

United Way of Central Illinois

2018-2020 Education Request for Applications

Helping children learn, achieve, and succeed while engaging families and communities



Thank you for your interest in partnering with United Way of Central Illinois (UWCIL) to help children learn, achieve, and succeed while engaging families and communities. Through this RFA, UWCIL will provide funding to high-quality human service programs aligned with the priorities and strategies outlined herein under the issue area of Education for the July 2018-June 2020 funding cycle.

To successfully apply, please review this RFA in its entirety, along with the documents provided online. These documents include:

- Education Strategic Investment Plan
- Education Procedure and Key Dates
- Organization/Financial Review Checklist
- Sample Application
- Sample Application Narrative Response Checklist for the Application
- Budget Definitions
- Demographic Step-by-Step Completion Guide
- Metric Identification and Description Form
- Scoring Rubric
- History and Background of United Way of Central Illinois
- Community Investment Policies and Procedures

Investing in our Community-Why Education Matters

Education reduces poverty, boosts economic growth and increases income. It is one of the most important investments a community can make in its people and its future.

UWCIL is issuing this RFA as part of a long-term commitment to helping children learn, achieve, and succeed while engaging families and communities. To do this, priorities proven to help at-risk children succeed were selected as a focus for investment. The term at-risk is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. The term may be applied to students who face circumstances that could jeopardize their ability to complete school or other learning-related factors that could adversely affect their educational performance and attainment. (The Glossary of Education Reform, 2013).

The priorities chosen reflect the continuum of ages from birth to 12th grade. Evidence tells us that by focusing on key milestones that point to successful, on-time achievement our community will increase its educational attainment rate for at-risk individuals. UWCIL funding is aimed at addressing kindergarten readiness, on-time grade performance for primary years, successful transition periods from middle school through college/career entrance, and improving the graduation rates in Sangamon and Menard counties.

Our local school districts are our biggest partner in learning and face many obstacles. This is why strategies and funding are provided to help build and sustain supports for at-risk children outside of the classroom and/or traditional instruction.

Through this RFA process, UWCIL seeks to fund organizations from **July 2018 to June 2020**.

Core Funding Criteria

This RFA is a first step toward establishing a cohesive strategy, in partnership with our community, to address the needs of children, families, and caregivers in the area of education. These strategies also work to develop a strong continuum of effective community support to advance education for at-risk children and families in Sangamon and Menard Counties.

This RFA is designed to establish a foundation for high-quality evidence-based programs and in some cases may involve pilot initiatives that will expand with future funding.

UWCIL is seeking partners who share our commitment to the following:

1. A commitment to community and population level outcomes which may be focused on geographic location and/or demographic make-up with the greatest need as defined by data;
2. A commitment to work collaboratively with UWCIL and other initiative partners in developing effective, cohesive strategies;
3. A commitment to strategies that demonstrate long term success using evidence-based models or those identified as promising practices;
4. A commitment to evaluate and share program level data, best practices, and lessons learned; and
5. A commitment to sustainability.

Our commitment to funding requires that partners draw from any and/or all of the following sources when proposing interventions to address community needs: scientific research, including controlled studies; outcome evaluations, including local program outcome data; field knowledge with proven results; and consumer perspectives that take into account the culture, values, opinions, and experience of community members and program participants.

Collaboration

While collaboration is not required, UWCIL believes strong collaboration between nonprofits, business and government partners is beneficial in helping our community realize outcomes that will effect change. Partners are strongly encouraged to demonstrate their commitment to community change by incorporating collaborative opportunities into their requested program model.

Programs that rely on third-party organizations to accomplish stated program goals (i.e. school districts) are required to provide letters of commitment from the third-party organization. Letters must be uploaded in the online grant system.

In the instance requests are submitted by collaborating organizations, one application should be submitted, clearly outlining each respective partner and the structure in which each will operate to achieve stated goals. A separate section of the online application has been included for detailed information outlining how each collaborative partner will operate, including fiscal and program management structure. During the funding review process all collaborative partners will be involved and additional documentation may be required for review.

Our Community's Challenges and Opportunities

Overarching Goal: Parent, Guardian and Community Engagement

Children spend approximately 20% of their waking hours in school instruction. For most children, that means 80% of their waking hours may not be spent in a structured learning environment.

Our community is blessed with an active volunteer force that helps support children across their development. However, parent and guardian involvement and support have proven more difficult.

Parents, or those individuals serving as the primary support system for a child, provide access to language development, a safe and secure home, and are the first to identify barriers to learning, such as health and developmental challenges. The reality is children do not come with instruction manuals. Without guidance, information, resources and support, parents may not always know what to look for, who to ask, or how to help their children.

The Education Vision Council seeks to fund programs that help support the following outcomes across the continuum of learning for local area children.

- Families will increase their participation in their child's learning
 - # and % of families increasing participation in their child's learning
 - # and % of families increasing their knowledge of their child's development

This outcome can be achieved in many ways and through community input it was determined that increasing a parents' involvement in their child's education and educational institution is of utmost importance.

Parent engagement has proven to be one of the more challenging aspects of the Education Strategic Investment Plan with few programs emphasizing this practice. All programs are being asked to include a specific parent engagement plan. This might include hosting monthly co-learning events, making quarterly phone calls to update parents, or other program design plan which ensure parents of the children in the program are regularly informed about their child's development and progress.

Overarching Goal: Adverse Childhood Experiences Awareness and Trauma-Informed Programming

Included within the Every Student Succeeds Act we see social-emotional development being brought to the forefront of educational priorities. This is largely in response to the growing awareness of the effects of Adverse Childhood Experiences (ACEs).

ACEs are stressful or traumatic events, such as abuse and neglect, which happen during the early years of life. These stressful and/or traumatic events also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders. ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person's lifespan, including those associated with substance misuse. To understand this further, imagine you stepped into a city street only to almost be hit by a passing car, but luckily you jump back in enough time to avoid this incident. Your adrenaline rushes, breath heightens, and you work to slow your heartrate. Now imagine you feel this sensation repeatedly over and over again, multiple times a day. The repetition of traumatic issues creates what is termed toxic stress and leaves lasting marks on the child's brain and development trajectory.

A study conducted in Spokane, Washington, found elevated ACE scores among schoolchildren facing challenges in the classroom. Among children with an ACE score of three or more, 80% of those children had academic problems as it related to their attendance and on-time achievement (Spokane Childhood ACEs Study).

As a result of the research on ACEs, the Education Vision Council will place priority on programs who educate/train their staff and volunteers in ACEs, and are looking for ways to make their programs more trauma-informed by embedding best practices into their program design. For more information regarding ACEs please go to the Center for Disease Control and Prevention website at www.cdc.gov.

Priority 1 (E1): Children enter kindergarten prepared with the skills needed to succeed

A child's early years lay the foundation for future academic success. Researchers have found the human brain develops the vast majority of its neurons and is most receptive to learning between birth and three years of age. In fact, the intake of new information is critical to the formation of active neural pathways (Shonkoff & Phillips, 2000).

Early education plays a critical role during this important developmental period and throughout a child's preschool years. Exposing children to high-quality, evidence-based supports that improve developmental outcomes and increase parent-child interactions is essential in increasing the number of children who are ready to enter kindergarten with the skills needed to succeed.

Through the Sangamon Success initiative, it has been determined that high-quality, evidence-based home visiting and preschool experiences are key supports for at-risk children to have a stronger start in life.

As part of Ready to Learn, a community wide effort focused on developing a universal language when it comes to kindergarten readiness, it is highly recommended that all children three to five are screened twice a year with the Brigance tool so that the appropriate amount and quality of supports can be recommended to parents and caregivers. This also allows our community to better understand and respond to the needs of at-risk, Pre-K children and their families/guardians.

Kindergarten is where most children learn to read and write. Though some kids can do this before entering kindergarten, it is not required or expected. Being ready for kindergarten means having well-developed preschool skills, and being cognitively, socially, and physically ready for the transition. However, how does a community address these skills at such an early age? The answer is through parents and caregivers and/or preschool facilities.

Priority 1 (E1): Children enter kindergarten prepared with the skills needed to succeed

Target Population: At-risk children birth-5 years old residing in Sangamon and Menard Counties.

Community Level Indicator:

- Number of children ages 0-5 achieving appropriate developmental milestones prior to entering kindergarten will increase

Suggested Metrics/Assessments:

- Ages 0-3: Ages and Stages Questionnaire
- Ages 3-5: Brigance Early Childhood Screening Tool
- Parents/Caregivers: Family Outcome Survey and/or program specific survey

Priority 1, Strategy 1 (E1.S1): At-risk children have access to high-quality, evidence-based home visiting experiences/ interventions

There are many home visiting programs that exist, with several models being considered evidence-based, but while they might all differ in a variety of ways, what they all have in common is working with the parents and caregivers to look at their behavior as it relates to their child's healthy development as well as recommending specific activities as it relates to their child's skill development.

One example of the power of parent interaction with children is the identification of the 30 million word gap. On average, economically advantaged children know 1,100 words by age 3 while economically disadvantaged children know 500 words by age 3, and for a variety of reasons such as a lack of reading to children, some children will hear 30 million fewer words than their peers before age 4 (Hart and Risley, 2003).

In order to help parents develop the skills needed to aid in their child's development, programs often need to meet their families where they are and go to places that are comfortable to them, such as their homes.

Strategy 1: At-risk children have access to high-quality/evidence-based home visiting experiences/interventions

Suggested Program Outcomes:

- Children will achieve growth in school readiness skills
 - # and % of children achieving growth in readiness skills
 - Average margin of growth among children served
- Children will achieve growth in their identified gaps
 - # and % of children achieving growth in identified gaps
 - Average margin of growth among children served
- Families will increase their participation in their child's learning
 - # and % of families demonstrating an increase in knowledge of their child's developmental progress.
 - # and % of families increasing developmentally appropriate interactions with their children
- Other(s) as appropriate

Suggested Program Outputs:

- # of children served
- # of families served
- # of successful referrals
- # of home visits
- # of family Interactions
- # of completed assessments
- # of completed surveys
- Other(s) as appropriate

Priority 1, Strategy 2 (E1.S2): At-risk children are enrolled in ongoing high-quality/evidence-based preschool experiences

High-quality preschool programs have been shown to enhance children's development with both short and long-term benefits. However, just 44% of Illinois children from low income families are enrolled in high-quality preschool programs, compared to a 60% enrollment among higher income children.

Many factors have been identified as reasons why families do not enroll their children into preschool programs. These include lack of affordability, distrust in the system, lack of knowledge on how to enroll, etc.

This is why our community needs programs which address these access issues in unique ways in order to continue to increase the number of children ready for kindergarten. Examples of these types of programs taking place in other communities are mobile preschools, kindergarten readiness camps, etc.

Strategy 2: At-risk children are enrolled in ongoing high-quality/evidence-based preschool experiences

Suggested Program Outcomes:

- Children will achieve growth in school readiness skills
 - # and % of children achieving growth in readiness skills
 - Average margin of growth among children served
- Children will achieve growth in their identified gaps
 - # and % of children achieving growth in identified gaps
 - Average margin of growth among children served
- Families will increase their participation in their child’s learning
 - # and % of families demonstrating an increase in knowledge of their child’s developmental progress.
 - # and % of families increasing developmentally appropriate interactions with their children
- Other(s) as appropriate

Suggested Program Outputs:

- # of children served
- # of families served
- # of successful referrals
- # of family Interactions
- # of completed assessments
- # of completed surveys
- Other(s) as appropriate

Priority 2 (E2): Children reach academic milestones on time and successfully transition to middle school

A myriad of research funded by the Annie E. Casey Foundation and other sources has also allowed us to identify key moments in a child’s life that would determine whether or not they would drop out of school, most of which point to low grade level performance. (<http://gradelevelreading.net/resources/research-index>)

In addition, “transition years” have also been identified as a decisive turning point for many future dropouts. During the transition to middle school, academic performance and attendance declined somewhat for most students, but the deterioration was much steeper among future dropouts. The same thing happened later during the transition to high school (Jerald, 2006).

United Way believes children need quality education programs to equip them with the appropriate skills for successful grade-level advancement. Strong early grade-level support will prepare children, especially at-risk children, for academic success.

United Way seeks to increase support for expanded learning opportunities, such as those found in afterschool, summer learning, extended day programs or other methods which embed parent/guardian and community involvement. These programs are shown to improve academic achievement and development.

All programs addressing Priority 2 and either of its strategies must identify ways the program has been or will be supporting and/or preparing their children for the transition to middle school.

Priority 2 (E2): Children reach academic milestones on time and successfully transition to middle school

Target Population: At-risk kindergarten-5th grade children in Sangamon and Menard Counties.

Community Level Indicators:

- Number of children achieving on-time grade performance in 3rd grade reading will increase
- Number of children achieving on-time grade performance in 5th grade math will increase
- Number of children who are chronically truant will decrease

Suggested Metrics/Assessments:

- State and/or Nationally recognized assessment
- Attendance Records
- School Report Cards
- Classroom Performance
- Parents/Caregivers: Program Specific Tool

Priority 2, Strategy 1 (E2.S1): At-risk children will have supports to help them achieve on time 3rd grade reading and/or 5th Grade math skills

As shared previously, research shows that through 3rd grade children learn to read, which builds the foundation for later school success. Following 3rd grade, children read to learn. If the fundamental reading skills are lacking at that point, subsequent academic performance is jeopardized.

In 2016 only 33% of third graders in Sangamon County were performing at grade level in reading based on state-wide standardized tests. In Menard County, 36% of third graders were performing at grade level in reading based on state-wide standardized tests.

Fifth grade math is another key turning point in academics and learning. Beginning in fifth grade, students begin to break down complex problems and learn different thinking styles. Without comprehension of the core concepts learned in fifth grade, all subsequent math disciplines become more challenging.

In 2016 only 32% of fifth graders were performing at grade level in math in Sangamon County and only 23% of fifth graders were performing at grade level in math in Menard County.

Teachers make great strides with their students throughout the school day and school year. However, with a large number of hours spent outside the classroom, and an achievement gap that widens by 2-3 months each summer, supports are needed to help combat this delay in learning. If left unaddressed, most low income students will end up being behind their more affluent counterparts by 2 ½ to 3 years by fifth grade (<http://gradelevelreading.net/our-work/summer-learning-loss>).

Strategy 1 (E2.S1): At-risk children will have supports to help them achieve on time 3rd grade reading and/or 5th Grade math skills

Suggested Program Outcomes:

- Children will achieve growth from year to year in reading
 - # and % of children achieving growth in reading skills
 - # and % of children achieving grade level performance in reading (indicated by meeting or exceeding standards)
 - Average margin of growth among children served
- Children will achieve growth from year to year in math
 - # and % of children achieving growth in math skills
 - # and % of children achieving grade level performance in reading (indicated by meeting or exceeding standards)
 - Average margin of growth among children served
- Families will increase their participation in their child's learning
 - # and % of families demonstrating an increase in knowledge of their child's developmental progress.
 - # and % of families increasing developmentally appropriate interactions with their children
- Other(s) as appropriate

Suggested Program Outputs:

- # of students served
- # of additional instruction hours provided (total)
- # of assessments
- # of family interactions
- # of co-learning events offered
- # of trained volunteers
- # of volunteer hours
- Other(s) as appropriate

Priority 2, Strategy 2 (E2.S2): At-risk children will have supports to help them improve their social-emotional and behavioral development

As described previously, ACEs may play a significant role in the development of children and their interest in attending school. More so, if a child's parents have also experienced ACEs, their ability to model/reinforce good behavior such as healthy interpersonal communication and healthy anger response skills may be affected as well.

It is clear that a variety of factors beyond that of a child's intelligence can affect a child's academic life, and one of these factors is student behavior (attendance and social-emotional skills). Not only does a student's behavior affect his or her ability to learn, it can also have an impact on the learning environment for other students as well.

Studies have shown that the effects of missing more than 1-2 days per month of school can have lasting effects on a child's development beginning as early as kindergarten. Chronically absent children, on average, score 20% lower in reading and math than those attending school regularly. Chronically absent children are twice as likely to be retained a grade, and they are also twice as likely to be suspended by the end of 7th grade (<http://gradelevelreading.net/our-work/chronic-absence>).

By wrapping supports that influence attendance and positive behavior around our community's children, the Education Vision Council hopes to make a measurable difference in the lives of our children.

Strategy 2 (E2.S2): At-risk children will have supports to help them improve their social-emotional and behavioral development

Suggested Program Outcomes:

- Children will improve social-emotional skills
 - # and % of participants who have decreased their behavioral referrals from the year prior
 - # and % of participants improving social-emotional skills (as determined by an assessment of the program's choice)
- Children will maintain adequate school attendance
 - # and % of participants missing less than 5 days of school
 - # and % of participants missing between 5 and 9 days of school
 - # and % of participants missing between 9 and 18 days of school
 - # and % of participants missing more than 18 days of school
 - # and % of participants who have improved their attendance from the year prior
 - # and % of participants who have improved their attendance at school from the first half of the year to the second half of the year
- Families will increase their participation in their child's learning
 - # and % of families demonstrating an increase in knowledge of their child's developmental progress.
 - # and % of families increasing developmentally appropriate interactions with their children
- Other(s) as appropriate

Suggested Program Outputs:

- # of students served
- # of screenings completed
- # of sessions conducted
- # of family interactions
- # of co-learning events offered
- # of trained volunteers
- # of volunteer hours
- Other(s) as appropriate

Priority 3 (E3): Youth reach academic milestones, transition to high school, and develop a plan for life after high school

Adolescence – the middle and high school years – marks a distinct shift in child development. A great deal of development has already taken place by this point, leading to habits and beliefs that are now less modifiable. Children become more autonomous, making more choices for themselves about what interests them, who their friends are, how they will spend their time, etc. More autonomy and choices bring more complexity and ambiguity. The certainties of childhood fade away as self-responsibility increases.

Peer conformity looms large among teenagers, increasing their brain-based vulnerability to believing that attributes, such as intelligence and athleticism, are fixed and not changeable. Such beliefs are more likely among less advantaged children who have struggled to succeed in school. Because they don't believe they are capable academically, they don't try as hard, leading to less academic success, which, then, only further reinforces the belief. If this persists, adolescents can lose hope in the possibility of a productive and rewarding future (Sangamon Success, 2015).

Sixth graders with poor attendance (less than 80 percent), a failing mark for classroom behavior, a failing grade in math, or a failing grade in English had only a 10 percent chance of graduating within four years of entering high school and only a 20 percent chance of graduating a year late (Balfanz and Herzog 2005).

This is why the Education Vision Council is focused on supporting programs that not only support on-time achievement and social-emotional development, but also build hope for our local youth by insuring they are focused on setting goals for their future and helping them work to attain their goals.

Priority 3 (E3): Youth reach academic milestones, transition to high school, and develop a plan for life after high school

Target Population: At-risk youth in 6-12th grades from Sangamon and Menard Counties.

Community Level Indicators:

- Number of youth achieving on-time grade performance will increase
- Number of youth who are truant will decrease
- Number of youth who have a plan for success after high school will increase
- Number of freshmen on track will increase
- Percentage of high school graduates will increase

Suggested Metrics/Assessments:

- State and/or Nationally recognized assessment
- Attendance Records
- School Report Cards
- SAT Assessment
- Classroom Performance
- Parents/Caregivers: Program Specific Tool

Priority 3, Strategy 1 (E3.S1): At-risk children will have supports to help them achieve on time academically

As mentioned previously, on-time achievement during the sixth grade is a key indicator to future success. However, we also know the first year of high school is a critical transition period for students as well. Those who succeed in their first year are more likely to continue to do well in the following years, show fewer propensities for dropping out, and eventually graduate. Students who are “on-track” are those students who have completed enough credits by the end of the school year to be promoted to tenth grade, and have failed no more than one semester of a core subject area.

In Sangamon County in 2016 26.9% of 6th graders were meeting or exceeding benchmarks in English based on statewide standardized assessments and 28.6% of 6th graders in were meeting or exceeding benchmarks.

Freshman On-Track, a measure that identifies if students have completed five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science). Students who finish the ninth-grade year on track are almost four times more likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by identifying freshmen at risk and providing tutoring, additional instruction, and other individualized services. In 2017 Sangamon County’s average Freshman On-Track percentage was 83.11% and 82.65% in Menard County.

Serving children with direct and purposeful interventions that support English and math development, and programs that ensure freshmen stay on-track are keys to ensuring our community continues to grow its educational attainment rate for at-risk youth.

Strategy 1 (E3.S1): At-risk youth will have supports to help them achieve on time academically

Suggested Program Outcomes:

- Youth will achieve growth from year to year in English
 - # and % of youth achieving growth in English skills
 - # and % of youth achieving grade level performance in English (indicated by meeting or exceeding standards)
 - Average margin of growth among children served
- Youth will achieve growth from year to year in math
 - # and % of youth achieving growth in math skills
 - # and % of youth achieving grade level performance in reading (indicated by meeting or exceeding standards)
 - Average margin of growth among children served
- Children will maintain/recover annual credit requirements
 - # and % of youth maintaining annual credit requirements
 - # and % of youth who have recovered annual credit requirements
- Families will increase their participation in their youth’s learning
 - # and % of families demonstrating an increase in knowledge of their youth’s developmental progress.
 - # and % of families increasing developmentally appropriate interactions with their youth
 - Other(s) as appropriate

Suggested Program Outputs:

- # of students served
- # of additional instruction hours provided (total)
- # of assessments
- # of family interactions
- # of co-learning events offered
- # of trained volunteers
- # of volunteer hours
- Other(s) as appropriate

Priority 3, Strategy 2 (E3.S2): At-risk youth will have supports to help them improve their social-emotional development

As stated previously, adolescence is a critical period to invest in young people’s social-emotional competence which is essential for youth to succeed in school, work, and civic life. Social-emotional development programming in middle and high schools is an important and worthwhile investment in the future. To realize the full potential of these efforts, we must design programs that are responsive to the needs of adolescents and that engage and collaborate with families and communities.

Research shows that to improve social-emotional competencies among youth, programs should leverage the unique developmental needs of young people during adolescence, including their search for purpose and identity, the importance of peer relations, their attitudes towards themselves and others, and their meta-cognitive abilities (https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf441241).

Strategy 2 (E3.S2): At-risk youth will have supports to help them improve their social-emotional development

Suggested Program Outcomes:

- Children will improve social-emotional skills
 - # and % of participants who have decreased their behavioral referrals from the year prior
 - # and % of participants improving social-emotional skills (as determined by an assessment of the program's choice)
- Children will maintain adequate school attendance
 - # and % of participants missing less than 5 days of school
 - # and % of participants missing between 5 and 9 days of school
 - # and % of participants missing between 9 and 18 days of school
 - # and % of participants missing more than 18 days of school
 - # and % of participants who have improved their attendance from the year prior
 - # and % of participants who have improved their attendance at school from the first half of the year to the second half of the year
- Families will increase their participation in their child's learning
 - # and % of families demonstrating an increase in knowledge of their child's developmental progress.
 - # and % of families increasing developmentally appropriate interactions with their children
- Other(s) as appropriate

Suggested Program Outputs:

- # of students served
- # of screenings completed
- # of sessions conducted
- # of family interactions
- # of co-learning events offered
- # of trained volunteers
- # of volunteer hours
- Other(s) as appropriate

Priority 3, Strategy 3 (E3.S3): At-risk youth will have a plan for after high school and will achieve plan benchmarks

It is understood that the importance of early grade success is an indicator to later achievement. However, just like many adults, children need motivation to understand why they must work hard in school and attend class.

In a community conversation hosted with local area high school students in October of 2017, students articulated that accessing hands-on experiences for career and college planning were important to helping them and their peers succeed. The activities they most heavily recommended were college visits, job shadowing, mentoring and classes that could help them and their parents understand the steps it takes to go to college, enter the workforce, or military service.

It was also made clear that increasing students' knowledge of what careers could be accessed with an industry-recognized credential versus a four-year college degree, and teaching them about the earning potential of these careers was important.

The Vision Council seeks to fund programs that will work intentionally with students to develop plans for their future and help students take steps in achieving their goal plans.

Strategy 3 (E3): At-risk youth will have a plan for after high school and will achieve plan benchmarks

Suggested Program Outcomes:

- Youth will develop plans for life after high school
 - # and % of youth demonstrating increased knowledge of the skills needed to be successful for life after high school
 - # and % of youth who have developed plans with clear goals and milestones
 - # and % of youth making progress toward plan milestones

Suggested Program Outputs:

- # of plans created
- # of family interactions
- # of co-learning events offered
- # of job shadowing experiences

- Families will increase their participation in their youth's planning
 - # and % of families demonstrating an increase in knowledge of their youth's plan for after high school
 - # and % of families increasing interactions with their children to achieve plan benchmarks
- Other(s) as appropriate

- # of college visits completed
- # of work-readiness assessments completed
- Other(s) as appropriate

Priority 3, Strategy 4 (E3. S4): At-risk 12th grade students will succeed in the transition from high school to their chosen college and/or career plan

Nationally the college enrollment rate has declined for five straight years and only 54% of low income students successfully enroll the first fall after senior year. If we want to see our communities grow, we must seek to increase the number of individuals with industry-recognized credentials, as well as associate and bachelors degrees.

Therefore the Education Vision Council is adding a new strategy focused on the transition from high school into college/career. The vision council seeks to fund programs that are supporting students in their senior year to help ensure a successful enrollment into college and or career and to help them maintain momentum complete their transition from high school to their chosen college and/or career plan.

Strategy 4 (E3. S4): At-risk 12th grade students will succeed in the transition from high school to their chosen college and/or career plan

Suggested Program Outcomes:

- Youth will successfully enroll into their chosen college/training program in the fall following the completion of their senior year.
 - # and % of youth enrolling in college
 - # and % of youth enrolling in career training program
 - # and % of youth enrolling in a military training program
- Youth will maintain successful enrollment in their chosen college/training program for three months
 - # and % of youth maintaining enrollment in college
 - # and % of youth maintaining enrollment in in career training program
 - # and % of youth maintaining enrollment in a military training program
- Families will demonstrate the knowledge needed to support enrollment
 - # and % of families completing enrollment support goals as defined by the chosen path

Suggested Program Outputs:

- # of FAFSAs completed
- # of job shadowing experiences
- # of college visits completed
- # of co-learning events offered
- Other(s) as appropriate