

Education Strategy

EDUCATION

GOAL: INCREASE HIGH SCHOOL GRADUATION RATE TO 90% BY 2018

Headline Indicator: Percent of high school students in north central Florida who graduate on time

Result 1: Children are born healthy and develop on track

Indicator 1: Children are born at normal birth weight (Dept. of Health)

Indicator 2: Infant mortality rate (Dept. of Health)

Indicator 3: Immunization rate (Dept. of Health)

Strategy 1.1: Promote healthy developmental growth of children through parenting supports and education¹ (Prenatal-birth)

Program Performance Measures:

1.1.1 *Number of women served in the program (Q1)*

1.1.2 *Number of babies born whose parent is in the program (Q1)*

1.1.3 *Percent of women who access prenatal care in the first trimester (Q2)*

1.1.4 *Number/percent of mothers receiving adequate prenatal care (Q3/Q4)*

1.1.5 *Number/percent of children born at a healthy birth weight (5.5 lbs. or more) (Q3/Q4)*

1.1.6 *Number/percent of parents² who improve literacy skills (Q3/Q4)*

Strategy 1.2: Strengthen parenting skills and resources to promote early learning and interaction at home

Program Performance Measures:

Parent Education and Family Support:

1.2.1 *Number of parents who participate in a parent education program (Q1)*

1.2.2 *Number of children who participate in a parent education program (Q1)*

1.2.3 *Number/Percent of children who had a developmental screening (Q2)*

1.2.4 *Number/percent of children who are in the normal range for their age on the ASQ (Q3/Q4)*

1.2.5 *Number/percent of children who are referred for follow-up services as a result of a developmental screening (Q3/Q4)*

1.2.6 *Number/percent of children identified who received services as a result of a developmental screening (Q3/Q4)*

1.2.7 *Number/percent of participating families that increase or maintain social supports (Q3/Q4)*

1.2.8 *Number/percent of participating families that are connected to additional concrete supports (Q3/Q4)*

1.2.9 *Number of children who were at risk for expulsion who were retained in the classroom (Q3/Q4)*

1.2.10 *Number of parents who report increased participation in child's education (Q3/Q4)*

1.2.11 *Number of caregivers/parents who report an increase in the understanding and implementation of literacy strategies in their home as a result of participating in the program (Q3/Q4)*

1.2.12 *Number of participating families that improve or maintain healthy functioning, problem solving and communication (Q3/Q4)*

1.2.13 *Number of families who report improved nurturing and attachment between the parent and the child (Q3/Q4)*

1.2.14 *Number of participating families who increase their knowledge about child development and parenting (Q3/Q4)*

Child Abuse Prevention [This is a safety issue which could also fall in health]

1.2.15 *Number of parents who participate in child abuse prevention program (Q1)*

1.2.16 *Number of parents who complete a child abuse prevention program (Q1)*

1.2.17 *Average age of children who participate in child abuse prevention program (Q1)*

1.2.18 *Percent of direct service staff with Bachelor's level education or higher (health, human services, or education related field) (Q2)*

1.2.19 *Number/ Percent of sessions attended by the client (Q2) – Family Partners*

1.2.20 *Number/Percent of treatment plans completed in 30 days (Q2)- Family Partners*

1.2.21 *Number/percent of clients remaining in therapy (Q)- Family Partners*

1.2.22 *Percent of staff with a national or state credential (Q2)*

1.2.23 *Number/percent of incidences of child abuse (includes self reports, reported, and confirmed) (Q3)*

1.2.24 *Number/percent of participating families that improve or maintain healthy functioning, problem solving and communication (Q3/Q4)*

1.2.25 *Number/percent of participating families that increase knowledge about child development and parenting (Q3/Q4)*

1.2.26 *Number/percent of participating families that improve nurturing and attachment between parent(s) and children) (Q3/Q4)*

Result 2: School readiness

Indicator 1: Percent of children who enter school ready to learn (FLICKRS, VPK Readiness Scores)

Strategy 2.1: Provide resources and supports for families and caregivers⁴

Program Performance Measures:

2.1.1 *Number of parents who participate in the program (Q1)*

2.1.2 *Number of parents who complete the program or service (Q1)*

2.1.3 *Number/ Percent of families who left the program before it was completed (Q2)*

2.1.4 *Number/ Percent of families who successfully completed the treatment Plan (Q3/Q4)*

2.1.5 *Number of group meeting offered to parents (Q1)-*

2.1.6 *Number/Percent of parents who attend at least 1 group meeting- (Q1)*

2.1.7 *Number of home visits completed during a month (Q2)*

2.1.8 *Number of home visitor trainings held (Q2) -*

2.1.9 *Number/Percent of home visitors who attend weekly trainings -*

2.1.10 *Number/Percent of children who remained in the program for year 2 or year 3 -*

2.1.11 *Number of books provided to the participants in the program (Q2)*

2.1.12 *Number of parents who spent 1 hour per week completing activity packet with their children-*

2.1.13 *Number/percent of parents who report reading to their child each day for 30 minutes(Q3/Q4)*

2.1.14 *Number/percent of parents who report an increase in talking with their children about new words (Q3/Q4)*

2.1.15 *Number of parents who received services based upon referrals (Q3/Q4)*

2.1.16 *Number of teachers who report they maintain or increase their understanding of and implementation of literacy strategies in their classroom (Q3/Q4)*

2.1.17 *Number/percent of parents who improve their personal literacy skills (Q3/Q4)*

Strategy 2.2: Improve the quality of early care to ensure school readiness

Program Performance Measures:

Children and parents:

- 2.2.1 *Number of children in a quality early learning environment (assumption that quality early learning environment is a home-based, center or preschool participating in a quality initiative, such as QRS, QPPS, Head Start standards, NAEYC) (Q1)*
- 2.2.2 *Percent of children who received a developmental screening (Q1)*
- 2.2.3 *Percent of children needing additional screening or referral who received same follow-up screening or referral*
- 2.2.4 *Percent of children who had performed below age expectancy in the fall in one or more domains, who performed at or above age expectancy in one or more of those same domains in the spring.*
- 2.2.5 *Number/percent of children who received services as a result of a developmental screening (Q3/Q4)*
- 2.2.6 *Number/percent of children demonstrating age appropriate skills as measured by a curriculum-based assessment (Q3/Q4)*
- 2.2.7 *Number/percent of children demonstrating growth in appropriate skills as measured by a curriculum based assessment (Q3/Q4)*
- 2.2.8 *Number/Percent of staff trained in the curriculum (Q2)*

Environment (Center):

- 2.2.9 *Number of staff at home-based, center, or preschool (Q1)*
- 2.2.10 *Quality initiative (QRS, QPPS, Head Start standards, NAEYC) (Q1)*
- Quality rating (QRS, QPPS, Head Start standards, NAEYC) (Q2)*
- 2.2.11 *Number/percent of classrooms implementing an evidence-based curriculum (Q3/Q4)*
- 2.2.12 *Number of staff at the home-based, center, or preschool with rating, certification, credential, or renewal (Q2)*
- 2.2.13 *Number of preschool classrooms that have a state-licensed teacher (Q2)*
- 2.2.14 *Number of quality early learning environments that are maintaining or improving their rating in a quality initiative (Q3/Q4)*
- 2.2.15 *Number of classrooms with an increased rating upon completion of training and consultation (Q3/Q4)*
- 2.2.16 *Number of child care centers and homes that have developed a corrective plan of action (Q3/Q4)*

System (Collective Whole):

- 2.2.17 *Percent of all professional development participants who received rating, certification, credential, or renewals (Q2)*
- 2.2.18 *Percent of preschool classrooms that have a state-licensed teacher (Q2)*
- 2.2.19 *Number/percent of quality early learning environments that are improving their rating in a quality initiative (Q3/Q4)*
- 2.2.20 *Number/percent of early learning environments that are implementing a research-based curriculum (Q3/Q4)*
- 2.2.21 *Number/percent of early learning environments that improve health and safety standards (Q3/Q4)*

Result 3: Early grade success

Indicator 1: Percent of students proficient in 3rd grade reading (FAIR, FCAT data)

Indicator 2: Average daily attendance in school (School board attendance data)

Strategy 3.1: Provide the resources needed to help children become strong readers⁶

Program Performance Measures:

3.1.1 *Number of students matched with a tutor (Q1)*

3.1.2 *Number/Percent of trained reading program volunteers. (Q2)*

3.1.3 *Number of Mentors trained (Q2)*

3.1.4 *Number/percent of hours a quarter a tutor meets with a student on reading (Q3/Q4)*

3.1.5 *Number/percent of hours spent reading during each quarter (Q3/Q4)*

3.1.6 *Number of parents who report participation in their child's education (participation in parent/teacher conferences, grades, attendance, and discipline issues) (Q1)*

Strategy 3.2: Identify early grade students who are at-risk of poor academic outcomes and refer them to supportive services

Program Performance Measures:

3.2.1 *Number of students who are referred to community resources as a result of being identified as at-risk of poor academic outcomes (Q1)*

3.2.2 *Average number of days absent from school per semester (Q3)*

3.2.3 *Number/percent of students who are absent from school 9 days or more per semester (Q1)*

3.2.4 *Number/percent of students who improve academic performance (3rd & 4th grade reading proficiency, Discovery Education FAIR/FCAT scores) (Q3/Q4)*

3.2.5 *Number of participating students who are reading at grade level when the case is closed (Q3/Q4)*

3.2.6 *Number/percent of students who improve their attendance per semester (Q3/Q4)*

Strategy 3.3: Provide quality out-of-school opportunities for all Pre-K - 12 students that reinforce and enhance learning⁸

Program Performance Measures:

3.3.1 *Number of students who attend program (Q1)*

3.3.2 *Staff to student ratio at after-school/extended-day and summer school program (Q1)*

3.3.3 *Percent student improvement based on a quality assessment tool rating (based upon the quality rating that is being used in the program) (Q2)*

3.3.4 *Percent of staff at the after-school/extended-day and summer school program with rating, certification, credential, or renewal (Q2)*

3.3.5 *Number/percent of students who attend the program 3 days or more per week (Q2)*

3.3.6 *Number/percent of students who are absent from school 9 days or more per semester (Q3/Q4)*

3.3.7 *Number/percent of students who improve or maintain acceptable attendance in school (Q1)*

3.3.8 *Number/percent of students receiving a "S" (for either satisfactory or steady progress) or a letter grade of minimum "C" in reading and/or math subjects (Q3/Q4)*

3.3.9 *Number of youth who feel connected to the community by providing service learning hours (Q3/Q4)*

3.3.10 *Average length of match in days (Q1)*

- 3.3.11 *Number/percent of students who have fewer incidents of discipline (Q3/Q4)*
- 3.3.12 *Number/percent of students who have fewer suspensions (Q3/Q4)*
- 3.3.12 *Number/percent of students who improve their attendance per semester (Q3/Q4)*

Result 4: Middle grade success

Indicator 1: Percent of students proficient in 8th grade reading (FCAT data)

Indicator 2: Average daily attendance in school (School Board attendance data)

Strategy 4.1: Identify middle grade students who are at-risk of poor academic outcomes and refer them to supportive services

Program Performance Measures:

- 4.1.1 *Number of students identified as at-risk (Q1)*
- 4.1.2 *Number of referrals to community resources (Q1)*
- 4.1.3 *Number/percent of students who enroll in community resources as a result of the referral (Q3/Q4)*
- 4.1.4 *Number/percent of students who are absent from school 9 days or more per semester (Q1)*
- 4.1.5 *Number/percent of students who improve or maintain their attendance in school (Q3/Q4)*
- 4.1.6 *Number/percent of students not failing any academic course during reporting period (UWNCFL defines not failing as "C" or better) (Q3/Q4)*
- 4.1.7 *Number/percent of students passing 8th grade reading/math standardized tests (Q3/Q4)*
- 4.1.8 *Number of teen parents who remain in school and advance at time of discharge (Q3/Q4)*

Strategy 4.2: Strengthen family involvement and connections for middle grade students

Program Performance Measures:

- 4.2.1 *Number of students who attend the program (Q1)*
- 4.2.2 *Number of parents who report participation in their child's education (participation in parent/teacher conferences, grades, attendance, and discipline issues) (Q1)*
- 4.2.3 *Number/percent of parents who are referred to supportive services (job placement, financial education/coaching, credit repair, etc.) (Q3/Q4)*
- 4.2.4 *Number/percent of parents who received services based upon referrals for supportive services (Q3/Q4)*
- 4.2.5 *Number/percent of students who improve their attendance by (Q3/Q4)*
- 4.2.6 *Number/percent of students not failing any academic course during reporting period (UWNCFL defines not failing as "C" or better) (Q3/Q4)*
- 4.2.7 *Number of students who improve academic risk factor at exit (attendance, behavior, poor grades) (Q3/Q4)*
- 4.2.8 *Number/percent of parents who improve their literacy skills*

Result 5: Students graduate high school on time

Indicator 1: High school graduation rate (Dept. of Ed data)

Indicator 2: High school dropout rate (Dept. of Ed data)

Strategy 5.1: Create a supportive learning environment for all high school students

Program Performance Measures:

- 5.1.1 *Number of students who attend program (Q1)*

- 5.1.2 *Number/percent of students who attend the program 3 days or more per week (Q2)*
- 5.1.3 *Number/percent of students who improve their attendance (Q3/Q4)*
- 5.1.4 *Number/percent of students not failing any academic course during reporting period (UWNCFL defines not failing as "C" or better) (Q3/Q4)*
- 5.1.6 *Number of students who return to school (Q3/Q4)*
- 5.1.7 *Number of students identified as having DOP indicators who are on track to graduate on time based upon credits earned (Q3/Q4)*
- 5.1.8 *Number of teen parents who remain in school and graduate at time of discharge (Q3/Q4)*

Strategy 5.2: Re-engage dropouts in school¹⁰

Program Performance Measures:

- 5.2.1 *Number of students enrolled in credit recovery programs (Q1)*
- 5.2.2 *Number of students identified and encouraged to reenroll/reengage in high school by October of each year (Q1)*
- 5.2.3 *Total number of credits earned in the Academic Support Lab (Q1)*
- 5.2.4 *Number/percent of students who successfully complete the credit recovery program (Q3/Q4)*
- 5.2.5 *Number/percent of students who remain in school through school year (Q3/Q4)*
- 5.2.6 *Number of students who graduate from high school (Q3/Q4)*
- 5.2.7 *Number of students who graduate from high school on time (Q3/Q4)*

Health Strategy

Definitions:

Goal -(or outcome or result I) is a population condition of well-being for children, adults, families and communities, stated in plain language

Indicator-(or benchmark) is a measure that helps quantify the achievement of a result

Strategy-is a coherent collection of actions that has a reasonable chance of improving results

Performance Measure-is a universal measure of how well a program, agency or service system is working. The most important performance measures tell us whether program customers are better off. There are three types of performance measures:

1. Quadrant 1 (Q1) - performance measure that answers the question “How much did we do?”
2. Quadrant 2 (Q2) - performance measure that answers the question “How well did we do it?”
3. Quadrant 3 & 4 (Q3 & Q4) – performance measure that answers the question “Is anyone better off?”

To determine if clients are better off, programs measure changes in four categories: Skills/Knowledge, Attitude/Opinion, Behavior, and Circumstance.

HEALTH

GOAL: ALL CHILDREN AND ADULTS ARE HEALTHY; AND SAFE IN THEIR HOMES, COMMUNITIES AND SCHOOLS; AND HAVE INCREASED ACCESS TO DENTAL AND MEDICAL CARE

Headline Indicator: Percent of adults in north central Florida who state their health to be good to excellent

Result 1: Youth and adults live a healthy lifestyle

Indicator 1: Obesity rate/BMI (Dept. of Health)

Indicator 2: Mothers under age 20 with repeat pregnancies (teenage pregnancy) (Dept. of Health)

Indicator 3: Number/percent of low birth weight births (Dept. of Health)

Indicator 4: Number/percent of seniors with diabetes (Dept. of Health)

[Indicators 2 and 3 are also addressed under Education and could be addressed here, as well.]

Strategy 1.1: Education and wellness programs that promote healthy life skills

Program Performance Measures:

- 1.1.1 *Number of children and adults participating in the program (Q1)*
- 1.1.2 *Number of youth who participate in physical health and fitness programs (Q1)*
- 1.1.3 *Number/percent of children and adults who are overweight as measured by the BMI (Q1)*
- 1.1.4 *Number/percent of children and adults who are obese as measured by the BMI (Q1)*
- 1.1.5 *Number/percent of children and adults who improve their BMI after intervention (Q3/Q4)*
- 1.1.6 *Number have improved skills to manage or resolve disease (Q3/Q4)*

Strategy 1.2: Increase access to nutritious foods for individuals/families

Program Performance Measures:

- 1.2.1 *Number of balanced, nutritious meals served to clients (Q1)*
- 1.2.2 *Number of clients served*
- 1.2.3 *Number of Backpacks*
- 1.2.4 *Number of clients who report their health was maintained or improved because of receipt of nutritious meal (Q3/Q4)*
- 1.2.5 *Percent of clients who report their health was maintained or improved because of receipt of nutritious meal (Q3/Q4)*
- 1.2.6 *Number of children will present with decreased physical indicators of chronic hunger (extreme thinness, puffy or swollen skin, chronically dry/cracked lips, chronic sickness, etc.); particularly on Monday mornings. (Q3/Q4)*
- 1.2.7 *65% children will present with decreased physical indicators of chronic hunger (extreme thinness, puffy or swollen skin, chronically dry/cracked lips, chronic sickness, etc.); particularly on Monday mornings. (Q3/Q4)*
- 1.2.8 *Number of children will present with decreased behavioral indicators of chronic hunger (saving/hoarding/stealing food, asking classmates and teachers for food, eating quickly and requesting seconds, rushing food lines, etc.) particularly on Monday mornings. (Q3/Q4)*
- 1.2.9 *65% of children will present with decreased behavioral indicators of chronic hunger (saving/hoarding/stealing food, asking classmates and teachers for food, eating quickly and requesting seconds, rushing food lines, etc.) particularly on Monday mornings. (Q3/Q4)*

Strategy 1.3: Prevent risky behavior and care for healthy physical/mental needs

Program Performance Measures:

- 1.3.1 *Number of children and adults participating in health programs (Q1)*
- 1.3.2 *Number of children and adults who access care to manage a chronic disease (Q1)*
- 1.3.3 *Number of individuals treated for dental decay (Q1)*
- 1.3.4 *Number/percent of individuals screened for dental decay who receive additional dental services (Q3/Q4)*
- 1.3.5 *Number of participants who improve decision making skills (Q3/Q4)*
- 1.3.6 *Number/Percent of individuals who meet their care goal plans (Q3/Q4)*

Strategy 1.4: Access to preventive health services⁴

Program Performance Measures:

- 1.4.1 *Number of individuals who access publicly funded health care coverage programs and community based alternatives, including community health centers (Q1)*
- 1.4.2 *Number/percent of eligible individuals who become enrolled in public health care coverage (Q3/Q4)*
- 1.4.3 *Number/percent of individuals who access publicly funded health care coverage programs reporting that participation in the program/service helps them manage their condition (Q3/Q4)*
- 1.4.4 *Number/percent of children fully immunized (Q3/Q4)*
- 1.4.5 *Number of individuals screened for dental decay (Q1)*
- 1.4.6 *Number/percent of individuals screened for dental decay who receive additional dental services (Q3/Q4)*
- 1.4.7 *Number of children 0-5 with caries (cavities) (Q1)*
- 1.4.8 *Number of school aged children with caries (cavities) (Q1)*

1.4.9 *Number of children screened for vision (Q1)*

1.4.10 *Number/percent of children screened for vision who received an intervention (Q3/Q4)*

Result 2: Children and adults live in and maintain a safe/healthy environment

Indicator 1: Rates of child abuse, neglect and exploitation (Dept. Children & Families)

Indicator 2: Domestic violence incidence and arrest rates (Fla. Dept. Law Enforcement)

Indicator 3: Crime against people and property rates (Fla. Dept. Law Enforcement)

Indicator 4: Rates of abuse, neglect and exploitation of vulnerable adults (Dept. Children & Families)

Strategy 2.1: Support children and adults in safe environments

Program Performance Measures:

2.1.1 *Number of families served in domestic and family violence response and prevention programs (Q1)*

2.1.2 *Number of families who complete the domestic and family violence response and prevention program.(Q1)*

2.1.3 *Number of families who have a plan (Q3/Q4)*

2.1.4 *Number/ percent of families who have made progress on their plan*

2.1.5 *Number/percent of families who do not complete the program.*

2.1.6 *Number of families served in violent crime prevention and/or response programs (Q1)*

2.1.7 *Number/percent of adults served by transition shelters (Q3/Q4)*

2.1.8 *Number/percent of youth who return to or are placed in a permanent safe environment with supports (Q3/Q4)*

2.1.9 *Number/percent of adults who transition from transition shelters to permanent housing setting (rental/homeowner) (Q3/Q4)*

2.1.10 *Number/percent of families who feel they made an informed choice regarding their safety (Q3/Q4)*

2.1.11 *Number/percent of families who report a greater sense of safety in the home due to services received (Q3/Q4)*

Result 3: Children and adults have affordable and equitable health care

Indicator 1: Percent of children who have health insurance (data source)

Indicator 2: Percent of adults who have health insurance (data source)

Indicator 3: Percent of low income children who access dental care

Indicator 4: Percent of low income adults who access dental care

Strategy 3.1: Assist eligible clients with access to health insurance enrollment and provide health services [New]

Program Performance Measures:

3.1.1 *Number of individuals who access publicly funded health care coverage programs and community based alternatives, including community health centers (Q1)*

3.1.2 *Number of patient visits (Q1)*

3.1.3 *Number of children who receive dental services (Q1)*

3.1.4 *Number of children's visits to the dentist (Q1)*

3.1.5 *Number of adults who receive dental services (Q1)*

3.1.6 *Number of adults visits to the dentist (Q1)*

- 3.1.7 Number/percent of eligible individuals who become enrolled in public health care coverage (Q3/Q4)
- 3.1.8 *Number/percent of individuals who access publicly funded health care coverage programs report that participation in the program/service help them manage their condition (Q3/Q4)*
- 3.1.9 *Number/percent of children fully immunized (Q3/Q4)*
- 3.1.10 *Number of children completing dental treatment (Q3/Q4)*
- 3.1.11 *Number of adults completing dental treatment (Q3/Q4)*
- 3.1.12 *Number of individuals who achieve their care plan goals (Q3/Q4)*

INCOME

Result 1: Reduce domestic impediments to education created by poverty.

Headline Indicator: Percent of Families in north central Florida who are at or above 200% of poverty

Strategy 1.1: Maximize use of tax credits for low-income working individuals/families²

Program Performance Measures:

- 1.1.1 Number of clients who file their income taxes through a Volunteer Income Tax Assistance (VITA) site (Q1)
- 1.1.2 Number who claim Earned Income Tax Credit (EITC) (Q1)
- 1.1.3 Average tax return (Q1)
- 1.1.4 Percent of tax preparers who complete the IRS certified tax preparation program (Q2)
- 1.1.5 Total amount of federal refund (Q3)

Strategy 1.2: Increase access to nutritious food for individuals/families

Program Performance Measures:

- 1.2.1 Number of meals served to clients (Q1)
- 1.2.2 Number/percent of clients who report that they are financially better off because of the meals they received (Q3/Q4)

Strategy 1.3: Families have access to quality childcare so they can work

Program Performance Measures:

- 1.3.1 Number of children of working parents placed in quality childcare (Q1)
- 1.3.2 Number of parents who can keep their jobs because they have adequate childcare (Q1)
- 1.3.3 Number of facilities evaluated for quality (Q1)

Result 2: Individuals/families build financial stability

Strategy 2.1: Low income families increase financial management knowledge and skills⁴

Program Performance Measures:

- 2.1.1 Number of households who are participating in a financial literacy program (Q1)
- 2.1.2 Number/percent of households who complete the program
- 2.1.3 Number/percent of households who maintain their budget as defined by paying all household/utility bills on time for three consecutive months (Q3/Q4)
- 2.1.4 Number/percent of households who report that they reduced their debt (Q3/Q4)
- 2.1.5 Percent of households who receive their credit report with score and develop a plan to improve their score (Q3/Q4)
- 2.1.6 Number of households who entered a financial literacy program with a bank account (Q1)
- 2.1.7 Number/percent of households who open an account at a bank, credit union, or other mainstream financial institution (Q3/Q4)
- 2.1.8 Number/percent of households who obtain an asset using an IDA (Q3/Q4)
- 2.1.9 Number/percent who are receiving financial coaching meet their personal financial goals at exit (Q3/Q4)

Result 3: Obtain stable and affordable housing

Indicator 1: Percent of low-income working individuals/families who spend more than 40% of their income on housing (rental/homeownership) (data source)

Strategy 3.1: Connect low-income working individuals/families with transitional and supportive housing to decrease homelessness

Program Performance Measures:

- 3.1.1 *Number of individuals/families who are homeless or in emergency housing (Q1)*
- 3.1.2 *Number of seniors on waiting lists for subsidized housing (Q1)*
- 3.1.3 *Number/percent of single adults living in transitional housing (Q1)*
- 3.1.4 *Number/percent of families living in transitional housing (Q1)*
- 3.1.5 *Percent of trained staff who provide case management to help qualify families to obtain affordable housing (Q2)*
- 3.1.6 *Number/percent of individuals who move into permanent housing (rental/homeownership) (Q3/Q4)*
- 3.1.7 *Number/percent of families who move into permanent housing (rental/homeownership) (Q3/Q4)*
- 3.1.8 *Number/percent of individuals that retain their permanent housing situation for at least 1 year (Q3/Q4)*
- 3.1.9 *Number of families that retain their permanent housing situation for at least 1 year. (Q3/Q4)*

Strategy 3.2: Low-income individuals/families obtain and maintain affordable housing

Program Performance Measures:

- 3.2.1 *Number of households who obtain affordable housing (rent/ownership) (Q1)*
- 3.2.2 *Percent of trained staff who provide case management to help qualify families to obtain affordable housing (Q2)*
- 3.2.3 *Number/percent of households that rent affordable housing (Q3/Q4)*
- 3.2.4 *Number/percent of households that purchase an affordable home (Q3/Q4)*
- 3.2.5 *Number of low-income households who may lose their permanent housing (Q1)*
- 3.2.6 *Number/percent of households that mediate imminent evictions and foreclosure (Q3/Q4)*
- 3.2.7 *Number/percent of households that gain or sustain a financial asset (Q3/Q4)*
- 3.2.8 *Number of seniors living in subsidized housing (Q1)*

Immediate Needs Strategy

Definitions:

Goal -(or outcome or result) is a population condition of well-being for children, adults, families and communities, stated in plain language

Indicator-(or benchmark) is a measure that helps quantify the achievement of a result

Strategy-is a coherent collection of actions that has a reasonable chance of improving results

Performance Measure-is a universal measure of how well a program, agency or service system is working. The most important performance measures tell us whether program customers are better off. There are three types of performance measures:

4. Quadrant 1 (Q1) - performance measure that answers the question “How much did we do?”
5. Quadrant 2 (Q2) - performance measure that answers the question “How well did we do it?”
6. Quadrant 3 & 4 (Q3 & Q4) – performance measure that answers the question “Is anyone better off?”

To determine if clients are better off, programs measure changes in four categories: Skills/Knowledge, Attitude/Opinion, Behavior, and Circumstance.

GOAL : Children and adults have access to a safety net system for the provision of immediate needs services

Indicator 1: Number/percent of families living at 200% poverty rate (Census data)

Indicator 2: Number/percent of families with children living at 200% poverty rate (Census data)

Indicator 3: Number/percent of eligible for free or reduced lunch (School Board data)

Indicator 4: Number/percent of seniors eligible for in home food delivery (data source)

Indicator 5: Number/percent of people on waiting lists for immediate needs services (provider data)

Indicator 6: Number/percent of people living in immediate shelters and average length of stay

Strategy 1.1 The immediate needs for food, shelter, and other crisis assistance needs of low-income individuals/families are met¹

Program Performance Measures:

- 1.1.1 *Number of households who are receiving public benefits (i.e. food assistance, child care assistance, FIP, WIC, SHIP, Medicaid, and/or private assistance for food and shelter, etc.) (Q1)*
- 1.1.2 *Number of families served (Q1)*
- 1.1.3 *Number of individuals served (Q1)*
- 1.1.4 *Number of families receiving temporary shelter and length of stay (Q1)*
- 1.1.5 *Number of single individuals receiving temporary shelter and length of stay*
- 1.1.6 *Number of bed night provided (Q1)*
- 1.1.7 *Number of food items distributed (Q1)*
- 1.1.8 *Number of pounds of food distributed (Q1)*
- 1.1.9 *Number of meals distributed/served (Q1)*
- 1.1.10 *Number of households who receive rent/mortgage assistance (Q1)*
- 1.1.11 *Number of households who receive utility assistance (Q1)*
- 1.1.12a *Number of families who were referred for supportive assistance (Q2)*
- 1.1.12b *Percent of families who were referred for supportive assistance (Q2)*
- 1.1.13a *Number of individuals who were able to remain in their homes- (Q3/Q4)*
- 1.1.13b *Percent of families who were able to remain in their homes (Q2)*

- 1.1.14 *Number of clients to indicate that the services provided as Excellent/Good – (Q2)*
- 1.1.15 *Number of clients who are satisfied with their meal service (measured annually)(Q2)*
- 1.1.16 *Number of unduplicated Respite clients served each month.- (Q1)*
- 1.1.17 *Running total of Respite clients served during the contract (unduplicated)(Q1)*
- 1.1.18 *Number of Respite hours provided.(Q1)*
- 1.1.19 *Caregivers are satisfied with the services being provided.(Q2)*
- 1.1.20 *Number /Percent of Caregivers who reported that their stress level was reduced due to the services provided compared to stress levels before service began (Q3/Q4)*