UNITED WAY OF METROPOLITAN CHICAGO

EDUCATION ISSUE AREA MEASUREMENT FRAMEWORK

JULY 1, 2017 – JUNE 30, 2019

MEASUREMENT FRAMEWORK OVERVIEW

UWMC has identified key indicators of progress and success for each Education strategy that drive toward specific outcomes. The following pages contain a complete list of indicators, arranged by strategy, as well as detailed definitions of terms. Partner agencies are required to report data for **all** of the indicators in each strategy for which funding is received (e.g. if funded for Education – Early Learning, an agency must report on all Early Learning indicators). UWMC utilizes outcome data to gauge the performance of an agency throughout the program year.

UWMC does not fund on a fee-for-service basis, but rather funds programming that will deliver on identified outcomes. Therefore, organizations must agree to report on outcomes and indicators for **all participants** in UWMC-funded programs, rather than some portion of client population served.

In addition to the strategy indicators, partner agencies will also be required to report annually on the following elements:
- *Strategy Narratives:* Qualitative questions associated with specific strategies.
- *Demographics:* Program participants' race/ethnicity, age, gender, economic status, disability status (if available), sexual orientation (if available), veteran status (if applicable), homeless (if applicable), wards of the state/youth in foster care (if applicable), female heads of household (if applicable), immigrant or refugee status (if applicable), criminal background/re-entry population (if applicable). Reported by agency, not program.
- *Communities Served:* Number of people served living in each Chicago Community Area or suburban municipality within UWMC's footprint. Reported by agency, not program.
- *Site Locations:* Name and address of locations where UWMC-funded programs are conducted.
- *Success Story:* The story of one client who has successfully utilized the agency's UWMC-funded program.

EDUCATION – ALL FY18-19 INDICATORS BY STRATEGY

EARLY LEARNING
Children and families build a strong foundation for the start of school

# of infants/toddlers/children receiving regular, comprehensive, developmental screening across domains	# of infants/toddlers/children showing growth across developmental domains
# of infants/toddlers/children identified as needing additional supports and/or services	# of infants/toddlers/children connected with additional supports and/or services
Average program attendance	Program dosage
# of parents/caregivers reporting more positive interactions with their infants/toddlers	# of families participating in family engagement activities

MIDDLE SCHOOL
Youth and families build a strong foundation for success in high school

# of middle school students promoted to the next grade on time	# of middle school students with satisfactory school attendance
# of middle school students with satisfactory grade performance	# of middle school students meeting social-emotional learning standards
# of middle school students identified as needing additional supports and/or services	# of middle school students connected with additional supports and/or services
Program dosage	Average program attendance
# of middle school students reporting having a trusting relationship with an adult	# of parents/caregivers reporting confidence in supporting their child
# of parents/caregivers participating in family engagement activities	

STRATEGY: EARLY LEARNING
Children and families build a strong foundation for the start of school

OUTCOME: Infants, toddlers, and children access high quality services and grow their skills across developmental domains	
INDICATOR	**DEFINTION**
# of infants/toddlers/children receiving regular, comprehensive, developmental screening across domains	• "Developmental Screening" refers to comprehensive tools that check for **all three** categories of physical, health, and social/emotional development, and that cover age-appropriate developmental goals
# of infants/toddlers/children showing growth across developmental domains	• "Showing growth" means the child has improved in a majority of domains since their first assessment in the program year
# of infants/toddlers/children identified as needing additional supports and/or services	• "Additional supports/services" address needs identified by the program staff that require a response, support, or service beyond the regular program offering
# of infants/toddlers/children connected with additional supports and/or services	• Connection to additional supports/services may be provided through additions to the existing program, another program in the organization, or a successful referral to another organization for additional services
Average program attendance (per session of program)	• "Average program attendance" is the average number of children attending a program session • For parent-child programs, count only child's attendance
Program dosage **• Hours per week** **• Weeks per year**	• "Program dosage" refers to how much the program is *offered*, calculated as the average number of hours per week, and then the number of weeks in the year the program is offered. This average should include regular program hours, as well as related special program sessions like family events
OUTCOME: Parents/caregivers of young children are engaged in their child's learning	
INDICATOR	**DEFINTION**
# of parents/caregivers reporting more positive interactions with their infants/toddlers	
# of families participating in family engagement activities	• "Family engagement activities" include: reading nights, parent conferences, parent social events, and other planned events catered to parents/caregivers • Parents/caregivers of multiple children should be counted as one family

STRATEGY: MIDDLE SCHOOL
Youth and families build a strong foundation for success in high school

OUTCOME: Youth are prepared for high school success	
INDICATOR	**DEFINTION**
# of middle school students promoted to the next grade on time	• "On time" as defined by the school district's standards
# of middle school students with satisfactory school attendance	• "Satisfactory school attendance" as defined by the school district's standards
# of middle school students with satisfactory grade performance	• "Satisfactory grade performance" is defined as a "C" average or better
# of middle school students meeting social-emotional learning standards	• See ISBE SEL Standards. Youth should be measured for competencies in decision-making, social awareness & relationship skills, and self awareness & self management
# of middle school students reporting having a trusting relationship with an adult	
# of middle school students identified as needing additional supports and/or services	• "Additional supports/services" address needs identified by the program staff that require a response, support, or service beyond the regular program offering
# of middle school students connected with additional supports and/or services	• Connection to additional supports/services may be provided through additions to the existing program, another program in the organization, or a successful referral to another organization for additional services
Average program attendance (per session of program)	• For "average program attendance," add the attendance total for every session and divide by the total number of sessions • For parent-child programs, count only child's attendance
Program dosage • **Hours per week** • **Weeks per year**	• "Program dosage" refers to how much the program is *offered*, calculated as the average number of hours per week, and then the number of weeks in the year the program is offered. This average should include regular program hours, as well as related special program sessions like family events

OUTCOME: Parent/caregivers of middle school youth are engaged in their child's learning and development	
INDICATOR	**DEFINITION**
# of parents/caregivers reporting confidence in supporting their child	
# of parents/caregivers participating in family engagement activities	• "Family engagement activities" include: reading nights, parent conferences, social events, and other events catered to parents/caregivers • Parents/caregivers of multiple students should be counted as one family