# Community Impact Funding Proposed Outcome Framework

*The following grid establishes the **outcomes** we will be funding through the 2020-2022 Community Impact funding application process and includes a **definition** and **reporting expectations** for each outcome. Please reference this document as you begin thinking about which outcomes you will select.*

## Improve quality of life.

| Outcome | Definition | Reporting Expectations. |
|---|---|---|
| **Anchor Outcome 1:** Improve quality of life. | The CDC defines health related quality of life as "encompass(ing) those aspects of overall quality of life that can be clearly shown to affect health—either physical or mental." | Validated measure of quality of life or health related quality of life.<br><br>Recommend the CDC HRQOL–14 "Healthy Days Measure" |
| **1.01** Emergency financial assistance. | Financial assistance provided to meet an emergent need. Assistance is intended to keep families housed but is NOT limited to housing related items only - assistance with other areas protects families' ability to pay rent and stay housed. | Reporting required through<br>• # of households served<br>• # of people in each household<br>• Amount per family<br>• Average per family amount<br>• Type of assistance referrals to other services |
| **1.02** Short term emergency shelter. | Emergency shelter is 90 days or less. | • Total # of bed nights<br>• Total # of individuals who received short term emergency shelter<br>• Average length of stay during reporting period Referrals to other services |

| 1.03<br>Obtain stable housing. | "Stable" housing is housing the client can stay in longer than 90 days. Excludes living in a place unintended for habitation (streets, parks, cars), hotel/motel, or doubled-up. | • # of people who secure stable housing.<br>• Agencies should also collect housing type and assistance type, if they are receiving assistance. |
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| 1.04<br>Maintain stable housing. | Maintenance is defined as staying in stable housing for 6 months from the date of housing. Excludes living in a place unintended for habitation (streets, parks, cars), hotel/motel, or doubled-up. | • Housing status at baseline and follow up time points, collected in program records.<br>• Agencies should also collect housing type and assistance type, if they are receiving assistance. |
| 1.05<br>Crisis food assistance. | Food boxes or pantries. | • # of meals provided<br>• # of people served<br>• # of people in the household<br>• Referrals to other services |
| 1.06<br>Increase food security. | Food security refers to a family's ability to regularly access healthy foods. | • # of participants who report increased food security as measured by an assessment from baseline to follow up point. (# in household impacted?) |
| 1.07<br>Health crisis intervention. | Assistance provided to address an emergency or crisis situation to stabilize an individual. | • # of individuals served.<br>• Documentation of crisis intervention<br>• Referral to other services |
| 1.08<br>Increase health knowledge. | Grantees will be asked to define what specific health knowledge they seek to increase for participants. | • Self-reported pre and post assessment or retrospective pre-post measuring the specific health knowledge targeted by the grantee service. |
| 1.09<br>Behavior Change to support | Self-report from client about behavior changes that will lead to improved health indicators, such | • Self-report assessment measuring client's behaviors targeted by the |

| health improvements (Proactive health activities). | as reduced tobacco use, substance use, increased exercise, etc. Specific behaviors targeted will vary by program. | proposed services from baseline to follow up. |
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| **1.10**<br>Improve physical health. | Encompasses all physical health indicators, excluding oral and mental health indicators. Examples include A1C, blood pressure, cholesterol, etc. Grantees should specify the specific health indicators their proposed services target. | • Standard physical health measurements taken by medical staff. Appropriate measures vary by intervention or program.<br>• # and % of participants who improved their physical health measures from baseline to follow up<br>• # and % who are in the healthy range for the selected measures |
| **1.11**<br>Improve mental health. | Encompasses all mental health indicators. Examples include depression symptoms, suicidal ideation, manic symptoms, etc. Grantees should specify the specific mental health indicators their proposed services target. | • Validated assessments of mental health.<br>• # and % of participants who improved their mental health measures<br>• # and % who are in the sub-clinical range for the selected measures, where applicable |
| **1.12**<br>Improve oral health. | Encompasses all oral health indicators. Examples include tooth loss, gum disease severity, cavities, etc. | • Standard oral health measurements taken by medical staff.<br>• # and % of participants who improved their oral health measures;<br>• # and % who are in the healthy range for the selected measures |

# Achieve and/or maintain literacy proficiency.

| Outcome | Definition | Data to Collect for Reporting |
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| **Anchor Outcome 2:** Achieve and/or maintain literacy proficiency. | Literacy proficiency among **children** is defined as scoring at grade level. **For adults** the ability to read, write, and speak in English, and compute and solve problems at levels of **proficiency** necessary to function on the job and in society, achieve one's goals, and develop one's knowledge and potential. | • Validated assessment to measure literacy and or numeracy skills from baseline to follow up point(s). Assessments must be appropriate for the age group participating in the proposed services. |
| **2.01** Increase parenting skills among parents. | Parenting skills refers broadly to any practice's parents can learn to promote healthy relationships with their children, appropriately set boundaries, support positive social emotional development, and other dimensions of healthy family dynamics. | • Pre and post assessments that measure targeted parenting skills. Validated assessment where available (as part of a curriculum, etc.). |
| **2.02** Increase knowledge among parents regarding early childhood literacy and/or numeracy. | Specific topics within early childhood literacy and numeracy can vary. Grantees should specify what knowledge their proposed services seek to increase. | • Pre and post assessments that measure targeted knowledge areas. <br> • Validated assessment where available (as part of a curriculum, etc.). |
| **2.03** Increase knowledge among parents, caregivers, and/or teachers regarding social emotional learning among children. | Specific topics within social emotional learning can vary. Grantees should specify their target population for this outcome and how they define social emotional learning and what knowledge their proposed services seek to increase. | • Pre and post assessments that measure targeted knowledge areas. <br> • Validated assessment where available (as part of a curriculum, etc.). |
| **2.04** Increase or maintain parental or caregiver engagement in their child's | Specific behaviors that constitute "engagement in child's education" can vary, and grantees should specify what behaviors they define as | • Parent or caregiver self-report assessment that measures targeted engagement behaviors at baseline |

| education. | engagement. Examples could include parent or caregiver engagement with their child's teacher, engagement with the school administration, increased time spent helping their child with homework, etc. | and follow up time points. |
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| **2.05**<br>Achieve or maintain high attendance among children. | Attendance can include attendance to out of school time programs and school attendance, based on what is appropriate for the proposed services. "High" attendance can vary based on program, and grantees should specify an appropriate threshold for the proposed services. | • Attendance at OST program<br>• and/or<br>• Parent reported school attendance from baseline to follow up.<br>• # of children at grantee defined "high" attendance at baseline and follow up<br>• # of children who moved from low attendance into the "high" attendance category from baseline to follow up |
| **2.06**<br>Increased social emotional skills among children. | Social emotional skills refers broadly to skills necessary for children to recognize and regulate their emotions and behaviors and build healthy relationships. Grantee agencies may include other dimensions of social emotional skills as well. Specify what social emotional skills the proposed services will seek to increase among children. | • Validated assessment to measure the social emotional skills targeted by the proposed services. Assessments should be appropriate for the age group served. |
| **2.07**<br>Increased literacy and/or numeracy skills among children. | Individual growth within children from baseline to follow up on literacy and or numeracy skills. | • Validated assessment to measure literacy and or numeracy skills from baseline to follow up point(s). Assessments must be appropriate for the age group participating in the proposed services. |

| Output/Outcome | Definition | Data to Collect for Reporting |
|---|---|---|
| **2.08** Increase literacy and/or numeracy skills among adults. | Literacy skills among adults refers to reading, writing, and numeracy. This can apply to native English speakers or English Language Learners. | • Pre and post assessment of literacy and/or numeracy AND/OR<br>• # of individuals who achieved their personal literacy goal |

# Achieve or maintain household self-sufficiency.

| Output/Outcome | Definition | Data to Collect for Reporting |
|---|---|---|
| **Anchor Outcome 3:** Achieve or maintain household self sufficiency. | Household self-sufficiency is defined as household income that is at or above the ALICE threshold for the client's county of residence. | • To determine if a client meets the ALICE threshold, agencies must collect the household size and household income, as well as the county of residence. |
| **3.01** Increase graduation from secondary and/or post-secondary formal education programs. | Includes high school, HSE and all post-secondary formal education types. Includes job skills certifications that are linked to formal education institutions such as TCAT. Individuals can attain this outcome multiple times during the data collection window. | • # and % of participants who increase their highest level of formal education from baseline to follow up, as measured by self-report.<br>• # of supports in place to aid in persistence (including type of supports - food, $, childcare, transportation) |
| **3.02** Provide on-the-job opportunities for career exposure. | Includes youth and adults working directly on the job to improve employment skills and gain working experience. | • # and % of participants who completed on-the-job training experiences<br>• Type of on-the-job training experiences provided (internships, apprenticeships, employer |

| | | mentorships, shadowing, etc.) |
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| **3.03**<br>Increase job skills through training opportunities. | Includes job skills training in a classroom or program setting not provided on the job or through formal education. Can include resume building, interview skills, customer service skills, skilled trades, etc. Grantees should specify the job skills targeted by the proposed services. | • Pre and post assessment measuring job skills targeted by proposed services.<br>• # and % placed in employment following completion? |
| **3.04**<br>Obtain employment. | Employment is obtained in an industry credentialed field. | • # and % placed in employment by age group<br>• Average monthly income by individual |
| **3.05**<br>Maintain employment. | Stable employment with same hours or more and same income or more as compared to hours and income when the individual first became employed. | • # and % retaining employment at 3 months after initial employment |
| **3.06**<br>Incubate or launch Small Business. | Individual or family successfully establishes a small business with proper license, or expands an existing small business. Expansion can be defined by the grantee. | • # and % of small businesses established during reporting period<br>• # and % of small businesses expanded during reporting period |
| **3.07**<br>Improve Financial Behaviors. | Grantees must specify what financial behaviors the proposed services target by selecting from this list (select all that apply):<br>- Increase savings<br>- Decrease debt<br>- Increase credit score<br>- Established bank accounts<br>- Increased financial knowledge (youth only) | Data for each option:<br>• # and % of participants who increase total amount in savings from baseline to follow up point, measured by bank statements<br>• # and % of participants who decrease total debt from baseline to follow up point, measured by account statements<br>• # and % of participants who increase credit score from baseline to follow up, measures by third party credit report |

| | | |
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| | | • # and % of participants who move from having no bank account to establishing a bank account<br>• # and % of youth (18 or younger) who report increased financial knowledge on a pre-post test measuring knowledge targeted by proposed services |

# Increase or maintain positive self-worth, self-esteem, or self-efficacy.

| Output/Outcome | Definition | Data to Collect for Reporting |
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| **Anchor Outcome 4:**<br>Increase or maintain positive self-worth, self-esteem, or self-efficacy. | This outcome focuses on how individuals view themselves internally. Grantees can specify the specific construct the proposed services target and how they define this. | • Self-reported standardized assessments |
| **4.01**<br>Increase positive beliefs about the future. | Individuals perceptions about their own future | • Self-reported standardized assessments |
| **4.02**<br>Increase or maintain trusting relationships. | Trusting relationships refer to emotional safety with friends, family, mentors, etc. Applies to youth, adults, and elders. | • Self-reported standardized assessments |

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| **4.03**<br>Increase or maintain connections to others. | Connections refer to weaker social ties that individuals may have contact with. The focus of this outcome is to reduce isolation by increasing connections of any type with others. | • Self-reported standardized assessments |
| **4.04**<br>Increase or maintain formal participation or roles in community organizations. | This includes formal participation of all kinds with any social or civic organization. Grantees should specify what kinds of participation the proposed services focus on. | • Self-reported standardized assessments |

# General

*These items should be tracked for each customer. Reporting for these items will be at the end of each year on a demographics reporting form. We will also ask Race, Sex, County a customer lives in, works in, or has a family member working in, or if the customer is enrolled in post-secondary programming in one of the counties.*

| Output/Outcome | Definition | Data to Collect for Reporting |
|---|---|---|
| Number of people served through proposed services during the grant period or reporting period. | Total number of individuals or families who received or participated in proposed services | • Grantees definitions of who received services should be specified |
| Referrals made. | Referral is defined as the staff of the proposed services connecting clients participating in those services to other programs or resources outside of their agency. | • # of individuals referred<br>• Type of services referred to |
| Childcare services or assistance provided. | Can include directly providing childcare for clients participating in proposed services, or providing financial assistance for use on childcare services. | • # of individuals who received childcare services<br>• Type of assistance provided<br>• Amount of assistance provided, if |

| | | applicable |
|---|---|---|
| Transportation services or assistance provided. | Can include directly providing transportation services to clients participating in proposed services, or providing financial assistance for use on transportation. | <ul><li># of individuals who received transportation services</li><li>Type of assistance provided</li><li>Amount of assistance provided, if applicable</li></ul> |