

United Way of Salt Lake
serving Davis, Salt Lake, Summit, and Tooele Counties
creating hope since 1904



United Way of Salt Lake Priority Area and Capacity Assessment

United Way of Salt Lake's Affected Populations Focus Group and Paper Survey Results

Research Conducted for United Way of Salt Lake by Utah Foundation



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About the Focus Groups

United Way of Salt Lake (UWSL) has contracted with Utah Foundation, a non-profit research organization, to conduct a “priority area and capacity assessment” with and on behalf of UWSL. The purpose of the assessment is to help UWSL complete its transition to a community impact United Way. A community impact United Way is one which focuses on and aligns all of its resources with a more limited number of objectives in order to have systemic and long-term impact on the underlying causes of problems. UWSL has asked Utah Foundation to collect data, including community feedback, in the areas of income, education, health, safety-net services, and immigrant/refugee integration.

The purpose of the focus groups is to collect data from affected populations that will help inform the decisions about how to allocate UWSL time and resources for maximum community impact within the areas of education, income, and health. In order to achieve maximum community impact it is imperative that the opinions and perspectives of populations most affected by economic and social challenges are represented in UWSL’s decision-making framework. These are the populations that use the services provided by UWSL partners and grantees and are most helped by UWSL’s advocacy efforts.

The focus group format is as follows: upon convening the focus groups, the focus group leader introduced the purpose of the focus group, including an explanation of the objectives within the three priority areas (education, income, and health). The focus group leader then introduced each objective and facilitated a discussion about what focus group members believe are the barriers to achieving that objective. After conclusion of the discussion, the focus group leader passed out a paper survey asking focus group members to rate each objective using a scale of 1 to 10 (1 being least important and 10 being most important). Members were also asked to fill-in what they believe are the two most significant barriers to achieving each objective.

Six different focus groups were held between March 16 and April 2, 2010; four at United Way Community Learning Centers located in Salt Lake and Davis Counties, one at the Utah State Prison, and one at the YWCA of Salt Lake. Each focus group had 10 to 20 attendees, mostly consisting of young to middle-age adult women. However, one focus group was conducted with 12- to 15-year-old youth. The results of this group are not combined with the other groups for consistency purposes.

A one-page paper survey was also distributed by UWSL partners to affected populations. Survey participants were asked to rate the income, education, and health priority area objectives using a scale of 1 to 10 (1 being least important and 10 being most important). Surveys were collected from 235 participants living in Salt Lake and Davis Counties.

Because UWSL will not be directing its resources to one particular safety net or immigrant/refugee area, these topics were not addressed in the focus groups or the paper survey.

If you have questions, or would like to talk with someone from UWSL about this survey or the priority area and capacity assessment, please feel free to contact Bill Crim, Vice President of Community Impact and Public Policy at 801-736-7771 or bill@uw.org.

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UNITED WAY AFFECTED POPULATIONS FOCUS GROUPS
Combined Focus Group Results
N = 76

How important are the following for individuals and families to be financially stable and independent?

9.28 (1)	A job with adequate income
7.87 (5)	Work supports for those working in low-wage jobs
7.91 (4)	Financial education / financial literacy
7.16 (6)	Adequate savings / assets
8.43 (3)	Affordable housing
9.13 (2)	Education and skill development opportunities

How important are the following for individuals to reach their potential through education?

8.08 (5)	Early learning opportunities (pre-kindergarten)
8.59 (3)	English language proficiency
8.49 (4)	High levels of achievement in grades K-12 (especially in math and reading)
8.97 (1)	A high school diploma
8.92 (2)	Postsecondary education (either college or technical/trade schools)

How important are the following for individuals and families to lead healthy and productive lives?

8.59 (2)	Having access to quality, affordable healthcare coverage
8.36 (5)	Having access to comprehensive, coordinated, and continuous healthcare
8.47 (4)	Making good lifestyle choices by eating healthy, regularly exercising, etc.
8.79 (1)	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
7.64 (6)	Being reasonably free from mental health pathology
8.54 (3)	Living in a healthy environment with good air quality, water quality, etc.

UNITED WAY AFFECTED POPULATIONS FOCUS GROUPS
Youth Focus Group Results
N = 20

How important are the following for individuals and families to be financially stable and independent?

8.45 (3)	A job with adequate income
8.05 (6)	Work supports for those working in low-wage jobs
9.15 (1)	Financial education / financial literacy
9.00 (2)	Adequate savings / assets
8.45 (3)	Affordable housing
8.10 (5)	Education and skill development opportunities

How important are the following for individuals to reach their potential through education?

7.25 (5)	Early learning opportunities (pre-kindergarten)
7.90 (4)	English language proficiency
9.00 (2)	High levels of achievement in grades K-12 (especially in math and reading)
9.55 (1)	A high school diploma
8.95 (3)	Postsecondary education (either college or technical/trade schools)

How important are the following for individuals and families to lead healthy and productive lives?

8.60 (4)	Having access to quality, affordable healthcare coverage
8.05 (5)	Having access to comprehensive, coordinated, and continuous healthcare
8.95 (3)	Making good lifestyle choices by eating healthy, regularly exercising, etc.
9.10 (1)	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
7.85 (6)	Being reasonably free from mental health pathology
9.00 (2)	Living in a healthy environment with good air quality, water quality, etc.

UNITED WAY AFFECTED POPULATIONS SURVEY
Paper Survey
N = 235

How important are the following for individuals and families to be financially stable and independent?

9.27 (1)	A job with adequate income
8.35 (5)	Work supports for those working in low-wage jobs
8.27 (6)	Financial education / financial literacy
8.41 (4)	Adequate savings / assets
9.14 (2)	Affordable housing
8.92 (3)	Education and skill development opportunities

How important are the following for individuals to reach their potential through education?

8.41 (5)	Early learning opportunities (pre-kindergarten)
9.01 (2)	English language proficiency
8.92 (3)	High levels of achievement in grades K-12 (especially in math and reading)
9.35 (1)	A high school diploma
8.84 (4)	Postsecondary education (either college or technical/trade schools)

How important are the following for individuals and families to lead healthy and productive lives?

9.26 (3)	Having access to quality, affordable healthcare coverage
9.33 (2)	Having access to comprehensive, coordinated, and continuous healthcare
9.10 (6)	Making good lifestyle choices by eating healthy, regularly exercising, etc.
9.19 (4)	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
9.16 (5)	Being reasonably free from mental health pathology
9.48 (1)	Living in a healthy environment with good air quality, water quality, etc.

UNITED WAY AFFECTED POPULATIONS FOCUS GROUPS
Underlying Barriers
N = 96

Income: In your opinion, what are the two greatest barriers to...

Individuals having a job that provides them with enough income to adequately support a family?

1. Low education levels
2. Inability to speak English

Individuals accessing work supports when working in low-wage jobs?

1. Lack of awareness or knowledge of available supports
2. Schedule conflicts or time constraints (having to take time off work to access benefits)
3. Not qualifying for benefits (income is over the means test threshold, etc.)

Individuals having financial education and literacy?

1. Lack of culturally-appropriate and affordable education and information
2. Competing priorities (working, caring for a family, etc.)

Individuals developing adequate savings and assets?

1. Low income/wages, not having enough money to save
2. Inability to control spending habits

Individuals accessing affordable housing?

1. Cost (even for homes/rental properties that are considered "affordable")
2. Not qualifying for low-income housing or housing subsidies

Individuals seeking or completing some form of secondary education or skill development?

1. High cost of tuition
2. Competing priorities (working, caring for a family, etc.)

Education: In your opinion, what are the two greatest barriers to...

Individuals having early learning opportunities (pre-kindergarten)?

1. Cost of pre-kindergarten programs
2. Accessibility of pre-kindergarten programs (hours of operation, location, etc.)

Individuals having English language proficiency?

1. Competing priorities (working, caring for a family, etc.)
2. Availability of English classes (especially during non-work hours)

Individuals having high levels of achievement in grades K-12 (especially in math and reading)?

1. Personal/family problems (abuse, low socioeconomic status, drugs, pregnancy, etc.)
2. Lack of parental involvement

Individuals receiving a high school diploma?

1. Inability to speak English
2. Personal/family problems (abuse, low socioeconomic status, drugs, pregnancy, etc.)

Individuals receiving postsecondary education (through college or technical/trade schools)?

1. Cost of attending postsecondary education
2. Competing priorities (working, caring for a family, etc.)

Health: In your opinion, what are the two greatest barriers to...

Individuals having access to quality, affordable healthcare coverage?

1. High cost of health insurance
2. No access to employment-based coverage (either because the employer doesn't offer it or the person is not employed, works part-time, or is self employed)

Individuals having access to comprehensive, coordinated, and continuous healthcare?

1. Cost of accessing/receiving healthcare
2. Lack of resources providing comprehensive, coordinated, and continuous healthcare

Individuals making good lifestyle choices by eating healthy, regularly exercising, and avoiding drugs?

1. Lack of knowledge/education about how to eat well, exercise, nutrition, etc.
2. Competing priorities and lack of time (working, caring for a family, etc.)
3. Personal motivation

Individuals having healthy, safe, and nurturing relationships (free from abuse and violence)?

1. Fear of getting help or leaving one's life behind
2. Family/cultural examples (generational abuse, cultural acceptance, etc.)

Individuals being reasonably free from mental health pathology (getting the necessary treatment for psychological disorders)?

1. Cost of mental health services
2. Competing priorities and lack of time (working, caring for a family, etc.)

Individuals living in a healthy environment with good air quality, water quality, etc.?

1. Cost of relocating to a better environment
2. Availability of other options/opportunities

UNITED WAY AFFECTED POPULATIONS FOCUS GROUP #1
Tuesday, 16th March 2010
Wasatch Elementary – Clearfield, Utah
N = 17

On a scale of 1-10, how important are the following for individuals and families to be financially stable and independent? (1 being least important and 10 being most important):

9.35	A job with adequate income
8.53	Work supports for those working in low-wage jobs
7.35	Financial education / financial literacy
7.12	Adequate savings / assets
9.24	Affordable housing
8.65	Education and skill development opportunities

If there are any important income objectives that you feel should have been included but were not, please list them below.

- Specific trade or professional license classes
- Affordable healthcare (a single doctor’s visit, prescription, or hospital stay could immediately affect a family’s ability to survive, pay rent/mortgage, or buy food in a given month. This potential is multiplied in large families and/or medically fragile families).
- Agencies need to take into account the total financial needs of the family, for example instead of the *average income* for a family of five they should look at the *average income needs* of a family of five with two kids with disabilities and no SSI or support.
- Supports for middle income families. If you make enough to pay your bills, you can’t get any help even though you still need the help.
- Knowing how to budget (learning the basic skills to live in an area, like how to pay utilities, car insurance, taxes, etc.)
- More information about how to survive day-to-day
- Education for immigrants about how to navigate the American “system”

On a scale of 1-10, how important are the following for individuals to reach their potential through education? (1 being least important and 10 being most important):

8.59	Early learning opportunities (pre-kindergarten)
9.71	English language proficiency
9.00	High levels of achievement in grades K-12 (especially in math and reading)
9.53	A high school diploma
9.41	Postsecondary education (either college or technical/trade schools)

If there are any important education objectives that you feel should have been included but were not, please list them below.

- More tutoring opportunities
- On the job training (journey men or proficiency “sign-off” documentary programs)
- Early intervention and diagnosis of learning difficulties
- Access to services for special needs children and students with learning challenges (early intervention and diagnosis)
- Improving eligibility for special needs services (people make too much to qualify, but not enough to pay for services privately)
- Support systems for teens
- Methods for improving parental supports
- Special education
- Preschool: materials should be made available to parents to teach their kids at home if they don’t want to send their kids to preschool
- Food and clothing assistance programs for children in schools
- Opportunities for moms that want to study but have little children at home (it’s very expensive to pay for daycare, especially if the mom isn’t working)
- Adult education
- English classes with longer sessions and more teachers
- Opportunities for undocumented persons to go to college
- Schools/programs for kids that aren’t allowed to go to public school kindergarten because they turned five after the first of September
- More and better English classes

On a scale of 1-10, how important are the following for individuals and families to lead healthy and productive lives? (1 being least important and 10 being most important):

9.76	Having access to quality, affordable healthcare coverage
9.00	Having access to comprehensive, coordinated, and continuous healthcare
7.82	Making good lifestyle choices by eating healthy, regularly exercising, and avoiding smoking
8.59	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
6.94	Being reasonably free from mental health pathology
8.35	Living in a healthy environment with good air quality, water quality, etc.

If there are any important health objectives that you feel should have been included but were not, please list them below.

- Mental health assistance (counseling, education, medicine, etc.)
- Affordable healthcare with no or a low deductible
- Affordable healthy food
- Affordable healthcare
- Clinics for those who make too much money for state-sponsored health insurance, but too little to purchase their own health insurance
- Affordable health insurance

Underlying Barriers Discussion:

INCOME

Financial education:

- When coming from one culture to another, it can be difficult to understand how things work financially

Adequate savings or assets:

- Unaware of how much money in savings is adequate
- There is no work and not enough income to think about savings
 - What they earn just covers the basic needs
- Savings are depleted before being able to tap aid
- Certain situations, for example health-related situations, cannot be prepared for

Affordable housing:

- Lack of income
- Social security

EDUCATION

Early learning opportunities:

- Income too high for Head Start, but too little for other programs
- Middle income
- Lack of awareness has not been a big issue in the last decade because of the internet
 - Still some lack of awareness
 - More of a problem with the Hispanic population because of the language barrier
- Having support systems for single mom's who want to keep their kids home longer
- Moms might be able or want to teach their children at home, but are not aware of what needs to be taught or how to teach them
 - Hard to get a hold of information when you have young children with you, for example, at the library, accessibility is difficult

Parental involvement:

- Parents that do not feel comfortable/able to be involved or know how to be involved in their children's education
- English is a barrier to parental involvement

Getting a high school diploma:

- Parents who don't care, parental expectations
 - Without parental support, it is impossible to help children
 - Better for teenagers to start earlier in the day and to work hard in school instead of balancing their schedule with work

Postsecondary education:

- Even though some students are good students and get scholarships, they cannot use their scholarships because of their immigration status
- Kids could contribute to community more if they had the opportunities to get an education, despite immigration status

HEALTH

Healthcare coverage:

- Co-pays and insurance are too expensive, so people delay care
- It doesn't matter if you have good insurance or not, if health care is not affordable, it won't help; i.e. expensive prescriptions

Making healthy choices:

- In regards to eating healthy, try to buy less expensive healthy fruits and vegetables
- Cultural barriers to eating healthy
- Low- and middle-income people cannot afford healthier food, which affects their health and increases doctor visits

Healthy relationships:

- Having the ability to get out of the situation; must have other options; requires basically leaving everything behind
- Resources hard to find in Spanish; resources are limited and force difficult decisions
- Waiting lists for access to services
- Access hard for those who are not low income
- People needing services are sometimes treated as a “number”
 - This has to do with the lack of money or funding to help and to keep the organization going
 - Lack of consistent funding, e.g. from UW

Free from mental health pathology:

- Respite care is a must for parents with disabled children
 - Need programs that adequately train respite workers

UNITED WAY AFFECTED POPULATIONS FOCUS GROUP #2

Tuesday, 16th March 2010
Guadalupe Schools – West Valley, Utah
N = 16

On a scale of 1-10, how important are the following for individuals and families to be financially stable and independent? (1 being least important and 10 being most important):

8.75	A job with adequate income
7.50	Work supports for those working in low-wage jobs
7.56	Financial education / financial literacy
6.56	Adequate savings / assets
6.81	Affordable housing
8.81	Education and skill development opportunities

If there are any important income objectives that you feel should have been included but were not, please list them below.

On a scale of 1-10, how important are the following for individuals to reach their potential through education? (1 being least important and 10 being most important):

7.25	Early learning opportunities (pre-kindergarten)
7.25	English language proficiency
7.50	High levels of achievement in grades K-12 (especially in math and reading)
8.25	A high school diploma
7.88	Postsecondary education (either college or technical/trade schools)

If there are any important education objectives that you feel should have been included but were not, please list them below.

On a scale of 1-10, how important are the following for individuals and families to lead healthy and productive lives? (1 being least important and 10 being most important):

7.44	Having access to quality, affordable healthcare coverage
6.44	Having access to comprehensive, coordinated, and continuous healthcare
7.69	Making good lifestyle choices by eating healthy, regularly exercising, and avoiding smoking
7.75	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
6.94	Being reasonably free from mental health pathology
7.81	Living in a healthy environment with good air quality, water quality, etc.

If there are any important health objectives that you feel should have been included but were not, please list them below.

- Dental care for adults that is affordable

Underlying Barriers Discussion:

INCOME

A job with adequate income:

- Lack of education
- Lack of good paying jobs, even with experience
 - Limited advancement opportunities
- English language barriers
- Computer skills
- Education is the key to this, starts the cycle of being able to provide

Accessing work supports:

- Cannot provide documentation about how much they earn
- Afraid to ask for help because of immigration status
- Make too much to qualify for benefits
- No time to take off from their work to apply for benefits
- People's shifts are getting cut, meaning others take on longer shifts but still work for lower pay

Adequate savings or assets:

- Misuse the money on parties

- At times they don't get paid enough so all their money goes to necessary expenses
- They do not make an adequate plan
- Do not differentiate between the most and least important expenses
- Spending too much on credit cards
- Instability in work

EDUCATION

Early learning opportunities:

- Not enough awareness
- Options that exist are too expensive
- Don't put their children in preschool because they believe their children will get bored
- There needs to be more schools like Guadalupe that start at an early age

Getting a high school diploma:

- Getting married early
- Start working at an early age because of competing priorities like providing for families
- English language barriers
- More flexible options for home schooling and work
- Gang-related barriers

HEALTH

Healthcare coverage:

- Cost
- Not offered health insurance through work
- Putting off getting health insurance

Making healthy choices:

- Time, constantly being in a hurry
 - Therefore people choose fast food instead of healthy food
- Working hard and being tired; don't want to do anything else but rest
- People need to eat healthy, but by not eating healthy they do not have the energy to exercise
- Easier to buy pre-prepared foods

Healthy relationships:

- Scared that DCFS will come and take the kids away
- Low self esteem
- Because they are threatened or fear their partner
- Don't view the abuse as a problem (not acknowledging that it is a problem)
- Because the abuser is manipulative

UNITED WAY AFFECTED POPULATIONS FOCUS GROUP #3

Thursday, 18th March 2010
Kearns Jr. High School – Kearns, Utah
N = 20

On a scale of 1-10, how important are the following for individuals and families to be financially stable and independent? (1 being least important and 10 being most important):

9.10	A job with adequate income
8.10	Work supports for those working in low-wage jobs
8.90	Financial education / financial literacy
8.05	Adequate savings / assets
8.15	Affordable housing
9.70	Education and skill development opportunities

If there are any important income objectives that you feel should have been included but were not, please list them below.

- Job skills classes / life skills classes
- Financial literacy classes
- Parenting skills classes
- Ability for those without documents to work if they don't cause problems
- Adult education

On a scale of 1-10, how important are the following for individuals to reach their potential through education? (1 being least important and 10 being most important):

8.45	Early learning opportunities (pre-kindergarten)
9.20	English language proficiency
8.90	High levels of achievement in grades K-12 (especially in math and reading)
8.70	A high school diploma
9.10	Postsecondary education (either college or technical/trade schools)

If there are any important education objectives that you feel should have been included but were not, please list them below.

- English classes
- Computer classes
- Homework-tip classes
- Parental involvement
- Daycare
- Access to educational benefits for undocumented persons
- More preventions for gangs/drugs use by youth

On a scale of 1-10, how important are the following for individuals and families to lead healthy and productive lives? (1 being least important and 10 being most important):

8.90	Having access to quality, affordable healthcare coverage
9.30	Having access to comprehensive, coordinated, and continuous healthcare
9.40	Making good lifestyle choices by eating healthy, regularly exercising, and avoiding smoking
9.45	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
7.60	Being reasonably free from mental health pathology
9.25	Living in a healthy environment with good air quality, water quality, etc.

If there are any important health objectives that you feel should have been included but were not, please list them below.

- Exercise groups
- Lower cost for healthcare

Underlying Barriers Discussion:

INCOME

A job with adequate income:

- Education
- Language
- Immigration status

Accessing work supports:

- Lack of information/awareness
- Work part-time and therefore ineligible for benefits
- If you have insurance, they take it out of your paycheck
- Expensive co-pays
- Insurance is only for the one who is employed, but not for dependants
- Medicine is too expensive
- When you apply for benefits, you must state your income and are therefore not qualified for benefits
- Eligibility does not take into account expenses
- You are forced to self medicate sometimes because insurance only covers 70% and costs too much even with insurance, especially if you have large health bills

Financial education:

- Capitalist system is very different from immigrants' home countries; in America you can just buy whatever and however much you want
- All the information that is out there is not readily available or accessible for those who are, for example, Hispanic (for example help with post-secondary education)
- Lack of conscience about getting into debt and using all your money; they forget that they are here mostly to make a better future for their children
- Bombarded with the capitalist "buy everything" mentality

Adequate savings or assets:

- Not having adequate income
- Emergencies
- Price appreciation/inflation even though income stays the same
- Cost of living is too high
- Many help their families in other countries and send all their extra money back home
- Lack of discipline, over-spending

Affordable housing:

- Your salary dictates what you are qualified to buy/rent
- As a head of the family, you want to buy a home in a good place for your children to grow up, but because of your income, you end up living in a bad place
- Many Hispanics worry about the terms/legal language associated with buying a house, so they prefer to rent
- You cannot buy a house without having legal status
- You have to take whatever they give you or whatever is available as an illegal immigrant
- Car payments take up a lot of income and there is a lot of bureaucracy with getting a loan

EDUCATION

Early learning opportunities:

- If education is compromised, everything gets compromised
- There is a need for an awakening in the parents, a desire to invest in their children
 - Educate the parents so that they can give the young children an education
- But, if the parents are to be educated, this is difficult because of competing, real priorities
- When immigrants come to this country, they are looking for the best; people should only have the children that they can educate and sustain
 - If parents were more educated in this regard, it would help
 - How many children can they afford?
 - Parents give children everything they want instead of everything they need
- Taking the children to school is not the only solution, parents can educate their own children
- In their home countries, where the school system is different, school is the responsibility of the teacher, but in the U.S. parents must get involved
- Parents who think their children can simply work at McDonalds instead of getting more education

Getting a high school diploma:

- First education comes from the home
 - But sometimes the mother and the father work because one salary is not enough
 - Babysitters will not educate children like a parent will
- If both parents are working, children might not attend school
- The parents are frustrated because they have to work instead of being home and the children are frustrated because the parents are not there
- A balance between leaving the children on their own and being involved with the children is needed; children are born healthy, but because parents are not educated, they do not know how to help their children
- Parents are not prepared or have the education they need; they immigrate with no education so they do not have the basic knowledge to help their children with their homework
- Not only are the parents at fault, but teachers can be at fault as well
 - Some teachers are not good
 - This is why parents need to be involved
- Language barriers to parental involvement in education
 - Parents often bring their kids to parent-teacher conferences to interpret
- Need for special aid for children who have problems
 - Gang prevention is needed
- Parents who are afraid to confront teachers about problems
- Mobility issues with families
- Drug and gang prevention and education

HEALTH

Making healthy choices:

- They don't stop to think what the children need to eat, they just give them food
- The culture here; people give their children healthy food but their children are surrounded by unhealthy food and thus want to eat the unhealthy tasty food
- Cars, TV, and video games are barriers to exercise
- Sickness, illness, and laziness are barriers to exercise
- Time priorities
- The weather can hinder exercise
- Technology can be a barrier; cell phones and computers make it less necessary to move

UNITED WAY AFFECTED POPULATIONS FOCUS GROUP #4 – YOUTH GROUP
Friday, 19th March 2010
Kearns Jr. High School – Kearns, Utah
N = 20

On a scale of 1-10, how important are the following for individuals and families to be financially stable and independent? (1 being least important and 10 being most important):

8.45	A job with adequate income
8.05	Work supports for those working in low-wage jobs
9.15	Financial education / financial literacy
9.00	Adequate savings / assets
8.45	Affordable housing
8.10	Education and skill development opportunities

If there are any important income objectives that you feel should have been included but were not, please list them below.

On a scale of 1-10, how important are the following for individuals to reach their potential through education? (1 being least important and 10 being most important):

7.25	Early learning opportunities (pre-kindergarten)
7.90	English language proficiency
9.00	High levels of achievement in grades K-12 (especially in math and reading)
9.55	A high school diploma
8.95	Postsecondary education (either college or technical/trade schools)

If there are any important education objectives that you feel should have been included but were not, please list them below.

- Not trying to do well in school

On a scale of 1-10, how important are the following for individuals and families to lead healthy and productive lives? (1 being least important and 10 being most important):

8.60	Having access to quality, affordable healthcare coverage
8.05	Having access to comprehensive, coordinated, and continuous healthcare
8.95	Making good lifestyle choices by eating healthy, regularly exercising, and avoiding smoking
9.10	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
7.85	Being reasonably free from mental health pathology
9.00	Living in a healthy environment with good air quality, water quality, etc.

If there are any important health objectives that you feel should have been included but were not, please list them below.

Underlying Barriers Discussion:

INCOME

A job with adequate income:

- Education level
- The economy
- Age

Accessing work supports:

- Criminal record
- School (lack of education)
- Possibly awareness

Financial education:

- There are some classes in K-12, but not many
- School drop-outs
- Getting pregnant at a young age

Adequate savings or assets:

- Peer pressure
- Need to buy food
- Buying clothes

- Paying taxes
- Expenses/bills
- Not budgeting or managing money right
- Family
- Having children and providing for them
- Need to pay for insurance
- Not having adequate income

Affordable housing:

- Lack of jobs
- Small budget
- Not having good credit
- Having a criminal record
- Perhaps some lack of availability

Education and skill development opportunities:

- Education
- Can't afford to get into it
- Can't afford to pay it off
- Have a family
- Slacking off
- Transportation
- Drop-out
- No HS diploma
- Not prepared

EDUCATION

Early learning opportunities:

- Parents cannot afford it
- Parents choose to enroll their kids in daycare instead
- Transportation
- No time

English language proficiency:

- Move here from another country, don't speak the language
- Learning disabilities/speech problems
- Speak a second language

High levels of achievement in grades K-12:

- Don't do homework
- Not knowing how to do the homework
- Failing a test
- Not listening to the teacher when they show you how to do the work
- Doing other things like sports or hanging out with friends
- Other priorities
- Missing school
- Problems at home
- Attention is distracted in the class room
- Learning disabilities
- Deaths in the family/funerals/other family distractions
- Lack of focus
- Not wanting to go to class
- Dislike the teacher
- Hard to do make-up work
- Health appointments
- Ditch classes
- Procrastination
- Divorce in family
- Too much school work
- Not enough sleep
- Getting expelled

Getting a high school diploma:

- Not enough credits
- Didn't take the necessary classes
- Drugs and gangs
- Get a job instead
- Being lazy
- Problems at school with peers
- Giving up on school
- Bad grades
- Bullying leads to not going to school
- Pregnancy
- Gangs

- Running away from home
- Peer pressure

HEALTH

Healthcare coverage / access to quality healthcare:

- Lack of money for health insurance
- Not qualified for it
- Parents have too much debt
- Low income
- Credit
- It's not worth taking the time to get care because of incompetent doctors
- Afraid
- Lack of transportation
- Lack of money for healthcare
- Lack of time
- Healthcare doesn't help
- Don't want to take medication
- Doctors are not competent

Making healthy choices:

- Laziness
- No time
- Eating disorders
- Unhealthy food is better tasting
- Addictions
- Not enough exercise
- Only look at the negative side of exercise
- Obesity
- Stay out late/sleep in
- Tired
- Work a lot or at school a lot
- Peer/family pressure to use drugs
 - Thinking drugs are cool
 - Getting addicted
- Stress leads to drug use
- Using drugs to boost energy or thinking drugs have benefits

Healthy relationships:

- Things keep building up in relationships because of lack of communication
- Hard to get out of relationships
- No family support
- Having a step-parent
- Disagreements/fights
- Parents have a drug problem
- Parents are not supportive
- Parents don't have a job or are lazy
- Parents are separated
- Lack of communication

Free from mental health pathology:

- Peer pressure
- Not wanting to admit you have a problem
- Family influence
- Drugs
- Depression leads to not wanting to get help
- Self-esteem
- Bullying
- Feeling left out
- Feeling hopeless
- No family support

Good environment:

- People cannot help where they are born/live
- Laziness
- Not willing to relocate easily
- Pollution

UNITED WAY AFFECTED POPULATIONS FOCUS GROUP #5

Tuesday, 30th March 2010
Utah State Prison – Draper, Utah
N = 9

On a scale of 1-10, how important are the following for individuals and families to be financially stable and independent? (1 being least important and 10 being most important):

9.67	A job with adequate income
6.67	Work supports for those working in low-wage jobs
7.00	Financial education / financial literacy
4.89	Adequate savings / assets
9.67	Affordable housing
8.78	Education and skill development opportunities

If there are any important income objectives that you feel should have been included but were not, please list them below.

- Classes/training determining what jobs people are best suited for

On a scale of 1-10, how important are the following for individuals to reach their potential through education? (1 being least important and 10 being most important):

6.67	Early learning opportunities (pre-kindergarten)
7.78	English language proficiency
7.67	High levels of achievement in grades K-12 (especially in math and reading)
8.89	A high school diploma
9.56	Postsecondary education (either college or technical/trade schools)

If there are any important education objectives that you feel should have been included but were not, please list them below.

- Life skills classes

- Classes/training determining what subjects people are best suited to study
- Testing for learning abilities

On a scale of 1-10, how important are the following for individuals and families to lead healthy and productive lives? (1 being least important and 10 being most important):

7.44	Having access to quality, affordable healthcare coverage
8.00	Having access to comprehensive, coordinated, and continuous healthcare
8.67	Making good lifestyle choices by eating healthy, regularly exercising, and avoiding smoking
8.67	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
8.22	Being reasonably free from mental health pathology
8.22	Living in a healthy environment with good air quality, water quality, etc.

If there are any important health objectives that you feel should have been included but were not, please list them below.

- Eastern medicine/holistic approach to health education
- Access to spiritual support and education
- Transitional support to make the appropriate changes while people are still young

Underlying Barriers Discussion:

INCOME

A job with adequate income:

- This is the most important, once you have this everything else falls into place
- Felonies (also prevent getting job training and assistance)
- Lack of affordable housing
- Lack of education
- Not having job skills
- Age
- No work ethic (this is not taught in lower-socioeconomic classes)
- Lack of self discipline and persistence

Affordable housing:

- Felonies
- Restrictions on incomes
- Lack of affordable housing (85% of those coming out of prison need this)
- Lack of transitional housing
- Lack of determination to find an apartment
- Lack of affordable housing in safe areas

Accessing work supports:

- Pride (specifically for food stamps)
- Lack of knowledge/awareness of programs
- Complicated system
- Bureaucracy
- Having to take time off work to fill out applications
- Childcare

EDUCATION

Getting a high school diploma:

- Parenting at a young age/teen pregnancy
- No stability or discipline in one's home life
- Diversions (drugs, alcohol, sex, etc.)
- Getting bored in school
- Lack of understanding the long-term value of education
- Lack of self discipline and persistence

HEALTH

Healthcare coverage / access to quality healthcare:

- Cost

Making healthy choices:

- Laziness
- Addiction (not understanding what an addiction is or how it forms)
- Lack of knowledge about how to eat healthy
- Parental relationships/examples

Healthy relationships:

- Dependence on the relationship for security
- No knowledge of what a healthy relationship looks like
- Lack of resources/classes to teach about healthy relationships
- No ability to envision life goals and what healthy relationships look like

Free from mental health pathology:

- Cost
- Lack of available sufficient, quality treatment
- Lack of awareness
- The ability to live a balanced life is not taught at an early age
- No knowledge of basic life skills
- Lack of resources/classes to teach basic life skills

UNITED WAY AFFECTED POPULATIONS FOCUS GROUP #6
Thursday, 1st April 2010
YWCA – Salt Lake City, Utah
N = 14

On a scale of 1-10, how important are the following for individuals and families to be financially stable and independent? (1 being least important and 10 being most important):

9.79	A job with adequate income
7.93	Work supports for those working in low-wage jobs
8.14	Financial education / financial literacy
8.07	Adequate savings / assets
8.93	Affordable housing
9.50	Education and skill development opportunities

If there are any important income objectives that you feel should have been included but were not, please list them below.

On a scale of 1-10, how important are the following for individuals to reach their potential through education? (1 being least important and 10 being most important):

8.79	Early learning opportunities (pre-kindergarten)
8.43	English language proficiency
8.93	High levels of achievement in grades K-12 (especially in math and reading)
9.57	A high school diploma
8.86	Postsecondary education (either college or technical/trade schools)

If there are any important education objectives that you feel should have been included but were not, please list them below.

- More opportunities and solutions for areas where there are gaps. People who come to work shops need information/services offered after they are asked to identify challenges.
- Parental support

On a scale of 1-10, how important are the following for individuals and families to lead healthy and productive lives? (1 being least important and 10 being most important):

8.79	Having access to quality, affordable healthcare coverage
8.64	Having access to comprehensive, coordinated, and continuous healthcare
8.71	Making good lifestyle choices by eating healthy, regularly exercising, and avoiding smoking
9.36	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
9.00	Being reasonably free from mental health pathology
8.79	Living in a healthy environment with good air quality, water quality, etc.

If there are any important health objectives that you feel should have been included but were not, please list them below.

- More resources like NOMI, etc.

Underlying Barriers Discussion:

INCOME

A job with adequate income:

- Lack of education
- Childcare
- Transportation
- Mental illness issues

Accessing work supports:

- Lack of knowledge/awareness

Financial education:

- Lack of resources or places to get education for free
- Lack of opportunities

Adequate savings or assets:

- Debt
- Bad credit
- Budget – no money left over to save

Affordable housing:

- Low income
- Rent is too high

EDUCATION

Early learning opportunities:

- Fear of sending kids to school, not trusting teachers and daycare workers
- Lack of awareness of programs

English language proficiency:

- The ease of using their own language with others in their surrounding community

High levels of achievement in grades K-12:

- Conflict at home
- Learning disabilities/disorders
- Cultural differences
- Peer pressure/bullying

Getting a high school diploma:

- Having kids at a young age/teen pregnancy
- Parental involvement and knowledge of the system
- Miscommunication between kids and parents
- Drug use

Postsecondary education:

- Fear of being able to do well
- Cost
- Learning/mental disabilities
- Lack of transportation

HEALTH

Healthcare coverage / access to quality healthcare:

- No jobs
- Cost
- Legal status
- Focus on emergency care instead of long-term care

Making healthy choices:

- Not knowing how to cook

- Dislike of healthy foods
- Fast food is easier/more convenient
- Lack of time to prepare food
- Too lazy to exercise
- Social issues/cultural differences
- Peer pressure to use drugs

Healthy relationships:

- Not knowing what a healthy relationship is
- Having to choose between having a provider for your children (even if they are abusive to you) and being alone (having to provide for your children yourself)
- It's easier to be in a two-parent home than on your own.

Free from mental health pathology:

- Fear of acknowledging you have a problem
- Cost of care

UNITED WAY AFFECTED POPULATIONS SURVEY
24th March 24th - 31st March 2010
United Way of Salt Lake Partners, Salt Lake and Davis County
N = 235

On a scale of 1-10, how important are the following for individuals and families to be financially stable and independent? (1 being least important and 10 being most important):

9.27	A job with adequate income
8.35	Work supports for those working in low-wage jobs
8.27	Financial education / financial literacy
8.41	Adequate savings / assets
9.14	Affordable housing
8.92	Education and skill development opportunities

On a scale of 1-10, how important are the following for individuals to reach their potential through education? (1 being least important and 10 being most important):

8.41	Early learning opportunities (pre-kindergarten)
9.01	English language proficiency
8.92	High levels of achievement in grades K-12 (especially in math and reading)
9.35	A high school diploma
8.84	Postsecondary education (either college or technical/trade schools)

On a scale of 1-10, how important are the following for individuals and families to lead healthy and productive lives? (1 being least important and 10 being most important):

9.26	Having access to quality, affordable healthcare coverage
9.33	Having access to comprehensive, coordinated, and continuous healthcare
9.10	Making good lifestyle choices by eating healthy, regularly exercising, and avoiding smoking
9.19	Having healthy, safe, and nurturing relationships (being free from abuse and violence)
9.16	Being reasonably free from mental health pathology
9.48	Living in a healthy environment with good air quality, water quality, etc.