increase the use of appropriate and affordable financial products</p>	<p># & % of people opening for savings account</p> <p># & % of people with at least \$500 in</p>

<p>What this means: People with low income save part of their income, are incented to save and have appropriate accounts into which to put their savings; additionally, people have the knowledge and resources to build assets that will help them break the cycle of poverty</p>	<p>unavoidable expenses, including emergencies</p> <p>Improved products and systems that enable people with low income to save and build assets</p> <p>Increased products and services which make saving easy and automatic for people with low income, irregular income or non-pay checked-based income</p> <p>Increased access to long-term savings avenues such as children’s savings accounts, lifelong learning accounts, college savings accounts and retirement accounts</p> <p>Improved public and private policies that eliminate structural barriers to saving and asset building for people with low income</p>	<p>Promote and provide appropriate products and services to facilitate emergency savings</p> <p>Design and implement a matched savings programs with investment restricted to building financial or productive assets</p> <p>Promote regular savings and investment behavior through the use of public and private incentives such as refundable tax credits and matched savings accounts</p>	<p>emergency savings</p> <p># & % of persons opening matched savings accounts</p> <p># & % of people educated in financial education</p> <p># & % of persons applying for EITC</p>
<p>Manageable Expenses: People with low income use or purchase goods and services that are fairly priced and within their budget</p> <p>What this means: Because of the neighborhood they live in, credit history, or lack of access to transportation, people with low-income often pay more for basic goods and services, including groceries, financial services, credit products, and insurance than families with higher incomes. Increasing the availability of and access to low-cost goods and services and connecting people with low-income with appropriate consumer education will ensure that they purchase goods and services that are fairly priced and within their budget.</p>	<p>Increased financial management knowledge and skills on topics including bill paying, cash flow management and budgeting</p> <p>Decreased expense to income ratio</p> <p>Increased credit scores</p> <p>Improved processes that ensure low-income working families are qualified to purchase financial products and services at low rates</p> <p>Increased availability of and access to low-cost or non-punitively priced products and services</p>	<p>Provide people with low income financial education /financial capability</p> <p>Connect people with low income with programs that help them reduce their debt and improve their credit scores</p>	<p># & % of persons using financial education information</p> <p># & % persons with a lower expense to income ratio</p> <p># & % persons with a lower debt to income ratio</p> <p># & % persons improving their credit scores</p>

<p>Affordable Housing: People with low income have access to affordable housing as well as services that prevent them from losing housing</p> <p><i>What this means: People are able to access affordable housing because there is adequate supply of affordable housing and have access to services that can prevent them from losing affordable housing</i></p>	<p>Increased access to transitional and supportive housing</p> <p>Decrease homelessness</p> <p>Increased supply of affordable housing</p> <p>Decreased number of people losing affordable housing due to nonpayment of rent or lack of utility payments.</p>	<p>Help people with low income to navigate application process for affordable housing</p> <p>Support programs to help people with low income meet requirements to rent or purchase safe, affordable housing</p> <p>Promote tax credits and first-time buyer programs, when appropriate, that increase affordability of homeownership for people with low income</p> <p>Connect people with low income with targeted education on buying and maintaining a house to help them access appropriate and affordable mortgage supports</p> <p>Connect people with low income to foreclosure mediation and loan modification programs.</p> <p>Protect people with low income from unfair evictions</p>	<p># & % of families moving from transitional housing to permanent housing</p> <p># of families still in permanent housing after 6 months</p>
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Health

All children and adults are mentally and physically healthy in a safe environment

Applications for funding may encompass example indicators; however they must include one of the following indicators:

- **Number and/or percent of youth and adults receiving healthcare services (including health, mental health, dental and counseling)**
- **Number and/or percent of youth or adults reporting changes in physical activity or nutritional knowledge**
- **Number and/or percent of youth and adults changing risky behaviors based on services provided**
- **Number and/or percent of youth and adults receiving support to maintain a safe and/or healthy environment**

Community Goals:	Outcomes: Intended Result	Example Strategies:	Example Indicators: %/#
<p>Access to health care:</p> <p><i>Adults and children with limited income are able to get affordable and equitable mental, medical and dental care in a timely manner.</i></p>	<p>Connect underserved adults and children to existing health care resources.</p> <p>Ensure that all children and adults can receive appropriate and coordinated health care services.</p> <p>Increase the availability of annual well checks for underserved children and adults.</p> <p>Improve access to quality mental health care services.</p>	<p>Provide and promote opportunities for access to medical/dental and mental health services.</p> <p>Provide access to educational information regarding drug and alcohol abuse.</p> <p>Connect patients to existing health care services.</p> <p>Promote the coordination of health services delivery and care for chronic diseases.</p> <p>Encourage free or low cost providers to develop and partner with other agencies for health care delivery capacity in our community.</p> <p>Provide families of babies and pre-school children with services they need to meet their developmental and nutritional needs.</p> <p>Support programs for health and safety education.</p>	<p>Individuals and families accessing medical care</p> <p>Adults and children receiving regular well checks</p> <p>Adults and children receiving mental health counseling and support services</p> <p>Patients receiving dental care</p> <p>Individuals working with client navigators</p> <p>Nonemergency visits to local emergency care facilities</p> <p>Community savings through reduced use of unneeded emergency services</p> <p>The number of people who are enrolled in health insurance programs.</p>

Community Goals:	Outcomes: Intended Result	Example Strategies:	Example Indicators: %/#
<p>Healthy eating and physical activity</p> <p><i>Adults and children maximize their potential for a healthy productive life with reduced chances of chronic disease by making healthy choices.</i></p>	<p>Increase healthy choices for eating and physical activity in schools, after school programs, and neighborhoods.</p> <p>Increase the community's knowledge about healthy foods.</p> <p>Modify behaviors toward and access to healthy foods.</p> <p>Support education for adults and children regarding the benefits of regular physical activity.</p>	<p>Increase in physical activity</p> <p>Increase in fruit and vegetable consumption</p> <p>Decrease in consumption of sugary drinks and snacks</p> <p>Increase access to healthy and affordable food/drinks in neighborhoods where they might be difficult to obtain</p> <p>Increase the availability of physical activities and recreational spaces in neighborhoods to support daily exercise.</p> <p>Promote awareness of local resources for daily physical and recreational activities</p> <p>Implement a wellness policy including tobacco free, alcohol free, drug free, physical activity and nutrition components.</p> <p>Increase in physical activity and/or nutritional knowledge.</p> <p>Creating awareness of mindful eating.</p>	<p>Children and adults classified as obese</p> <p>Access to nutritious foods (venues and methods)</p> <p>Reporting increases in physical activity</p> <p>Reporting increases of nutritional knowledge</p> <p>Individuals and families accessing food bank services</p> <p>Types and quantities of foods available from food banks</p> <p>Evidence of change in availability of time for physical activity</p>

Community Goals:	Outcomes: Intended Result	Example Strategies:	Example Indicators: %/#
<p>Healthy Lifestyle: <i>Adults and children maximize their potential for mental wellness and safety.</i></p>	<p>Reduce the misuse of alcohol and other drugs and addictions.</p> <p>Improve the community awareness and understanding of addiction risks and the nature of mental health and substance abuse.</p> <p>Increase access to and utilization of quality counseling and support services for adults and children.</p> <p>Increase readiness for mental health and addiction services.</p>	<p>Increase access to family and individual drug counseling sessions</p> <p>Support education regarding consequences of addictions, for both addicts and their families</p> <p>Seek increased capacity for individual and group counseling and support services in the community</p> <p>Encourage the development of early intervention programs that reach underserved parents of babies and toddlers.</p> <p>Promote community support for intervention and emergency services for individuals and families in crisis.</p> <p>Implement a wellness policy including tobacco free, alcohol free, drug free, physical activity and nutrition components.</p> <p>Improving sense of self-worth of individuals.</p>	<p>Children and adults decreasing their use of alcohol and other drugs</p> <p>Children and adults receiving education on the misuse of alcohol, drugs and other addictions</p> <p>Children who identify/describe appropriate behavioral choices</p> <p>Adults and children reached through prevention education programs and support services</p> <p>Licensed treatment professionals working in the community</p> <p>Children and adults feel a sense of hope for the future.</p>
<p>Safe home and community <i>The community maximizes services to prevent or reduce exposure of adults and children to violence and injuries.</i></p>	<p>Ensure that children and adults live in and help maintain safe environments and healthy relationships.</p> <p>Support children and adults with the services they need to feel safe.</p> <p>Encourage and support</p>	<p>Provide safe out of school environments for children.</p> <p>Support domestic violence and sexual violence intervention and prevention programs.</p> <p>Coordinate emergency planning for local disasters</p> <p>Provide disaster relief to the victims of</p>	<p>Families seeking and utilizing safe environments</p> <p>Children and adults and families receiving supports for the impacts of disasters</p> <p>Types/venues of support provided to families</p> <p>Children attending safe out-of-school</p>

	<p>emergency services for adults and children in crisis as a result of physical, sexual or emotional violence/abuse.</p> <p>Identify and promote facilities and resources for community safety in times of crisis.</p>	<p>emergencies.</p> <p>Educate public about rate of incidence of domestic violence and sexual violence.</p> <p>Support efforts to increase the availability of crisis counseling and on-going supportive services for children, individuals and families affected by violence and/or loss.</p> <p>Assist the community in identifying safe resources.</p> <p>Encourage development of peer support programs in schools to identify and prevent threatening behaviors and violence.</p>	<p>programs</p> <p>Children/families/individuals reporting and treating sexual violence/neglect</p> <p>Adults and children reporting domestic violence in their households</p> <p>Adults and families receiving aid for disasters</p>
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Independence

Improving quality of life for seniors and persons with disabilities

Applications for funding may encompass example indicators; however they must include the following indicator:

- **The number and percentage of services provided meets the individual needs and contributes to their independence and the ability to stay in a home setting**

Community Goals:	Outcomes:	Indicators:	Strategies/Activities
Seniors and persons with disabilities are able to stay in a home setting	Increase in home and community supports that promotes people to remain in a home setting	# of residents cared for through residential programs # of persons assisted with adult day enrichment # of home meals delivered # of caregivers getting the support they need # of people receiving chore services # of people receiving financial education	Provide daily activities Provide day time activities Provide delivered meals
Seniors and persons with disabilities are less isolated	Increase activities that keep Seniors and persons with disabilities engaged in their community	# of persons assisted by adult day enrichment	Provide Financial Assistance for low income seniors Provide daily activities
Seniors and persons with disabilities have access to transportation	Increase accessibility to transportation	# of rides provided to people in need	Provide accessible transportation