



IMPACT PLAN

COMMUNITY IMPACT FUNDING 2010-2013

REQUEST FOR PROPOSALS

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Overview of Mile High United Way:

For more than 100 years, Mile High United Way has been a local philanthropic leader for human services in the Denver metropolitan area.

In 1999, Mile High United Way began the transition from solely being a funding agency to a community impact organization. The traditional United Way model measured success by dollars raised that were allocated to a select group of non-profit member organizations. In contrast, a community impact model focuses on community-level strategies to achieve lasting change in community identified focus areas.

In 2006, Mile High United Way embarked on a Five-Year Impact Plan to achieve measurable results in three initiative areas: School Readiness, Youth Success, and Adult Self-Sufficiency. The Five-year Impact Plan specifically focused on building community collaborations. Attention was also given to specific populations and geographic areas targeted to address issues that aligned with MHUW's three initiatives.

2009:

Earlier this year, Mile High United Way convened a Five-year Planning Task Force to evaluate the progress of the plan. Their findings recommended that Mile High United Way continue work within the three initiatives. They also recommended that the work encompass clarity of intended results, selectivity of our partners, accountability to the community, and inspire confidence in how the work is accomplished.

To address these recommendations, in June 2009, Mile High United Way conducted a series of Community Conversations led by the National Civic League. The conversations brought together a broad constituency of service providers, business leaders, funders, and other interested individuals. The conversations affirmed that the three initiatives of School Readiness, Youth Success and Adult Self-Sufficiency align with community needs. They also provided information as to how we can more clearly define the desired outcomes for those initiatives and further defined what mutually beneficial partnerships with MHUW could be. After analyzing all recommendations and reviewing local and national data and research, the result is the current revision of the Impact Plan.

FUTURE IMPACT:

Mile High United Way invests in the community to develop and support strategies and partnerships that create an environment in which everyone has the opportunity to succeed.

We approach this goal through three interrelated initiatives:

- **School Readiness (sr):** *Young children in low income families enter school ready to succeed and are prepared for a lifetime of learning.*
- **Youth Success (ys):** *School age, low-income and under-served youth succeed academically, graduate from high school and are ready to transition to college or advanced training.*
- **Adult Self-Sufficiency (as):** *Individuals and families are afforded the opportunity to move toward economic self-sufficiency.*

We invest in our initiatives through three specific strategies:

Network of Direct Services	Community Collaborations	MHUW Led Programs
<p><i>MHUW invests in organizations that demonstrate meaningful and measurable results toward the initiatives goals.</i></p> <p><i>These organizations will be determined by this RFP</i></p>	<p><i>MHUW partners with broad-based collaborations that leverage expertise, resources, influence and credibility to bring long-term change and community-level outcomes.</i></p> <p><u><i>Current collaborations include:</i></u></p>	<p><i>MHUW takes the lead to develop innovative strategies or services in order to address unmet needs.</i></p> <p><u><i>Current strategies include:</i></u></p>
	<p>L:earn (as)</p> <p>Lights On After School (ys)</p> <p>Pathway Scholarships (as)</p> <p>Denver’s Road Home (as)</p> <p>SkillBuild (as)</p> <p>Quality ECE Classrooms (sr)</p> <p>Reading Recovery (sr)</p> <p>Youth Mentoring (ys)</p>	<p>Making Connections Denver (sr,as)</p> <p>Bridging the Gap (ys,as)</p> <p>2-1-1 Call Center (sr,ys,as)</p> <p>Child Care Options (sr,as)</p> <p>Lavonne’s Children (sr)</p> <p>Individual Development Accounts (ys,as)</p>

SCHOOL READINESS INITIATIVE

Objective	Young children in low income families enter school ready to succeed and are prepared for a lifetime of learning.
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Issues

- National studies of classroom quality and school readiness demonstrate that young children who participate in high quality early childhood education (ECE) programs start out doing better in pre-reading, pre-writing and pre-math, and continue doing so through elementary school. (Barnett & Masse, 2007; Brooks-Gunn, 2003)
- The quality of child care that a child receives is directly related to both immediate developmental outcomes and later economic stability as an adult. Quality care promotes optimal child development in several areas, including, cognitive development, social and emotional competence, health and nutrition, safety, and general child well-being. (QUALITY CHILD CARE: An Investment in Families, An Investment in Colorado's Economy, Colorado Children's Campaign, March 2009)
- In 2008, a Metro Denver Regional Head Start Community Assessment found that 59% of children under the age of five are not in a formal care setting. (Denver Metro Head Start Community Needs Assessment, 2008)
- Licensed child care capacity (in Colorado) is only able to serve 11.5 percent of infants, 13.5 percent of children age one, and 34.8 percent of children between the ages of two and four. Based on the Colorado population in 2008, the state only has the capacity to care for one quarter (25.9%) of all children. (QUALITY CHILD CARE: An Investment in Families, An Investment in Colorado's Economy, Colorado Children's Campaign, March 2009)
- Less than 40% of kids enter school with the skills needed to succeed in kindergarten and beyond. (National Household Education Survey)
- Research shows that kindergarteners who start school behind tend to stay behind. (Findings From the Fifth-Grade Follow-up of the Early Childhood Longitudinal Study, *Kindergarten Class of 1998-99*, National Center for Education Statistics, March 2006)
- Third grade reading scores indicate that 49% of Denver Public School students are reading below grade level. Of the 13 school districts in the Denver Metro area, even the highest achieving districts report that one in five students are not proficient in reading. (Colorado Department of Education 2007 statistics)
- Research shows clearly that children are more likely to succeed in learning when their families actively support them. Families who involve their children in activities that allow the children to talk, explore, experiment and wonder show that learning is both enjoyable and important. They motivate their children to take pleasure in learning and to want to learn more. (Helping Your Preschool Child, U.S. Department of Education)

IMPACT AREAS	LONG-TERM GOALS
SRI-1 Early Care and Education SRI-2 Early Grade Literacy	<ul style="list-style-type: none"> Children in low income families enter school with the skills and support needed to succeed and are reading at or above grade level.
SRI-3 Parent and Caregiver Education and Support	<ul style="list-style-type: none"> Parents and caregivers have the resources and skills to successfully support the children and youth in their care.

Strategies

Mile High United Way will continue its leadership role as a convener to support programs, partnerships and collaborations that include one or more of the following strategies:

- SRST-1 Improvement in the quality of early childhood care and education classrooms serving low income children as measured by the Qualistar rating system.
 - This includes classrooms currently enrolled in Qualistar and new classrooms not currently enrolled in Qualistar.
- SRST-2 Increase access to quality early care and education for low-income families.
- SRST-3 Improve the ability of parents and caregivers to support their children’s early childhood, social and academic development.
- SRST-4 Support and advocate for policies and system changes that increase access to high-quality early care and education opportunities for children and improve grade level reading.

Expected Results

Individual Outcomes *Individual outcomes are the measurable changes expected for the individual participants of the program.*

Funded programs, partnerships and collaborations must be designed to accomplish one or more of the measurable individual outcomes linked to the following:

- SRO-1 Early childhood care and education classrooms achieve a 3 or 4 star rating based on the Qualistar rating system. * (The Qualistar Rating measures quality in licensed early learning programs, both home and center based that serve

children birth to kindergarten. This four star rating system (with four being the highest) outlines the strengths and weaknesses of the program and provides a detailed plan for continuous quality improvement.)

- SRO-2 Increase the number of classrooms enrolled in the Qualistar rating system.
- SRO-3 Increase the number of low income children having access to high quality early care and education.
- SRO-4 Increase parent access to information about available, quality early childhood education in their communities.
- SRO-5 Parents and caregivers will have increased skills, resources and knowledge to support their children's social and academic development, using the Strengthening Families Protective Factors framework.

**Community Outcomes
or Systemic Changes**

Community Outcome or Systemic Change reflects the broader impact a strategy may have on neighborhoods, communities or the system at large.

In addition to the above individual outcomes, preference will be given to funded programs, partnerships and collaborations that also lead to or demonstrate systemic change. Examples of systemic changes may include, but not be limited to:

- SRCO-1 Children are assessed for kindergarten readiness and third grade reading proficiency as measured by accepted indicators.
- SRCO-2 Increased parental and caregiver awareness of importance of early learning and childhood development, using the Strengthening Families Protective Factors framework.
- SRCO-3 Increased formal education and professional development opportunities for early care professionals.
- SRCO-4 Influence and impact systems and public policy by increased public awareness and support for early care and education and early grade literacy.

YOUTH SUCCESS INITIATIVE

Objective	School age, low-income and under-served youth succeed academically, graduate from high school and are ready to transition to college or advanced training.
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Issues

- Beyond any doubt, academic achievement is important for the successful development of young people in contemporary American society. Research has shown that students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. (Academic Achievement Programs and Youth Development: A Synthesis. Edna McConnell Clark Foundation)
- 2008 graduation rate in Colorado was 73.9%. The 2008 graduation rate in metro Denver comprised of thirteen local school districts was 70.1%. The 2008 graduation rate for Denver Public Schools was 48.6%. Adams County School district 14 was 41.1%, Englewood 48.5% and Adams-Arapahoe 28J was 56.4%. (Colorado Department of Education)
- A review of Colorado and metro Denver graduation statistics show that low income students graduate less than other students, and those who do not graduate are disproportionately Latino, Native American, and African-American.
- Over their lifetime, the average dropout earns \$212,000 less than a high school graduate. (Clearing House on Urban Education)
- One high school drop-out can be expected to cost the public in excess of \$200,000 over the course of his or her life. (Taken from "Denver Dropouts – A Time for Action Brief" by the Denver Mayor's Office for Education and Children. Data source – CFFC & NCSE 2003)
- Despite positive economic statistics, 30% of Colorado's children are at risk of failing to achieve their academic potential, dropping out of school, and/or being unprepared for college and the workplace ... at a minimum 356,000 of the state's 1.2 million children live in poverty, score below proficiency levels on the CSAP or ACT College Readiness Indicator, and/or have dropped out of the educational system before graduating. (A State at Risk: Strengthening Colorado's Commitment to the Educational Success of All Its Children – Colorado Children's Campaign, 2007)
- National and local research shows that a successful transition from elementary school to middle school and from middle school to high school are critical to students' academic success.
- National and local research also demonstrates that parental involvement in their youths' education is an important element of academic success. This is reinforced by recommendations from both the U.S. Department of Education and the Parents Information and Resource Center (PIRC).
- Colorado has consistently ranked high in most measures of economic vitality as measured by the "Developmental Report Card for the States" by the Corporation for Enterprise Development (CFED) and was most recently ranked among the

top ten states in the nation. However, Colorado ranks 46th in its High School Completion rate and 31st in K-12 Education Expenditures. As noted in the 2006 report – “Additionally, while having one of the highest percentages of households headed by college graduates, Colorado ranks near the bottom in high school completion rates ... This report is a reminder that states must also focus investments on workers, **education** and business.”

IMPACT AREAS	LONG-TERM GOALS
YSI-1 Youth succeed in school	<ul style="list-style-type: none"> • Low-income and under-served youth graduate from high school. • Youth are prepared to enter the workforce or continue their education or training.
YSI-2 Parents and caregivers are involved in and support their children’s education.	<ul style="list-style-type: none"> • Parents and caregivers have the skills and resources to successfully guide and support their children through the elementary, middle and high school years.

Strategies

Mile High United Way will continue its leadership role as a convener to support programs, partnerships and collaborations that include one or more of the following strategies:

- YSST-1 Programs that include one or more of the drop-out prevention strategies listed below and demonstrate a proven track record in improving one or more academic achievement outcomes. (These four programs comprise the ‘Basic Core Strategies’ component of strategies shown to effectively reduce the drop-out rate from the nationally recognized National Dropout Prevention Center at Clemson University)
 - Before and after-school programs
 - Mentoring/tutoring
 - Alternative education settings
 - Service learning
- YSST-2 Programs that help youth transition from elementary to middle school and from middle to high school.
- YSST-3 Programs that improve the ability of parents and caregivers to support their youths’ social and academic development.
- YSST-4 Youth are prepared to enter the workforce or continue their education or training.

YSST-5 Support and advocate for policies that help low-income youth overcome obstacles and graduate from high school with particular emphasis on supporting after school, mentoring and other programs to support healthy youth development.

Expected Results

Individual Outcomes

Individual outcomes are the measurable changes expected for the individual participants of the program.

Funded programs, partnerships and collaborations must be designed to accomplish one or more of the measurable individual outcomes linked to the following:

YSO-1 Youth from low income families or underserved populations stay in school and succeed academically. Specifically, programs must be able to measure one or more of the following:

YSO-1a 75% of programs participants are retained in the program and will graduate from high school.

YSO-1b 90% or more of participants successfully progress to the next grade level on time.

YSO-1c Participants have a school attendance rate of at least 90% or better.

YSO-2 Parents of youth will have the skills, resources and knowledge to support their children's social and academic development. Examples of successful outcomes include:

YSO-2a Parental participation in school activities and in academic activities that support their youth's development.

YSO-2b Parents engage in developmental activities with their children on a regular basis.

YSO-2c Participation in parental training and skill development activities or programs.

**Community Outcomes
or Systemic Changes**

Community Outcome or Systemic Change reflects the broader impact a strategy may have on neighborhoods, communities or the system at large.

Additional preference will be given to funded programs, partnerships and collaborations that lead to or demonstrate systemic change appropriate to the project. Examples of systemic changes may include, but not be limited to:

- YSCO-1 Increased availability and access to youth programs and services for low income and underserved youth.
- YSCO-2 Increased access to training and development for youth services staff.
- YSCO-3 Influence and impact systems and public policy by increased public awareness and support for academic achievement programs for low-income youth, especially during the out-of-school hours.
- YSCO-4 Demonstration and dissemination of best practices and/or evaluation results.
- YSCO-5 Youth demonstrate the skills necessary for education or employment after high school.

ADULT SELF-SUFFICIENCY INITIATIVE

Objective	<i>Low income individuals and families are afforded the opportunity to move toward economic self-sufficiency.</i>
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Issues

- With a state median income of \$52,015, Denver’s median income of \$44,000 makes it one of the poorest counties in Colorado. (FRESC – Good Jobs. Strong Communities)
- One in five Colorado households does not have enough income to make ends meet. (Colorado Self-sufficiency Standard, 2008)
- 60% of Denver’s homeless population consists of families with children. (Denver’s Road Home)
- The most commonly reported reason for homelessness in Denver is job loss. (Denver’s Road Home)
- In 2007, 60% of the 400,000 children under age six in Colorado had all available parents working. (2009 Kids Count in Colorado)
- Children have an 85% chance of growing up in a low-income household in Colorado if parent(s) don’t have a high school education (National Center for Children in Poverty)
- Workers without specialized education and training often can obtain only low - paying employment (Joint Center for Housing Studies)
- Jobs requiring specific technical training beyond high school (middle-skills) compose the largest portion of jobs in the labor market. These jobs are experiencing the greatest shortages of skill workers in the country. (Sheila Maguire, Workforce Alliance, 2008)
- Individuals with a bachelor’s degree will earn almost twice as much as workers with a high school diploma over a lifetime (\$2.1 million compared to \$1.2 million). (CareerWizard.com)
- 49% of American adults say they are concerned they have not paid enough attention to managing their finances as they should have and 48 percent are concerned they don’t know enough about financial planning. (The Harris Poll, 2007)

IMPACT AREAS	LONG-TERM GOALS
ASI-1 Skills to provide for one’s own basic needs	<ul style="list-style-type: none"> • People are employed in living-wage jobs and are at or above the Colorado self-sufficiency standard.
ASI-2 Asset building	<ul style="list-style-type: none"> • People increase savings and financial assets

Strategies

MHUW will continue its leadership role as a convener to support programs, partnerships and collaborations that include one or more of the following strategies:

- ASST-1 Programs that stabilize individuals and families with basic human services such as, food, shelter, and provide information regarding other community resources.
- ASST-2 Programs that expand and develop opportunities for low-income individuals to achieve upward economic mobility. This may include:
- Workforce readiness skills and educational opportunities for high demand employment.
 - Career development opportunities that result in increased income, responsibilities, professional skills.
 - Supportive Services for parents engaged in workforce development activities.
- ASST-3 Programs that provide access to asset building opportunities such as education, home ownership, or business creation.
- ASST-4 Support and advocate for policies that help individuals and families struggling to make ends meet, achieve a self-sufficient and financially stable life. Focus will be on the passage of policies that promote workforce development, asset building, and adult self-sufficiency.

Expected Results

Individual Outcomes

Individual outcomes are the measurable changes expected for the individual participants of the program

Funded programs, partnerships, and collaborations must be designed to accomplish at least one measurable individual outcome linked to the following:

- ASO-1 Participants have increased access to services, such as food, shelter, and access other community resources.
- ASO-2 Participants have increased access to educational opportunities that will enable them to increase their earning potential. This includes:
- Obtaining developmental education
 - Obtaining GED's
 - Earning Associate's or Bachelor's degrees
 - Earning licenses or certificates in high demand areas of employment
- ASO-3 Low income individuals will have access to services that provide:
- Financial education and credit counseling and repair
 - Opportunities to reduce home foreclosures and bankruptcies
 - Opportunities to open bank accounts
- ASO-4 Low income individuals will invest in assets for:

- Education
- Micro business
- Homeownership.

ASO-5 As a result of their participation in educational/workforce training opportunities, low income individuals will have:

- Increased income
- Increased job responsibilities
- Career advancement

Community Outcomes or Systemic Changes

Community Outcome or Systemic Change reflects the broader impact a strategy may have on neighborhoods, communities or the system at large.

Additional preference will be given to funded programs, partnerships, and collaborations that lead to or demonstrate systemic change appropriate to the project. Examples of systemic changes may include, but not be limited to:

- ASCO-1 Increased numbers of stabilized individuals and families who are able to access opportunities for employment, education, training, and financial management.
- ASCO-2 Workforce development opportunities that support families as a whole.
- ASCO-3 Increased opportunities that enable individuals and families to obtain a stable living condition by becoming financially self-sufficient.
- ASCO-4 Influence and impact systems, public policy by increased public awareness and advocacy that support people in Colorado to achieve economic self-sufficiency as defined by the Colorado self-sufficiency standard.