

# Community Impact Funding Outcome Framework

The following tables outline the outcomes UWGN will be funding through the 2023-2025 Community Impact Funding (CIF) process. For each outcome, we provide a definition, suggested methods for collecting the data, and details about reporting requirements in eImpact. Agencies are required to select outcomes from this list when applying for CIF. If awarded, grantees submit a mid-year (due January 30 of each year) and year-end report (due July 30 of each year) in eImpact and will be required to report on each of the outcomes that were selected during the initial application.

- The definitions given for each outcome are intentionally broad. Each agency should further define how their work targets a specific outcome and how they define success, based on the specific context that you work in.
- We provide guidance on appropriate ways to measure outcomes based on good evaluation practice. Each agency's evaluation strategy will vary based on their services, populations, and resources.
  - For some outcomes, we recommend a **standardized assessment**. This means an assessment that is the same every time it is completed (as opposed to a semi-structured or unstructured interview or observation), and that staff complete in the same way. Standardized assessments might be developed in house or adopted from other agencies.
  - For some outcomes, we recommend a **validated assessment**. This means research was conducted on the assessment itself to ensure it takes a reliable measurement of the concepts it is measuring. For example, literacy assessments for children are well-researched and score against national benchmarks. All validated assessments are standardized by not all standardized assessments are validated.

Promote Strong & Healthy Communities				
Outcome Name	Definition How UW is defining achievement	Data Collection Guidance How to measure this outcome with clients	eImpact Outcomes Reporting How to report this outcome	
			# Served How to count individuals served under the outcome	# Achieved How to count individuals who have achieved the outcome
1.01 Increase health knowledge.	Grantees define what specific health knowledge they seek to increase for participants in their grant application.	Client self-report standardized assessment measuring the specific health knowledge targeted by the grantee's services or programming from baseline to follow up. This can be a pre and post assessment or a retrospective pre-post.	# of individuals receiving services that target health knowledge during the reporting period.	# of individuals who report increased health knowledge through self-reported measure from baseline to follow-up.
1.02 Behavior change to support health improvements.	In general, this outcome encompasses behavior changes that will lead to improved health indicators, such as reduced tobacco use, reduced substance use, increased exercise, etc. Specific behaviors targeted will vary by program, and grantees define the health behaviors they target in their grant application.	Client self-report assessment of their health-related behaviors targeted by the program. Assessment should be administered at baseline and follow up.	# of individuals receiving services that target health related behavior change during the reporting period.	# of individuals who report increase in healthy behaviors or a decrease in unhealthy behaviors during the reporting period.
1.03 Improve physical health.	Encompasses all physical health indicators, excluding oral and mental health indicators. Examples include A1C, blood pressure, cholesterol, etc. Grantees specify the specific health indicators targeted by	Standard physical health measures or assessments taken by medical staff from baseline to follow up. Appropriate measures vary by intervention or program.	# of individuals receiving services that target physical health indicators during the reporting period.	# of individuals who improved their physical health measures from baseline to follow up OR are in the healthy range for the selected measures during the reporting period.

	their programming in their grant application.			
1.04 Improve mental health.	Encompasses all mental health indicators. Examples include depression symptoms, suicidal ideation, manic symptoms, etc. Grantees specify the specific mental health indicators targeted by their programming in their grant application.	Validated assessments of mental health symptoms or indicators targeted by the grantee's services. Assessments should be administered at baseline and follow up.	# of individuals receiving services that target mental health indicators during the reporting period.	# of individuals who improved their mental health measures OR are in the sub-clinical range for the selected measures during the reporting period.
1.05 Improve oral health.	Encompasses all oral health indicators. Examples include tooth loss, gum disease severity, cavities, etc.	Standard oral health measures or assessments taken by medical staff from baseline to follow up. Appropriate measures vary by intervention or program.	# of individuals receiving services that target oral health indicators during the reporting period	# of individuals who improved their oral health measures OR are in the healthy range for the selected measures
1.06 Increase positive beliefs about the future.	Individuals achieve this outcome when they report increased positive perceptions about their own future after participating in the programming.	Standardized self-report assessment administered pre and post programming or retrospective pre/post. Wherever possible, utilize a validated assessment that measures the specific construct your programming targets.	# of individuals who received services targeting their beliefs about their future	# of individuals who report increased positive beliefs about their future from baseline to follow-up.
1.07 Increase trusting relationships.	Trusting relationships refer to emotional safety with friends, family, mentors, etc. Applies to youth, adults, and elders.	Standardized self-report assessment administered pre and post programming or retrospective pre/post. Where ever possible, utilize a validated assessment that measures	# of individuals who received services targeting their social network and trusting relationships	# of individuals who report increased positive beliefs about their future from baseline to follow-up.

		the specific construct your programming targets.		
1.08 Increase 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	# of individuals who received services targeting their connections to others.	# of individuals who report an increase in connections to others from baseline to follow-up.
1.09 Increase 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	# of individuals who received services targeting their formal participation in community organizations.	# of individuals who report increased formal participation or roles in community organizations from baseline to follow-up.
<b>Achieve Literacy Proficiency</b>				
Outcome Name	Definition How UW is defining achievement	Data Collection Guidance How to measure this outcome with clients	eCImpact Outcomes Reporting How to report this outcome	
			# Served How to count individuals served under the outcome	# Achieved How to count individuals who have achieved the outcome
2.01 Increase parenting skills among parents.	Parenting skills refers broadly to any practices or behaviors parents can learn to promote healthy relationships with their children, appropriately set boundaries, support positive social emotional development, and other dimensions of healthy family	Assessments that measure the targeted parenting skills over time. Because this outcome focuses on behaviors, observations pre and post training are an option for data capture. Other options include pre	# of individuals who participated in programming focused on improving parenting skills.	# of individuals who demonstrated improvement in the parenting skills assessment from baseline to follow-up.

	dynamics. Specific parenting skills may vary based on population served and curriculum used.	and post or retrospective pre/post self-assessments. Whenever possible, utilize standardized assessments that align with or are part of the parenting skills curriculum used in the program.		
2.02 Increase knowledge among parents regarding early childhood literacy and/or numeracy.	Specific topics within early childhood literacy and numeracy can vary. Grantees specify in their application what topics their parent education programming will focus on.	Pre and post or retrospective pre/post self-report assessments that measure targeted knowledge areas from baseline to follow up. Whenever possible, utilize standardized assessments that align with or are part of the parent education curriculum used in the program.	# of individuals who received services focused on increasing their knowledge of early childhood literacy and numeracy.	# of individuals who demonstrated improvement in the knowledge assessment from baseline to follow-up.
2.03 Increase knowledge among parents, caregivers, and/or teachers regarding social emotional learning (SEL) among children.	Specific topics within social emotional learning can vary. Grantees specify in their application: - the population of focus for this outcome - how they define social emotional learning among children - topics within SEL that their programming focuses on	Pre and post or retrospective pre/post self-report assessments that measure targeted knowledge areas from baseline to follow up. Whenever possible, utilize standardized assessments that align with or are part of the education curriculum used in the program.	# of individuals who participated in services focused on increasing target population's knowledge of SEL among children.	# of individuals who demonstrated improvement in the knowledge assessment from baseline to follow-up.

2.04 Increase or maintain parental or caregiver engagement in their child's education.	Specific behaviors that constitute "engagement in child's education" can vary. Grantees specify in their application what behaviors they define as 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.	Parent or caregiver self-report assessment that measures targeted engagement behaviors at baseline and follow up time points, such as a pre/post assessment or a retrospective pre/post.	# of individuals who received services focused on increasing their engagement in their child's education.	# of individuals who demonstrated an increase in engagement behaviors from baseline to follow-up, based on assessment.
2.05 Achieve or maintain high attendance among children.	Attendance can include attendance to out of school time (OST) programs and school attendance, based on what is appropriate for the grantee's services. "High" attendance can vary based on program, and grantees should specify an appropriate threshold for the proposed services.	This outcome requires grantees to track attendance as defined by the program and define a benchmark or threshold for what constitutes "high" attendance. Options for tracking attendance include: - Tracking attendance at OST program - Parent reported school attendance from baseline to follow up. - Recording attendance from report cards or progress reports - Accessing attendance data through MNPS or other providers	# of children receiving services focused on improving or maintaining attendance.	# of children with attendance that is within the "high" attendance range at follow up, as defined by the grantee. This includes both children who began and ended the grant year within the "high" range AND children who began the grant year with low attendance and moved into the "high" range.

2.06 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. Grantees specify in their application what social emotional skills their services focus on increasing among children.	Validated assessment to measure the social emotional skills targeted by the proposed services at baseline and follow up. Assessments should be appropriate for the age group served, and may include observations or self-report assessments for older children. Whenever possible, utilize standardized assessments that align with or are part of the curriculum used in the program.	# of children who participated in services focused on improving their social emotional skills.	# of children who demonstrated an increase in their social emotional skills assessment from baseline to follow-up.
2.07 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. Whenever possible, utilize standardized assessments that align with or are part of the curriculum used in the program.	# of children who received services focused on improving literacy and/or numeracy during the reporting period.	# of children who demonstrated an increase in literacy and/or numeracy skills from baseline to follow-up during the reporting period.
2.08 Increase literacy and/or	Literacy skills among adults refers to reading, writing, and	Because adult literacy is functional and may be	# of individuals who participated in services focused	# of individuals who demonstrate an improvement

numeracy skills among adults.	numeracy. Literacy among adults focuses on functioning in daily life and individual goal achievement. This can apply to native English speakers or English Language Learners.	focused on individual goals, grantees may choose to assess literacy and/or numeracy gains in a number of ways: - Literacy or numeracy assessments at baseline and follow up - Individual goal achievement - Self-report measure of confidence navigating literacy in daily life	on improving literacy and/or numeracy skills during the reporting period.	in literacy and/or numeracy according to the grantee's measure of these skills.
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#### Achieve Household Self-Sufficiency.

Outcome Name	Definition How UW is defining achievement	Data Collection Guidance How to measure this outcome with clients	eCImpact Outcomes Reporting How to report this outcome	
			# Served How to count individuals served under the outcome	# Achieved How to count individuals who have achieved the outcome
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 reporting period; however, report the number of individuals, not the number of achievements.	Client self-report of completion.	# of individuals who received services to support completion of secondary/post-secondary education programs.	# of individuals who completed a secondary or post-secondary education program.



3.02 Participate in on-the-job opportunities for career exposure.	Includes youth and adults working directly on the job to improve employment skills and gain working experience.	Client attendance records.	# of individuals who participated in on-the-job training.	# of individuals who completed on-the-job training.
3.03 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.	Appropriate data collection methods may vary based on the skills targeted by services. Standardized pre and post or retrospective pre/post assessments capture changes in knowledge and attitudes. Observation checklists pre and post capture changes in behavior.	# of individuals who received job skills training in classroom or program settings.	# of individuals who demonstrated increases in knowledge, attitudes, or skills targeted by the training.
3.04 Obtain employment.	Employment is obtained in an industry credentialed field.	Client self-report of employment status or wage verification with employers.	# of individuals receiving employment placement services.	# of individuals who obtained employment.
3.05 Maintain employment.	Clients “maintain” employment when they remain in a job at least 3 months after initial employment AND are working at least the same hours and making the same income as their initial employment. A reduction in hours or pay at the same job does not qualify as “maintaining” for this outcome.	Wage verification with employers 3 months or more after initial employment.	# of individuals employed who are receiving support services to maintain employment.	# of individuals who remain employed at least 3 months after initial employment with at least the same hours and pay.
3.06 Incubate or launch Small Business.	Individuals or families successfully establish a small business with proper license or expands an existing small business. “Expansion” can be defined by the grantee.	# and % of small businesses established or expanded during reporting period.	# of individuals receiving services to support small business incubation.	# of individuals who secured a business license or expanded their business.

<p>3.07 Improve Financial Behaviors.</p>	<p>In the initial application, grantees must specify what financial behaviors the proposed services target by selecting from this list (select all that apply):</p> <ul style="list-style-type: none"> <li>- Increase savings</li> <li>- Decrease debt</li> <li>- Increase credit score</li> <li>- Established bank accounts</li> <li>- Increased financial knowledge (youth only)</li> </ul>	<p>Data collection methods vary based on the financial behaviors targeted by the program. The time between pre and post will also vary and should be set by the grantee.</p> <ul style="list-style-type: none"> <li>- Increase savings: Bank statements pre and post programming</li> <li>- Decrease debt: Account statements pre and post programming</li> <li>- Increase credit score: Third party credit report pre and post programming</li> <li>- Establish bank accounts: Bank statement post programming</li> <li>- Increased financial knowledge (18 or younger): Pre and post assessment measuring knowledge targeted by the programming</li> </ul>	<p># of individuals receiving services that target their financial behaviors, as defined by the grantee.</p>	<p># of individuals who demonstrated improvement in the targeted financial behaviors based on relevant measures.</p>
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Meeting Basic Needs					
Outcome Name	Definition How UW is defining achievement	Data Collection Guidance How to measure this outcome with clients	eImpact Outcomes Reporting How to report this outcome		eImpact Additional Reporting Improve Quality of Life Detail
			# Served How to count individuals served under the outcome	# Achieved How to count individuals who have achieved the outcome	
4.01 Provide 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.	All clients served can be counted as achieved for basic needs services.	# of individuals who received emergency financial assistance.	# of individuals who received emergency financial assistance.  This will be the same as number served.	# of households who received emergency financial assistance.  # of people in each household Average amount per family.
4.02 Provide short term emergency shelter.	Any emergency shelter provided for 90 days or less.	All clients served can be counted as achieved for basic needs services.	# of individuals who received short term emergency shelter.	# of individuals who received short term emergency shelter.  This will be the same as number served.	Total # of bed nights available to participants.  Total # of bed nights provided.  Average length of stay during reporting period.
4.03 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 a combination of these.	Client self-report of housing status or verified housing status during reporting period.	# of individuals who received services targeting stable housing during the reporting period.	# of individuals who moved into stable housing during the reporting period.	# of households obtaining housing.  # of individuals in each household that were served and housed.

4.04 Maintain stable housing.	Maintenance is defined as staying in stable housing for 6 months from the date of moving into housing. Excludes living in a place unintended for habitation (streets, parks, cars), hotel/motel, or a combination of these.	Client self-report of housing status or verified housing status during reporting period.	# of individuals who received services targeting maintaining housing during the reporting period.	# of individuals who remained in housing for six consecutive months or longer from the date of entry during the reporting period.	Total # of individuals in a household.  Housing status at baseline and follow up time points, collected in program records.
4.05 Provide crisis food assistance.	Providing food boxes, meals, or access to food pantries.	All clients served can be counted as achieved for basic needs services.	# of individuals who received emergency food assistance.	# of individuals who received emergency food assistance.  This will be the same as number served.	# of meals provided.  # of households served.  # of people in households.
4.06 Increase food security.	Food security refers to a family's ability to regularly access healthy foods.	Client self-report assessment measuring regular access to healthy food from baseline to follow up. This can be a pre and post assessment or a retrospective pre-post.	# of individuals receiving services that target long term food security during the reporting period.	# of individuals who reported an increase in food security during the reporting period.	# of households who report increased food security.  Total # of individuals in households served.
4.07 Provide health crisis intervention.	Assistance provided to address a health related emergency or crisis situation to stabilize an individual.	All clients served can be counted as achieved for basic needs services.	# of individuals receiving services to address a health related crisis during the reporting period.	# of individuals receiving services to address a health related crisis during the reporting period.  This will be the same as number served.	Types of crises.  # of referrals following crisis response.