United Way of Central Illinois

2020-2023 Education Strategic Investment Plan
Helping children learn, achieve, and succeed while engaging families and communities

Estimated Funding Range: 42-48%

Target Population: At-risk children residing in Sangamon and Menard Counties.

Priorities:

Children enter Kindergarten prepared with the skills needed to succeed	Children reach academic milestones on time and successfully transition to middle school	Youth reach academic milestones on time, transition to high school, and develop a plan for life after high school
Ages: Birth-5	Grades: K-5	Grades: 6-12
Portion of focus: 33-45%	Portion of focus:33-40%	Portion of focus: 15-33%

Priority 1 (E1): Children enter Kindergarten prepared with the skills needed to succeed

Target Population: At-risk children birth-5 years old residing in Sangamon and Menard Counties.

Community Level Indicator:
- Number of children ages 0-5 achieving appropriate developmental milestones prior to entering Kindergarten will increase

Suggested Metrics/Assessments:
- Ages 0-3: Ages and Stages Questionnaire
- Ages 3-5: Brigance Early Childhood Screening Tool
- Parents/Caregivers: Family Outcome Survey and/or program specific survey

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Strategy 1 (E1.S1): At-risk children have access to high-quality/evidence-based home visiting experiences/interventions

Suggested Program Outcomes:
- Children will achieve growth in school readiness skills
  - # and % of children achieving growth in readiness skills
  - Average margin of growth among children served
- Children will achieve growth in their identified gaps
  - # and % of children achieving growth in identified gaps
  - Average margin of growth among children served
- Families will increase their participation in their child's learning
  - # and % of families demonstrating an increase in knowledge of their child's developmental progress.
  - # and % of families increasing developmentally appropriate interactions with their children
- Other(s) as appropriate

Suggested Program Outputs:
- # of children served
- # of families served
- # of successful referrals
- # of home visits
- # of family Interactions
- # of completed assessments
- # of completed surveys
- Other(s) as appropriate

Strategy 2 (E1.S2): At-risk children are enrolled in ongoing high-quality/evidence-based preschool experiences

Suggested Program Outcomes:	Suggested Program Outputs:
- Children will achieve growth in school readiness skills # and % of children achieving growth in readiness skills - Average margin of growth among children served - Children will achieve growth in their identified gaps # and % of children achieving growth in identified gaps - Average margin of growth among children served - Families will increase their participation in their child's learning # and % of families demonstrating an increase in knowledge of their child's developmental progress. # and % of families increasing developmentally appropriate interactions with their children - Other(s) as appropriate	# of children served # of families served # of successful referrals # of family Interactions # of completed assessments # of completed surveys - Other(s) as appropriate

Priority 2 (E2): Children reach academic milestones on time and successfully transition to middle school

Target Population: At-risk Kindergarten-5th grade children in Sangamon and Menard Counties.

Community Level Indicators:

- Number of children achieving on-time grade performance in 3rd grade reading will increase
- Number of children achieving on-time grade performance in 5th grade math will increase
- Number of children who are chronically truant will decrease

Suggested Metrics/Assessments:

- State and/or Nationally recognized assessment
- Attendance Records
- School Report Cards
- Classroom Performance
- Parents/Caregivers: Program Specific Tool

Strategy 1 (E2.S1): At-risk children will have supports to help them achieve on time 3rd grade reading and/or 5th grade math skills

Suggested Program Outcomes:	Suggested Program Outputs:
- Children will achieve growth from year to year in reading # and % of children achieving growth in reading skills # and % of children achieving grade level performance in reading (indicated by meeting or exceeding standards) - Average margin of growth among children served - Children will achieve growth from year to year in math # and % of children achieving growth in math skills # and % of children achieving grade level performance in reading (indicated by meeting or exceeding standards) - Average margin of growth among children served - Families will increase their participation in their child's learning # and % of families demonstrating an increase in knowledge of their child's developmental progress. # and % of families increasing developmentally appropriate interactions with their children - Other(s) as appropriate	# of students served # of additional instruction hours provided (total) # of assessments # of family interactions # of co-learning events offered # of trained volunteers # of volunteer hours - Other(s) as appropriate

Strategy 2 (E2.S2): At-risk children will have supports to help them improve their social-emotional and behavioral development

Suggested Program Outcomes:	Suggested Program Outputs:
- Children will improve social-emotional skills # and % of participants who have decreased their behavioral referrals from the year prior # and % of participants improving social-emotional skills (as determined by an assessment of the program's choice) - Children will maintain adequate school attendance # and % of participants missing less than 5 days of school # and % of participants missing between 5 and 9 days of school # and % of participants missing between 9 and 18 days of school # and % of participants missing more than 18 days of school # and % of participants who have improved their attendance from the year prior # and % of participants who have improved their attendance at school from the first half of the year to the second half of the year - Families will increase their participation in their child's learning # and % of families demonstrating an increase in knowledge of their child's developmental progress. # and % of families increasing developmentally appropriate interactions with their children - Other(s) as appropriate	# of students served # of screenings completed # of sessions conducted # of family interactions # of co-learning events offered # of trained volunteers # of volunteer hours - Other(s) as appropriate

Priority 3 (E3): Youth reach academic milestones on time, transition to high school, and develop a plan for life after high school

Target Population: At-risk youth in 6-12th grades from Sangamon and Menard Counties.

Community Level Indicators:

- Number of youth achieving on-time grade performance will increase
- Number of youth who are truant will decrease
- Number of youth who have a plan for success after high school will increase
- Number of freshmen on track will increase
- Percentage of high school graduates will increase

Suggested Metrics/Assessments:

- State and/or Nationally recognized assessment
- Attendance Records
- School Report Cards
- SAT Assessment
- Classroom Performance
- Parents/Caregivers: Program Specific Tool

Strategy 1 (E3.S1): At-risk youth will have supports to help them achieve on time academically

Suggested Program Outcomes:	Suggested Program Outputs:
- Youth will achieve growth from year to year in English # and % of youth achieving growth in English skills # and % of youth achieving grade level performance in English (indicated by meeting or exceeding standards) - Average margin of growth among children served - Youth will achieve growth from year to year in math # and % of youth achieving growth in math skills	# of students served # of additional instruction hours provided (total) # of assessments # of family interactions # of co-learning events offered # of trained volunteers

- # and % of youth achieving grade level performance in reading (indicated by meeting or exceeding standards)
- Average margin of growth among children served
- Children will maintain/recover annual credit requirements
  - # and % of youth maintaining annual credit requirements
  - # and % of youth who have recovered annual credit requirements
- Families will increase their participation in their youth's learning
  - # and % of families demonstrating an increase in knowledge of their youth's developmental progress.
  - # and % of families increasing developmentally appropriate interactions with their youth
- Other(s) as appropriate

- # of volunteer hours
- Other(s) as appropriate

Strategy 2 (E3.S2): At-risk youth will have supports to help them improve their social-emotional development

Suggested Program Outcomes:
- Children will improve social-emotional skills
  - # and % of participants who have decreased their behavioral referrals from the year prior
  - # and % of participants improving social-emotional skills (as determined by an assessment of the program's choice)
- Children will maintain adequate school attendance
  - # and % of participants missing less than 5 days of school
  - # and % of participants missing between 5 and 9 days of school
  - # and % of participants missing between 9 and 18 days of school
  - # and % of participants missing more than 18 days of school
  - # and % of participants who have improved their attendance from the year prior
  - # and % of participants who have improved their attendance at school from the first half of the year to the second half of the year
- Families will increase their participation in their child's learning
  - # and % of families demonstrating an increase in knowledge of their child's developmental progress.
  - # and % of families increasing developmentally appropriate interactions with their children
- Other(s) as appropriate

Suggested Program Outputs:
- # of students served
- # of screenings completed
- # of sessions conducted
- # of family interactions
- # of co-learning events offered
- # of trained volunteers
- # of volunteer hours
- Other(s) as appropriate

Strategy 3 (E3.S3): At-risk youth will have a plan for life after high school and will achieve plan benchmarks

Suggested Program Outcomes:
- Youth will develop plans for life after high school
  - # and % of youth demonstrating increased knowledge of the skills needed to be successful for life after high school
  - # and % of youth who have developed plans with clear goals and milestones
  - # and % of youth making progress toward plan milestones
- Families will increase their participation in their youth's planning
  - # and % of families demonstrating an increase in knowledge of their youth's plan for after high school
  - # and % of families increasing interactions with their children to achieve plan benchmarks
- Other(s) as appropriate

Suggested Program Outputs:
- # of plans created
- # of family interactions
- # of co-learning events offered
- # of applied math activities hosted
- # of applied English activities hosted
- # of critical thinking activities hosted
- # of job shadowing experiences
- # of college visits completed
- # of work-readiness assessments completed
- Other(s) as appropriate

Strategy 4 (E3.S4): At-risk 11th and 12th grade students will succeed in the transition from high school to their chosen college and/or career plan

Suggested Program Outcomes:	Suggested Program Outputs:
- Youth will successfully enroll in their chosen college/training program in the fall following the completion of their senior year. # and % of youth enrolling in college # and % of youth enrolling in a career training program # and % of youth enrolling in a military training program - Youth will maintain successful enrollment in their chosen college/training program for three months # and % of youth maintaining enrollment in college # and % of youth maintaining enrollment in a career training program # and % of youth maintaining enrollment in a military training program - Families will demonstrate the knowledge needed to support enrollment # and % of families completing enrollment support goals as defined by the chosen path - Others as appropriate	# of students served # of FAFSAs completed # of job shadowing experiences # of college visits completed # of co-learning events offered - Other(s) as appropriate

New in 2020: All programs applying for/receiving funding are required to have attended/watched the 10 ACEs training modules provided at http://bit.ly/2PreGK0.