

United Way of Greater Philadelphia and Southern New Jersey

Glossary of Terms

2-1-1: free, confidential three-digit call, text, chat, and web-based access point for health and human services information and referrals. United Way partners with 2-1-1 in Pennsylvania (<http://211sepa.org/service-providers/>) and New Jersey (<http://nj211.org/agency-professionals/>) to maintain a current listing of programs and services and to promote 2-1-1 as a resource for individuals and families served, volunteers, donors, and staff.

Academic supports: a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards or generally succeed in school.

Accountability: a relationship between persons or groups, where one is responsible to another for something important. Accountability means that it matters if we succeed or fail.

Adverse childhood experiences (ACEs): Potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian. For more information, visit <https://acestoohigh.com/2012/10/03/the-adverse-childhood-experiences-study-the-largest-most-important-public-health-study-you-never-heard-of-began-in-an-obesity-clinic/> <https://www.cdc.gov/violenceprevention/acestudy/index.html>

Advocacy: public support for, championing of, promotion of, or recommendation of a particular cause or policy.

Asset: an economic resource, tangible or intangible, that can be owned or controlled to produce value and can be converted into cash (although cash itself is also considered an asset).

Baseline: a visual display of the history (where we have been) and forecast (where we are headed if nothing changes) for an indicator of importance.

Best practice: a technique of methodology that, through experience has been proven to facilitate better outcomes in a particular field.

Capacity: ability to perform or produce. A combination of all the strengths and resources available within an organization or community to reduce the level of risk/improve life chances of citizens.

Career awareness: experiences that help students build awareness of the variety of careers available. These activities are normally defined as one-time interactions with partners for a student or group of students.

Career awareness programming: expanding students' knowledge of possible career paths and job opportunities, as well as what's required to be successful in them.

Career exploration: provides students with short term direct interaction with partners and the opportunity to explore career options in a way that contributes to motivation for learning and informs students’ decisions about further experiences and educational options.

Career pathway (WIOA sec. 3(7)): a combination of rigorous and high-quality education, training, and other services that:

- Aligns with the skill needs of industries in the economy of the state or regional economy involved
- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- Includes counseling to support an individual in achieving the individual’s education and career goals
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential
- Helps an individual enter or advance within a specific occupation or occupational cluster

Career planning (WIOA sec. 3(8)): the provision of a client-centered approach in the delivery of services, designed— (A) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (B) to provide job, education, and career counseling, as appropriate during program participation and after job placement.

Caregiver: an individual, parent, or legal guardian who provides direct care for a child; also applies to those caring for another individual such as a parent, friend or relative.

Child savings accounts (CSA): accounts available through banks, credit unions or nonprofit organizations, or as investment products such as Coverdell Education Savings Account or state-sponsored 529 plans, and usually allow deposits from children, their parents and other relatives.

Collaborative: a means to bring people together to take action.

Community: people who live together in a geographic area, including the whole range from neighborhood to nations.

Community goal: a condition of well-being we want for our children, youth, families, older adults and/or the community as a whole, stated in clear language.

<p>Community or population indicator: how we measure the conditions sought in our Community Goals for the community as a whole or for a targeted sub-population of that community.</p>
<p>Community impact: mobilizing communities to create lasting changes in community conditions that improve lives.</p>
<p>Community partners: organizations that have a role to play in improving results.</p>
<p>Community workforce partnership: a network of community based organizations that provide specialized services often needed to address barriers to employment for residents, including lack of transportation, childcare, education, employability skills, re-entry, and income support.</p>
<p>Customer: a person or agency who benefits from program or service delivery (client or consumers are synonymous).</p>
<p>Customer population: customers served by a specific program or organization.</p>
<p>Customer results: performance measures that evaluate impact, and whether the customers are any better off. We refer to these measures as customer results to distinguish them from community-wide population results for all children, families or adults.</p>
<p>Developmentally appropriate: a way of describing practices adapted to match the age, characteristics and developmental progress of a specific age group of children.</p>
<p>Early childhood education (ECE): consists of activities and/or experiences that are intended to affect developmental changes in children prior to their entry into elementary school. ECE programs include any type of educational program that serves children in the preschool years and is designed to improve later school performance.</p>
<p>Earned Income Tax Credit (EITC): refundable tax credit for low- to moderate-income working individuals and couples, particularly those with children. The amount of EITC benefit depends on a recipient's income and number of children.</p>
<p>Emergent literacy: the recognition that literacy begins at birth and builds on relationships and experiences that occur during infancy and early childhood. The give-and-take nature of babbling, lap games/songs/rhymes, sharing favorite picture books – all lead to the acquisition of skills such as looking, gesturing, recognizing and understanding pictures, handling books, and scribbling which lays the groundwork for conventional reading and writing. Emergent literacy signals a belief that, in literate society, young children, even one and 2 year old children, are in the process of becoming literate.</p>
<p>Evidence-based practices: promoting health, learning and other measures of well-being by integrating the best available evidence (research findings, systematic collection of data through observation and experiments) with practice expertise and other resources. For more information: http://www.socialworkpolicy.org/research/evidence-based-practice-2.html</p>

Family and intergenerational literacy programs: intended to improve the literacy of educationally disadvantaged parents and children, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children. Source: <https://www.ericdigests.org/pre-9220/family.htm>

Family engagement: a family-centered and strengths-based approach to making decisions, setting goals, and achieving desired outcomes for children and families. Family engagement encourages and empowers families to be their own champions, working toward goals that they have helped to develop, based on their specific family strengths, resources, and needs.

Family literacy programs: programs driven by comprehensive, holistic approaches to education in which parents and children learn and grow together. These programs address the literacy strengths and needs of the family/community while promoting adult involvement in children's education, recognizing adults as a powerful influence on children's academic success. These programs also recognize the reciprocal nature of parent-child relationships. Family literacy programs provide both parent-initiated and child-initiated activities to support development of those relationships and to increase the motivation to learn for both parent and child. Education opportunities of families are improved by integrating early childhood and adult education into unified programs. Family Literacy programs provide services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

- Interactive literacy activities between parents and their children
- Education for parents in facilitating children's learning and becoming full partners in their education
- Parent literacy training that leads to economic self-sufficiency and meets adults' stated goals
- Age-appropriate education to prepare children for success in school and life experiences

Family literacy: family literacy is a term used to describe parents and children—or more broadly, adults and children—learning together. Family literacy can apply to all families and all literacy activities that take place within the family, not just school like activities.

Free and reduced-price lunch (FRPL): per the National School Lunch Program, a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions, providing nutritionally balanced, low-cost or free breakfasts and/or lunches to children of families who meet the federal criteria of income eligibility. Researchers often use FRPL enrollment figures as a proxy for poverty at the school level.

GAAP: Generally Accepted Accounting Principles www.accounting.com/resources/gaap/

Healthy attachment: refers to level of social emotional attachment to caregiver. For more information: <https://www.brookings.edu/blog/social-mobility-memos/2015/04/21/getting-attached-parental-attachment-and-child-development/>

Home visit: a service delivery approach designed to meet families where they are by providing voluntary, individualized support in their home or another preferred location.

Indicator: information/data that can help us measure whether we are making progress toward a desired outcome. It usually takes several indicators to determine whether an outcome is being achieved.

Individual development account (IDA): an asset building tool designed to enable low-income families to save towards a targeted amount usually used for building assets in the form of home ownership, post-secondary education and small business ownership.

Individual employment plan (20 CFR 680.170): an individualized career service, under WIOA sec. 134(c) (2) (a) (xii)(II), that is developed jointly by the participant and career planner when determined appropriate by the one-stop operator or one-stop partner. This plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve the employment goals.

Industry or sector partnership [WIOA sec. 3(26)]: a workforce collaborative, convened by or acting in partnership with a State board or local board, that:

- Organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership:
 - Representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable
 - One or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and seven of the below representatives
 - One or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster
- May include representatives of:
 - State or local government;
 - State or local economic development agencies
 - State boards or local boards, as appropriate
 - State workforce agency or other entity providing employment services;
 - Other State or local agencies
 - Business or trade associations
 - Economic development organizations
 - Nonprofit organizations, community-based organizations, or intermediaries
 - Philanthropic organizations
 - Industry associations
 - Other organizations, as determined to be necessary by the members

Integrated education and training [34 CFR 463.35]: refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Job advancement and training: strategies to help increase the income of low-wage workers, providing services to help workers stabilize their employment, improve their skills, and increase their earnings; assisting in applying for a range of financial work supports for which they might be eligible, such as child care subsidies, food stamps, and the Earned Income Tax Credit.

Key partner: single or multi-service organization demonstrating significant results in at least one supporting strategy in a local neighborhood, community or county and participating in a partnership with others toward community level result(s).

Living wage: The minimum income necessary to meet basic needs or a decent standard of living. It should be adjusted based upon the cost of living in any given location. Please see <http://livingwage.mit.edu/> for more information.*

Long-term unemployed individual (see Bureau of Labor Statistics definition): a person who has been unemployed for twenty-seven or more consecutive weeks. PARTICIPANT (20 CFR 677.150) – is a reportable individual who has received services other than the services described in paragraph (a) (3) of this section, after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination. (1) For the Vocational Rehabilitation (VR) program, a participant is a reportable individual who has an approved and signed Individualized Plan for Employment (IPE) and has begun to receive services. (2) For the WIOA title I youth program, a participant is a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received 1 of the 14 WIOA youth program elements in sec. 129(c)(2) of WIOA.

Low-income individual [WIOA sec. 3(36)]: an individual who, in general:

- Receives, or in the past six months has received, or is a member of a family that is receiving or in the past six months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
- Is in a family with total family income that does not exceed the higher of:
 - The poverty line; or
 - 70% of the lower living standard income level;
 - Is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
 - Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
 - Is a foster child on behalf of whom State or local government payments are made; or
 - Is an individual with a disability whose own income meets the income requirement but who is a member of a family whose income does not meet this requirement.

Measurable improvement: a positive change as measured by comparing two or more data points.

Model: a recognized program design with certain activities/strategies, procedures, and staffing that focus on target customer population to achieve specific result (usually accompanied by a formalized process for measuring program performance. Examples: Nurse Family Partnership, Community Schools Model.

On-the-job training (OJT): teaching the skills, knowledge, and competencies needed for employees to perform a specific job within the workplace and work environment. Employees learn in an environment in which they will need to practice the knowledge and skills taught in the on-the-job training.

Opportunity youth: a youth, who at the time of enrollment, is:

- Not attending any school
- Not younger than age 15 or older than age 25
- Has one or more of the following barriers:
 - A school dropout
 - A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter
 - A recipient of a secondary school diploma or its recognized equivalent who is a low income individual and is basic skills deficient or an English language learner
 - An individual who is subject to the juvenile or adult justice system
 - A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725 (2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under the John H. Chafee Foster Care Independence Program, or in an out-of-home placement
 - An individual who is pregnant or parenting
 - A youth who is an individual with a disability
 - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment as defined by the local area.

Outcome: a general goal or result, a bottom-line condition of well-being for children, families or communities. Outcomes relate to the fundamental desires of people and cross over agency, program, and/or public and private sector lines. Examples of outcomes areas are “healthy and safe children” and “strong families.” Typically, many different indicators must be achieved to reach a desired outcome.

Out-of-school time (OST): after school and/or summer programs that foster health and well-being practices, using science-based standards for healthy eating, physical activity, screen time, and social supports for these behaviors including staff, family, and child engagement.

Parent education: process for helping parents/primary caregivers to understand children’s developmental needs and uniqueness and their own parental roles and responsibilities. Parenting education offers strategies, tools and insight for observing, interpreting, and responding to children’s behavior in order to maximize positive outcomes for both.

Performance measures: a measure of effort/effect of a program, agency or service system including:

- How much did we do: Quantity or amount of effort? How much service did we deliver?
- How well did we do it: Quality of effort? How well was the service delivered? What % of the whole improved?
- Is anyone better off: Quantity and quality of impact and effect on customer lives

For more information: <https://clearimpact.com/results-based-accountability/example-performance-measures-can-use-program-service/>

Performance results: performance measures that evaluate impact, and whether individuals or customers are any better off. We refer to these measures as individual performance results to distinguish them from community-wide population results for all children, families or adults.

Positive social emotional climate: conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

Practice: describes either the way a service is delivered or any component/element of a service program and helps answer “how” a program delivers services. Practices include specific elements, activities, procedures, techniques, approaches, concepts, philosophies, and policies.

Preferred components: sections of the application that add value to the proposal.

Program customer: persons served directly by the program and who are evaluated, whether they be better off from services provided.

Program quality: a degree of program value or worth, determined by attention to customer care, satisfaction and results.

Regional partner: single or multi-service organization working regionally (3 or more counties), demonstrating significant results toward turning one of the community level curves and in at least one supporting strategy. Willing to lead small collective of partners toward more holistic results to include identification of and possible elimination of system barriers and collective results identified for FY 22-24 process.

Required components: those sections of the application that must be substantively completed in the proposal to be considered for investment.

Research-based: having a foundation in formal studies regarding social/human behavior and/or evaluation studies of program models, strategies or characteristics.

Results-based accountability: a disciplined way of thinking and acting used to improve the quality of life in neighborhoods, communities, counties, states and regions, as well as improve the performance of programs, agencies and service systems. The framework is based on Mark Friedman's book "Trying Hard Is Not Good Enough." For more information: <https://clearimpact.com/results-based-accountability/>

<p>Returning Citizens: citizens that are returning from incarceration.</p>
<p>School readiness: the state of early development that enables an individual child to engage in and benefit from first grade learning experiences. Generally, there are five areas of development: health and physical development; social and emotional development; approaches toward learning; language development and communications; and cognition and general knowledge.</p>
<p>Social capital: A form of economic and cultural capital in which social networks are central, transactions are marked by reciprocity, trust, cooperation, and market agents produce goods and services not mainly for themselves, but for a common good. The term generally refers to the:</p> <ul style="list-style-type: none"> • Resources, and the value of these resources, both tangible (public spaces, private property) and intangible ("actors", "human capital", people) • Relationships among these resources • Impact that these relationships have on the resources involved in each relationship, and on larger groups. It is generally seen as a form of capital that produces public goods for a common good.
<p>Stakeholder: a person or organization who has a significant interest in the achievement of a Community Goal or the performance of a specific program, agency or service system associated with that goal.</p>
<p>Story behind the curve: what we know about the present issue/need in the community and why it exists; the story behind the data. It includes an analysis of the conditions, causes and forces at work (locally and otherwise) that help explain why community indicators look the way they do – why and how the issue has come to be.</p>
<p>Strategy: a coherent set of actions that has a reasonable chance of improving results. Example: pairing business mentors with middle school students to build an attachment to school and invest in their future.</p>
<p>Summer slide: the tendency for students, especially those from low-income families, to lose some of the achievement gains they made during the previous school year.</p>
<p>Supporting partner: single service or niche agency demonstrating results in at least one supporting strategy and willingness to support the collective but limited staff capacity to participate in the collective.</p>
<p>Target: a desired level of achievement for a population indicator or program performance measure.</p>
<p>Target strategies: specific approaches or plans the UWGPSNJ has chosen to turn the curve on our community conditions in partnership with others.</p>
<p>Target population: intended recipients of the service, strategy or collective work as prioritized by UWGPSNJ.</p>

Transitional job (20 CFR 680.190): a time limited work experience that is wage-paid and subsidized, and is in the public, private or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the Local Workforce Development Board. These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment.

Trauma-informed services: Trauma-informed services embrace a profound cultural shift in which individual's behaviors and their conditions are viewed differently, staff responds differently, and the day-to-day delivery of services is conducted differently. These specialized services are characterized by safety from physical harm and re-traumatization with an understanding of individuals and their symptoms in the context of their life experiences and histories, cultures, and society. Trauma-informed services are not specifically designed to treat symptoms or syndromes related to complex traumas but they are informed about and sensitive to trauma related issues present in survivors. Six principals of trauma-informed organizations are safety; trustworthiness and transparency; peer support and mutual self-help; collaboration and mutuality; empowerment, voice and choice; cultural, historical and gender issues. For more information visit Substance Abuse and Mental Health Services Administration (SAMHSA) at: https://www.samhsa.gov/samhsaNewsLetter/Volume_22_Number_2/trauma_tip/guiding_principles.html "Models for Developing Trauma-Informed Behavioral Health Systems and Trauma-Specific Services" National Center for Trauma-Informed Care, Center for Mental Health Services

Turning the curve: positive trending from the baseline to another point in time. Also used to refer to collective commitment to changing customer and/or community conditions, determining ways to move the "story behind the data" to an improved place through program implementation and/or no cost/low costs options.

Two-generation approach: connecting low-income individuals and/or families with early childhood education, job training and other tools to achieve financial stability and include ways to help equip individuals, parents/caregivers and children with what they need to thrive.

Unduplicated customer: meaning one customer = 1, no matter how many times the customer received services in a funding year. If an individual is served, screened, enrolled or admitted more than once in a year, he/she can only be counted once.

United Way work to date: a snapshot of or hyperlink to the impact work United Way has realized thus far in each particular strategy or area of work.

Volunteer engagement and management: a strategic effort to recruit, retain and track volunteers toward specific organizational goals and that also support United Way targets and strategies.

What works: actions, programs and strategies that have proven or promising evidence of making a positive difference.

Work experience (or internship) (20 CFR 680.180): a planned, structured learning experience that takes place in a workplace for a limited period of time. Internships and other work experiences may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. An internship or other work experience may be arranged within the private for profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Transitional Jobs are a type of work experience.

Workforce investment board (WIB): regional entities created to implement the Workforce Investment Act; main role is to direct federal, state and local funding to workforce development programs; also oversee the One-Stop Career Centers, where job seekers can get employment information, find out about career development training opportunities and connect to various programs in their area. One-Stop Career Centers also provide many no-cost services to employers as well.

Workforce preparation activities (34 CFR 463.34): include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- Utilizing resources
- Using information
- Working with others
- Understanding systems
- Skills necessary for successful transition into and completion of postsecondary education or training, or employment
- Other employability skills that increase an individual's preparation for the workforce.

*Please see below for MIT living wage by county and family size:

MIT Living Wage Calculator: Hourly Salary Across UWGPSNJ Footprint

County	1 Adult	1 Adult 1 Child	1 Adult 2 Children	1 Adult 3 Children	2 Adults (1 Working)	2 Adults (1 Working) 1 Child	2 Adults (1 Working) 2 Children	2 Adults (1 Working) 3 Children	2 Adults (1 Working Part Time) 1 Child	2 Adults	2 Adults 1 Child	2 Adults 2 Children	2 Adults 3 Children
Philadelphia	\$11.70	\$23.64	\$29.43	\$36.85	\$18.28	\$22.60	\$25.00	\$27.78	\$13.29	\$9.14	\$13.29	\$15.98	\$18.86
Delaware	\$11.70	\$23.64	\$29.43	\$36.85	\$18.28	\$22.60	\$25.00	\$27.78	\$13.29	\$9.14	\$13.29	\$15.98	\$18.86
Chester	\$11.70	\$23.64	\$29.43	\$36.85	\$18.28	\$22.60	\$25.00	\$27.78	\$13.29	\$9.14	\$13.29	\$15.98	\$18.86
Montgomery	\$11.70	\$23.64	\$29.43	\$36.85	\$18.28	\$22.60	\$25.00	\$27.78	\$13.29	\$9.14	\$13.29	\$15.98	\$18.86
Atlantic	\$11.87	\$24.78	\$29.63	\$37.25	\$18.32	\$23.30	\$25.81	\$29.79	\$13.93	\$9.16	\$13.93	\$16.14	\$19.08
Burlington	\$12.09	\$25.16	\$30.01	\$36.61	\$18.99	\$23.68	\$26.19	\$29.15	\$14.12	\$9.50	\$14.12	\$16.33	\$18.76
Camden	\$12.09	\$25.16	\$30.01	\$36.61	\$18.99	\$23.68	\$26.19	\$29.15	\$14.12	\$9.50	\$14.12	\$16.33	\$18.76
Cape May	\$10.89	\$24.11	\$28.97	\$36.36	\$18.01	\$22.64	\$25.15	\$28.90	\$13.60	\$9.01	\$13.60	\$15.81	\$18.64
Cumberland	\$11.31	\$24.63	\$29.48	\$36.22	\$18.29	\$23.15	\$25.66	\$28.76	\$13.85	\$9.14	\$13.85	\$16.06	\$18.57