



CHARTING A COURSE FOR CHANGE:
ADVANCING EDUCATION, INCOME AND HEALTH
THROUGH COLLECTIVE IMPACT

JUNE 2012

GIVE. ADVOCATE. VOLUNTEER.

UnitedWay.org

LIVE UNITED





TABLE OF CONTENTS

WELCOME LETTER	1
FOREWORD	2
INTRODUCTION	4
EDUCATION	11
INCOME	27
HEALTH	35
ACKNOWLEDGEMENTS	48

Hello,

United Way has evolved from its roots as a fundraising organization to a critical community convener that mobilizes local partners, including businesses, community leaders, public officials and community residents, to expand opportunities for people to succeed. We focus on three key building blocks: a quality education that leads to a stable job, enough income to support a family through retirement, and good health.

We've put a stake in the ground around education, income and health. Now all of us must do what it takes to meet the 2018 goals we've set to advance the common good:

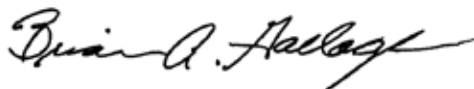
- **Improve education**, and cut the number of high school dropouts – 1.2 million students, every year – in half.
- Help people **achieve financial stability**, and get 1.9 million working families – half the number of low-wage families who are financially unstable – on the road to economic independence.
- **Promote healthy lives**, and increase by one-third – 31.1 million people – the number of youth and adults who are healthy and avoiding risky behaviors.

Of course, United Ways can't do it alone. We must work with our community partners. Together, we must tap into people's aspirations, focus on issues and underlying conditions for change, and bring people and organizations together to create collective impact.

What United Ways do well is recruit people with passion, expertise and resources to make a difference. But that's not enough. **We should aspire to drive collaborative community change.** That means we – and our partners – must facilitate a shared community vision and coordinated action across a diverse coalition, along with mutual accountability, sustained effort and measured results. It means working collaboratively on community-wide and community-based strategies that can drive real change – not programs, or tweaks of status quo. And it means bringing people from all walks of life together to work in meaningful ways – not just giving, but also advocating and volunteering – to advance these community strategies. We should spark new ways of working, even if we aren't always in the forefront.

Community partnerships can use the strategies and implementation approaches laid out here to discuss, plan and chart a path forward to improve education, income and health. The real work starts now, in – and with – your community.

Sincerely,



Brian A. Gallagher
President and CEO
United Way Worldwide



FOREWORD



FROM MARK KRAMER, FSG

The challenges facing American communities today seem almost overwhelming – one million youth dropping out of high school every year, nearly four million working families in precarious financial circumstances, and two-thirds of our population facing health risks.

These problems are too big for any single organization to solve; too big even for the nonprofit sector to solve without engaging private enterprise and government as partners. There is no single “silver bullet” that will solve problems of this severity. Instead, a strong cross-sector infrastructure is needed to support collaboration, guide evidence-based decision-making, track community-level outcomes, scan existing resources and identify priority strategies.

United Way Worldwide is well positioned to lead this sort of cross-sector endeavor, and this report is a good starting point for any community that wants to improve education, financial stability and health. It brings together high-impact strategies and expert-vetted implementation approaches for communities to consider as they sort through how best to tackle their challenges.

Having well-researched, data-driven strategies is critical, but strategies alone cannot solve

our society’s problems. We also must adopt a new way of working by bringing nonprofits, governments, businesses, and the public together around a common agenda to create collective impact. Our research has shown that a collective impact approach can produce large-scale social change in ways that other forms of collaboration and individual efforts have not.

Collective impact is a disciplined effort to bring together dozens or even hundreds of organizations of all types to establish a common vision and pursue evidence-based actions in mutually reinforcing ways. Successful collective impact initiatives share five key conditions, distinguishing them from other types of collaboration:

- **Common Agenda:** All participants have a shared vision for change, including a common understanding of the problem and a joint approach to solving it through agreed-upon actions.
- **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
- **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.

- **Continuous Communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives and create common motivation.
- **Backbone Support:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

United Ways are powerfully positioned to lead this new way of solving our society's daunting problems.

United Ways can train the spotlight on critical issues, engage with private and public sector leaders, and coordinate agendas with partners to leverage collective efforts. When United Way leverages its role as a funder to build relationships between organizations rather than fund them individually, it is also redefining its own role within a larger context for impact.

In many communities, FSG has found the traditional role of United Way as “neutral convener” is transforming to become the galvanizing force behind collective impact. United Ways have the capacity to fulfill all six essential functions of backbone organizations:

(1) providing strategic coherence, (2) data management, (3) communication, (4) community outreach, (5) mobilizing funding, and (6) facilitation. In particular, facilitation in collective impact requires supporting ongoing interaction between players, managing meetings and logistics, and acting as neutral arbiter between players, as necessary.

United Ways who are focused on mobilizing communities to make lasting change are already thinking beyond funding allocations and short-term solutions. These mobilizing United Ways communicate regularly and openly with collaborators, build knowledge and alignment within their communities and foster collective impact initiatives.

When United Ways create and sustain collective impact they redefine their role in the community – truly becoming the backbone of community change efforts. It is not merely an opportunity for United Ways to take on this role – it is a necessity if we are to meet the urgent challenges our society faces today. Collective impact will bring renewed vitality to United Ways, enabling them to strengthen their communities in ways we have never before seen. This vision, I believe, can – and must – become the United Way of the future.

Mark Kramer is co-founder and managing director of FSG (www.fsg.org) and a senior fellow at Harvard University. He is the author of influential publications on creating shared value for corporations, catalytic philanthropy, strategic evaluation, impact investing, and adaptive leadership.

INTRODUCTION

If you don't know where you're going, any road will lead you there. Remember the conversation that Alice in Wonderland had with the Cheshire Cat? Alice didn't have a clear idea of where she wanted to go, so asked the Cheshire Cat, "Would you tell me, please, which way I ought to walk from here?" The Cheshire Cat responded, "You're sure to get somewhere if you walk long enough."

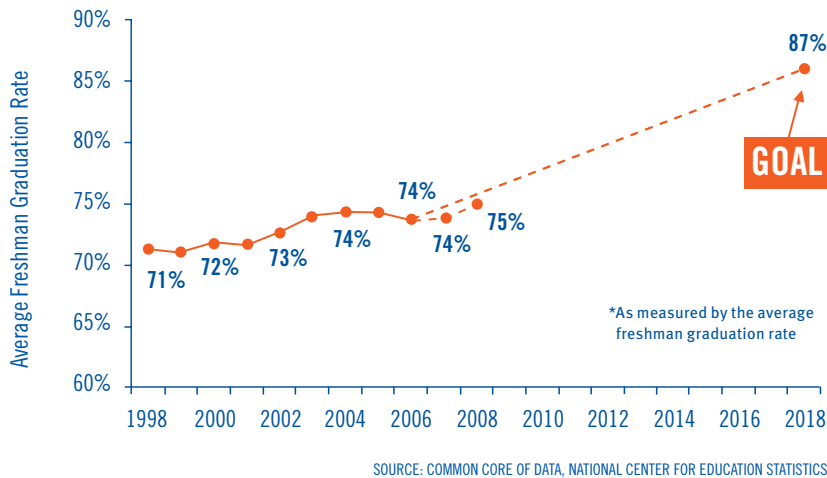
In its quirky way, the cat was giving counsel that helps organizations make community change. To make lasting change, you have to know where you're headed. You have to be willing to find out what it takes to get there. And you have to pursue a path that's likely to take you where you want to go.

That's what this document is all about – shining a spotlight on pathways to change that your community may want to consider. It is the United Way Worldwide effort to help United Ways and partners mobilize communities around our collective 2018 goals in education, income and health.

In any community, education, income and health are the building blocks for opportunity — individually and collectively. Education is essential to getting and keeping a job with a wage that can sustain a family and has health benefits. An income that can cover today and save for tomorrow builds a family's solid foundation. Good health helps children stay on track at school and adults be productive at work. Remove any of these building blocks and the other two topple. Build them all up and you have a cornerstone for individual and community prosperity.

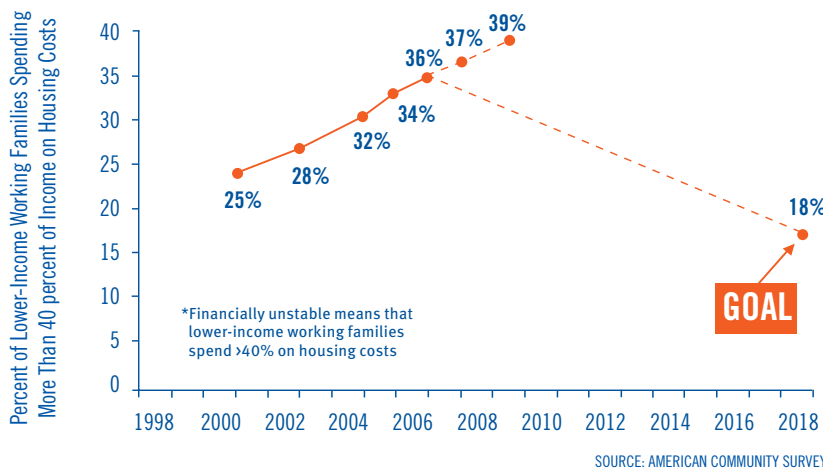
But how should a community move forward in tackling any of those issues?

EDUCATION GOAL: Raise the Graduation Rate*



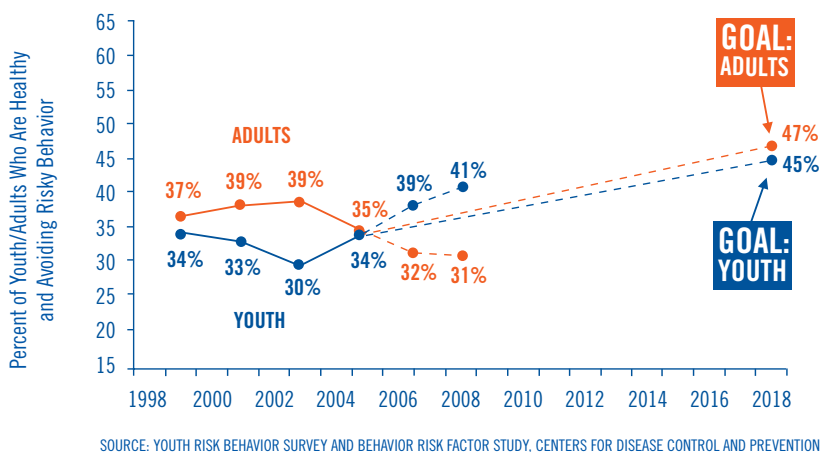
Every year, more than one million students drop out of high school. As a result, fewer young Americans are likely to earn a diploma than their parents, a distinction not shared by any other industrialized country. That's why United Way is working to ensure that children and youth are: (1) ready for school, starting with the skills they need to succeed; (2) reading on track by fourth grade; (3) transitioning successfully to and from middle school; (4) graduating high school on time and (5) working or in advanced education or training by 21.

INCOME GOAL: Reduce the Number of Low-Wage Working Families Who Are Financially Unstable*



Over the past 20 years, the cost of living in the United States has increased by almost 90 percent, drastically outpacing income growth. To make ends meet, families are borrowing heavily and relying on high-cost alternatives to cover their daily living expenses. That's why United Way focuses on five building blocks of financial stability: (1) family-sustaining employment; (2) income supports; (3) savings and assets; (4) manageable expenses and (5) affordable housing.

HEALTH GOAL: Increase Youth and Adults Who Are Healthy and Avoiding Risky Behavior*



U.S. businesses lose more than \$1 trillion a year in productivity due to chronic illness. The federal government estimates that over 45 million individuals lack health insurance coverage of any kind and of this number, 80 percent of the non-elderly are from working families. That's why United Way developed a health initiative. United Way is focused on the following key components that impact the overall health goal: (1) safe home and community; (2) healthy beginnings; (3) healthy eating and physical activity; (4) supporting healthy choices and (5) access to health care.

*Adults and youth were measured using separate survey. For youth, the measure is: grade 9–12 students who reported being healthy and avoiding risky behaviors (not involved in school violence; no tobacco or drug use; no alcohol abuse [including drunk driving]; practicing abstinence or safe sex; and not being overweight). For adults, the measure is: adults 18 and over who reported being healthy and avoiding risky behaviors (good overall health; no tobacco use; no alcohol abuse; not obese, no high blood pressure)

MAPPING OUT THE PATH

Over the last few years, United Way Worldwide has been asking these critical questions: what are the most effective strategies that most communities ought to consider if they want to boost education, income or health? Which ones would benefit the most people in the biggest way? What does it take to actually carry out those strategies? What works on the ground, according to community leaders and issue experts? How can United Ways and our partners add the greatest velocity?

In other words, what are the best pathways to lasting community change? How can we chart a course for change that really does advance education, income and health?

To answer these questions, we've built on the strategic work United Way has generated since putting our stake in the ground in 2008 with our Goals for the Common Good. We're not switching gears, but narrowing the focus – and checking our assumptions about “the sweet spots” where our partners and we could do the greatest good for the largest number of people.

We've worked with almost 100 field leaders from local and state United Ways, representing a variety of community sizes and regions. We've consulted with some 40 national experts on education, income and health. And we've sought input from United Way leaders in marketing/communications, individual engagement, investor relations, diversity and inclusion, global, policy, volunteer engagement and more.

USING THIS TOOL

Here, we offer up a roadmap of core community strategies to boost education, income and health, along with evidence-based implementation approaches experts believe will dramatically change the greatest number of lives, and the most significant roles United Ways can play – with their partners – to drive those approaches. There are also examples of how communities are tackling these issues, and graphics that show how specific strategies and various approaches to implementing them might look in a particular community.

Any United Way, community partner or coalition can use this as a tool – to get informed, to get started, to get real or to get granular about creating community change.

It's divided into education, income and health for simplicity's sake, but we know these issues are integrated in real life. It's the poorest children who are struggling the most in school; kids who don't eat well or exercise enough often have a tougher time learning. Much of what influences our health happens outside of the doctor's office – in our schools, workplaces and neighborhoods. The foundation of a family's financial stability is education. At the end of the day, education, income and health are inextricably intertwined. But you have to start where you are – so your community may want to start with the issue in which you have the most partners, the greatest traction and perhaps a few interim successes.



WALKING THE PATH

Creating the scope and depth of change our communities need requires broad community participation and collaboration – first to ensure that local plans reflect local perspectives, conditions, data and assets, and then to implement those plans successfully and achieve lasting change.

Every community should tap into traditional and non-traditional partners—from the public, private and nonprofit sectors; education, health care, labor, and the faith community; neighborhood and community groups, civic and fraternal organizations, and informal associations.

Individual residents are essential to the conversation, including students, parents, teachers, workers, employers, physicians, health care personnel, senior citizens, and

others who are affected by vital education, income and health issues.

The work should be grounded in an understanding of the aspirations, experiences and perspectives of diverse segments of the community. Community conversations and intensive listening are the best ways to get grounded from the onset. Your community's work should be informed by local input, local data, local research and expertise that help partners and the community:

- Understand the real problems people in your community face, including underlying issues rooted in neighborhood conditions, public attitudes, and the policies, practices, access issues, lack of coordination, and other attributes of organizations and systems.

- Select the appropriate strategies for addressing those issues, taking current work into account so that efforts complement and support, rather than duplicate or compete.
- Adapt evidence-based implementation approaches to fit local conditions and assets.
- Mobilize and align individuals and organizations to give, advocate and volunteer to support the strategies.
- Communicate progress and results to demonstrate accountability and engage more of the community in the work.

Collaborative efforts of this size and complexity benefit from having a “backbone” organization that supports, facilitates, and coordinates basic functions and moving parts. Different organizations will step into this role in different places. In many communities it may be United Way that, having fulfilled this role in earlier multi-sector efforts, such as Success By 6®, a workforce development partnership, a large-scale EITC/VITA project or a 100 percent Access-Zero Health Disparities initiative, has the experience, capacity and earned trust to make this contribution to the work.

Executing these strategies successfully requires collaborating, engaging people and organizations from across the community, and working across multiple fronts. To achieve collective impact – a group of cross-sector players committing to a long-term agenda for solving a specific social problem – United Ways may (or may not) need to lead the way in building coalitions with government, business, labor, nonprofits and more.

Whether United Ways play a prominent role in implementing these strategies, understanding the issues at play in all of the strategies is vital. Understanding is the first step on the path of credible and effective community leadership.

NEXT STEPS

Like many “think pieces,” this is a work in progress. We wanted to stop and share our best current thinking with you, but we’re continuing to fine-tune. We’ll post future iterations online at www.unitedway.org.

STILL IN PROGRESS:

- **Public policy framework:** National, state and local policy efforts are integral to our success and have been a key aspect of our work to meet our 10-year goals. The next phase of this effort is to work with network leaders and policy experts to identify state policy priorities and to refine our national public policy agenda to further support core community strategies and high-impact approaches to implementing them.
- **National partnership plans:** United Way will engage national partners with expertise, resources and networks that complement and extend national and local efforts.

These policy and partnership pieces will advance the education, income and health work nationally, and provide insights, tools and templates that community partnerships can use.





EDUCATION

Anyone working to improve education understands that it's a cradle-to-career undertaking. Education starts at birth, and children learn wherever they are. That's why United Way has put emphasis on five education focus areas over the last several years: school readiness, early grade reading proficiency, middle grade success, high school graduation and post-secondary success.

Historically, United Ways have had a strong presence in early childhood education, with Success By 6® still the nation's largest network of school readiness coalitions and an early pioneer of mobilizing communities around children. Those early years are the building block of a successful school career.

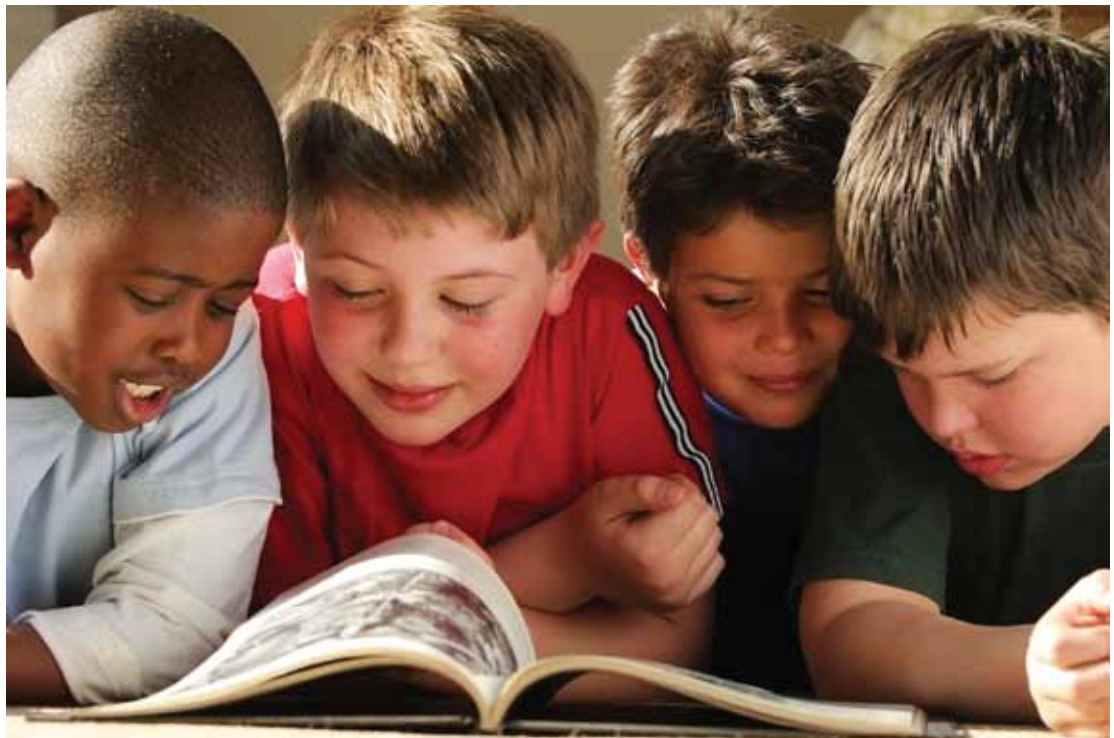
United Way Worldwide has been working to get laser-focused on a few education strategies that we can execute against forcefully, at the national, state and local level. United Way's Education Advisory Group, a cross-functional group of local and state United Way field leaders, has chosen a few focus areas, and then drilled down into each to understand and identify:

- Critical obstacles and underlying issues to achieving the desired outcome;
- Evidence-based community strategies that can address the underlying issues;
- Meaningful roles that United Ways could play in support of the community strategies.

Out of this have emerged two priority focus areas for education:

- 1) Early grade reading proficiency, which is built on the cornerstone of school readiness.
- 2) Success in the middle grades and on-time high school graduation, which are woven together here since many of the strategies are cross-cutting.

A third area to be fleshed out by 2013 is college access and completion.



EARLY GRADE READING PROFICIENCY

Many of us may not realize that reading is a critical bridge to success in school, work and life. Children generally are learning to read until third grade. By the fourth grade, they should be reading to learn. After that, coursework gets harder and reading becomes more challenging. Students who don't read well have increasing difficulty keeping up. This can lead to bad grades, disengaging from school, and dropping out. **In fact, children who aren't reading at grade level by the end of third grade are four times as likely to drop out of high school.**¹

But nationally, two-thirds of students are not reading on grade level by fourth grade, the earliest year of testing in the National Assessment of Educational Progress (NAEP). That proportion rises to four-fifths for children from

low-wage families. Although school districts and states may measure reading at different times in elementary school, NAEP is the only national reading report card. (Find your state's data at www.nces.ed.gov/nationsreportcard.) And extrapolating from other data, experts estimate that at least six million children in first through third grades are likely to be reading below grade level as well.²

Fortunately, there are proven methods to boost students' reading skills in the early grades. Here is a snapshot of core community strategies to boost early grade reading, implementation approaches experts say will have the biggest impact on the most people, and significant roles United Ways can play to drive those approaches.

1 Donald J. Hernandez, Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. The Annie E. Casey Foundation; Center for Demographic Analysis, University at Albany, State of New York; Foundation for Child Development, 2012. <http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid={8E2B6F93-75C6-4AA6-8C6E-CE88945980A9}>

2 The National Center for Education Statistics (www.nces.gov) reports that more than 34 million students are enrolled in public schools, pre-kindergarten through eighth grade. This means that at least 6 million children in 1st through 3rd grades are unlikely to be reading proficiently by 4th grade.

STRATEGY 1: Strengthen schools to ensure students are engaged in learning

HIGH-IMPACT IMPLEMENTATION APPROACH

Assure the availability of research-based reading curricula and provide professional development for teachers and principals in the area of reading.

ROLES UNITED WAYS CAN PLAY

- Provide human and/or financial resources for professional development for teachers and principals in the area of early grade reading.
- Advocate for the use of research-based curricula for teaching reading and ongoing professional development for teachers focused on reading instruction and intervention.

STRATEGY 2: Provide support to students struggling with reading in kindergarten through third grades

HIGH-IMPACT IMPLEMENTATION APPROACH 1

Work collaboratively with schools to develop and use an early warning and intervention system that assesses the reading levels of all early elementary students frequently and identifies chronically absent students and students struggling with reading.

ROLES UNITED WAYS CAN PLAY

- Advocate for early and frequent research-based reading assessments for all students.
- Work with school districts to analyze their existing data or develop new data systems and use the data to provide supports to students tailored to their specific challenges.

HIGH-IMPACT IMPLEMENTATION APPROACH 2

Create infrastructure within the community to attract, screen, train, retain and increase the number of high-quality volunteer tutors using evidence-based practices to support struggling readers in concert with classroom teachers, school curricula and school leadership, including in and out of the classroom.

ROLES UNITED WAYS CAN PLAY

- Bring data to life via compelling narratives and info-graphics and elevate the issue to drive community members to take action on early grade reading.
- Partner with business and corporate partners to engage their employees as volunteer reading tutors.
- Partner with schools, teachers and community-based organizations and the Corporation for National and Community Service, Experience Corps (now part of AARP) and AmeriCorps to provide research-based tutoring interventions to students struggling with reading.
- In partnership with schools and in concert with classroom teachers, recruit and provide evidence-based training for volunteer tutors to work with students who require additional one-on-one reading assistance.

HIGH-IMPACT IMPLEMENTATION APPROACH 3

Improve the availability, accessibility and quality of reading programs offered outside the classroom and in the summer to include strong research-based language and literacy components that are aligned with school curricula.

ROLES UNITED WAYS CAN PLAY

- Develop and create collaborative complementary reading programs (outside of regular school hours) that intentionally and seamlessly connect reading help to school curriculum.
- Broker relationships between schools and existing community reading programs to ensure the exchange of data around student outcomes and to establish the connection of the program with school curricula.
- Create funding incentives for community reading programs that use best practices and research, have strong student outcomes and work in concert with the schools and school curricula.

STRATEGY 3: Empower families to help their children read and learn

HIGH-IMPACT IMPLEMENTATION APPROACH 1

Collaborate with schools to provide opportunities that help families access information about school requirements and information about their child (e.g., attendance, behavior and daily homework assignments).

ROLES UNITED WAYS CAN PLAY

- Convene and facilitate community organizations, schools and families to develop and implement a comprehensive family engagement plan in elementary schools with low reading scores.
- Partner with business and corporate partners around developing policies in the work-

place that permit parents (or grandparents raising children) to attend education-related activities during work hours.

- Partner with libraries to have computers available for families to use to check on their students' attendance and other school activities, and set up kiosks for families' use in schools.
- Engage community partners in working collaboratively with schools to plan and deliver a series of workshops for families, including an orientation before school starts, about the importance of daily attendance and the completion of homework, and offer an incentive for attending, such as a refurbished computer or discounted internet rate.

HIGH-IMPACT IMPLEMENTATION APPROACH 2

In partnership with schools and the medical community, develop a system that includes literacy as part of the developmental assessment of young children during their visit with the doctor.

ROLES UNITED WAYS CAN PLAY

- Engage and convene the medical community to acknowledge and leverage its role as trusted advisor to parents in the early years and create efficient and effective literacy strategies for use by the physician during the visit with the parent and child.
- Advocate for the medical community's use of developmental screenings that include literacy as part of the assessment.

COMMUNITY STRATEGIES AND APPROACHES IN ACTION

EARLY LITERACY COLLABORATION IN FORT WAYNE

More than 1,000 third graders in Fort Wayne, Indiana aren't reading on grade level. Statistics suggest that 74 percent of those children may not catch up. That's why United Way made a 10-year commitment to ensuring all local children read at grade level by the end of third grade. *Learn United* is a collaborative effort coordinated by United Way of Allen County, the Allen County Education Partnership, the Greater Fort Wayne Chamber of Commerce and the four local school districts. At the center of this effort are three goals:

- **All women have access to early and regular prenatal care.** One in seven Allen County babies is born prematurely. By helping prevent premature births, the need for costly special education later in life is reduced.
- **All children enter school with the literacy skills needed to learn to read.** Kids with more exposure to reading prior to kindergarten have a huge advantage – and all kids should have that advantage.
- **All third graders in Allen County pass their state reading test.** Third grade is a pivotal year in a child's education, so passing the state reading test is an indicator of their future success.

United Way of Allen County has aligned its annual workplace giving campaign with the issue of early literacy, helping community residents understand how they can give, advocate and volunteer to support early literacy. United Way is connecting volunteers with struggling readers in kindergarten through third grade. With their partners, they've also implemented *Real Men Read*, in which male community volunteers read with second and third graders in classrooms; and *Story Friend*, in which volunteers read books with pre-kindergarten children.

SCHOOLS OF HOPE IN GRAND RAPIDS

The Heart of West Michigan United Way is zeroing in on first through third graders in its most disadvantaged neighborhoods. The Grand Rapids community, including faith leaders, employers and school districts, has come together around 900 young students who need the most help. About 1,200 community volunteers – including college students and retirees – work one-on-one with kids in schools for 30 minutes a week. More than 60 companies give employees paid time off to mentor. Congregations host after-school and family literacy programs.

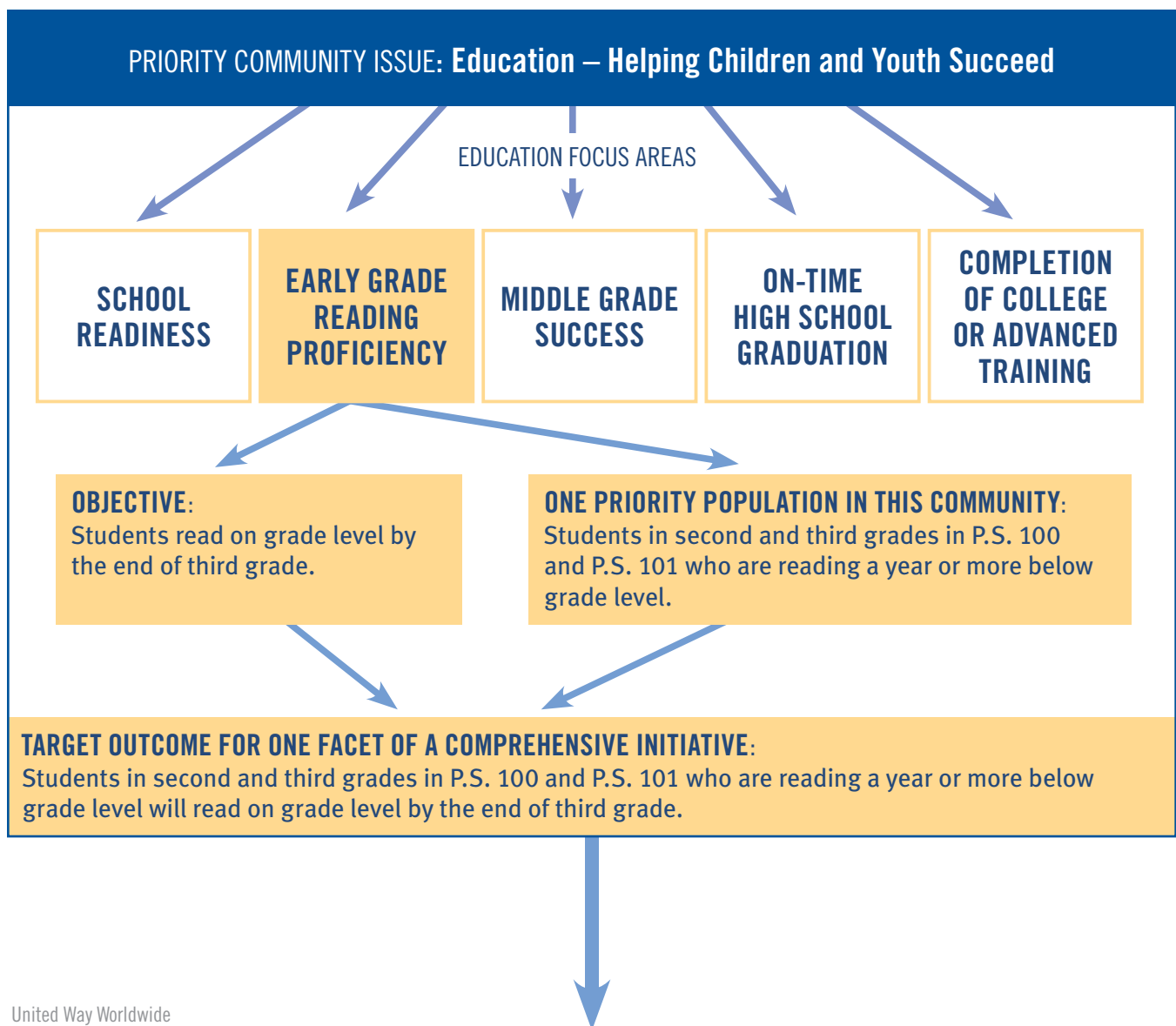
It's working. Students in the *Schools of Hope* program are making greater reading gains than their peers. And those in the afterschool program are gaining a year and a half's worth of academic growth in just nine months.

In addition to the partnership with the school district, United Way has partnered with five colleges where education professors have built tutoring requirements into the course syllabi. Many students continue to volunteer as tutors even after the semester ends, with the United Way retaining a majority of the volunteers.

EXAMPLE COMMUNITY PLAN FOR ACTION: EARLY GRADE READING PROFICIENCY

This is a two-part graphic depiction of what specific early grade reading strategies and implementation approaches might look like in a particular community.

The first part (below) starts with a comprehensive view of the issue of education, reminding us that this issue has many components requiring attention to create large-scale change that benefits all segments of a community. Targeting a specific focus area provides a place to begin working, but it is important to keep the larger picture in mind. The second part (next page) gives examples of core community strategies and high-impact approaches to implementing them that a community might pursue to achieve meaningful results for a specific population for whom the objective is currently out of reach.





STRATEGY 1:

PROVIDE SUPPORT TO STUDENTS STRUGGLING WITH READING

- Create community infrastructure to attract, screen, train, retain and recognize high-quality volunteer mentors and tutors who use evidence-based practices in schools and other community settings to support struggling readers in concert with classroom teachers, school curriculum and school leadership.
 - Recruit parents and other community members concerned about education.
 - Enlist local employers to offer paid time off for volunteer readers/tutors.
 - Engage local media in publicizing the program and recognizing volunteers.
- Increase the availability and accessibility of after-school and summer programs that include strong research-based language and literacy components aligned with school curricula.
 - Create funding incentives for community reading programs that meet these criteria.
 - Conduct targeted outreach to increase enrollment of second and third grade students who are struggling with reading.
 - Advocate for state and school district policies that expand families' access to high-quality summer learning programs focused on reading.

STRATEGY 2:

STRENGTHEN THE SCHOOLS TO ENSURE STUDENTS ARE ENGAGED IN LEARNING

- Work collaboratively with the schools to develop and use an early warning and intervention system to assess reading levels of all early grade readers.
 - Advocate for early and frequent research-based reading assessments for all students.
 - Support school personnel in using data to inform instruction.
- Encourage assessment of current reading curricula against research-based standards and adoption of more effective curricula as needed.
- Support professional development for teachers and principals in the area of reading instruction.
 - Advocate for additional funding for professional development focused on reading instruction.
 - Explore the use of technology and online learning to enhance professional development and coaching.
- Work with school districts to analyze their existing data or to develop and use new data systems to identify and provide supports to chronically absent students.

STRATEGY 3:

EMPOWER FAMILIES TO HELP THEIR CHILDREN READ AND LEARN

- Convene and facilitate community organizations, families, and school personnel to develop and implement a comprehensive family engagement plan.
- Advocate for the medical community's use of developmental screeners that include literacy as part of the assessment.
- Work with the local library to create a weekly parent-child reading hour for early grade students.
- Equip pediatricians, child care and other service providers, librarians, faith leaders, and peer leaders to:
 - Disseminate materials on how to support children's reading skills.
 - Teach/coach/motivate families on actions that build language/literacy.
 - Make referrals to out-of-school programs that focus on reading.
- Distribute research-based materials on activities that promote age-appropriate language/literacy development in places where families live, work, shop, play, and pray.



MIDDLE GRADE SUCCESS AND ON-TIME HIGH SCHOOL GRADUATION

Every year, more than one million American students fail to graduate high school on time; four in ten students of color fail to earn a diploma. Of those that do graduate, fewer than one in three are prepared to do challenging college coursework – and too many drop out of college.

We know that high school graduates earn more, and that dropouts are more likely to be unemployed, to be incarcerated and to receive public assistance; and they are less likely to pay taxes or vote. But it's a national economic issue, too. Improving the nation's graduation rate would boost our nation's economy, cut costs to taxpayers and help to meet increased demands for a highly skilled workforce. Cutting the dropout rate in half would save taxpayers \$45 billion a year and generate more revenue. It would also increase the number of young people eligible and prepared for post-secondary education and/or credentialing.

Research shows that poor transitions into and out of the middle grades are strongly linked to failing to finish high school. According to our

national report card on student progress (NAEP, at <http://nces.ed.gov/nationsreportcard/>) the majority of eighth graders miss the “proficient” mark in mathematics, reading, and science. In high school, they fall further behind. Poor academic preparation and performance, deepening disengagement, and increases in risk-taking behaviors lead many to dropping out.

The obstacles to success in middle grades are the same as those in high school, although they look different because of developmental differences between middle and high schoolers. But too often, communities that target graduation improvement focus only on high school students, frequently ignoring more effective opportunities to intervene earlier in the trajectory.

Fortunately, there are proven comprehensive methods for boosting both middle grade success and on-time high school graduation. Here is a snapshot of core community strategies to improve middle grade success and on-time high school graduation, implementation approaches experts say will have the most impact on the most people, and significant roles United Ways can play to drive those approaches.

STRATEGY 1: Organize a system of smart wraparound supports for struggling students to promote academic success and on-time high school graduation

HIGH-IMPACT IMPLEMENTATION APPROACH

Create early warning and intervention systems to identify students at risk of dropping out and provide these students with tailored school, family, and community supports.

ROLES UNITED WAYS CAN PLAY

Partner with local school systems to facilitate and/or fund the development of early warning systems to identify students in low-performing and/or high-poverty middle and high schools that are at risk of dropping out. Use existing research on the components of early warning systems to identify school-specific indicators (grades, attendance, behavior), and focus on creating actionable data that school and community stakeholders can use to target and strengthen student supports.

IN COMMUNITIES WHERE EARLY WARNING SYSTEMS ALREADY EXIST, UNITED WAYS CAN:

- Broker partnerships and establish structures to connect low-performing and/or high-poverty schools with community-based organizations and businesses that can provide targeted interventions to students at risk of dropping out.
- Leverage established relationships and structures to recruit, in partnership with low-performing and/or high-poverty schools, a “second shift,” or cadre of caring adult and near-peer volunteers to provide students at risk of dropping out with tailored supports, including tutoring, mentoring, coaching,

career exploration, and college planning. Promote shared accountability through partnership agreements with receiving schools to ensure that external supports complement and enhance needed school-based improvement efforts.

STRATEGY 2: Engage and empower parents and families to support student success and on-time high school graduation

HIGH-IMPACT IMPLEMENTATION APPROACH

Inform families of how best to support their children’s middle grade and high school success, including advocating on behalf of their children (or grandchildren); organizing families to advocate for school reform; and strengthening school-family connections.

ROLES UNITED WAYS CAN PLAY

- Communicate with families via parent liaisons, websites, tip sheets, text messages, trusted advisors, service providers, etc. to let them know how best to support their children (at home and in the community), advocate for their children in school, and position their children for success in middle grades, high school, college, and career.
- Mobilize families to create demand for school improvement.
 - Convene community conversations and share data on school and district performance, needs and challenges.
 - Coach and train parents to understand school-level data to help identify and advocate for specific school improvement strategies.

STRATEGY 3: Reform and improve schools and school districts to ensure student engagement, learning, and preparation for life success

HIGH-IMPACT IMPLEMENTATION APPROACH 1

Work to ensure that school districts provide all schools with the necessary conditions for success. This includes system-wide policies and supports regarding teacher assignment and effectiveness, school leadership, curriculum, instruction, accountability, funding, discipline, scheduling, school absence, and alternative pathways to graduation.

ROLES UNITED WAYS CAN PLAY

- Partner with school improvement organizations and/or use existing tools to undertake a district capacity assessment that identifies obstacles to high performance and articulates strategies to address these obstacles – including specific supports and resources needed.
- Share school system capacity assessment data to increase public awareness and build the demand for change. Communicate widely about school reform efforts and related successes to provide “air cover” for school and municipal leaders who are championing reforms.

HIGH-IMPACT IMPLEMENTATION APPROACH 2

Turn around low-performing schools and provide new school options. Partner with schools to ensure that they are designed and staffed to boost student engagement and academic performance, support student transitions, and provide clear pathways to college and career.

ROLES UNITED WAYS CAN PLAY:

- Identify the elementary and middle schools that “feed” into low-performing high schools with low graduation rates.
- Use information on feeder patterns to create transition programs (e.g., ninth grade academies) for students who are entering low-performing and/or high-poverty middle and high schools and have been identified by early warning systems as being at risk of academic failure.
- In communities where United Ways have established strong and trusting relationships with school district leaders, United Ways can support needs and capacity assessments of targeted schools (including school leadership, curriculum, instruction, school climate, etc.) and advocate for customized supports to build individual school capacity for improvement (e.g., turn-around specialists, school coaches, professional development for teachers and administrators, flexible scheduling, additional support staff).

COMMUNITY STRATEGIES AND APPROACHES IN ACTION

LEARNING TO FINISH IN JACKSONVILLE

Jacksonville, Florida's *Learning to Finish* Collaborative is a partnership of United Way of Northeast Florida, The Community Foundation in Jacksonville, the Jacksonville Children's Commission, the Jacksonville Public Education Fund and Duval County Public Schools formed to solve the dropout crisis in Jacksonville public schools. The partners had worked together on many education initiatives beginning in the 1990s, but this collaborative effort has taken things to a new level. In the five years since *Learning to Finish* was launched, partners have conducted local research, visited other communities to observe promising practices, established early warning and response systems in challenged middle and high schools, introduced a new national model for over-age, under-accredited middle school students – and achieved more together than any of the partner organizations could have done separately. Results? In the past five years, Jacksonville's on-time graduation rate has increased from 61 percent to 71 percent.

GRADUATING OUR FUTURE IN WINSTON-SALEM

Winston-Salem, North Carolina's *Graduating Our Future* initiative integrates a variety of evidenced-based practices to increase the academic success of middle and high school students leading to an increase in the community's graduation rate. Implemented by the United Way of Forsyth County, YMCA, Family Services, and Big Brothers Big Sisters in collaboration with the local schools, this pilot focuses on the magnet high school with the area's lowest graduation rate and the largest middle school feeding into that high school. Targeted students receive an array of supports including:

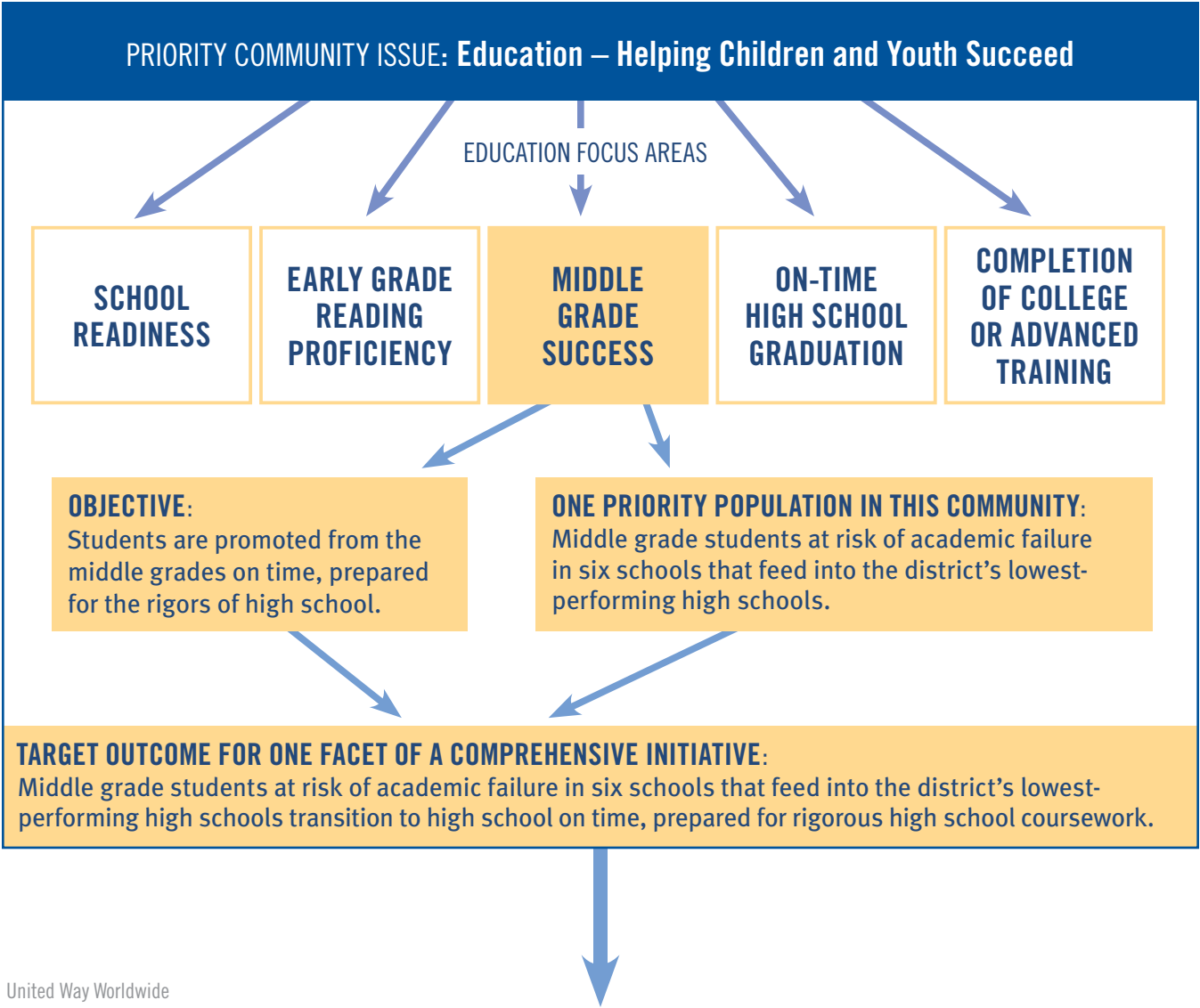
- A summer transition program for incoming sixth and ninth graders targeted to students below grade level.
- Intensive before/after-school and in-class tutoring and credit recovery opportunities.
- Mental health and family counseling.
- Mentoring/coaching.
- Attendance counseling for students and families.

In three years, the high school's graduation rate has increased 13 percent and the percentage of students passing end-of-course tests has increased 67 percent. In the middle school, the percentage of students testing on grade level has increased 137 percent in mathematics and 115 percent in reading.

EXAMPLE COMMUNITY PLAN FOR ACTION: MIDDLE GRADE SUCCESS

This is a two-part graphic depiction of what specific middle grade success strategies and approaches to implementing them might look like in a particular community.

The first part of the graphic (below) starts with a comprehensive view of the issue of education, reminding us that this issue has many components requiring attention to create large-scale change that benefits all segments of a community. Targeting a specific focus area provides a place to begin working, but it is important to keep the larger picture in mind. The second part of the graphic (next page) give examples of core community strategies and high-impact approaches to implementing them that a community might pursue to achieve meaningful results for a specific population for whom the objective is currently out of reach.





STRATEGY 1:

ORGANIZE A SMART SYSTEM OF WRAPAROUND SUPPORTS FOR STRUGGLING STUDENTS TO PROMOTE ACADEMIC SUCCESS

In-school supports

- Use academic records of entering students to identify and provide support to those who are off track; e.g.:
 - Transition assistance – buddy system; pre-entry orientation to academic expectations; workshops on study and organizational skills, time management, note taking, etc.
 - As-needed tutoring, homework assistance, attendance monitoring, mentoring, etc.
- Designate a coordinator at each school to coordinate the provision of school- and community-based services tailored to struggling students' academic and social needs.

Out-of-school supports

- Connect struggling students with community-based out-of-school time programming, including trained tutors, that complements school curricula and instructional methods.
- Connect struggling students with service learning, apprenticeship, volunteer, mentoring, and other community-based opportunities to explore career options and participate in community life.

STRATEGY 2:

REFORM AND IMPROVE THESE SCHOOLS TO ENSURE STUDENT ENGAGEMENT, LEARNING, AND PREPARATION FOR A RIGOROUS HIGH SCHOOL CURRICULUM

- Provide professional development for school administrators and teachers, including coaching on instructional methods focused on middle grades.
- Provide challenging and developmentally appropriate curricula that:
 - align to common core standards and high school course-work and
 - help students connect what they're learning to the real world and career interests.
- Institute intensive learning arrangements for students below grade level (e.g., double-block periods, "catch-up" instruction in reading and mathematics).
- Offer extended-day programs to provide academic enrichment that complements school-day instruction.
- Advocate for increased resources for these schools, including highly qualified teachers, support staff and peer coaching on effective practices, and for allowing flexible school-day scheduling.

STRATEGY 3:

ENGAGE AND EMPOWER PARENTS AND FAMILIES TO SUPPORT STUDENT SUCCESS

In-school supports

- Provide school principals with research on, and support in implementing, effective family engagement approaches.
- Mobilize community volunteers to assist schools in implementing family engagement activities.

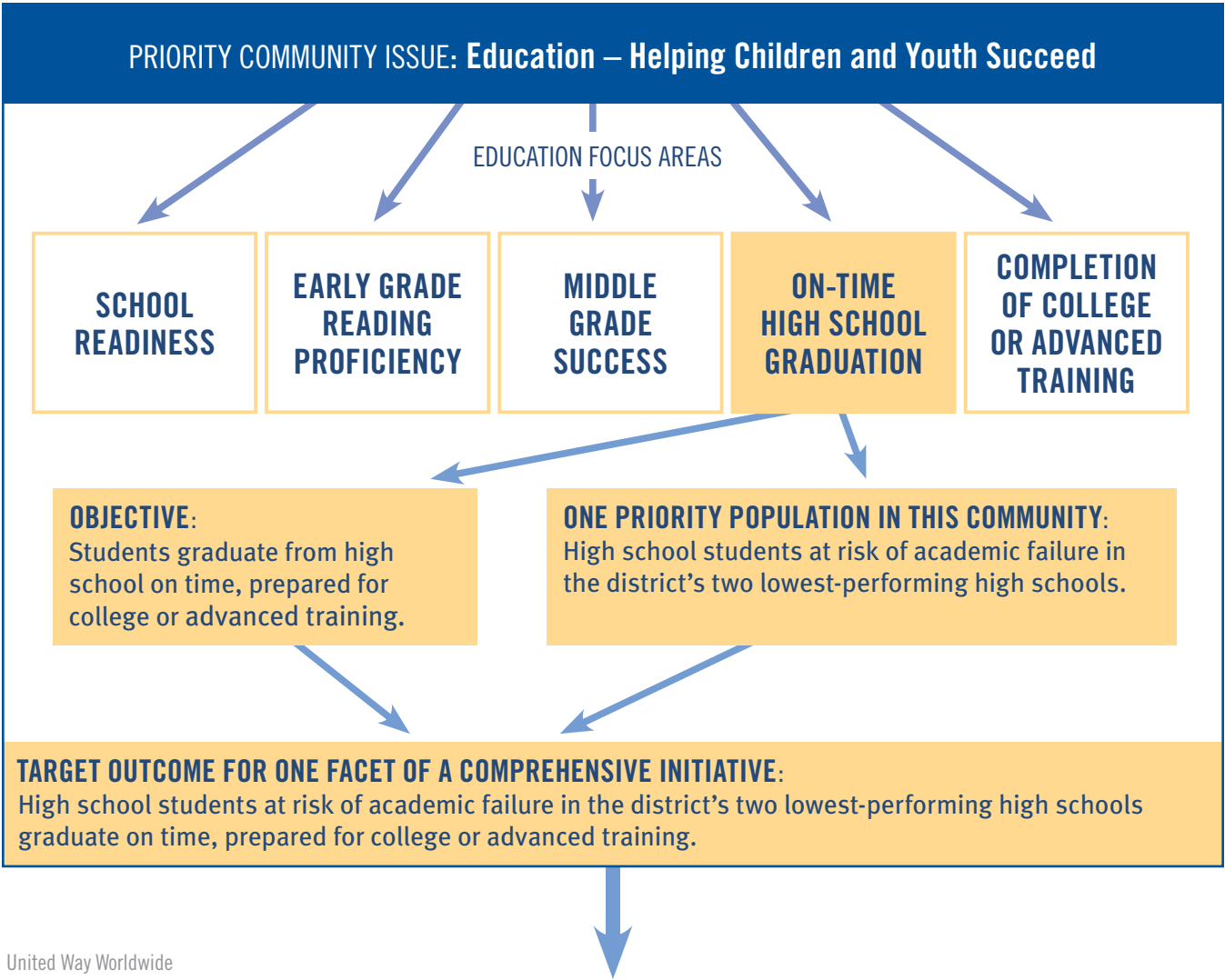
Out-of-school supports

- Engage with families of struggling students to identify financial and other family challenges that constrain support for students; connect families with relevant and integrated community-based resources (e.g., family counseling, health services, food assistance, transportation).

EXAMPLE COMMUNITY PLAN FOR ACTION: ON-TIME HIGH SCHOOL GRADUATION

This two-part graphic focuses on on-time high school graduation. It starts with the same comprehensive view of education that was shown in the middle grade success graphic. It then identifies a high school graduation objective and a priority population that come together in a different target outcome. The next page shows examples of core community strategies and high-impact approaches to implementing them that a community might pursue to achieve the high school graduation outcome.

To graduate on time prepared for their next step, struggling students need a continuum of supportive experiences that begins prior to their entry into the middle grades. The form and content of these experiences, however, need to shift as students get older to respond to important developmental changes. Thus, while the core strategies and some of the implementation approaches in this example are the same as those in the previous one, there also are differences that reflect high school students' increasing concern with the next stage of their life.





STRATEGY 1:

ORGANIZE A SMART SYSTEM OF WRAPAROUND SUPPORTS FOR STRUGGLING STUDENTS TO PROMOTE ACADEMIC SUCCESS

In-school supports

- Use academic records of entering students to identify and provide support to those who are off-track; e.g.:
 - Transition assistance – buddy system; pre-entry orientation to academic expectations; workshops on study and organizational skills, time management, note taking, etc.
 - As-needed tutoring, homework assistance, attendance monitoring, mentoring, etc.
- Designate a site coordinator at each school to coordinate provision of school- and community-based services tailored to struggling students' academic and social needs.

Out-of-school supports

- Connect struggling students with apprenticeship, internship, volunteer, job shadowing, service learning, mentoring, and other community-based opportunities to explore career options and participate in community life.

STRATEGY 2:

REFORM AND IMPROVE THESE SCHOOLS TO ENSURE STUDENT ENGAGEMENT, LEARNING, AND PREPARATION FOR COLLEGE OR ADVANCED TRAINING

- Provide professional development for school administrators and teachers, including coaching on instructional methods focused on high school.
- Provide counseling that helps students set career directions, understand post-secondary education/training needed, and make appropriate high school coursework choices.
- Provide challenging coursework aligned to common core standards and college or advanced training entry requirements.
- Institute intensive learning arrangements for students below grade level (e.g., double-block periods, “catch-up” instruction in reading and mathematics).
- Offer extended-day programs to provide academic enrichment that complements school day instruction.
- Implement curricula (“career academies”) that prepare students for high-skilled jobs or trades.
- Advocate for increased resources for these schools, including highly qualified teachers, support staff and peer coaching on effective practices, and for allowing flexible school-day scheduling.

STRATEGY 3:

ENGAGE AND EMPOWER PARENTS AND FAMILIES TO SUPPORT STUDENT SUCCESS

- Provide school principals with research on, and support in implementing, effective family engagement approaches.
- Equip families to help their students make decisions by providing information on:
 - Student's options beyond high school and the related post-secondary education/training implications.
 - High school course and experience requirements for entry to various post-secondary opportunities.
 - School and school district offerings, including advanced placement courses, alternative and work-linked learning and other options.
 - Student academic performance and progress toward graduation and post-secondary entrance requirements.
 - Availability of ACT, PSAT, and SAT test preparation assistance.
 - Post-secondary financial aid – including completion of the FAFSA application form – and other financing options.



INCOME

The cost of housing, health care, child care, gas and other basics is far surpassing income in America. Many families are barely getting by, even working multiple jobs. Almost half of all households in America earn less than \$55,000. After basics, there is often no money left to save for buying a home, sending kids to college or retiring. Just one unanticipated expense – a car breakdown, an uninsured illness, a week without a paycheck – can lead to crisis.

The situation is most critical for lower-income working families. Note the emphasis on *working* families – those in which one or two adults together work the equivalent of a full-time job or more but still don't earn enough to make ends meet. Achieving greater financial stability allows lower-income working families to move toward financial independence.

A good indicator of financial stability is the percentage of family income spent on housing, typically the biggest expense. Anything over 40 percent carries a significant risk of instability. Yet today, more than one one-third of lower-income working families spend more than that on housing.

Let's put that in perspective. A full-time worker must earn at least \$18.46 an hour to afford a modest, two-bedroom rental (according to the National Low Income Housing Coalition's 2011 report, *Out of Reach*). But minimum wage doesn't even hit \$7 per hour in most states. That means even families with two adults working full-time are hard-pressed to afford decent rental housing.

United Way Worldwide surveyed the research, assessed what's working, and talked with national experts and local United Ways doing this work to identify five major building blocks of financial stability:

- Family-sustaining employment
- Income supports
- Savings and assets
- Manageable expenses
- Affordable housing

To decide where to focus, a group of field leaders from across the United Way network, along with United Way Worldwide staff and national experts, decided that the **cornerstone of financial stability – family-sustaining employment – should be a priority area of focus for the United Way network.**

In communities across the country, the recession has created or exacerbated high levels of un- and under-employment and has highlighted the mismatch between labor force skills and available jobs. At the same time, the recession has spurred non-traditional partners – local officials, employers, labor unions, nonprofits, community leaders and others – to come together to identify solutions to a common problem. The nation's families, communities and the country itself need continued strategic, collaborative action on this challenge.

FAMILY-SUSTAINING EMPLOYMENT

Family-sustaining employment means a job that pays a family-sustaining wage, provides paid sick leave, and offers pathways for wage and career advancement. However, more than 40 million Americans – almost 25 percent of the adult population – earn less than \$27,000 annually in jobs that do not provide basic health care coverage or paid sick leave.

These workers often struggle to afford food, rent, child care, and transportation, with little left over for saving and investing. Families must have a steady source of income that covers the cost of basic necessities before they can make more long-term financial decisions regarding savings and asset building.

Increased global competition has challenged American companies to compete with lower labor costs in other countries and has led to the decline of the country's manufacturing sector that requires workers to get stronger educational and technical skills and competencies in order to compete in the current job market. Now more than ever before, educational attainment is fundamental to an individual's long-term earning potential.

The challenge is to connect current adult earners and disconnected youth with alternative education, training and work experience opportunities. Through education, training, and sector-based strategies that connect skilled workers with jobs in growing sectors (including health care, technology, green industries, and community infrastructure) low-wage individuals can obtain family-sustaining employment that offers the potential for career advancement. This will benefit communities as well as families. Communities with a stable, skilled workforce are more economically competitive and have greater potential to attract business and revitalize neighborhoods.

Here is a snapshot of core community strategies to connect lower-income earners with family-sustaining employment, along with high-impact approaches to implementing two of those strategies and significant roles United Ways can play to drive those approaches. Implementation approaches and United Way roles for the other two strategies are under development.

STRATEGY 1: Increase the number of family-sustaining jobs

High-impact implementation approaches and significant roles for United Ways are in development.

STRATEGY 2: Increase enrollment in and completion of degree, certification, and training programs

High-impact implementation approaches and significant roles for United Ways are in development.

STRATEGY 3: Connect individuals to family-sustaining jobs in high-growth sectors

HIGH-IMPACT IMPLEMENTATION APPROACH

[Develop sector-based workforce partnerships that connect low-income earners to family-sustaining jobs.](#)

Sector-based workforce partnerships are defined as those that: (1) identify promising growth economic sectors in a given locality or geographic region; and (2) align education, training, workforce development and other service programs in support of individuals seeking employment in the identified growth sectors. These collaborative efforts provide training that is tailored to employer needs in specific labor markets. Sector-based strategies also develop career ladder and lattice programs that provide upward and lateral training pathways with multiple points of entry for workers with diverse career goals.³

ROLES UNITED WAYS CAN PLAY

- Fund sector-based analysis of the regional economy to identify high-growth industries and jobs within those industries that pay family-sustaining wages.
- Create a regional funding collaborative to support sector-based workforce partnerships, including strategic investments in targeted education and training programs.
- Work with Chambers of Commerce to align regional economic development activities with sector-based workforce partnerships.
- Fund internships and summer jobs to expose individuals to regional high-growth industries.
- Create and/or fund workforce navigators (people or systems) to help pre-qualify individuals and guide them through the employment process.
- Promote data and competency-driven job placement practices in targeted sectors.
- Partner with Workforce Investment Boards to ensure that federal and state workforce training programs align with sector-based strategies.
- Partner with community colleges to align curriculum with employment in growth sectors in the regional economy.

³ Prozio, Tony. "From Hidden Costs to High Returns: Unlocking the Potential of the Lower-Wage Workforce." Insight Center for Community Economic Development. Summer 2010.

STRATEGY 4: Provide supports to help individuals retain employment and advance their careers

HIGH-IMPACT IMPLEMENTATION APPROACH

Improve coordination between public and private organizations to provide more seamless income supports and benefits.

ROLES UNITED WAYS CAN PLAY

- Engage state and local public and private service providers to simplify benefits application procedures, streamline service delivery and identify low-cost ways to provide easier access to benefits for working individuals.
- Partner with employers to inform employees about the Earned Income Tax Credit and connect employees to free tax preparation services.
- Advocate at the federal, state and local levels for supports that may affect workers' financial situations or ability to work (child care subsidies, transportation systems that align with employment and support services, etc.).
- Convene key regional stakeholders around creative transportation solutions, including vouchers and alternative transportation options tied to specific employers.
- Coordinate efforts with other community partners that provide transportation, child care, etc. to streamline delivery and eliminate redundancy.
- Provide investments for "gap" services including books/materials for education/training, work tools, dress, cost of temp-to-permanent fee, etc.

COMMUNITY STRATEGIES AND APPROACHES IN ACTION

CLOSING THE SKILLS GAP: GREATER CINCINNATI'S REGIONAL WORKFORCE PARTNERSHIP

One-third of businesses in the Cincinnati area struggle to find qualified workers for in-demand jobs, while half the region's adults lack the skills required to secure good jobs and achieve financial stability. Recognizing that the region's long-term success depends on the creation of a qualified workforce, area employers, workforce investment boards, Chambers of Commerce, educational institutions, labor, service providers, and philanthropic funders came together in 2008 to form *Partners for a Competitive Workforce*. Managed by United Way of Greater Cincinnati, it's focused on meeting employer demand in the Ohio, Kentucky, and Indiana tri-state region by growing the skills of its current and future workforce. The Partnership is focused on three key initiatives: (1) connecting businesses with qualified workers, (2) developing sector-based career pathways to prepare individuals for in-demand careers and (3) improving work readiness.

Since 2008 the collaborative has leveraged more than \$25 million in public and private funds from local, state, and national sources. Their sector-based career pathway initiatives have trained more than 4,800 individuals for in-demand jobs with 80 percent completion and 60-70 percent job placement rates.

CENTRAL IOWA WORKS

The downturn in the economy has revealed a high number of displaced workers who, in order to be competitive, need to attain basic credentials and gain or improve their skills. *Central Iowa Works*, led by the Des Moines Area Community College and United Way of Central Iowa, is a public/private partnership designed to strengthen and expand sector-specific workforce development efforts in central Iowa.

A major part of the initiative has been the development of workforce partnership groups in key industry areas for Central Iowa. Seven such workforce partnership boards are now guiding training efforts in the information technology, financial services, construction, advanced manufacturing, health care, energy and service/retail sectors. Each workforce partnership group has created a “career pathways” chart that outlines the education and experience necessary to compete for positions in that industry and works with Des Moines Area Community College to develop training and certification programs that are more targeted to the education and skills needed to be successful. *Central Iowa Works* also developed a universal basic employee skills curriculum to provide employers with a clear, standardized tool to assess the skill level of potential and current employees, thus ensuring that job applicants have the basic work skills they needed.

CREATING A SKILLED AND SELF-SUFFICIENT WORKFORCE: HARTFORD'S WORKFORCE COLLABORATIVE

Workforce Solutions Collaborative of Metro Hartford (WSCMH) invests in the development of an educated, self-sufficient workforce with the skills that regional employers need to be competitive in today's economy. The Collaborative convenes employers, educators, government, service providers, and philanthropic organizations to address workforce development needs within key industry sectors that provide for job and career advancement.

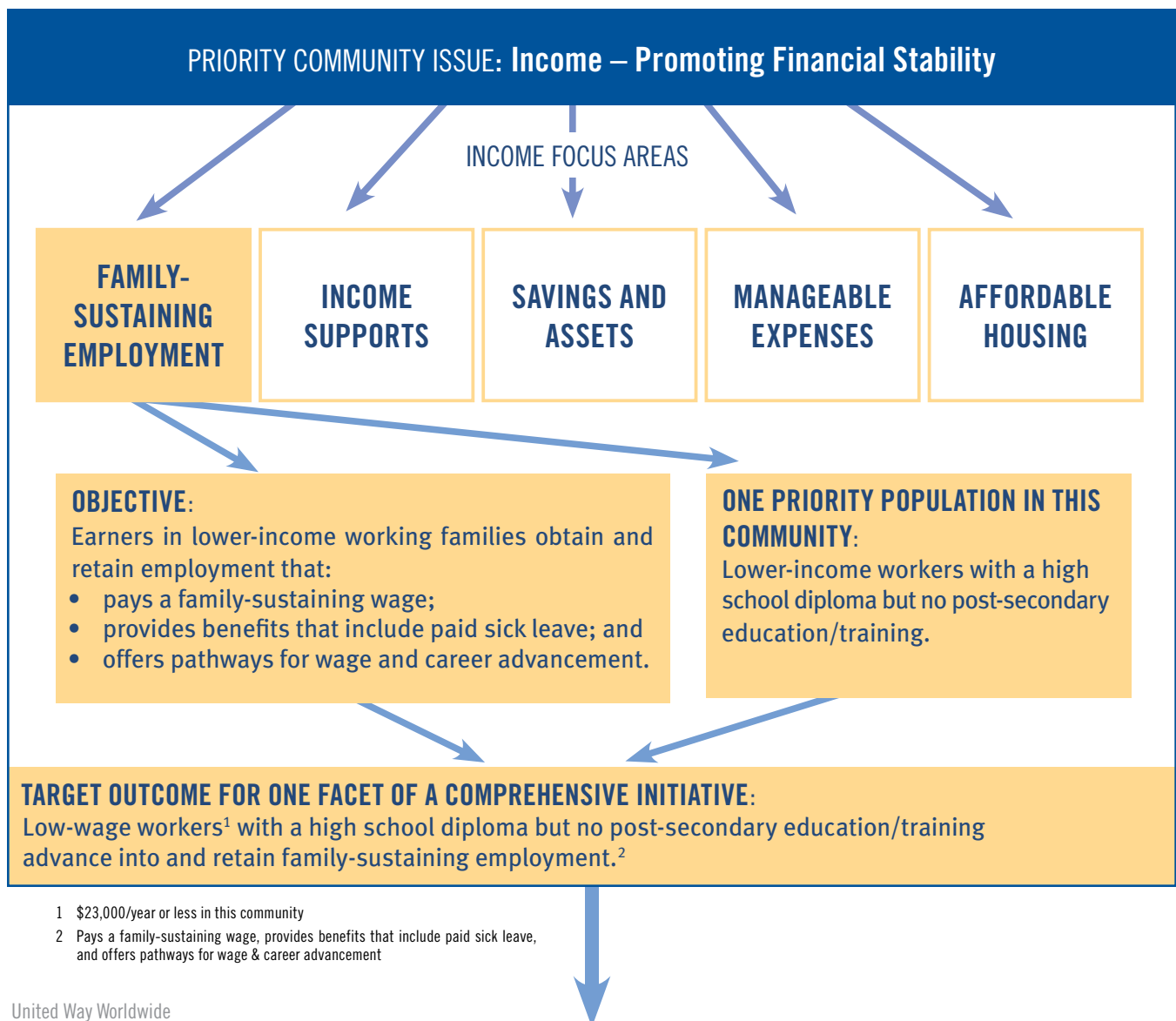
WSCMH is currently working in three sectors that offer lower lower-income employees the opportunity to advance into middle-skill jobs in manufacturing, energy and utilities, and health care given the right combination of training and support. WSCMH leverages public and private investments to strengthen and expand the region's workforce education and training system and enhances access to support services for lower-income workers.

WSCMH is a non-incorporated, independent, public/private partnership that is self-directed and governed by the regional partners that make up its Steering Committee. United Way of Central and Northeastern Connecticut (UWCNCT), the founding member of the Collaborative, serves as the funder and fiscal agent. UWCNCT's Senior Vice President currently chairs its Steering Committee and supervises the Collaborative's manager, who is WSCMH's only paid staff. UWCNCT also provides the Collaborative with office space, technology and related in-kind support.

EXAMPLE COMMUNITY PLAN FOR ACTION: FAMILY-SUSTAINING EMPLOYMENT

This is a two-part graphic depiction of what specific family-sustaining employment strategies and implementation approaches might look like in a particular community.

The first part (below) starts with a comprehensive view of the issue of financial stability, reminding us that the issue has many components requiring attention to create large-scale change that benefits all segments of a community. Targeting a specific focus area provides a place to begin working, but it is important to keep the larger picture in mind. The second part (next page) gives examples of core community strategies and high-impact approaches to implementing them that a community might pursue to achieve meaningful results for a specific population for whom the objective is currently out of reach.





STRATEGY 1

INCREASE THE NUMBER OF FAMILY-SUSTAINING JOBS IN THE COMMUNITY

- Recruit new businesses and/or industries that provide family-sustaining employment opportunities.
- Encourage entrepreneurship and small business capitalization and development.
- Advocate for tax credits and incentives that promote the creation of family-sustaining jobs.

STRATEGY 2

INCREASE THE NUMBER OF WORKERS WHO COMPLETE TRAINING/EDUCATION TO QUALIFY FOR FAMILY-SUSTAINING JOBS IN HIGH-GROWTH SECTORS

- Conduct outreach to increase enrollment in education, training, and occupational programs at collaborating companies.
- Provide career and education counseling through employers and academic institutions.
- Ensure that education and training programs funded by the local Workforce Investment Board align with skills needed for family-sustaining jobs.
- Enlist employers to allow workers to use flex time to attend classes/training.
- Assist employers in providing in-service training that builds job-related skills.

STRATEGY 2 (CONTINUED)

- Secure grants for college financial aid departments to expand available scholarship funds.
- Establish a no-interest loan fund for tuition, books, fees, and other materials.
- Arrange for free, high-quality child care while workers are attending classes.
- Encourage workers to contribute to Individual Development Accounts and use the funds for further education and training.
- Connect workers to community resources to help with child care, transportation, health problems, financial emergencies and other issues that could jeopardize program completion.

STRATEGY 3

INCREASE OPPORTUNITIES FOR WORKERS WHO COMPLETE EDUCATION/TRAINING TO OBTAIN WAGE/CAREER ADVANCEMENT

- Expand job placement activities that link workers completing education/training with family-sustaining jobs in high-growth sectors.
- Encourage employers to open advancement opportunities to workers who complete education/training programs.
- Establish locally funded Individual Development Account programs that allow savings to be used to purchase professional trade tools.

STRATEGY 4

CONNECT WORKERS WITH SUPPORTS AND SERVICES TO HELP THEM RETAIN THEIR JOBS

- Connect workers to community resources to help manage child care, transportation, health, financial and other challenges to job attendance and performance.
- Advocate for policies that streamline eligibility, verification, application and renewal procedures for public income supports.
- Make enrollment in income supports easier through the use of technology, one-stop centers and/or information and referral services.
- Enlist volunteers to conduct ongoing outreach, education, and benefits enrollment during lunch breaks at collaborating companies.



HEALTH

As the World Health Organization puts it, “Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.”⁴ Good health is fundamental to people’s capacity to enjoy their lives, to provide for their families, to realize their dreams and to contribute to society.

But Americans are not as healthy as they could be.

- Two-thirds of adults and nearly one-third of children and teens are obese or overweight. This means that 177 million Americans are at increased risk for more than 20 major diseases, including type 2 diabetes and heart disease.⁵
- One in two adults (about 133 million Americans) have at least one chronic disease.⁶ These diseases are largely preventable.
- Race and socioeconomic factors affect health from birth through old age. It’s a fact that a person’s income and education, along with accumulated wealth, occupation and neighborhood socioeconomic conditions, can influence health in many ways.⁷
- Despite having some of the best medical advancements in the world, the delivery of health care is fragmented in much of America.
- The County Health Rankings (www.countyhealthrankings.org) show us that where we live matters to our health, including how long we will live and how sick we might get.

4 World Health Organization, Constitution of the World Health Organization, Geneva, Switzerland, 2006. http://www.who.int/governance/eb/who_constitution_en.pdf.

5 F as in Fat: How Obesity Threatens America’s Future 2011, Trust for America’s Health

6 Chronic Disease—The Power to Prevent, the Call to Control: At a Glance 2009, CDC <http://www.cdc.gov/chronicdisease/resources/publications/aag/chronic.htm>

7 Race and Socioeconomic Factors Affect Opportunities for Health, What Shapes Health policy brief series, Robert Wood Johnson Foundation, 2011

The impact of ill health goes far beyond the individual. With medical insurance costs growing faster than our GDP, preventing disease is one of the best ways to improve the health of the American economy and our people.

The solution goes well beyond medical care and the health care system. Good health depends on personal choice and responsibility; however, people's health behaviors are also shaped by conditions over which they as individuals have little or no control. Both public and private sectors are recognizing major underlying factors that affect health and the roles they can play to contribute to the solution.

United Way Worldwide surveyed the research, assessed what's working, and talked with national experts and local United Ways doing this work to identify five major building blocks of health:

- Healthy eating and physical activity
- Access to health care
- Healthy choices
- Safe home and community
- Healthy beginnings

To decide where to focus first, a group of field leaders from across the United Way network, along with United Way Worldwide staff and national experts, decided that **two of these – healthy eating and physical activity as well as access to health care – should be priority areas of focus for the United Way network.**

HEALTHY EATING AND PHYSICAL ACTIVITY

Healthy eating and regular physical activity are essential to maintaining a healthy weight and associated health benefits. Together, they affect long-range health outcomes – especially chronic health issues connected to early death and long-term disabilities. When individuals eat healthy food and participate in physical activity, they are maximizing their ability to lead healthy lives.

Overweight and obesity together are the second leading preventable cause of death in America. Experts warn that excess weight can reduce a person's life expectancy by at least five years. The U.S. Surgeon General says overweight and obesity have reached an epidemic: two in three adults – more than 78 million – and one in three children between the ages of six and 19 – 12.5 million – are overweight or obese.

Fortunately, there are proven methods that we know work to move the needle. Here is a snapshot of core community strategies to boost healthy eating and physical activity, implementation approaches experts say will have the biggest impact on the most people, and significant roles United Ways can play to drive those approaches.

STRATEGY 1: Increase the availability of healthy choices for eating and physical activity in neighborhoods

HIGH-IMPACT IMPLEMENTATION APPROACH 1

Improve the built environment — human-made buildings and structures, including roads and sidewalks — and increase the number of safe places to exercise and play in neighborhoods so that physical activity is easily accessed and enjoyed in people's everyday lives.

ROLES UNITED WAYS CAN PLAY

- Leverage relationships with businesses and schools to allow and promote the use of their recreational facilities (school playgrounds, corporate parks, etc.) by community residents.
- Mobilize residents and the business community to create demand for neighborhood improvements by communicating the linkage between nutrition and physical activity with success in school and the economic strength of the community.
- Partner with multi-sector coalitions, residents, government and foundations to advocate, generate funding, and align current funding priorities to:
 - Design and operate sidewalks and streets to support safe and convenient walking and biking to and from homes, jobs, schools, shopping, and other daily activities;
 - Create, rehabilitate and maintain parks, playgrounds, and recreation facilities.

HIGH-IMPACT IMPLEMENTATION APPROACH 2

Increase access to healthy, affordable food and beverages in neighborhoods where they are difficult to obtain.

ROLES UNITED WAYS CAN PLAY

- Broker partnerships between food distributors and neighborhood convenience stores to help create policies and practices that leverage the purchasing power of small businesses to obtain healthy food and beverages at lower cost.
- Enlist neighborhood businesses, places of worship and other community resources to serve as settings for summer lunch programs.
- Mobilize residents and the business community to create demand for healthy, affordable food and beverages and leverage public and private financing programs (e.g., Healthy Food Financing Initiative) to increase the number of retailers that sell healthy food and beverages in these neighborhoods.

STRATEGY 2: Increase healthy choices for eating and physical activity in schools and child care settings

HIGH-IMPACT IMPLEMENTATION APPROACH

Improve school wellness policies that promote physical activity and healthy eating, and ensure their effective implementation.

ROLES UNITED WAYS CAN PLAY

- Mobilize parents to create demand for improved school wellness plans and policies that support healthy eating and physical activity (e.g., quality of school meals; decreased unhealthy food and beverages available in school and at school functions; breakfast in the classroom; health education curriculum; and lunch room operations).

- Share data on school and district wellness plans. Listen and engage parents and students to identify needs, challenges and opportunities.
- Coach and train parents to understand nutritional and physical fitness data and help identify and advocate for specific nutrition and physical fitness requirements.
- Leverage corporate and foundation commitments to provide financial resources to support school practices.
- Enlist community volunteers to supplement school personnel in implementing appropriate practices (e.g., recess coaches for unstructured play).
- Include the provision of nutritious food, beverages and daily physical activity in the funding criteria for out-of-school time (after-school, weekend and summer break) programs.
- Broker partnerships between food distributors and out-of-school time and child care providers to create policies and practices that leverage purchasing power and procure healthy food and beverages at lower cost.

STRATEGY 3: Increase healthy choices for eating and physical activity in the workplace

HIGH-IMPACT IMPLEMENTATION APPROACH

Improve workplace wellness policies and practices that address healthy eating and physical activity.

ROLE UNITED WAYS CAN PLAY

Leverage relationships with businesses and nonprofits to generate and implement healthier wellness policies, including providing healthy food and beverage options in cafeterias and vending machines, providing flexible work and break times for employees to engage in physical activity, and providing opportunities for breastfeeding women to express and safely store breast milk, which has been shown to minimize the risk of childhood obesity.

STRATEGY 4: Provide families and caregivers with useful nutrition information, responsible food marketing and labeling practices, and supportive health care professionals

HIGH IMPACT IMPLEMENTATION APPROACH 1

Display nutritional information on vending machines and restaurant menus.

HIGH IMPACT IMPLEMENTATION APPROACH 2

Improve the nutritional value in children's restaurant menus, making the healthy option the default.

HIGH IMPACT IMPLEMENTATION APPROACH 3

End all forms of marketing unhealthy food and beverages to children.

HIGH IMPACT IMPLEMENTATION APPROACH 4

Provide medical and other health professionals with training and knowledge to effectively prevent, diagnose and treat obese and overweight children.

Roles for United Ways will be identified as needed.

COMMUNITY STRATEGIES AND APPROACHES IN ACTION

HEALTHY KIDS HEALTHY COMMUNITIES IN BIRMINGHAM

United Way of Central Alabama and its community partners are working to reverse childhood obesity by changing local policies and reshaping environments to advance active living and healthy eating. Leveraging multiple foundation and public grants, United Way of Central Alabama works with a collaboration of over 60 different public, private and nonprofit partners to increase physical activity by improving the community's built environment. The program involves residents in assessing how their neighborhoods and institutions can better support healthy practices, and engages the grassroots on policy and targeted environmental changes including:

- Promoting bike lanes, sidewalks and trails to connect neighborhoods.
- Supporting vending policies that will encourage more stores to offer nutritious foods.
- Working with local farms and faith-based organizations to expand community gardens in under-served areas.
- Helping child care centers and after-school programs provide healthy foods and increase opportunities for physical activity.

GO FOR HEALTH! IN SANTA CRUZ

The community in Santa Cruz decided that its children will be physically fit through healthy eating and regular physical activity. The result of 150+ agencies across all sectors creating a comprehensive plan to address the rising rates of childhood overweight, *Go for Health!* is working with schools, parents, health care professionals, local media, local markets/businesses, city planners, and local/state policy makers to reduce obesity over the long haul.

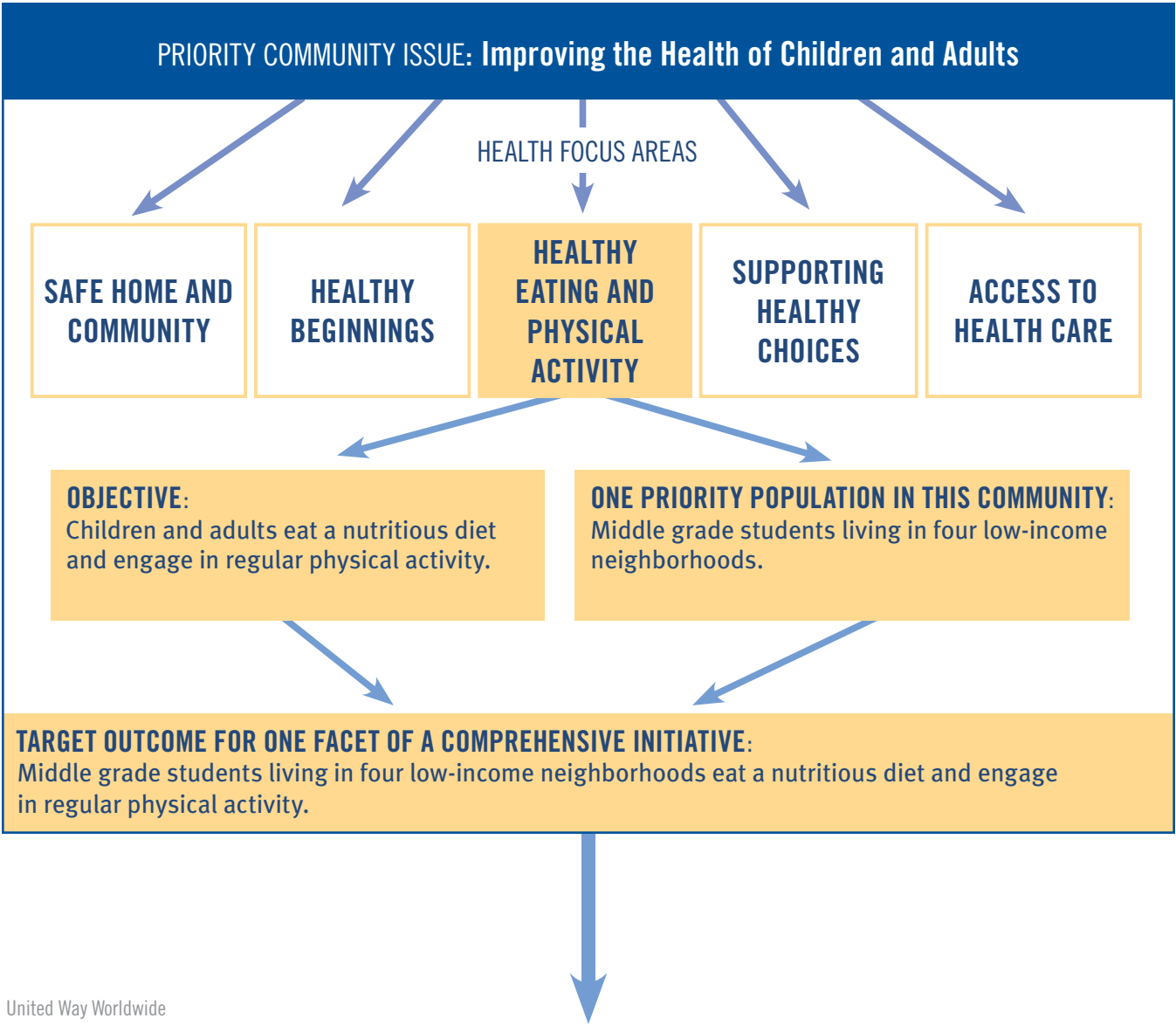
United Way of Santa Cruz County has been using the tools of the Prevention Institute (also a national partner with United Way Worldwide) to build collaborations to improve nutrition and physical activity. Community residents (including youth groups), businesses and other nonprofit organizations are involved. Communities in Santa Cruz are already seeing the results of this work, including:

- Passage of city ordinances affecting restaurant food standards.
- The creation of school wellness policies with comprehensive language around nutrition and physical activity for each school district.
- City adoption of five recommendations for creation of safe, walkable, bikeable streets into its development plans.

EXAMPLE COMMUNITY PLAN FOR ACTION: HEALTHY EATING AND PHYSICAL ACTIVITY

This is a two-part graphic depiction of what specific strategies and implementation approaches to boost healthy eating and physical activity might look like in a particular community.

The first part (below) starts with a comprehensive view of the issue of health, reminding us that the issue has many components requiring attention to create large-scale change that benefits all segments of a community. Targeting a specific focus area provides a place to begin working, but it is important to keep the larger picture in mind. The second part (next page) gives examples of core community strategies and high-impact approaches to implementing them that a community might pursue to achieve meaningful results for a specific population for whom the objective is currently out of reach.





STRATEGY 1:

INCREASE HEALTHY CHOICES FOR EATING AND PHYSICAL ACTIVITY IN SCHOOLS

- Promote school policies and practices that support students' healthy eating and physical activity; e.g.:
 - Breakfast in the classroom.
 - Cafeteria meals that meet nutritional standards for middle grade children.
 - Healthful food and beverages in vending machines.
 - Lunch breaks long enough to allow for some physical activity.
 - Healthy eating and physical activity facts and concepts incorporated into math, science, and social studies modules.
 - Health curriculum that meets current standards for content and delivery.
- Leverage corporate and foundation commitments to provide financial resources to support school practices.
- Enlist community volunteers to supplement school personnel in implementing appropriate practices.

STRATEGY 2:

INCREASE YEAR-ROUND HEALTHY CHOICES FOR EATING AND PHYSICAL ACTIVITY IN ORGANIZED OUT-OF-SCHOOL TIME PROGRAMMING

- Advocate for providing nutritious food and beverages and daily physical activity in both school- and community-based out-of-school time programs.
- Leverage the combined purchasing power of out-of-school time programs to purchase food and beverages from food distributors in bulk at lower costs.

STRATEGY 3

INCREASE THE AVAILABILITY OF HEALTHY, AFFORDABLE FOOD AND BEVERAGE CHOICES IN NEIGHBORHOODS

- Leverage the combined purchasing power of neighborhood convenience stores to purchase food and beverages from food distributors in bulk at lower costs.
- Enlist neighborhood businesses with food service facilities as settings for summer lunch programs.
- Engage neighborhood associations in providing information on balcony and small-space gardening and creating space for community gardens.
- Advocate for tax incentives to attract lower-cost grocery stores to the neighborhoods.

STRATEGY 4

INCREASE THE NUMBER OF SAFE PLACES TO EXERCISE AND PLAY IN NEIGHBORHOODS

- Create or rehabilitate and maintain neighborhood parks, playgrounds and recreational facilities
- Advocate and secure funding for sidewalks and streets that support safe walking and biking to and from neighborhood schools, shopping, services, and facilities.
- Arrange for recreational facilities of schools and businesses to be used by community residents during evenings and weekends.

STRATEGY 5

ENGAGE FAMILY MEMBERS IN SUPPORTING AND PARTICIPATING IN STUDENTS' HEALTHY EATING AND PHYSICAL ACTIVITY

- Work with places of worship to arrange family-oriented cooking parties featuring popular, healthy, low-cost menus.
- Enlist volunteers to organize family-oriented walking groups and other recreational activities.
- Distribute tips on healthy eating and physical activity to parents through neighborhood work places and businesses.



ACCESS TO HEALTH CARE

Getting needed medical care is critical to good health. On average, Americans only receive recommended evidence-based care 55 percent of the time. The biggest reason for not getting recommended health care is lack of health insurance. The federal government estimates that over 50 million individuals lack health insurance coverage.

When individuals have the knowledge, skills, motivation, resources and opportunity to receive needed medical services, they are

better positioned to have good health throughout their lives. Gender, education, occupation, income, ethnicity and place of residence are all closely linked to people's access to, experiences of, and benefits from, health care.

Here is a snapshot of core community strategies to increase the number of individuals with health insurance and the knowledge and supports to get health care, with high impact implementation approaches and roles United Ways can play to drive two of those approaches.

STRATEGY 1: Minimize competing basic needs that interfere with receiving health care

High impact implementation approaches and significant roles for United Ways to be identified as needed.

STRATEGY 2: Increase the integration of health services

HIGH-IMPACT IMPLEMENTATION APPROACH

Increase coordination between the health care system (e.g., hospitals, clinics, medical offices) and health-related community services and supports (e.g., services for the aging, food pantries, shelters).

ROLES UNITED WAYS CAN PLAY:

- Support needs and capacity assessments of community health care systems and advocate for customized supports to build a more comprehensive and coordinated approach to health care (e.g., patient navigators, trained community volunteers providing information to neighbors, health coaches and support groups to help people manage chronic conditions, discharge planning that connects social services to the needs of the patient after discharge).
- Broker partnerships with community health centers, hospitals and community social services and supports to create policies and practices that increase communication and coordination between these services.
- Provide 2-1-1 centers with the health and social services training and information needed for information and referral specialists to connect the caller's needs that affect health (e.g., food insecurity, wellness screenings, homelessness, mental health

care) to affordable and accessible community and health services.

- Advocate for Essential Health Benefit packages under the Affordable Care Act that address the community's health priorities.
- Disseminate and amplify successful models and activities of coordinated health systems and community services.

STRATEGY 3: Increase the number of providers of health care services

High impact implementation approaches and significant roles for United Ways to be identified as needed.

STRATEGY 4: Reduce cultural and language barriers that block use of service

High impact implementation approaches and significant roles for United Ways to be identified as needed.

STRATEGY 5: Increase the number of eligible people who are enrolled in health insurance programs

HIGH-IMPACT IMPLEMENTATION APPROACH 1

Increase information on and access to the health insurance enrollment process.

ROLES UNITED WAY CAN PLAY

- Equip 2-1-1 information and referral specialists with training and information to assess callers' need for health care coverage and provide information on public programs' coverage, eligibility requirements, and enrollment process.

- Disseminate easily understood enrollment information through neighborhood associations and businesses, health and human services, faith communities, workplaces, and social and other media.
- Enlist high-traffic businesses (e.g., retail and grocery stores), workplaces, and service locations (libraries, food pantries, etc.) as outreach and enrollment sites.

HIGH-IMPACT IMPLEMENTATION APPROACH 2

Improve or create policies that encourage enrollment and retention for individuals eligible for public health care coverage.

ROLES UNITED WAYS CAN PLAY

- Leverage a simplified and efficient “no wrong door” approach to eligibility and enrollment to help people access health benefits through all types of enrollment opportunities (e.g., CHIP, WIC, Medicaid, EITC).
- Train 2-1-1 information and referral specialists to pre-screen callers for CHIP and Medicaid eligibility and either refer them for enrollment or process the enrollment application.
- Advocate for the development of state exchanges that reflect the priorities of the community.

STRATEGY 6: Connect patients to health care services

High impact implementation approaches and significant roles for United Ways to be identified as needed.



COMMUNITY STRATEGIES AND APPROACHES IN ACTION

HEALTHY DELAWAREANS TODAY AND TOMORROW

Healthy Delawareans Today and Tomorrow is a public-private coalition of 30+ healthcare agencies administered by United Way of Delaware. Its primary focus has been to increase access to free and low-cost healthcare services for the uninsured and underinsured in Delaware. With its partners and through Delaware 2-1-1, the initiative has so far distributed nearly 168,000 Healthcare Resource Guides, linked nearly 56,500 uninsured Delawareans to free or low-cost healthcare, and referred more than 28,500 individuals to various support services.

Healthy Delawareans Today and Tomorrow works with patient navigators who are strategically located throughout Delaware's federally qualified health centers network to assist patients through complex healthcare bureaucracy. The organization's trained Community Health Workers work in high-need, at-risk communities to link individuals to medical homes. In addition, they support the expansion of critical support networks for senior citizens.

United Way adds value by developing and implementing standard healthcare outcomes and indicators, and by collecting aggregate data from partners through the annual allocations process. This data helps paint a picture of the project's impact.

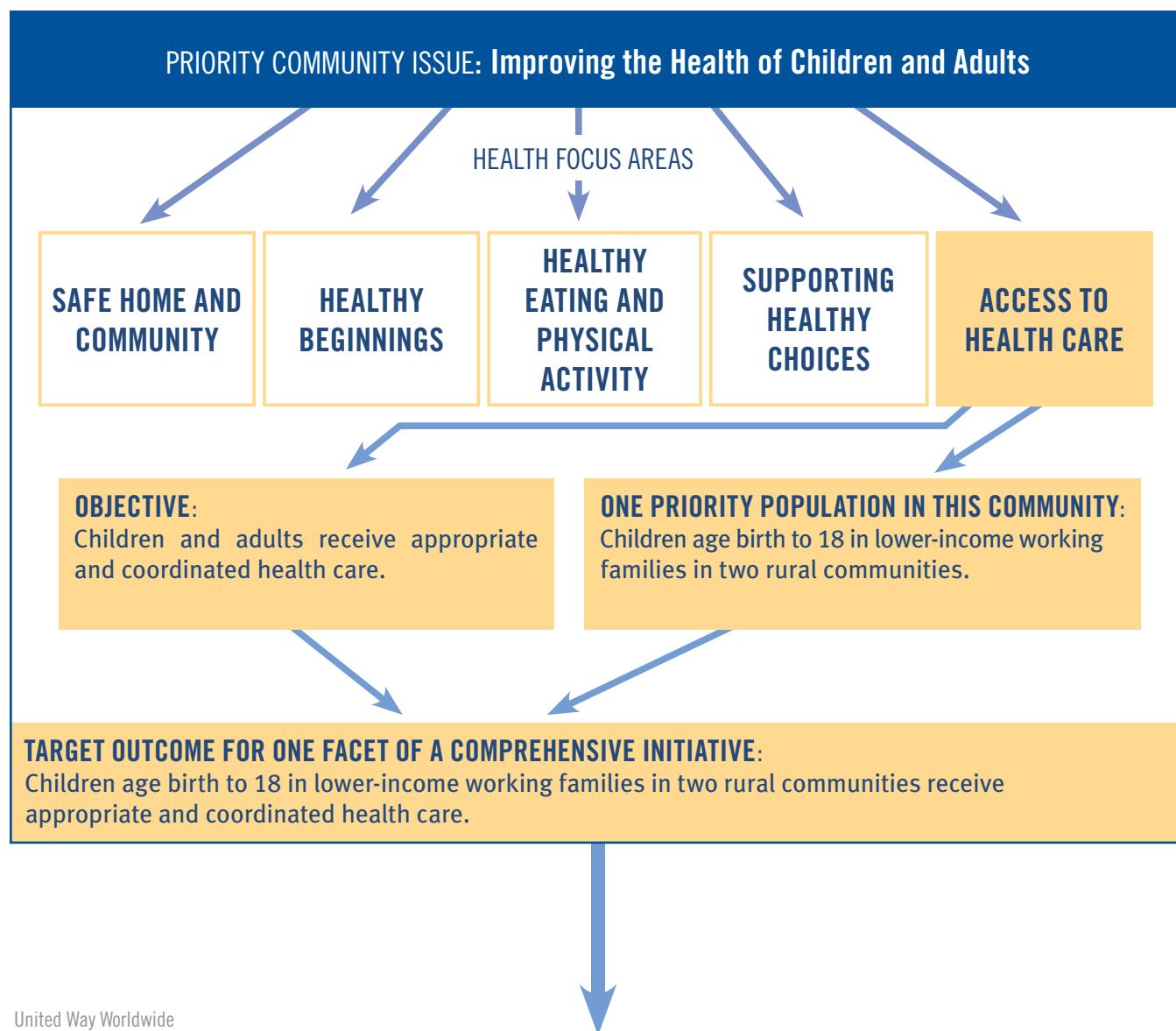
ATLANTA'S SAFETY NET INITIATIVE

With more than 650,000 uninsured people in the Atlanta area, too many are avoiding preventative care and seeking medical attention only when critical. Without primary medical care access, people are increasingly using emergency rooms as primary care – a very expensive proposition that puts health and economic burdens on the community. Through the *Atlanta Safety Net Initiative*, United Way of Metropolitan Atlanta and its partners are working to increase access to coordinated, low cost and/or free medical and dental providers, substance abuse treatment facilities, mental health providers and care that can be received in one's home. For example, United Way is working with local medical centers to increase the number of expanded federally qualified health centers, which can provide a medical home for people in underserved neighborhoods.

EXAMPLE COMMUNITY PLAN FOR ACTION: ACCESS TO HEALTH CARE

This is a two-part graphic depiction of what specific strategies and implementation approaches to increase access to health care might look like in a particular community.

The first part (below) starts with a comprehensive view of the issue of health, reminding us that the issue has many components requiring attention to create large-scale change that benefits all segments of a community. Targeting a specific focus area provides a place to begin working, but it is important to keep the larger picture in mind. The second part (next page) gives examples of core community strategies and high-impact approaches to implementing them that a community might pursue to achieve meaningful results for a specific population for whom the objective is currently out of reach.





STRATEGY 1

INCREASE THE NUMBER OF MEDICAL PRACTITIONERS IN THE COMMUNITIES

- Secure public, private and grant funds to offer school loan offsets, relocation bonuses, tax incentives, and continuing education reimbursement to practitioners who locate and practice in one of these communities for at least two years.
- Advocate for state CHIP and Medicaid reimbursement rates comparable to those of private insurers.
- Obtain technology that connects practitioners to specialists, medical libraries, coaches/mentors, etc.
- Engage business and political leaders to encourage targeted medical schools to recruit diverse students from these communities and to include coursework on working in rural communities.

STRATEGY 2

EQUIP PARENTS TO OBTAIN AND MANAGE HEALTH CARE FOR THEIR CHILDREN

- Ensure that 2-1-1 has current information for locating health and related services across the state.
- Distribute information on 2-1-1 and basic health and related services through civic and social organizations, businesses, and faith communities.
- Enlist and train trusted residents as informal “navigation” specialists to help parents negotiate health-related services.

STRATEGY 3

INCREASE COORDINATION BETWEEN HEALTH CARE PROVIDERS (HOSPITALS, CLINICS, MEDICAL OFFICES, ETC.) AND HEALTH-RELATED COMMUNITY SERVICES AND SUPPORTS (SERVICES FOR THE ELDERLY, FOOD PANTRIES, SHELTERS, ETC.)

- Engage local hospitals, clinics, and medical providers’ offices in defining functions of health care coordinators and establishing policies to implement these functions.
- Join with other communities to advocate for regional health insurance and state CHIP and Medicaid coverage of the health care coordinator function.
- Collaborate with the local medical association to provide its members with information and resources for assessing children’s health-related challenges beyond the presenting problem.
- Engage medical and human service providers in establishing procedures that comply with HIPPA guidelines for two-way communication between health-care coordinators and other services and supports.

STRATEGY 4

INCREASE THE NUMBER OF ELIGIBLE CHILDREN WHO ARE ENROLLED IN PUBLIC HEALTH INSURANCE PROGRAMS

- Equip 2-1-1 information and referral specialists with training and information to assess callers’ need for health care coverage and provide information on public programs’ coverage, eligibility requirements, and enrollment process.
- Train 2-1-1 information and referral specialists to prescreen callers for CHIP and Medicaid eligibility and either refer them for enrollment or process the enrollment application.
- Disseminate enrollment information through neighborhood associations and businesses, health and human services, faith communities, workplaces, and social and other media.
- Enlist high-traffic businesses (e.g., retail and grocery stores), workplaces, and service locations (libraries, food pantries, etc.) as outreach and enrollment sites.

ACKNOWLEDGEMENTS

A wide variety of United Way leaders from across the network helped craft these strategies and implementation approaches, supported by national experts in education, income and health. United Way Worldwide wants to thank each of these leaders for their time, their thoughtful contribution and their willingness to help chart a course forward.

EARLY GRADE READING PROFICIENCY ROADMAP WORKGROUP MEMBERS:

LESLIE ANN HOWARD (CHAIR) AND DEEDRA ATKINSON, UNITED WAY OF DANE COUNTY

TONY CAMPBELL, HEART OF WEST MICHIGAN
UNITED WAY

LINDY LEBLANC AND ANGELA MASON MORRISON,
UNITED WAY OF ACADIANA

JOHN HOGG, FORMERLY OF VALLEY OF THE SUN
UNITED WAY

MARC LEVY, FORMERLY OF UNITED WAY OF THE
COLUMBIA-WILLAMETTE

TED MAPLE AND LISA WARNER, UNITED WAY OF
CENTRAL INDIANA

JANE MOORE, UNITED WAY OF GREATER TOLEDO

TONY ROSS AND MEGAN SMITH, UNITED WAY
OF PENNSYLVANIA

BARBARA-COUTO SIPE, UNITED WAY OF GREATER
RICHMOND & PETERSBURG

JAMES TAYLOR, UNITED WAY OF GREATER LAFAYETTE
AND TIPPECANOE COUNTY

NATIONAL EXPERTS WHO CONTRIBUTED TO THIS EARLY GRADE READING WORK INCLUDE:

MATTHEW BURNS, CO-DIRECTOR OF THE MINNESOTA
CENTER FOR READING RESEARCH, COORDINATOR
OF THE SCHOOL PSYCHOLOGY PROGRAM, AND
PROFESSOR OF EDUCATIONAL PSYCHOLOGY AT THE
UNIVERSITY OF MINNESOTA

HEDY N. CHANG, DIRECTOR OF ATTENDANCE WORKS

RON FAIRCHILD, CONSULTANT, CAMPAIGN FOR
GRADE LEVEL READING

CRISTINA GILLANDERS, PH.D., INVESTIGATOR
AT THE FRANK PORTER GRAHAM CHILD
DEVELOPMENT INSTITUTE

ELENA LOPEZ, SENIOR CONSULTANT AT HARVARD
FAMILY RESEARCH PROJECT

SHARON RITCHIE, CO-DIRECTOR OF FIRSTSCHOOL AT
THE FRANK PORTER GRAHAM CHILD DEVELOPMENT
INSTITUTE; UNC-CHAPEL HILL

BOB SLAVIN, CO-DIRECTOR OF THE CENTER FOR
RESEARCH ON THE EDUCATION OF STUDENTS
PLACED AT RISK, JOHNS HOPKINS UNIVERSITY, AND
CHAIRMAN OF THE SUCCESS FOR ALL FOUNDATION

LYNNE VERNON-FEAGANS, WILLIAM C. FRIDAY
DISTINGUISHED PROFESSOR IN CHILD
DEVELOPMENT AND FAMILY STUDIES IN THE
SCHOOL OF EDUCATION; UNC-CHAPEL HILL

*United Way Worldwide staff leadership was provided
by Elizabeth Groginsky and Mariana Florit.*

MIDDLE GRADE SUCCESS AND HIGH SCHOOL GRADUATION ROADMAP WORKGROUP MEMBERS:

ELISE BUIK (CHAIR), UNITED WAY OF GREATER LOS ANGELES

KATIE CANGEMI AND LAURA THRALL, UNITED WAY OF METROPOLITAN CHICAGO

LORI CASHIN AND DARRIN GOSS, UNITED WAY OF GREENVILLE COUNTY

SHAWNA DAVIE, UNITED WAY OF THE CAPITAL AREA (JACKSON, MS)

JOEL DURBIN AND SUSAN HOFF, UNITED WAY OF METROPOLITAN DALLAS

JAY GESLAY, UNITED WAY OF CENTRAL INDIANA

LESLIE HEROLD AND ROBERT HUNTER, UNITED WAY OF NORTHERN UTAH

NANCY JERNIGAN AND JOHN MCGOWAN, UNITED WAY OF SOUTHEAST MISSOURI

MELANIE PATZ, UNITED WAY OF NORTHEAST FLORIDA

TONI VAN BUREN, UNITED WAY OF SAN ANTONIO AND BEXAR COUNTY

AIMEE N. WHITE, TRIDENT UNITED WAY

ANNE WILSON, ERIC MCDONNELL, AND ENA YASUHARA, UNITED WAY OF THE BAY AREA

MARYANN YOUNGER, FORMERLY OF UNITED WAY OF DELAWARE

NATIONAL MIDDLE GRADE-HIGH SCHOOL EXPERTS WHO CONTRIBUTED TO THIS WORK INCLUDE:

BOB BALFANZ, PRINCIPAL RESEARCH SCIENTIST, JOHNS HOPKINS UNIVERSITY'S CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS AND CO-DIRECTOR, EVERYONE GRADUATES CENTER

BETSY BRAND, EXECUTIVE DIRECTOR, AMERICAN YOUTH POLICY FORUM

CHARISSA FERNANDEZ, CHIEF OPERATING OFFICER, THE AFTER-SCHOOL CORPORATION

M. ELENA LOPEZ, SENIOR CONSULTANT, HARVARD FAMILY RESEARCH PROJECT

RUSSELL RUMBERGER, VICE PROVOST, EDUCATION PARTNERSHIPS, UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT AND PROFESSOR OF EDUCATION, GEVIRTZ GRADUATE SCHOOL OF EDUCATION, UNIVERSITY OF CALIFORNIA SANTA BARBARA

CHRISTOPHER WAGNER, POLICY ANALYST, CIVIC ENTERPRISES

United Way Worldwide staff leadership was provided by Ayeola Fortune and Lynn Tveskov.

The United Way Worldwide Education Advisory Group, a cross-functional group of field leaders who've spent the last few years as our "kitchen cabinet" on education issues, also provided valuable input and feedback. Many of them did double duty on the work groups noted above, but we want to call out the group as a whole, and thank them for their willingness to dive deep on these issues.

THE EDUCATION ADVISORY GROUP INCLUDES:

ELISE BUIK AND ALICIA LARA, UNITED WAY OF GREATER LOS ANGELES

RICK ALLEN, UNITED WAY OF PIERCE COUNTY

ANNA BABIN, UNITED WAY OF GREATER HOUSTON

MEGHAN BARP, UNITED WAY OF GREATER TWIN CITIES

CHRISTINE BENERO AND DIANA ROMERO-CAMPBELL, MILE HIGH UNITED WAY

GREG BRAYLOCK, UNITED WAY OF GREATER TOLEDO

TONY CAMPBELL, HEART OF WEST MICHIGAN UNITED WAY

BARBARA COUTO-SIPE, UNITED WAY OF GREATER RICHMOND & PETERSBURG

TIM ERVOLINA, UNITED WAY ASSOCIATION OF
SOUTH CAROLINA

KATHERINE FREEMAN, UNITED WAY OF
SANTA FE COUNTY

JAY GESHAY, UNITED WAY OF CENTRAL INDIANA

CONNIE HODGES, UNITED WAY OF NORTHEAST
FLORIDA

LESLIE ANN HOWARD, UNITED WAY OF DANE COUNTY

CHRIS KERRIGAN, TRIDENT UNITED WAY

CHRIS MARTIN, UNITED WAY OF GREATER CINCINNATI

BOB NELKIN, UNITED WAY OF ALLEGHANY COUNTY

PEG SPRAGUE AND KEVIN CARNEY, UNITED WAY OF
MASSACHUSETTS BAY AND MERRIMACK VALLEY

BRIAN SPICKER, VALLEY OF THE SUN UNITED WAY

SHAWN STEVENS, UNITED WAY OF DELAWARE

JEAN WALKER AND JUDITH SERVICE MONTIER,
UNITED WAY OF METROPOLITAN ATLANTA

*United Way Worldwide staff leadership was provided
by Nina Sazer O'Donnell and Rachel Perry.*

INCOME ROADMAP WORKGROUP MEMBERS:

MILTON LITTLE (CHAIR), UNITED WAY OF
METROPOLITAN ATLANTA

PAULA GILBERTO (VICE CHAIR), UNITED WAY OF
CENTRAL AND NORTHEASTERN CONNECTICUT

ERIC AFT, UNITED WAY OF FORSYTH COUNTY

CHARLIE BOYCE, VALLEY OF THE SUN UNITED WAY

LAURA BOYCE, UNITED WAY OF SOUTHEASTERN
PENNSYLVANIA

RICK CARRICK, UNITED WAY OF CENTRAL OHIO

BILL CRIM, UNITED WAY OF SALT LAKE

SCOTT DZURKA, MICHIGAN ASSOCIATION OF
UNITED WAYS

KORY ENG, UNITED WAY OF MASSACHUSETTS BAY
AND MERRIMACK VALLEY

TIM ERVOLINA, UNITED WAY ASSOCIATION OF SOUTH
CAROLINA

LISA FALCONE, UNITED WAY OF CHITTENDEN COUNTY

JANE FOGG, UNITED WAY OF CENTRAL IOWA

ELENA FRACCHIA, UNITED WAY OF LANE COUNTY

JAMES HORNE, UNITED WAY OF GREATER
UNION COUNTY

CAROLE LEIGH HUTTON, UNITED WAY
SILICON VALLEY

KAREN JOHNSON, UNITED WAYS OF TEXAS

JENNIFER JONES AUSTIN, UNITED WAY OF
NEW YORK CITY

PETE MANZO, UNITED WAYS OF CALIFORNIA

DIANE MCCANTS, UNITED WAY OF METROPOLITAN
ATLANTA

LINDA O'BLACK, UNITED WAY OF GREATER HOUSTON

PHIL ORR, UNITED WAY OF METROPOLITAN NASHVILLE

BRIAN PAULSON, GREATER TWIN CITIES UNITED WAY

DONA PONEPINTO, UNITED WAY OF
SOUTHEASTERN MICHIGAN

JASON SMALL, UNITED WAY OF THE NATIONAL
CAPITAL AREA

MICHELLE TAYLOR, UNITED WAY OF DELAWARE

NANCY VAUGHAN, UNITED WAY OF MADISON COUNTY

LYNN WECKWORTH, UNITED WAY OF NORTHERN
NEW JERSEY

CAROL WILLIAMS, UNITED WAY OF SAN
DIEGO COUNTY

ANNE WILSON, UNITED WAY OF THE BAY AREA

JEFF WINKLER, UNITED WAY OF NORTHEAST FLORIDA

NATIONAL FINANCIAL STABILITY EXPERTS WHO CONTRIBUTED TO THIS WORK INCLUDE:

FRED DEDRICK, EXECUTIVE DIRECTOR, NATIONAL FUND FOR WORKFORCE SOLUTIONS

ELIZABETH LOWER-BASCH, SENIOR POLICY ANALYST, CLASP

TRUDI RENWICK, CHIEF, POVERTY STATISTICS BRANCH, U.S. BUREAU OF THE CENSUS

JOHN WILCOX, DEPUTY DIRECTOR AND COO, CORPORATE VOICES FOR WORKING FAMILIES

ANNE YEOMAN, CONSULTANT, ASSETS FOR INDEPENDENCE PROGRAM, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

United Way Worldwide staff leadership was provided by Josephine Bias Robinson, Laura Scherler and Sharon Price (consultant).

HEALTH ROADMAP DEVELOPMENT WAS LED BY THE HEALTH ADVISORY COUNCIL:

GORDON CAMPBELL, UNITED WAY OF NEW YORK CITY (CO-CHAIR)

KAREN MATHISON, UNITED WAY OF OLMSTED COUNTY (CO-CHAIR)

JAMEE BOONE, UNITED WAY OF DELAWARE

DAVID CICCONE, UNITED WAY OF CENTRAL OHIO

ELIZABETH COLE, UNITED WAY OF METROPOLITAN CHICAGO

JUDY DARNELL, UNITED WAYS OF CALIFORNIA

KELLIE DEVORE, UNITED WAY OF LANE COUNTY

MIRLENE DOSSOUS, FORMERLY WITH UNITED WAY OF METROPOLITAN CHICAGO

TOM GALASSINI, UNITED WAY OF METROPOLITAN CHICAGO

MARY LOU GOEKE, UNITED WAY OF SANTA CRUZ COUNTY, CA

SUSAN HOFF, UNITED WAY OF METROPOLITAN DALLAS

HOWARD KLINK, UNITED WAY OF THE COLUMBIA-WILLAMETTE

MELANIE PATZ, UNITED WAY OF NORTHEAST FLORIDA

JENNIFER SAMPSON, UNITED WAY OF METROPOLITAN DALLAS

LEZLIE TAYLOR, GREATER TWIN CITIES UNITED WAY

MARY SHAHEEN, UNITED WAY OF NEW YORK STATE

KATE SOMMERFELD, UNITED WAY OF GREATER TOLEDO

SPECIAL ADVISORS TO THE HEALTH ADVISORY COUNCIL INCLUDE:

JUANITA AYALA-VARGAS AND **MYETA MOON**, UNITED WAY OF NEW YORK CITY

TONI VAN BUREN, UNITED WAY OF SAN ANTONIO AND BEXAR COUNTY

NATIONAL HEALTH EXPERTS WHO CONTRIBUTED TO THIS WORK INCLUDE:

MOHAMMAD AKHTER, DIRECTOR OF THE DISTRICT OF COLUMBIA HEALTH DEPARTMENT

DENNIS ANDRULIS, SENIOR RESEARCH SCIENTIST, THE TEXAS HEALTH INSTITUTE

GEORGES BENJAMIN, EXECUTIVE DIRECTOR, AMERICAN PUBLIC HEALTH ASSOCIATION

LARRY COHEN, EXECUTIVE DIRECTOR, PREVENTION INSTITUTE

HEIDI MICHELS BLANCK, CHIEF, OBESITY PREVENTION AND CONTROL BRANCH, DIVISION OF NUTRITION, PHYSICAL ACTIVITY AND OBESITY, NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION & HEALTH PROMOTION, CDC

WILLIAM H. DIETZ, DIRECTOR, DIVISION OF NUTRITION, PHYSICAL ACTIVITY, AND OBESITY, NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION & HEALTH PROMOTION, CDC

ALYSSA EASTON, DIRECTOR, HEALTHY COMMUNITIES PROGRAM, CDC'S DIVISION FOR ADULT AND COMMUNITY HEALTH

PETER LONG, PRESIDENT AND CEO, BLUE SHIELD OF CALIFORNIA FOUNDATION

SHARON MOFFAT, CHIEF OF HEALTH PROMOTION AND DISEASE PREVENTION, ASSOCIATION OF STATE AND TERRITORIAL HEALTH OFFICIALS

AMANDA NAVARRO, DIRECTOR, CONVERGENCE PARTNERSHIP AND ASSOCIATE DIRECTOR, POLICYLINK

DAVE NOBLE, DIRECTOR (FORMER), LET'S MOVE! CITIES AND TOWNS, HHS

KATHLEEN NOLAN, DIRECTOR, HEALTH DIVISION, CENTER FOR BEST PRACTICES, NATIONAL GOVERNORS ASSOCIATION

REBECCA ONIE, CO-FOUNDER AND CEO, HEALTH LEAD

CHRISTOPHER F. PALOMBO, CHIEF EXECUTIVE OFFICER, DISPENSARY OF HOPE

RON POLLACK, CEO, FAMILIES USA

DAN REIMER, DEPUTY DIRECTOR, ROBERT WOOD JOHNSON FOUNDATION CENTER TO PREVENT CHILDHOOD OBESITY

DONNA COHEN ROSS, SENIOR ADVISOR, CENTER FOR MEDICAID, CHIP, SURVEY & CERTIFICATION, CMS

MEREDITH REYNOLDS, OBESITY BRANCH TEAM LEAD FOR GUIDELINES DEVELOPMENT AND RECOMMENDATIONS, CDC

LINDA SHAK, PROGRAM MANAGER, PREVENTION INSTITUTE

LIANE WONG, PROGRAM OFFICER, DAVID AND LUCILLE PACKARD FOUNDATION

United Way Worldwide staff leadership was provided by Kitty Hsu Dana and Stacey Knight.



United Way Worldwide
701 North Fairfax Street
Alexandria, Virginia 22314 U.S.A.
UnitedWay.org