

United Way of Henry County & Martinsville
Community Investment Grant Funding Priorities

Education

- **Purpose:** Children learn, achieve and succeed with families and the community engaged in the process
- **Target population:** Area children at-risk
- **Definition of At-Risk Children and Youth:** Children and youth are defined as at-risk having (1) limited reading access and proficiency, (2) experience abuse or trauma, (3) a disability or illness or (4) exhibited behavior problems. It also includes family-risk, such as (1) poverty; (2) a low level of education among parents; (3) single parenthood; (4) abuse; (5) parental mental illness, substance use and family illness.

Priority 1: Children enter kindergarten ready to learn (birth to 5)

Community Indicator:

- Children achieve appropriate developmental milestones prior to entering kindergarten

Assessments:

- Ages and stages questionnaire
- PALS Pre-K
- Parent and Childcare surveys

Strategy 1: At-risk children have access to high quality, evidence based interventions

Strategy 2: At-risk children are enrolled in recognized quality preschool programs and/or centers

Program Outcomes to Consider:

- Children improve in school readiness skills
- Children achieve growth in their identified gaps
- Families demonstrate an increase in knowledge of their children's strengths, abilities and gaps in their children learning
- Families increase their interaction around their children's learning
- Families increase participation in community-wide educational events

Program Outputs to Consider:

- Students served
- Families served
- Referrals
- Home visits
- Family interaction
- Completed assessments
- Completed surveys

Priority 2: Children reach academic milestones on time and successfully advance to middle school (K to Grade 5)

Community Indicators:

- Children achieve on time grade performance in third grade in reading
- Children achieve on time grade performance in fifth grade in reading and math
- Children who are chronically absent improve attendance in school

Assessments:

- MAP assessment for third grade
- SOL assessment for fifth grade
- Attendance records
- Report cards
- Classroom performance

Strategy 1: At-risk children have support to help them achieve on time grade performance at third grade level in reading and/or fifth grade in reading and math

Strategy 2: At-risk children have support to help them improve their social-emotional development

Program Outcomes to Consider:

- Children achieve improvements from year to year in reading and math
- Children's behavior problems decrease
- Children improve school attendance
- Families demonstrate an increase in knowledge of their children's strengths, abilities and gaps in their children learning
- Families increase their interaction around their children's learning
- Families increase participation in community-wide educational events

Program Outputs to Consider:

- Students served
- Family interactions
- Learning events
- Family interaction
- Completed surveys

Priority 3: Children advance to high school and develop the skills needed to graduate on time with opportunities for gain additional credentials to meet demand occupations in the area

Community Indicators:

- Documented behavioral incidents decrease
- Children achieve on time grade performance
- Children who are chronically absent improve attendance in school
- Children earn additional credentials upon graduation
- Children graduate on time

Assessments:

- SOL assessments
- Attendance records
- Report cards
- Credential attainment

Strategy 1: At-risk children have support to help them achieve on time grade advancement

Strategy 2: At-risk children have support to help them improve their social-emotional development

Program Outcomes to Consider:

- Children achieve improvements from year to year in reading and math
- Children's behavior problems decrease
- Children improve school attendance
- Families demonstrate an increase in knowledge of their children's strengths, abilities and gaps in their children learning
- Families increase their interaction around their children's learning
- Families increase participation in community-wide educational events

Program Outputs to Consider:

- Students served
- Family interactions
- Completed assessments
- Completed credential tests
- Completed surveys

Financial Stability

- **Purpose:** Individuals and families are provided with education, skills and support that lead to a more financially stable life.
- **Target population:** Residents that are either high school students, at-risk adults 18 or older who are looking to improve their financial stability and at-risk seniors seeking to maintain independence
- **Definition of At-Risk:** Students are defined as at-risk for having (1) limited reading access and proficiency, (2) experience abuse or trauma, (3) a disability or illness or (4) exhibited behavior problems. It also includes family-risk, such as (1) poverty; (2) a low level of education among parents; (3) single parenthood; (4) abuse; (5) parental mental illness, substance use and family illness.

Priority 1: High school students learn the skills needed to make financially smart decisions

Community Indicator:

- High school students improve their financial literacy and money management skills
- High school students open banking accounts
- High school acknowledge to avoid predatory lending

Assessments:

- Surveys from programs and financial institutions

Strategy 1: High school students have access to evidence based financial literacy and money management training as support financial institutions

Program Outcomes to Consider:

- High school students report an understanding of core financial literacy skills appropriate for their age and development
- High school students open checking accounts at area financial institutions
- Families demonstrate an increase in knowledge of their role as a financial literacy teacher
- Families increase their interaction around their children's learning
- Families increase participation in community-wide educational events

Program Outputs to Consider:

- Students enrolled
- Students demonstrate financial literacy understanding
- Students open checking account
- Home visits
- Family interaction
- Completed surveys

Priority 2: Adults are equipped to support themselves and/or their families

Community Indicator:

- Adults demonstrate improved financial stability
- Adults improve their housing situation
- Adults secure and maintain a living wage job
- Adults report an improved credit score

Assessments:

- Federal Bureau of Labor and Statistics
- Charity Tracker
- Surveys

Strategy 1: Programming is offered to help adults overcome barriers to employment	
Strategy 2: Programming is offered to help adults secure safe and affordable housing	
Strategy 3: Programming is offered to help adults increase their money management skills	
Program Outcomes to Consider: • Individuals identify their specific barriers to employment • Individuals create personalized action plans to address their barriers and report successes • Individuals improve their workplace skills and secure and maintain a living wage job • Individuals become self-sufficient • Individuals gains knowledge on why it is important to secure safe and affordable housing • Individuals start saving for rental move in expenses • Individuals reduce credit debt • Individuals move into housing of choice • Individuals budget their month • Individuals leverage insurances • Individuals reduce their debt and increase savings • Individuals discontinue using predatory lending • Individuals develop money management plans	Program Outputs to Consider: • Individuals served • Referrals to provide coordinated job training and job placements • Employed • Sustained employment for six, 12 and 18 months • Individuals served • Post and pre test • Savings reserved for housing of choice • Credit rating improvements • Referrals • Housing secured • Sustained housing for six, 12 and 18 months • Individuals served • Leveraged insurances • Opened saving accounts • Referrals • Reduced debt and increased saving • Plans created

Healthy Living

- **Purpose:** Individuals and families inspire to get and stay healthy.
- **Target population:** At-risk and/or medically underserved residents
- **Definition at-risk and medically underserved residents:** Individuals and families who are in poverty and have a low level of education, are single parents, abused or suffer from mental illness, substance use or illness.

Priority 1: Residents are supported, connected and engaged to lead healthy living lifestyles

Community Indicator:

- Residents improve health outcomes
- Residents report greater connectedness and social supports in the community
- Stakeholders support healthy activities are identified
- Residents report healthy living lifestyles

Assessments:

- Centers for Disease Control and Prevention and Virginia Department of Health

Strategy 1: Residents improve their access to care, follow through and social determinants of health

Strategy 2: Stakeholders provide knowledge, skills and resources to support healthy outcomes to residents

Program Outcomes to Consider:

- Individuals develop health plans
- Individuals demonstrate progress
- Individuals increase primary care services
- Individuals increase health literacy

Program Outputs to Consider:

- Individuals served
- Screenings completed
- Health plans created
- Primary care visits

Basic Needs/Emergency Services

- **Purpose:** Vulnerable members of the community have a safety net in times of need and/or crisis.
- **Target population:** At-risk residents or residents facing an emergent need or are in crisis
- **Definition at-risk and medically underserved residents:** Individuals and families who are in poverty or have experienced a crisis situation, like a house fire.

Priority 1: At-risk residents are supported with services vital to basic needs (food and shelter)

Community Indicator: N/A

Assessments: N/A

Strategy 1: Residents have their basic needs met

Program Outputs to Consider:

- Individuals served
- Meals provided or pounds converted as defined by USDA
- Shelter provided
- Provisions provided