

United Way Service Details and Definitions

Version 2, Date: April 5, 2021

Changes: Added new sections: Navigation Services and Additional Considerations; minor edits to formatting

United Way proposes to invest in an Integrated Client Journey comprised of these categories: Integrated Services and Safety Net Services. This document, though not exhaustive, provides examples of the types of services United Way may choose to invest in as part of its Single Investment Process.

As part of COVID-19 safety measures, United Way understands that many services may be virtual or occurring at different hours than normal. Additional details will be provided at the Funding Conference.

Integrated Services

Programs that collaborate within a coaching framework to address multi-layered goals for the individual and whole family to achieve financial stability. Integrated services are organized into Financial Stability, Early Childhood and Youth Development, and Health/Behavioral Health Care.

The following services are classified under the **Integrated Services** investment category.

Financial Stability programs are critical to helping ALICE earn sufficient income, develop responsible financial habits, meet regular expenses, and set aside funds for emergencies and future goals. **Note: Additional Considerations for this category are at the end of this document. Please review prior to submitting an application.**

Financial Stability Services	Details
Income Supports	This is typically done through an Income Supports Coach who works 1:1 with a client to ensure they are receiving all potential public benefits or resources to increase their income. This should be done in an integrated, approach bridging basic needs assistance to longer term services such as employment coaching or financial coaching. This differs from a standalone basic need service and is part of a more intentional, embedded connection between these longer-term services.
Adult Education	Services or instruction below the postsecondary level for individuals: a. who have attained 16 years of age; b. who are not enrolled or required to be enrolled in secondary school under state law; and c. who i. Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; ii. Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or iii. Are unable to speak, read, or write the English language.
Computer Based /Digital Skills Training	Training courses that prepare students with the ability to use computers and related technology efficiently and effectively enough to understand how computers work and operate to obtain employment and/or complete a training program.
Bridge Programs	Bridge programs are classes that should be heavily informed by employer partners and includes industry relevant math/reading and English remediation, fast "track" to prepare for technical training. They may also include soft skill or executive skill training (communication, conflict resolution), or job-search skills (resume writing etc.) These programs should be embedded within an integrated service delivery approach.

Job readiness	A class that offers clients an opportunity to develop job skills, including making a resume, developing an elevator pitch, soft-skills or executive skills development, connection to computer-based/digital skills training, or researching jobs. (Goal is skill development).
Vocational training	A class that offers clients an opportunity to develop skills related to a specific job. These can be classes offered at the agency, through community colleges or private institutions. A client is counted as completing vocational training only when they have successfully completed all components of the training. May or may not lead to receipt of an industry recognized certificate.
Employment/Career coaching	A participant works 1:1 with a coach to successfully develop the ability and capabilities to perform a specific job based on the client's career goals. An employment coach maintains the coaching approach and a strengths-based approach. An employment coach may perform certain activities in a session such as: assisted career exploration, skills/aptitude assessments, resume review, mock interviewing, etc.
Workforce Supports Services	Services provided that support clients in their ability to acquire or retain employment. These supports may include work-related expenses such as work clothes, boots, or tools.
Financial Education	These are classes that are focused on either knowledge or skills building in relation to finances. The class might offer an overview of key financial stability issues, including budgeting, credit, and debt, improving client's financial capability. These generally may either be light-touch financial education that is focused on knowledge and is shorter in length or high-touch financial education that is more time intensive and focused on behavioral change and financial capability.
Financial Products	Financial products may range from matched savings such as (but not limited to): Individual Development Accounts (IDA), tax preparation, credit building, or small dollar loan products that are safe and affordable and support an individual in reaching financial stability.
Financial Coaching	This can be conducted either in a 1:1 setting or in a group setting and is a client driven approach to helping individuals reach their financial goals. Coaches facilitate behavioral change and do not provide advice, rather they use goal setting, action planning and powerful questions to support an individual
Small business/ entrepreneurship supports	Services under this category may include 1:1 business coaching, business mentorship, or classes that support an entrepreneur in either launching or sustaining a business based on the client's entrepreneurship goals. Services may provide foundational knowledge such as (but not limited to) creation of a business plan, marketing, or business taxes.

Early Childhood programs serve two main purposes in helping ALICE achieve stability: workforce stability and preparing kids for school.

Youth Development programs assist youth outside of the traditional school K-12 system that supports and encourages social/emotional development, academic success, and exposure to other opportunities. They also provide a safe environment so adult caregivers can maintain employment.

Services	Details
Early Childhood Education	Licensed, quality, accessible early childhood programming for children age 0-5 that help them meet their developmental milestones and preparing for school readiness. This is rooted in supporting adult caregivers being able to maintain employment.
Out-of-School-Time	Services from K-12 that occur during non-academic (or school) hours such as before school, after school, and during school breaks. Services include those that address summer learning loss and college/career readiness. This is rooted in supporting adult caregivers being able to maintain employment.

Health Care programs help ALICE become or remain able to fully engage in career and life. Services work with ALICE to improve their physical health, resolve individual or family mental health issues and substance use disorders.

Services	Details
Behavioral Health	Services to support an individual or family's mental health and/or substance use disorders. Services includes individual, family, couple and group counseling for children, adolescents, adults and older adults. Services also focus on crisis or early intervention services, outpatient services, inpatient services along with support through peer recovery specialists.
Physical Health	Services to identify, intervene and maintain an individual's physical health. Primary care (include pediatric and women's care) and specialty care services including dental, audiology, occupational, speech, and physical therapies.

Safety Net Services

Foundational services that help individuals face unexpected challenges and have the opportunity to thrive. Safety Net Services are organized into Freedom from Violence and Basic Needs. The following services are classified under the **Safety Net Services** investment category.

Freedom from Violence helps those that are living in violent, aggressive, or otherwise unsafe environments and need immediate assistance to become safe.

Basic Needs Services ensure those who need it can meet their temporary, immediate, life sustaining needs. These services are critical, especially during transitions from jobs or housing, helping put ALICE on the path towards longer term stability while covering costs that often keep ALICE from falling into crisis again.

Safety Net Services	Details
Domestic Violence and sexual assault support services	A pattern of behavior in a relationship that utilizes power and control over another. This power and control can look different depending on the relationship, but may include physical, sexual, emotional, financial or psychological factors. Supports for domestic violence survivors include emergency interventions and emergency housing,
Immigrant/Refugee support Services	Assist refugees and their families in becoming stable and safe through basic needs support, and temporary housing.
Human Trafficking support services	Provide immediate response and rescue for victims of human (sex and labor) trafficking and sexual exploitation as well as emergency/crisis intervention and support services addressing issues that promote recovery and restoration. Emergency shelter also included.
Basic Needs Assistance	Payment to a landlord for residential use of property Assistance with purchasing or accessing food Payment to utilities that supply the community with electricity, gas, internet access, water or sewage. Emergency Shelter/lodging, housing programming for vulnerable populations Prescription medical assistance for needs that are not met by insurance coverage or uninsured individuals. Transportation assistance to job related, medical, or social service appointment.

Navigation Services

The Integrated Client Journey is a client-driven and personalized approach to service delivery and a Navigator is a professional who uses a relational, strengths-based approach to helping clients articulate and achieve their goals. With the help of a Navigator, each client creates a personalized journey that amplifies their unique strengths and is designed to help them achieve their goal(s). The Navigator connects these clients to versatile safety net and integrated services aligned with their goals and agencies who provide these services work collaboratively to allow the client to engage across services, as needed. Agencies will also share data, so that clients can enter services at any point.

The following expectations are set forth for navigation services.

- Navigators provide essential referrals and support to clients as they move through their journey to financial stability. Navigators connect clients to services across the integrated client journey.
- Navigators can be described as empathic, compassionate, nonjudgmental, motivating, and encouraging. They use coaching skills to help clients articulate and achieve their goals.
- Navigators are generalists, not specialists. The Navigator is able to help clients set and achieve their goals, regardless of their presenting needs. Navigators must be able to work with diverse populations. They have the skills to support clients in crisis and resolve conflict." . Navigators work alongside an agency's case manager, coach, or counselor.
- Navigators are aware of the strengths and resources of the specific community or region they are serving.
- Navigators will receive extensive training in coaching skills, trauma informed care, cultural humility, motivational interviewing, cross cultural practice, use of common tools, among other relevant topics.
- Navigators work within a Navigation Team at an agency. The Navigation Team will include the Navigator, who works full time on Navigation duties, as well as staff members who are partially assigned to direct service Navigation duties and supervision, so that the agency can serve clients without interruption if there is staff turnover. Navigators will participate in regional peer learning communities as well as navigator peer learning communities for all navigators across regions.

For more information on navigator role, please see the Navigation FAQ coming soon.

Additional Considerations

This section provides additional context to what United Way has identified as components and elements that lead to better client outcomes. Please review this information prior to submitting an application.

For Financial Stability Services

Collaboration with Workforce Solutions

United Way highly encourages agencies providing workforce development services to cultivate and maintain strong relationships with their local Workforce Solutions Career Offices. Partnerships between agencies and career offices help to provide more holistic services to job seekers across the region by leveraging funding and resources between both systems. A large number of enrollments come from career office referrals. While individual collaborations with career offices may utilize different models, the emphasis should be on non-duplication of services, increased data sharing, and utilizing technology and the virtual space. Effective models in the past have included co-location in career offices, shared meetings, and co-sponsoring of hiring events. We suggest that agencies account for the capacity needed for such partnerships in their funding requests.

Bundled Services

Families are most successful when they receive bundled financial stability services to help them increase income and reduce expenses so they can eliminate debt and establish savings. Bundled services are services from core areas, like employment and education, income and work supports, and financial education and asset building, combined to help ensure that an unaddressed issue does not undermine a family's success. Bundling also eases the family's access to services, often eliminating barriers like time and transportation. By providing families with bundled services and access to multiple services, we can increase their likelihood of achieving financial stability. We recognize that not every agency will have the resources to provide every service a family needs by themselves. This is why we highly encourage collaboration with partner agencies to provide bundled services that span financial stability services and other service categories as needed. We suggest agencies highlight their ability to deliver a bundled model to clients in their funding requests.

United Way THRIVE Centers

As part of United Way's commitment to support financial stability services through a bundled model, the United Way Centers at Bay Area, Fort Bend, Montgomery, and Waller County serve as one-stop shop community hubs where families and individuals can access a breadth of multiple health and human social service programs, including the established on-site THRIVE Centers program services. Agencies that wish to provide integrated and financial stability services within the United Way Centers can apply to operate and lead these efforts out of these locations. For more information regarding the United Way Center locations, please visit our website at <https://www.unitedwayhouston.org/work/centers/>.

For Youth Development / Out-of-School Time Services

Summer Learning Loss Programming

Summer learning loss describes the loss of academic skills and knowledge over the course of non-instructional time over the summer. Summer learning loss programs are projects aimed at preventing summer learning loss for youth. Projects should use evidence or research-based strategies to enhance learning and growth of children during the summer months. Proposals will demonstrate a clear rationale for supporting summer learning and outline a clear plan to achieve outcomes. Programs aiming to serve kindergarten through twelfth grade students should include elements related to literacy and/or STEAM and/or include service-learning projects but should be primarily academic in nature. Proposals should provide meaningful opportunities for parents and caregivers to engage in programming.

College or School- Based Transition/Bridge Programming

Youth in grades 9th through 12th can benefit from programming that aims to prepare them for post-secondary success in high school and through the transition to two and four-year college degree programs and technical training programs.

College or school-based transition/bridge programming will enable youth to demonstrate college readiness, successfully enroll in and attend a higher education degree program and/or persist in a higher education degree program. Youth should gain knowledge of becoming successful in their chosen degree or career program. Parents and caregivers will also increase knowledge of how to support their child's post-secondary plan.

Programming for Parents and Caregivers within Out-of-School Time Services

Programming for parents and caregivers are services that focus on the assets that families bring and be willing to meet parents "where they are". Services should promote engagement in their child's education, focus on getting parents/caregivers on campus, and provide high-level tips and strategies around student's personal and academic success. Proposals will show a track record of engaging large groups through events, an ability to build and use school relationships to recruit parents and can provide high level parenting strategies, particularly around literacy and access/knowledge of resources.

Bundled Out-of-School Time Programming

Consider project collaborations that bundle services with the child or youth as the entry point. This collaborative effort should be to address the needs of economically and educationally disadvantaged children and youth. Programming should be focused on developing positive relationships on the part of children and youth with adults and peers; the promotion of improved feelings of self-worth; preparation for success in school; and the provision of supportive services for the children and youth and their families.

*This is the end of the document. Additional details, including updates to this document, can be found at:
unitedwayhouston.org/scv*