



BERKSHIRE UNITED WAY THE COMMUNITY IMPACT BUSINESS MODEL FOR ACHIEVING SOCIAL CHANGE

COMMUNITY ASPIRATION: Making Berkshire County a community of hope and opportunity, where every individual and family lives, works and thrives.

BUW MISSION: To improve the quality of life in Berkshire County by mobilizing resources to address community priorities and create sustainable change.

The community impact model positions Berkshire United Way (BUW) to be a true leader in the community effort to solve the most pressing problems; to bring together resources and focus them on the issues most important to Berkshire County residents; to take the lead in building collaborations with partners in the community, working towards solutions and investing for true measurable community change. The process includes community engagement with broad based participation and a framework based on gathering data to gauge community conditions.

Community impact strategies focus on creating lasting changes in community conditions. A variety of community partners are involved in the effort, many of whom may not directly receive United Way funding (school systems, towns, Chambers, etc.). The issues are identified and prioritized by the community, and strategies are developed and owned by several partners, across sectors. In addition to dollars raised and invested in providing community impact grants, BUW mobilizes and leverages community assets such as, specific knowledge and experience, people and groups, existing relationships, technology and data resources, and state and federal grants.

BUW community impact grants are directed toward organizations and programs that can demonstrate meaningful and measurable results in achieving the community goals and outcomes and that are able to measure their success in accordance with those goals and outcomes. Funded programs are expected to be adept at setting, achieving and reporting measurable outcomes to demonstrate effectiveness and accountability to donors and the community.

Berkshire United Way is working to improve the quality of life in Berkshire County by mobilizing resources to address community priorities and create sustainable change. Working with the community, **education** and **employment** have been identified as top priorities, and collaborations among businesses, non-profits, faith-based groups, donors, volunteers and the public sector are helping to improve the focus and outcomes for these priorities. As a result of this work, Berkshire United Way is investing in programs and initiatives that will help our children arrive at kindergarten ready to learn, our young adults successfully transition to work, higher education or training, and empower all individuals to define and achieve their goals for financial independence and career success.



Berkshire United Way

Berkshire United Way: Goals

BUW goals are focused on improving the educational and employment outcomes for central and southern Berkshire County residents.

Summary of BUW goals and outcomes:

EDUCATIONAL GOAL: HELPING CHILDREN & FAMILIES SUCCEED

- **Desired Outcome 1:** All children arrive at kindergarten ready to learn
 - Service Areas/Indicators of Success:
 - Early Education and Care
 - Assessment, Referral and Treatment
 - Building Strong, Competent Families
- **Desired Outcome 2:** All young adults successfully transition to work, higher education or training
 - Service Areas/Indicators of Success:
 - Mentoring
 - Civic Engagement and Youth Leadership
 - College and/or Work Ready
 - Pro-Social and/or Risk-Reduction
 - Assessment, Referral and Treatment
 - Building Strong, Competent Families

EMPLOYMENT GOAL: PROMOTING FINANCIAL STABILITY AND INDEPENDENCE

- **Desired Outcome:** All individuals are empowered to define and achieve their goals for financial independence and career success
 - Service Areas/Indicators of Success:
 - Obtain or Retain Safe and Affordable Housing
 - Obtain Basic Skills or Job Skills
 - Obtain Employment Leading to Economic Stability
 - Maintain and/or Achieve Economic Milestones



Berkshire United Way

Explanation of Goals, Outcomes and Service Areas/Indicators

GOAL: Helping Children & Families Succeed

Berkshire County children will enjoy healthy social, emotional, cognitive and physical development. They will live in a safe environment with nurturing and supportive adults who will help them to grow up and achieve their full potential. Residents of Berkshire County will have access to preventive and intervention services and support so that they can achieve physical and mental well-being throughout the life continuum.

Outcome: [All children arrive at kindergarten ready to learn.](#)

Indicators: **A. EARLY CHILDHOOD EDUCATION AND CARE**

Children will have access to quality early childhood education and care and will be evaluated on progress toward the five domains of development.

B. ASSESSMENT, REFERRAL, TREATMENT

Children with developmental or behavioral concerns or delays, or who have experienced physical or emotional trauma will be identified and will improve in areas of concern or delay or trauma so they are ready to learn when they enter school.

C. BUILDING STRONG, COMPETENT FAMILIES

Families and caregivers who need knowledge and resources to support their children's development and learning will have what they need. Families and caregivers will engage in their children's development and learning.

Outcome: [All young adults successfully transition to work, higher education or training.](#)

Indicators: **A. MENTORING**

Youth will feel valued and empowered through supportive mentoring relationships.

B. CIVIC ENGAGEMENT AND YOUTH LEADERSHIP

Youth will be civically engaged and demonstrate leadership.

C. COLLEGE AND/OR WORK READY

Youth will be ready for college and/or work.

D. PRO-SOCIAL AND/OR RISK-REDUCTION

Youth will avoid or reduce high-risk behaviors.

E. ASSESSMENT, REFERRAL, TREATMENT

Youth with developmental or behavioral concerns or delays, or who have experienced physical or emotional trauma will be identified and will improve in areas of concern or delay or trauma so they are able to progress through school.

F. BUILDING STRONG, COMPETENT FAMILIES

Families and caregivers who need knowledge and resources to support their children's development and learning will have what they need. Families and caregivers will engage in their children's development and learning.



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GOAL: Promoting Financial Stability and Independence:

Individuals and families in Berkshire County will have the life skills and the educational and economic opportunities they need to become financially stable and independent.

Outcome: [All individuals are empowered to define and achieve their goals for financial independence and career success.](#)

Indicators: **A. OBTAIN OR RETAIN SAFE AND AFFORDABLE HOUSING**
People experiencing homelessness or housing instability will obtain or retain permanent affordable housing.

B. OBTAIN BASIC SKILLS OR JOB SKILLS
Individuals who do not have the basic skills or job skills needed to obtain or retain employment will obtain those skills.

C. OBTAIN EMPLOYMENT LEADING TO ECONOMIC STABILITY
Individuals who are unemployed or underemployed will obtain employment that helps move them toward economic stability and security.

D. MAINTAIN AND/OR ACHIEVE ECONOMIC MILESTONES
Individuals who do not have certain economic/benefits information or practice certain financial management skills will gain the knowledge and engage in the activities they need in order to make the most of their income and/or savings.



How Funded Partners Will Measure the Results of Their Work

GOAL: HELPING CHILDREN AND FAMILIES SUCCEED

OUTCOME 1: All Children Arrive at Kindergarten Ready to Learn

A. EARLY CHILDHOOD EDUCATION AND CARE

Children will have access to quality early childhood education and care and will be evaluated on progress toward the five domains of development.

- **Total unduplicated # of children that attended your program during the funding period.**
 - **Of these, the average # of days children attended the program.**
 - **Of these, the # of children who demonstrate progress in each of the five developmental domains (verified by positive movement on a state approved measurement tool, i.e, Creative Curriculum, Work Sampling, etc.):**
 - **The # that demonstrate progress in physical well being and motor development.**
 - **The # that demonstrate progress in social and emotional development.**
 - **The # that demonstrate progress in approaches toward learning.**
 - **The # that demonstrate progress in language development.**
 - **The # that demonstrate progress in cognitive development and general knowledge.**

- **Total unduplicated # of staff in your program during the funding period.**
 - **Of these, the total unduplicated # of staff with no college degree.**
 - **Of these, the total unduplicated # of staff whose highest degree is:**
 - **an Associate's Degree.**
 - **a Bachelor's Degree.**

 - **Of these, the total unduplicated # of staff with a Master's (or higher) Degree.**
 - **Of these, the # of staff that received relevant professional development or continuing education credits (CREs/CEUs).**

B. ASSESSMENT, REFERRAL, TREATMENT

Children with developmental or behavioral concerns or delays, or who have experienced physical or emotional trauma will be identified and will improve in areas of concern or delay or trauma so they are ready to learn when they enter school.

- **Total unduplicated # of children assessed in your agency/program during the funding period.**
 - **Of these, the total unduplicated # of children who received treatment and intervention services from your agency/program.**
 - **Of these, the total unduplicated # of children who showed improvement in the area(s) of concern or delay or trauma identified as a result of receiving services from your agency/program.**

 - **Of these, the total unduplicated # of children in your agency/program who were referred for treatment and intervention services outside your agency/program.**
 - **Of these, the total unduplicated # of children who showed improvement in the area(s) of concern or delay or trauma identified as a result of receiving services outside your agency/program.**



GOAL: HELPING CHILDREN AND FAMILIES SUCCEED

OUTCOME 1: All Children Arrive at Kindergarten Ready to Learn

C. BUILDING STRONG, COMPETENT FAMILIES

Families and caregivers who need knowledge and resources to support their children's development and learning will have what they need. Families and caregivers will engage in their children's development and learning.

- **Total unduplicated # of parents (individuals) participating in family support and/or family strengthening programs during the funding period.**
- **Of these, the total unduplicated # of parents (individuals) who exhibit improvement in ability to support their children's development and learning.**



Berkshire United Way

GOAL: HELPING CHILDREN AND FAMILIES SUCCEED

OUTCOME 2: All Young Adults Successfully Transition to Work, Higher Education or Training

A. MENTORING

Youth will feel valued and empowered through supportive mentoring relationships.

- **Total unduplicated # of youth who requested to be matched with a mentor during the funding period.**
- **Total unduplicated # of youth that are matched with a mentor at the end of the funding period (matched any year but existing at end of year).**
 - **Of these, the total unduplicated # of youth that reached a one or more year anniversary with the same mentor.**
 - **Of these, the average length of time of match with same mentor.**
 - **Of these, the average # of meetings between youth and same mentor during the grant period.**
 - **Of these, the # of youth who perceive support from their mentors.**
 - **Of these, the # of youth who showed increased school attendance.**
 - **Of these, the # of youth who showed improvement in grade point average (GPA).**
 - **Of these, the # of youth who had reduced school suspensions and/or reduced school behavioral interventions.**
 - **Of these, the # of youth who will progress to the next grade.**
 - **Of these, the # of youth who will be held back in the same grade.**

B. CIVIC ENGAGEMENT AND YOUTH LEADERSHIP

Youth will be civically engaged and demonstrate leadership.

- **Total unduplicated # of youth participating in community service, social entrepreneurship/ youth venture or youth leadership positions during the funding period.**
 - **Of these, the # of youth participating in at least 20 hours of community service, social entrepreneurship/ youth venture or youth leadership positions or activities.**
 - **Of these, the # of youth who perceive themselves to be more connected to their community as a result of the activity/program.**
 - **Of these, the # of youth who were active in positions of leadership within program/community (boards, councils, etc.). (Our definition of “active” is attendance at over 75% of the meetings required of the position.)**
 - **Of these, the # of youth who showed increased school attendance.**
 - **Of these, the # of youth who showed improvement in grade point average (GPA).**
 - **Of these, # of youth who had reduced school suspensions and/or reduced school behavioral interventions.**
 - **Of these, the # of youth who will progress to the next grade.**
 - **Of these, the # of youth who will be held back in the same grade.**



GOAL: HELPING CHILDREN AND FAMILIES SUCCEED

OUTCOME 2: All Young Adults Successfully Transition to Work, Higher Education or Training

C. COLLEGE AND/OR WORK READY

Youth will be ready for college and/or work.

For youth enrolled in school:

- **Total unduplicated # of youth enrolled in school participating in academic support programs during the funding period.**
 - **Of these, the # of youth who showed improvement in grade point average (GPA).**
 - **Of these, the # of youth who will progress to the next grade.**
 - **Of these, the # of youth who will be held back in the same grade.**

- **Of these, the total unduplicated # of youth who participated in a work readiness skills program with an employment component.**
 - **Of these, the # who gained the required level of work experience as defined by the program.**

For youth enrolled in non-school based alternative education programs:

- **Total unduplicated # of youth participating in alternative education programs during the funding period.**
 - **Of these, the total unduplicated # of youth making progress towards a GED or who have gained at least one competency/skill achievement within the past year.**
 - **Of these, the # of youth who obtained a GED or other educational certification or credential.**

- **Of these, the total unduplicated # of youth who participated in a work readiness skills program with an employment component.**
 - **Of these, the # who gained the required level of work experience as defined by the program.**

D. PRO-SOCIAL AND/OR RISK-REDUCTION

Youth will avoid or reduce high-risk behaviors.

- **Total unduplicated # of youth served during the funding period.**
 - **Of these, the average attendance at program/activity (should be reported as a percent of total # of days a youth may attend).**
 - **Of these, the # of youth who demonstrate improved decision-making skills or functioning which lead to reduced high-risk behaviors.**
 - **Of these, the # of youth who showed increased school attendance.**
 - **Of these, the # of youth who showed improvement in grade point average (GPA).**
 - **Of these, the # of youth who had reduced school suspensions and/or reduced school behavioral interventions.**
 - **Of these, the # of youth who will progress to the next grade.**
 - **Of these, the # of youth who will be held back in the same grade.**



GOAL: HELPING CHILDREN AND FAMILIES SUCCEED

OUTCOME 2: All Young Adults Successfully Transition to Work, Higher Education or Training

E. ASSESSMENT, REFERRAL, TREATMENT

Youth with developmental or behavioral concerns or delays, or who have experienced physical or emotional trauma will be identified and will improve in areas of concern or delay or trauma so they are able to progress through school.

- **Total unduplicated # of youth assessed in your agency/program during the funding period.**
- **Of these, the total unduplicated # of youth who received treatment and intervention services from your agency/program.**
 - **Of these, the total unduplicated # of youth who showed improvement in the area(s) of concern or delay or trauma identified as a result of receiving services from your agency/program.**
- **Of these, the total unduplicated # of youth in your agency/program who were referred for treatment and intervention services outside your agency/program.**
 - **Of these, the total unduplicated # of youth who showed improvement in the area(s) of concern or delay or trauma identified as a result of receiving services outside your agency/program.**

F. BUILDING STRONG, COMPETENT FAMILIES

Families and caregivers who need knowledge and resources to support their children's development and learning will have what they need. Families and caregivers will engage in their children's development and learning.

- **Total unduplicated # of parents (individuals) participating in family support and/or family strengthening programs during the funding period.**
- **Of these, the total unduplicated # of parents (individuals) who exhibit improvement in ability to support their children's development and learning.**



GOAL: PROMOTING FINANCIAL STABILITY AND INDEPENDENCE

OUTCOME: All Individuals Are Empowered To Define And Achieve Their Goals For Financial Independence And Career Success.

A. OBTAIN OR RETAIN SAFE AND AFFORDABLE HOUSING

People experiencing homelessness or housing instability will obtain or retain permanent affordable housing.

- **Total unduplicated # of households served during the funding period.**
- **Of these, the total unduplicated # of households who were homeless or living in unstable or unsafe settings and were then placed into safe and/or affordable units.**
 - **Of these, the # of households that remained in safe and/or affordable units for between 6 and 11 months.**
 - **Of these, the # of households that remained in safe and/or affordable units for a minimum of 12 months.**
- **Of these, the total unduplicated # of households who were at risk of losing their housing and were then stabilized to retain their housing.**
 - **Of these, the # of households that retained their housing for between 6 and 11 months.**
 - **Of these, the # of households that retained their housing for a minimum of 12 months.**

B. OBTAIN BASIC SKILLS OR JOB SKILLS

Individuals who do not have the basic skills or job skills needed to obtain or retain employment will obtain those skills.

- **Total unduplicated # of individuals served during the funding period.**
- **Of these, the # of individuals who gained English proficiency or basic skills (verified by positive movement on SPLs [Student Performance Levels] or TABEs [Test for Adult Basic Education], or other standardized measurement tool).**
- **Of these, the # of individuals who earned a GED or other high school credential.**
- **Of these, the # of individuals who obtained vocational or occupational skills (including apprenticeship/certification in specific occupation/industry).**
- **Of these, the # of individuals who gained entrance to post-secondary education.**
- **Of these, the total unduplicated # of individuals who obtained one or more of the above.**

C. OBTAIN EMPLOYMENT LEADING TO ECONOMIC STABILITY

Individuals who are unemployed or underemployed will obtain employment that helps move them toward economic stability and security.

- **Total unduplicated # of individuals served during the funding period.**
- **Of these, the # of individuals who obtained legal status to secure work/work authorization.**
- **Of these, the # of individuals who obtained employment.**
- **Of these, the # of individuals who achieved job advancement.**
- **Of these, the total unduplicated # of individuals who obtained one or more of the above.**
- **Of these, the # of individuals who have been employed for between 6 and 11 months.**
- **Of these, the # of individuals who have been employed for a minimum of 12 months.**



GOAL: PROMOTING FINANCIAL STABILITY AND INDEPENDENCE

OUTCOME: All Individuals Are Empowered To Define And Achieve Their Goals For Financial Independence And Career Success.

D. MAINTAIN AND/OR ACHIEVE ECONOMIC MILESTONES

Individuals who do not have certain economic/benefits information or practice certain financial management skills will gain the knowledge and engage in the activities they need in order to make the most of their income and/or savings.

- **Total unduplicated # of individuals served during the funding period.**
- **Of these, the # of individuals who achieved income maximization (by having received at least one of the following: EITC (Earned Income Tax Credit), subsidized child care, Food Stamps/SNAP, fuel assistance/LIHEAP, obtained wages owed/employer benefits offered, etc.).**
- **Of these, the # of individuals who completed financial education (by having completed at least one of the following: basic financial education, credit workshop, homebuyer education, financial counseling/planning).**
- **Of these, the # of individuals exhibiting one or more of these financial activities:**
 - **The # that established and are living within budget.**
 - **The # that opened checking/savings accounts.**
 - **The # that reduced bad debt and/or established good credit.**
 - **The # that achieved savings (short term or long term).**
- **Of these, the # of individuals who gained long-term assets (by having accomplished at least one of the following: home purchase, post-secondary education, or small business capitalization).**
Post-secondary education is defined as credential attainment - certification/degree from accredited institution of higher learning, for example, associate's or bachelor's degree.
- **Of these, the total unduplicated # of individuals who obtained one or more of the above.**