Evaluating Whole Family Approach Pilots: Metropolitan Action Commission 2Gen Evaluation Report

December 4, 2019

COMMUNITY ACTION PARTNERSHIP

THE LEARNING COMMUNITY

Building Capacity to Increase Impact

The Promise of Community Action

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.

Purpose: *The purpose of the LCRC is to analyze Community Action outcomes and identify effective, promising, and innovative practice models that alleviate the causes and conditions of poverty.*

BUILD CAA CAPACITY TO FIGHT POVERTY!

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Today's Webinar Presenter

Dr. Cynthia Croom, Executive Director
Metropolitan Action Commission-Nashville, TN

Evaluating Whole Family Approach Pilots:

The Metropolitan Action Commission

2 Gen/Whole Family Initiative Evaluation Report 2019

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The Metropolitan Action Commission Mission Statement

The Metropolitan Action Commission changes peoples lives, embodies the spirit of hope, improves communities and makes Nashville and Davidson County a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.

Metropolitan Action Commission

2GEN/Whole Family

Our Journey

2000-2014

Organizational Silos Eliminated

Emphasis on being one agency

Shift to being mission and results centered

2015

Breaking the Cycle of Poverty as vision of organization

Focus on mission impact and evidence based practice approaches

2 Gen/Whole Family pilot began

2016

Adoption of the Human Service Value Curve Framework

Expanded data focus agency wide

Began first 3 year correlational study of HS children and parents

2018

Accepted into the Community Action Academy as a participant in the Whole Family Community of Practice Cohort

2019

2 Gen/Whole Family Evaluation Report

Head Start/Early Head Start Impact Study

Kresge NextGen Organization

SOCIAL CAPITAL ▶
peer and family networks
coaching
cohort strategies

◀ **EARLY CHILDHOOD EDUCATION**
Head Start
Early Head Start
child care partnerships
preK
home visiting

◀ **POSTSECONDARY & EMPLOYMENT PATHWAYS**
community college
training and certification
workforce partnerships

HEALTH & WELL-BEING ▲
mental, physical, and behavioral health
coverage and access to care
adverse childhood experiences
toxic stress

▲ **ECONOMIC ASSETS**
asset building
housing and public supports
financial capacity
transportation

ASCEND
THE ASPEN INSTITUTE

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MAC's Theory of Change

Whole Family/2Gen Theory of Change

Breaking the Cycle of Poverty in our community, One Child, One Person One Family at a time by increasing family economic security, educational success, health and well-being from one generation to the next

Families

Children birth to five and Teens

Fathers and Significant Others

Adults

Services

- Economic Assets
- Social Capital
- Education/ Workforce
- Youth Opportunities
- Early Childhood Education

Strategy

- Targeted Population
- Multi-Generational Approach
- Data, Research and Continuous Improvement
- Bundled Services/ Braided Funding
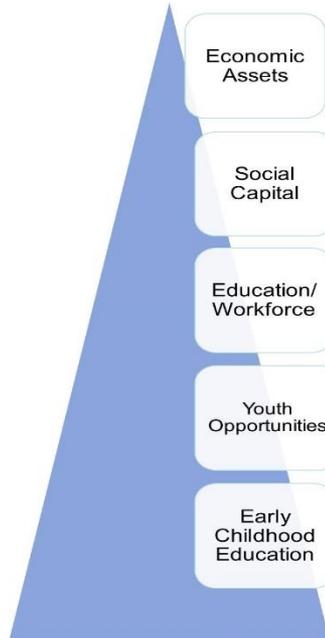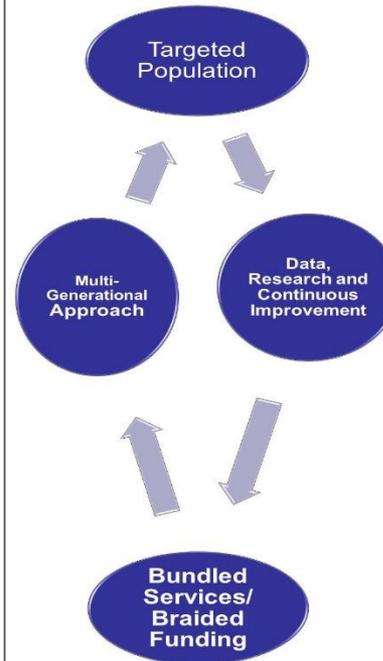
Impact

- Economic Security
- Educational Success
- Health and Well-being from one generation to the next

Study Methodology

This study applies a mixed methods evaluation approach using data from a participant survey, focus groups of participants, interviews with key program staff and leadership, and existing program data.

Accelerators of 2Gen/Whole Family Implementation *(Identified by MAC)*

- Small, Defined Group of Customers
- Building & Maintaining Trust
- Wraparound Resources
- Intentional Staff Engagement with Participants
- Organizational Collaboration
- Supporting Staff Health & Wellness

Program Components & Opportunities

Child Development Associates (CDA)	CompTIA A+ Certification	English As a Second Language (ESL)
Adult Education (GED/HiSet)	Father II Father	Youth Technology Camp

Opportunities available to Early Head Start/Head Start Families and Adult Education enrolled students only.

Program Resources

HOUSING

CHILD CARE

TRANSPORTATION

ATTENDANCE STIPEND

ENERGY, RENT, MORTGAGE

COUNSELOR

INTERNSHIP (COMPTIA AND CDA)

Demographic Data on Participants

ADULT PARTICIPANTS

■ Female ■ Male ■ Gender unknown

Demographic Data on Participants

RACE

Other Race 12%

Asian 1%

White 39%

Black/African American 48%
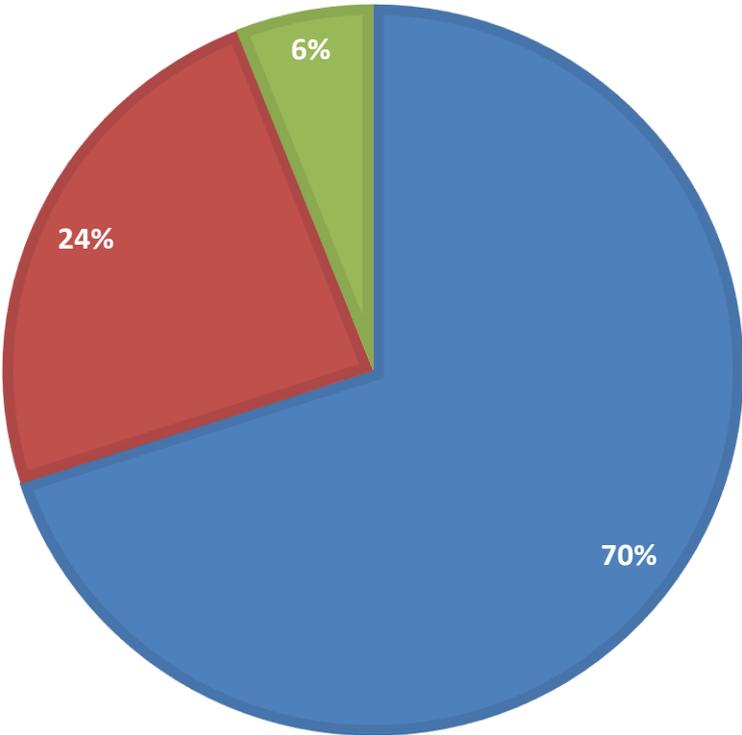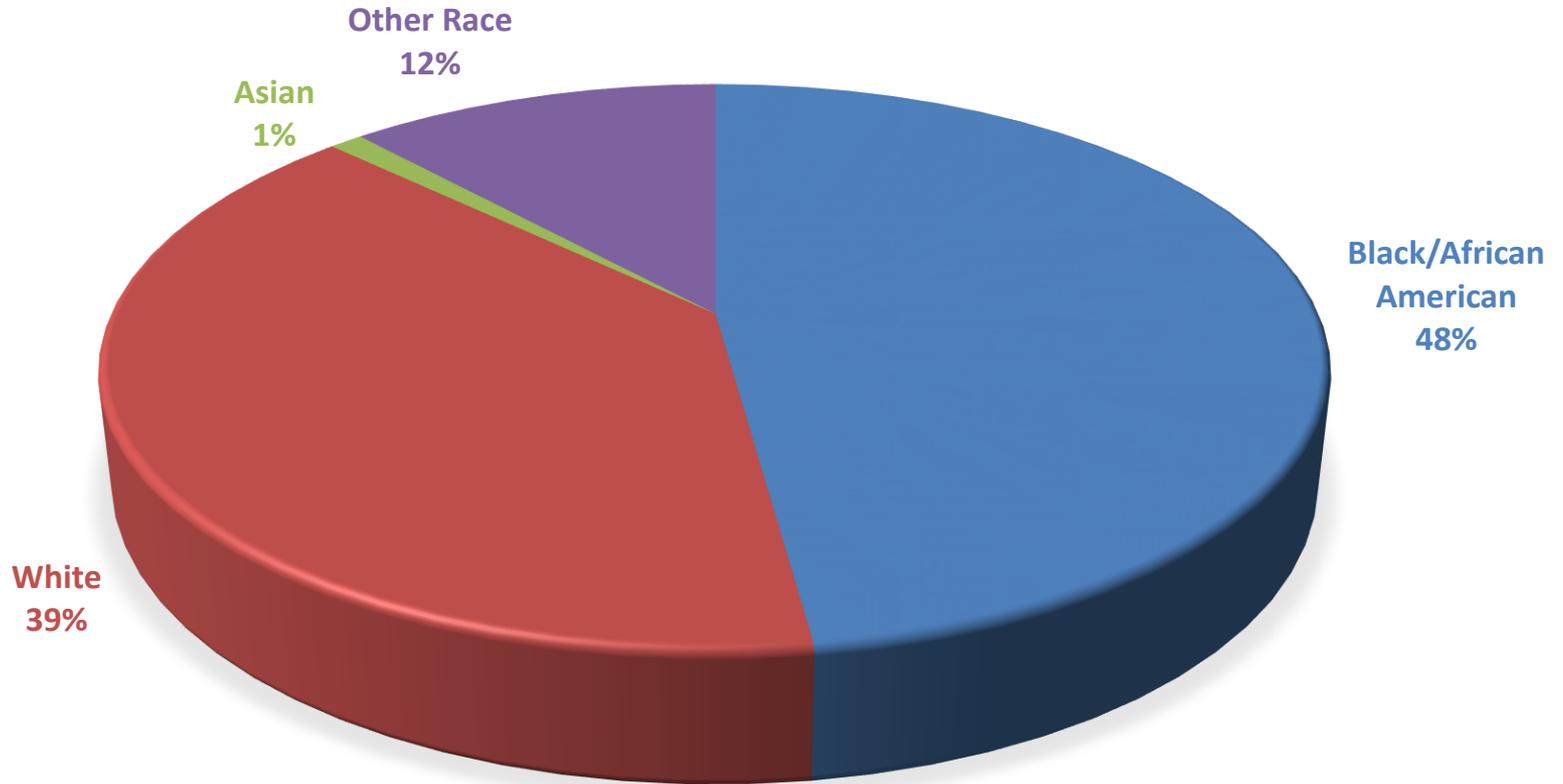
Demographic Data on Participants

Educational Attainment
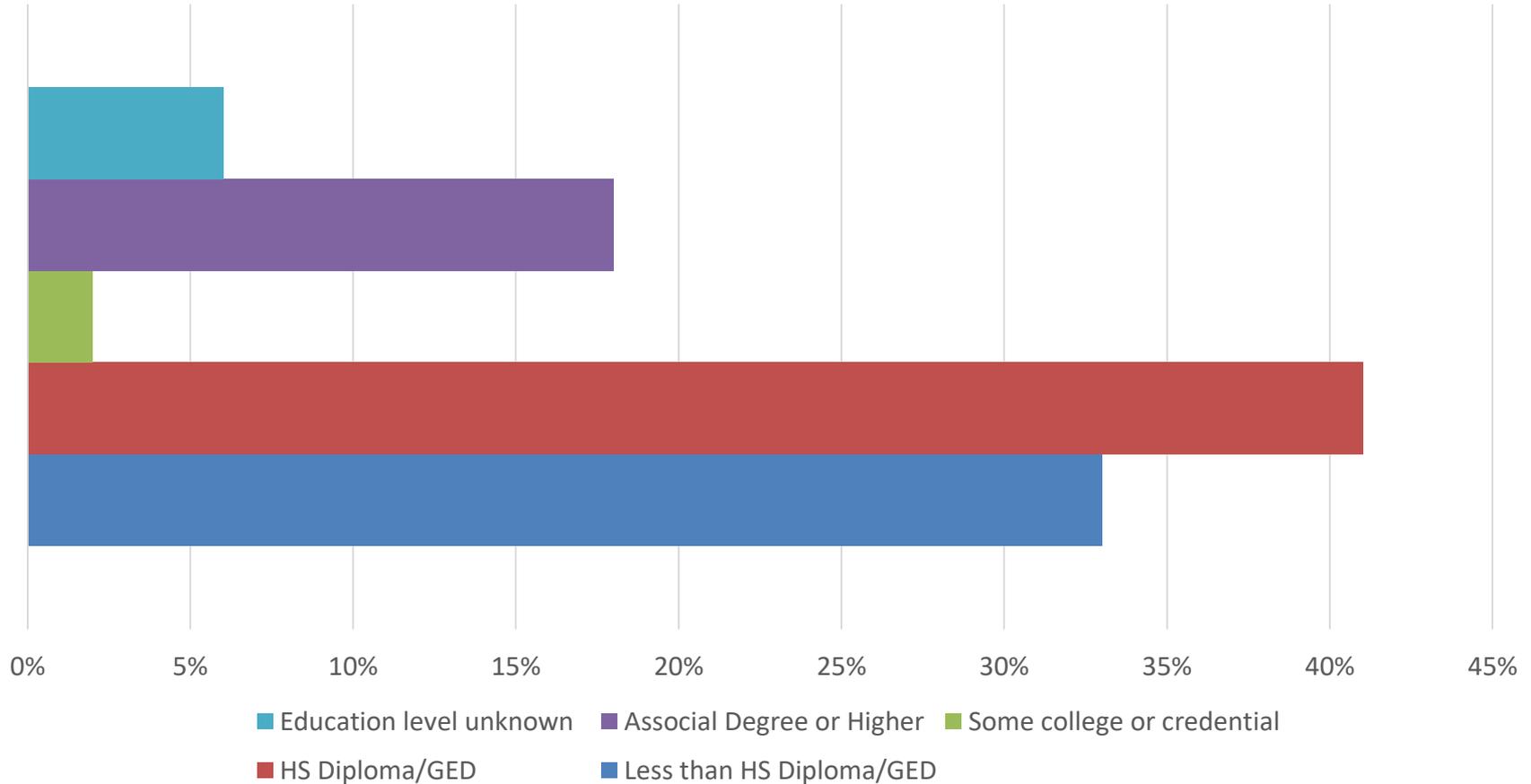
Overall Demographic Data on Participants

	2Gen/Whole Family Initiative Adult Participants	CompTIA A+	CDA	Adult Education	ESL
Gender					
Female	70%	43%	77%	85%	69%
Male	24%	47%	5%	15%	31%
Sex Unknown	6%	10%	18%	0%	0%
Race					
Black/African American	45%	63%	36%	88%	9%
White	37%	23%	41%	10%	62%
Asian	1%	0%	0%	0%	4%
Other Race	11%	3%	5%	2%	25%
Race unknown	6%	10%	18%	0%	0%
Ethnicity					
Hispanic	5%	0%	8%	0%	11%
Ethnicity Unknown	6%	10%	18%	0%	0%
Educational Attainment[b]					
Less than HS Diploma/GED	33%	0%	0%	100%	33%
HS Diploma/GED	41%	60%	67%	0%	15%
Some college or credential	2%	3%	0%	0%	7%
Associate Degree or Higher	18%	27%	15%	0%	32%
Education level unknown	6%	10%	18%	0%	13%

Overall Demographic Data on Participants

Primary Language of Participants

Other 4.5%
Spanish 5.8%
Arabic 35.3%
English 54.5%
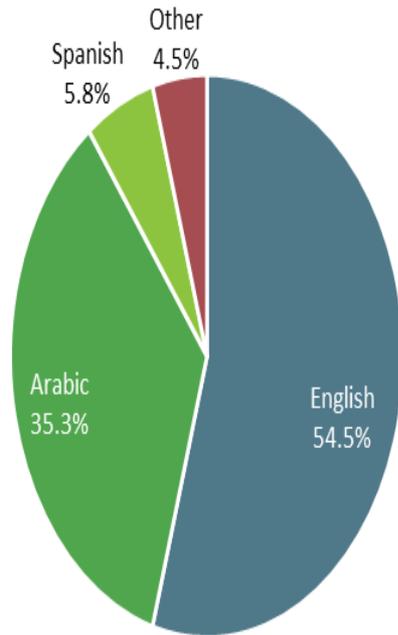
Number of Children in Household

6+ children 6.0%
5 children 9.9%
1 child 9.4%
4 children 10.9%
2 children 32.2%
3 children 31.7%
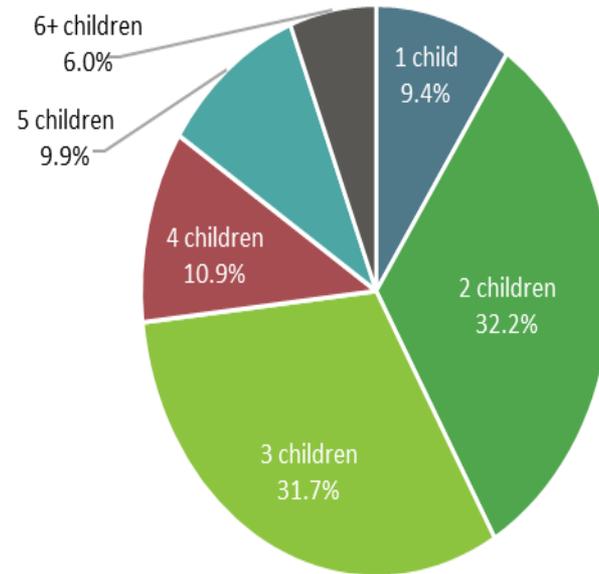
83.2% of surveyed respondents reported being either satisfied or very satisfied with the program in which they enrolled.

Participant Experiences

Program Completion Rates

- MAC program data included completion rates and certification rates for CDA and CompTIA A+ participants for the previous three program years (2015-2016, 2016-2017, 2017-2018).

- Of the 34 CDA participants, 28 had completed the program (82.4%) and of those, 15 had acquired their CDA certification (53.6% of completers). The completion status of seven participants was unknown.

- Of the 30 CompTIA A+ participants, 12 had completed the course (40.0%), and 11 of those had acquired the CompTIA A+ credential (91.7% of completers). Three participants had unknown completion statuses.

Based on Program Data (Survey data does not include all participants)

Participants identified barriers and accelerators to success in MAC's 2Gen/Whole Family Initiative.

Barriers

- Program Eligibility
- Transportation Access Impacts Attendance
- Family Responsibilities
- Program Rigor
- Mental/Physical Health and Safety
- Personal Pride

Participants identified barriers and accelerators to success in MAC's 2Gen/Whole Family Initiative.

Accelerators

- Intrinsic Motivation
- Previous Education
- Additional Resources
- Family, Child, and Peer Support
- Success Stories

Wages
Employment
Other Financial
Changes

Finances

Wages

The MIT Living Wage Calculator estimates living wages for a variety of household sizes and is based on the number of adults (working or non-working) and children in the household. For example, in Davidson County, TN, the living wage for a family with one adult and two children is $26.69 per hour, while a family with two working adults and two children have a living wage of $14.62 per hour.

MAC staff reported that their goal is for participants who complete the CompTIA A+ program to earn wages between $17 to $20 per hour as a starting wage with movement toward the MIT living wage for one adult and one child of $23.20 per hour. The hourly starting goal for CDA is $12 to $15 hourly)

(Retrieved from: http://livingwage.mit.edu/)

Change in Wages at Time of Survey Compared to Enrollment in Program

All former CDA and CompTIA A+ respondents: 3.1%, 28.1%, 40.6%, 28.1%

CDA or CompTIA A+ Program Completers: 7.7%, 7.7%, 38.5%, 46.2%

Legend: Decreased a lot | Decreased a little | About the same | Increased a little | Increased a lot
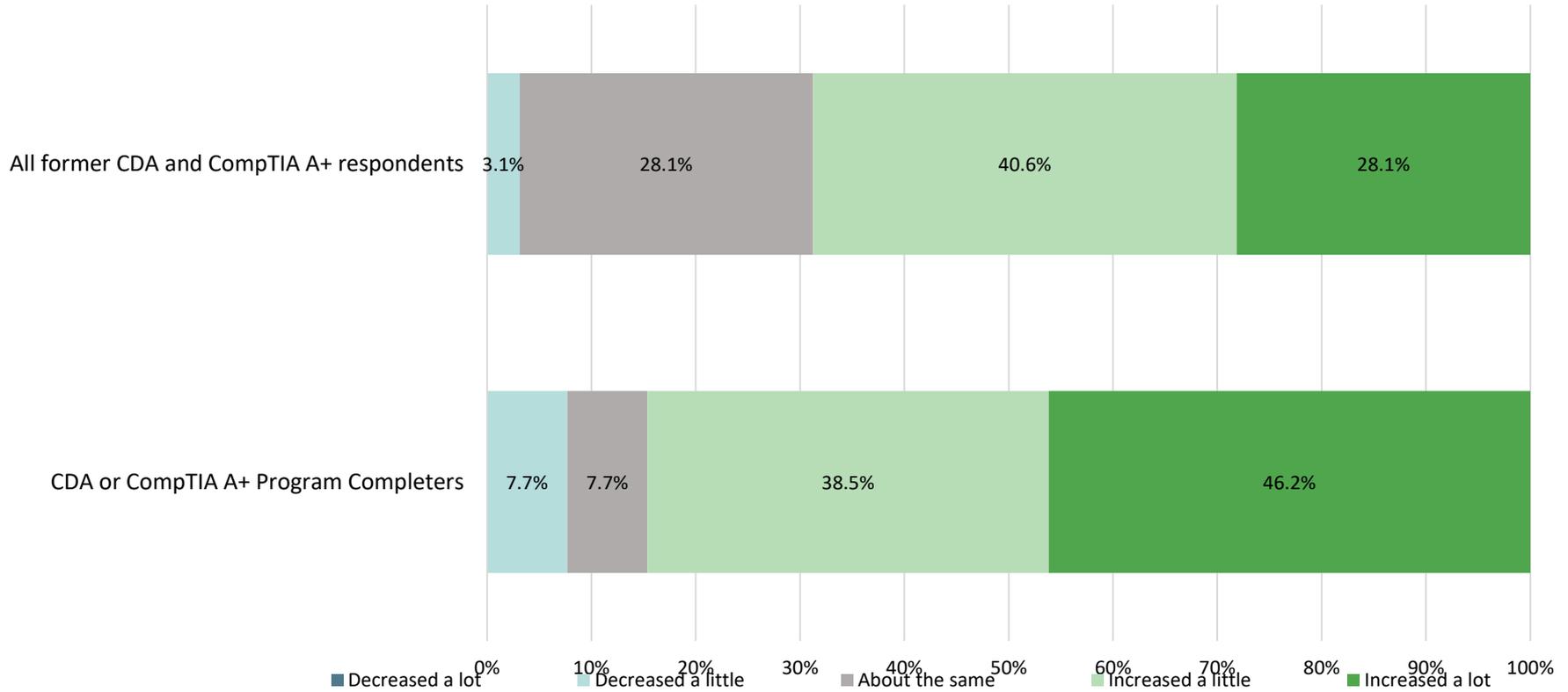
Change in Wages Program and Survey Data

- Respondents were most likely to indicate they were earning $11.00 - $14.00 per hour at the time of the survey (76.9%). This data was reported primarily by CDA completers (n=10) as only three CompTIA A+ completers reported wage and employment data.
- CDA completers employed by MAC (based on payroll data) earn between $12.50 to $15.00 per hour and all who are employed full-time are eligible for medical insurance/health benefits.
- The three CompTIA A+ completers from the survey reported a wide range of hourly wages, from low hourly wages ($7.00 - $10.00) to higher hourly wages ($19.00 - $22.00).
- Based on MAC program data, CompTIA completers largely reported earning $20 hourly.
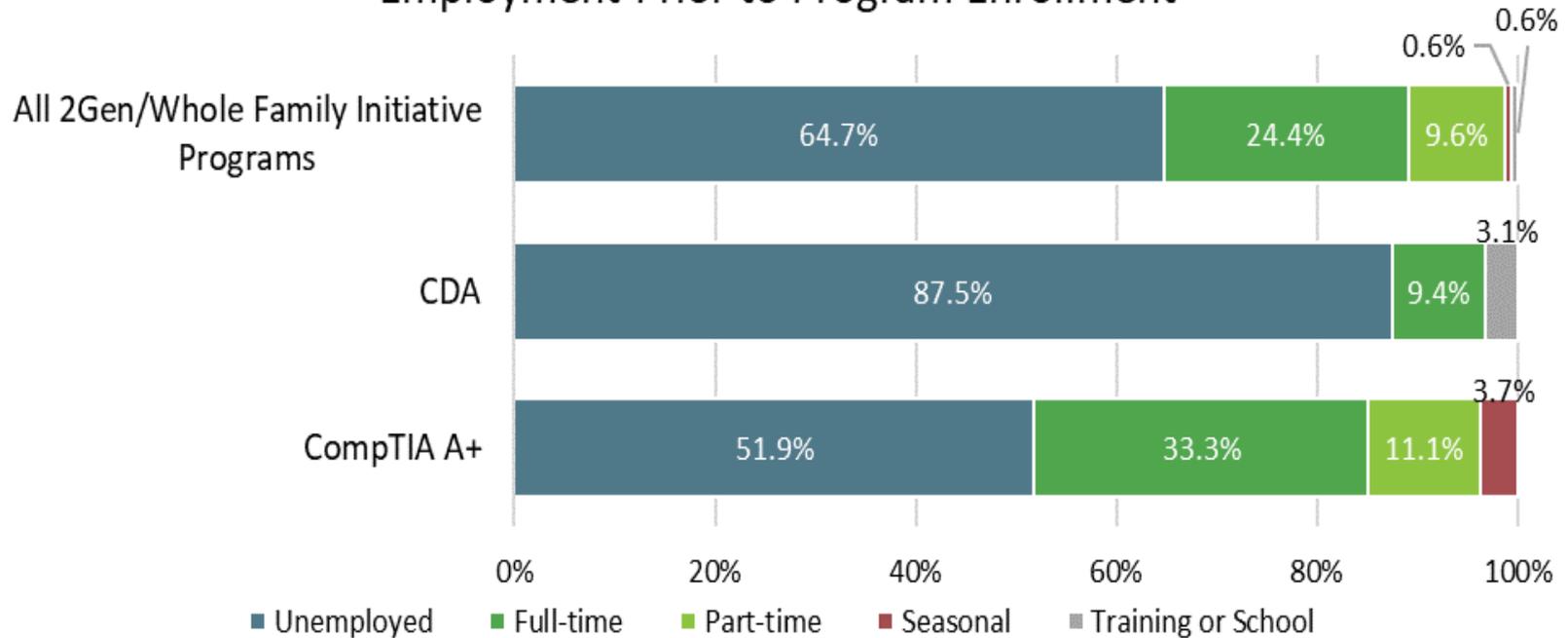
Parent Outcomes

Employment

61.5% of survey respondents reported being eligible for health insurance/medical benefits through their employer with 15.4% being unsure. However, all CDA participants who are employed full-time with MAC are eligible for health insurance/medical benefits.

Employed full-time 62.50%

Employed part-time or multiple jobs 18.75%

Not employed 18.75%
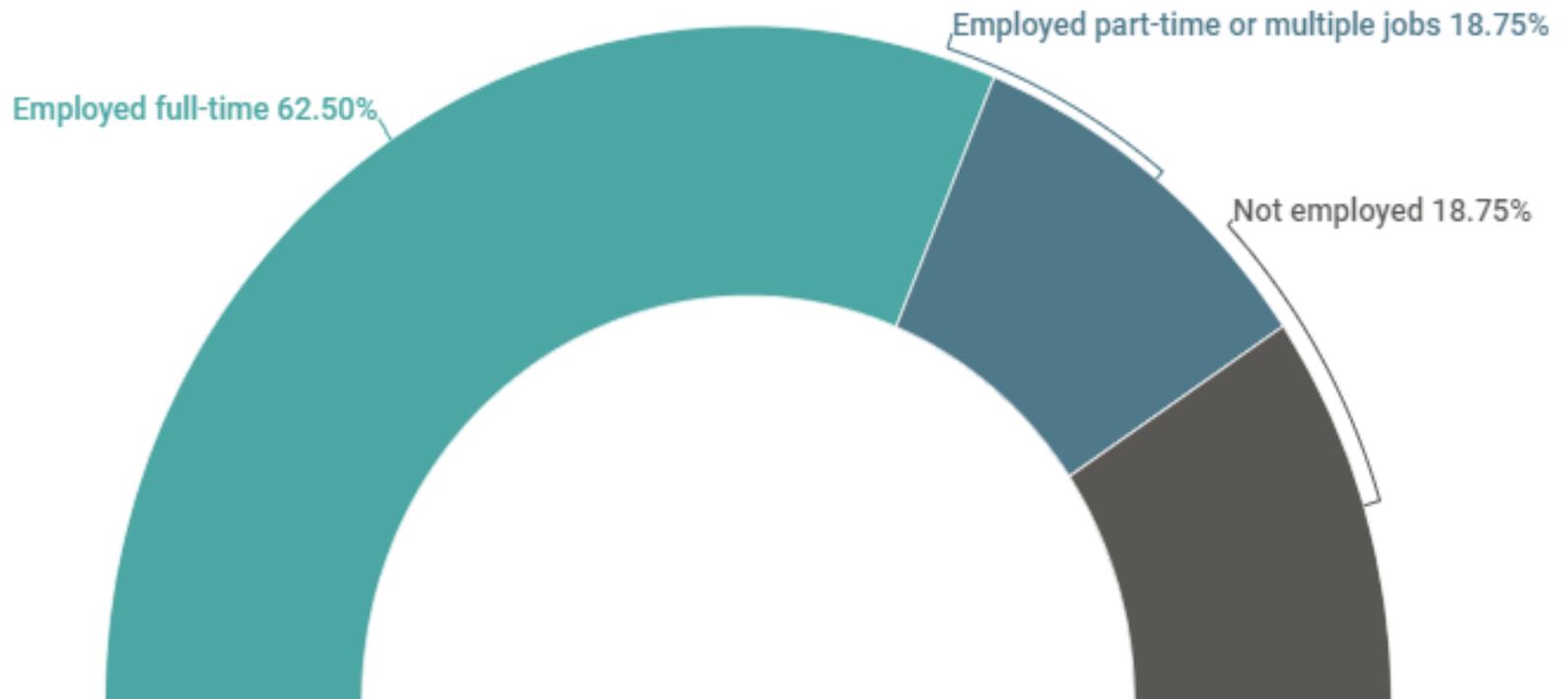
Financial Changes for Respondents No Longer Enrolled, by Program
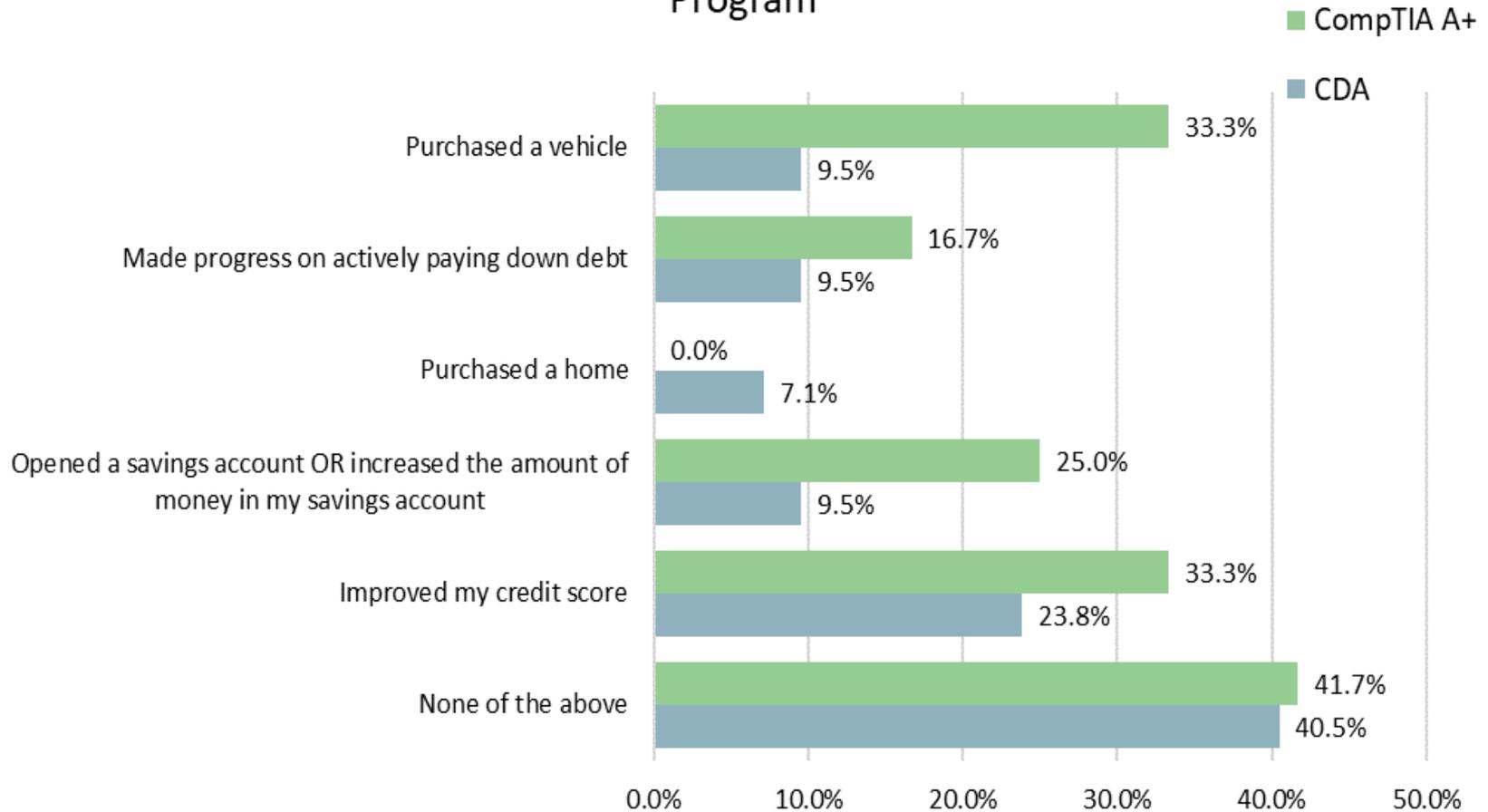
Reported Changes in Stress from Providing for Family between Enrollment and Time of Survey

	A lot less often	Less often	About the same	More often	A lot more often
All respondents	36.2%	27.6%	24.1%	12.1%	
Completion status not reported	50.0%	12.5%	25.0%	12.5%	
Completed program	30.0%	30.0%	35.0%	5.0%	
Did not complete	37.5%	37.5%	12.5%	12.5%	
Currently enrolled	35.7%	21.4%	21.4%	21.4%	
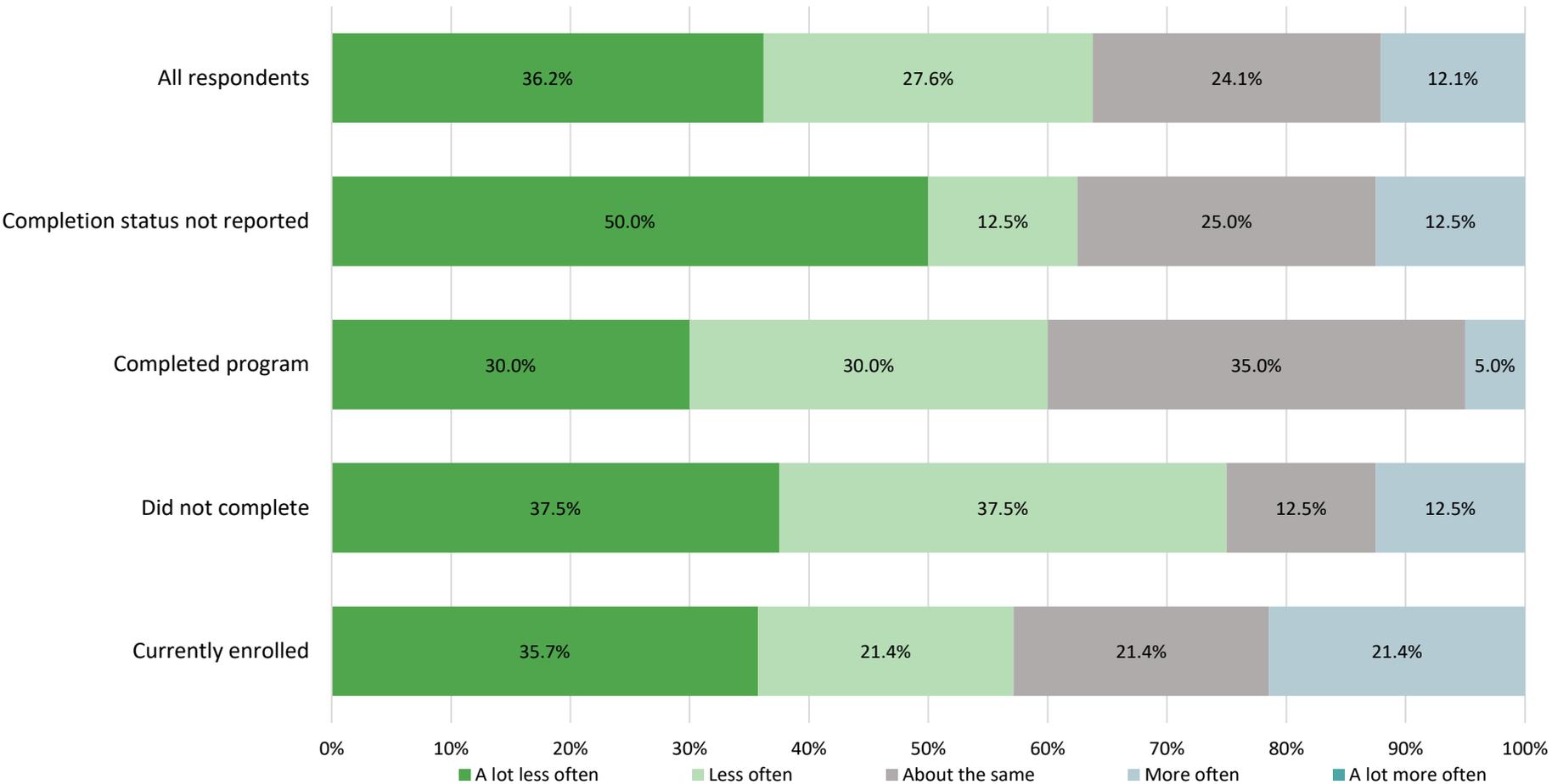
Nearly two-thirds of parents reported feeling less stressed about providing for their family at the time of the survey (63.8%). Those who had completed their program had similar rates of reduced stress (60.0%).

Parent-Child Outcomes

Frequency at Time of Survey Compared to Start of Program
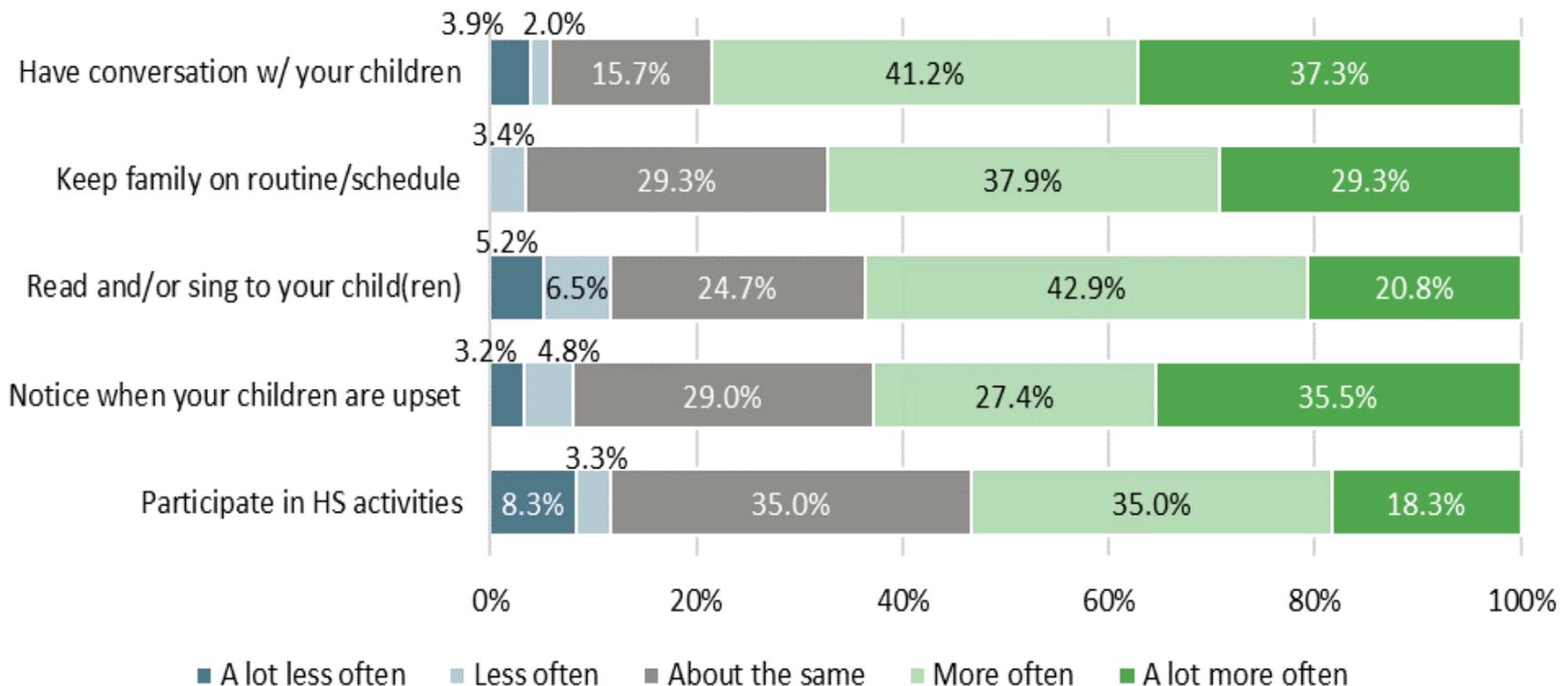
Parent Child Outcomes

Students whose parents completed the CDA courses scored almost eight points higher on their end of the year Brigance screening than students whose parents did not complete the CDA courses.

Additionally, students whose parents earned their CompTIA A+ certification scored significantly higher in Literacy during their third Teaching Strategies Gold assessment when compared to students whose parents did not gain certification.

Students with fathers who participated in the Father II Father program scored significantly higher on the Teaching Strategies Gold assessment in Language across the entire school year when compared to students with fathers who did not participate in the program.

Complementary MAC data shows that children who are considered as part of the 2Gen/Whole Family Initiative have significantly higher Average Daily Attendance (ADA) rates (85.9%) when compared to the ADA rates of non-2Gen/Whole Family Initiative children (83.9%).

Differences between the two groups (parents in the CDA program and those not) was not statistically significant, the interaction between the two groups was, with students whose parents did *not* participate in CDA classes starting with higher scores at the beginning of the year and the students whose parents *did* participate ending higher.

Child-Specific Outcomes

Frequency at Time of Survey Compared to Start of Program
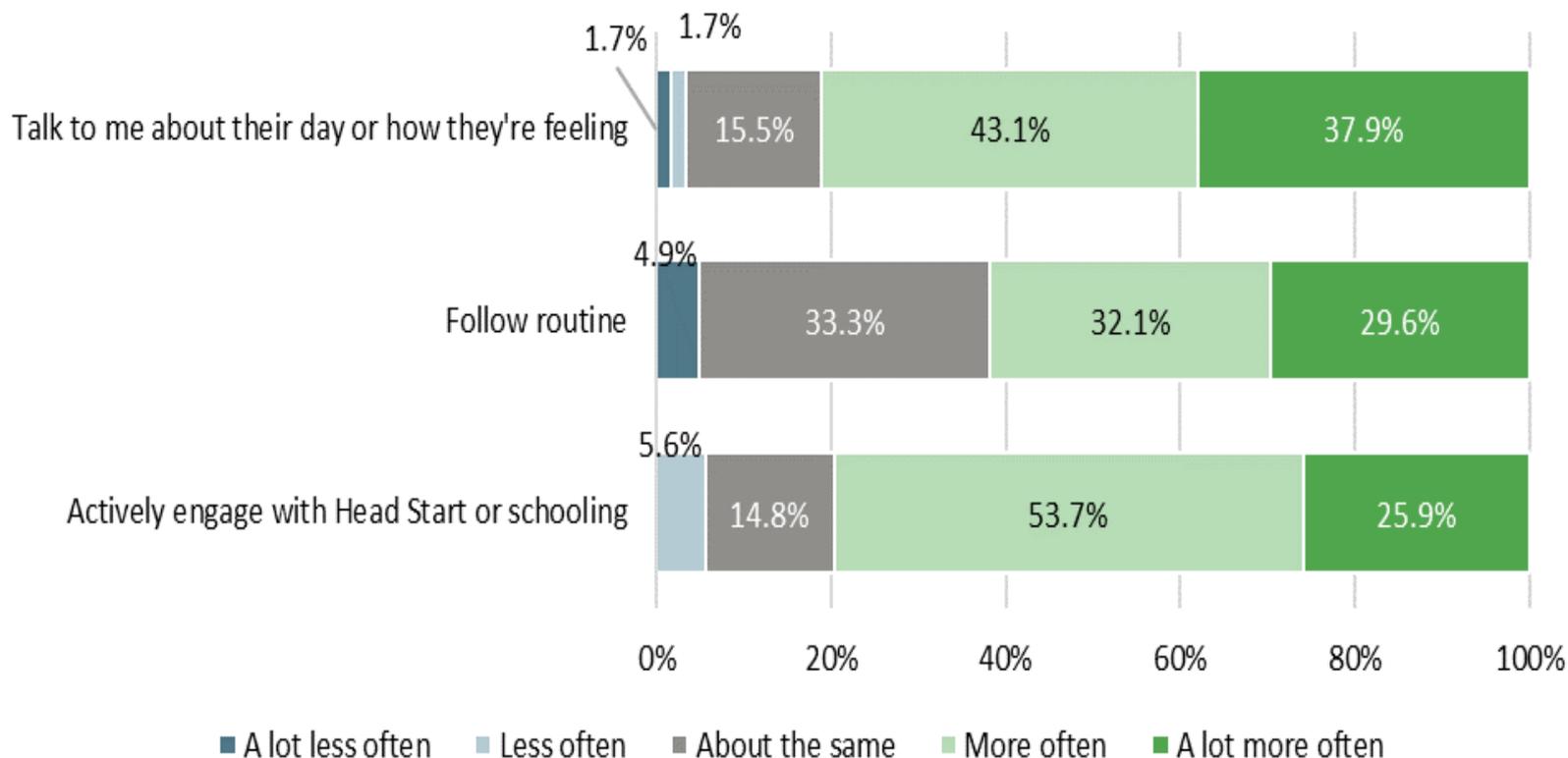
Additional Outcomes

Agreement about Preparedness for Future Education and Training
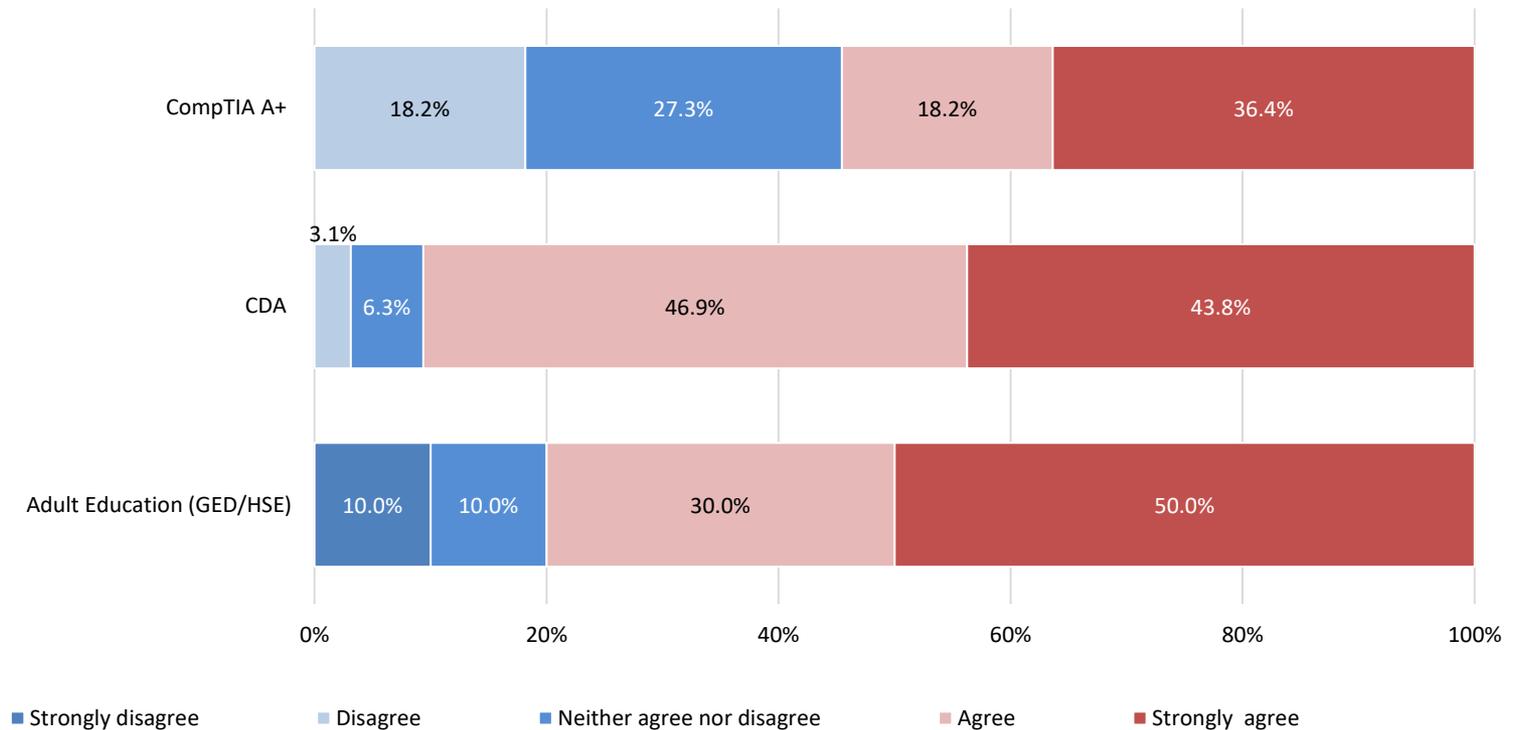
Additional Outcomes

- Half of those no longer enrolled in an education program reported that they plan to enroll in additional education or training related to the program in which they enrolled (50.0%). One-third of participants were unsure about their plans around continued education (33.9%), and less than one-tenth did not intend to continue their education or training (7.1%).

- Nearly one-fifth of employed survey respondents (regardless of program completion status) reported that they did not know if their employer would offer opportunities for continued education or training (18.4%), while 42.1% reported that their employer did not offer this opportunity.

- Participants in the CompTIA A+ program reported through interviews and focus groups that they often used the computer skills learned in the class outside the classroom. This was also reported for those that did not complete the certification or who now work in jobs outside the intended IT career path. These interview/focus group participants reported feeling more comfortable using and working with computers upon completion of the program.

- One previous participant stated in an interview that despite not completing the certificate, the computer instruction still "helped me, gave me confidence around computers." Other participants explained that if there is an issue with their computers at their jobs outside the IT industry or even at home, they felt confident attempting to address the issue themselves before calling technical support due to the program

Participant and Staff Suggestions for Improvement of the 2Gen/Whole Family Initiative

Participants and staff both identified opportunities to further improve the implementation of the 2Gen/Whole Family Initiative programs.

Improvement Suggestions

- Provide more detailed information upfront about programs prior to enrollment, so as to ensure participant expectations match the goals and realities of the program;

- Ensure consistent follow-through on all opportunities and resources offered to participants, such as consistently distributing stipends according to the established schedule;

- Pay participants during internships and increase the stipend while participants are in class;

- Provide financial assistance for participants to transfer and/or translate degrees from other countries;

- Discuss next steps with participants earlier in the process to enhance and further their continued progress and forward-facing outlook;

Improvement Suggestions

- Increase participant buy-in by expressing the value of programming to participants, for example, the retail cost of certification courses and the potential benefits for changing their lives;
- Add a required financial literacy and budgeting skills element to the program;
- Add mental health supports on site, both for program participants and for MAC staff;
- Provide an after-hours "hotline" so that people can talk to someone about their issues outside of normal work hours;
- Maintain a consistent class schedule and communicate in a timely manner with participants and training providers about any changes; and
- Advocate for policy changes that would increase eligibility levels and allow customers to continue participating after their child ages out of Head Start or after gaining a moderate increase in income, providing a transition period and preventing them from losing benefits.

Additional Resources and Opportunities Suggested

Additional opportunities in job and internship placement, including options for those with a criminal record.

Childcare assistance

Housing assistance

For ESL students, more intensive English courses and more frequent class meetings.

For CDA students, a decrease in volunteer hours and ensuring participants are paid for these hours.

For CompTIA A+ students, more hands-on practice.

For Adult Education students, hiring additional teaching staff with a range of teaching approaches and hiring additional tutors.

On-site food and clothing assistance.

TPMA Recommendations

Continue to Improve Data Collection

MAC can continue to improve data collection infrastructure and metrics to clearly identify the outputs, outcomes and impact achieved by its programming.

The following considerations are offered for improving data collection:

- **Regularly collect data on participant's perceived social/emotional outcomes through end of course surveys**
- **Link Father II Father participants to unique child identifiers in the data set**
- **Gather additional well-being information such as health, safety, stress, resilience, and social networks through the Family Well-being Matrix**
- **Ensure demographic data is collected and tracked consistently for program participants**
- **Build data collection into class time to ensure data can be collected for all participants**

Conduct Additional Research

MAC can continue to prioritize research and analysis of the 2Gen/Whole Family Initiative data to provide additional opportunities to enhance and refine the programming. Consider working with the Tennessee Labor & Workforce Department to study wage changes among MAC-served individuals. Additionally, MAC could conduct additional outcomes or impact studies using MAC program data or assess which combinations of MAC programming have the largest effects on participant outcomes.

TPMA Recommendations

☑	**Consider Program Eligibility** **So as to continue to serve families in the programs, consider whether 2Gen/Whole Family Initiative eligibility could remain in place after job entry, even if government funding ceases to cover a participant due to family income increases or if the child graduates from Head Start. Allowing these families to remain eligible for the 2Gen/Whole Family Initiative may result in a stronger, more sustained impact on a family, as they are able to stay in the program longer.**
👨‍🏫	Expand High-Demand and High-Yield Career Training Consider offering additional types of high-demand, high-yield career training opportunities for customers who are not interested or eligible to pursue a career in IT or Early Childhood Education. Additionally, framing internship or volunteer hours to participants as a long-term interview for a job in the field and partnering with companies that are able to move MAC customers from internship to employment may better position participants for employment.
👪	Embed Child Development and Parenting Throughout Programming Consider incorporating additional child developmental and parenting information into MAC's 2Gen/Whole Family Initiative and integrating information into the technical trainings, as participants in programs that enhanced their knowledge of child development and parenting through these additional learning opportunities reported it to be valuable.
🔊	Amplify Customer Voices & Interests in Policy Discussions MAC should continue to leverage its status as an important community asset to elevate the voices of its customers in policy and advocacy, as appropriate. This includes speaking on behalf of customers on issues that would affect how MAC serves its customers and addressing how policy affects the opportunities that are afforded to individuals with low incomes at the local and state level.

Where Are We Now

- 16 CompTIA A+ Certified Parents *(working in Internships at $20 hourly)*

- 18 parents currently enrolled in CompTIA

- 12 parents enrolled in ESL

- 350 Father to Father enrollment

- CDA classes have not begun for this year

Meet our Partners and Parents

Comments and Discussion
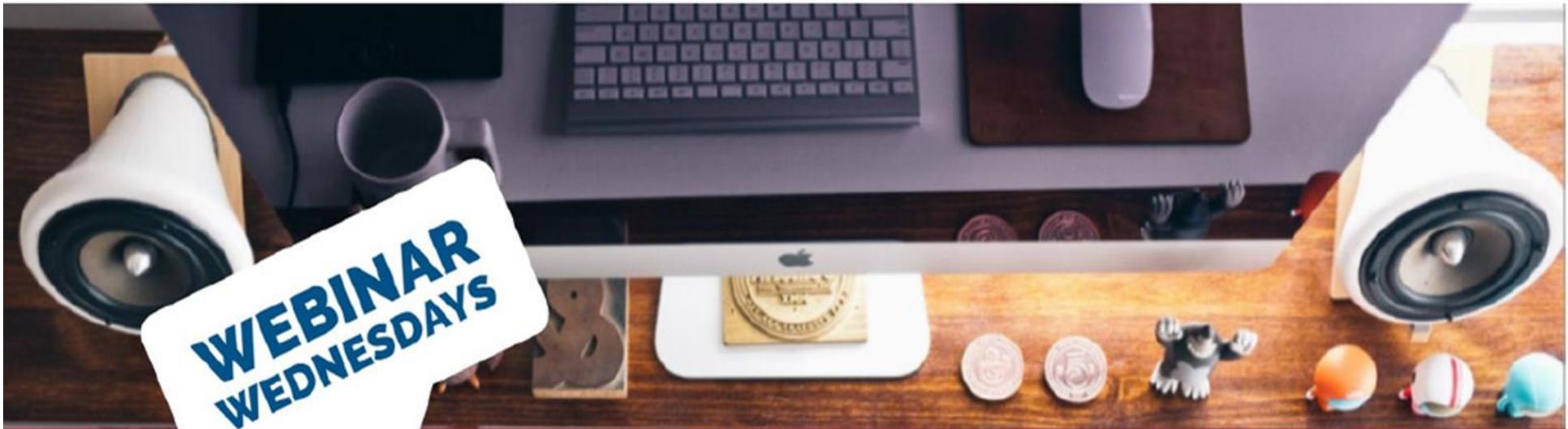
December 11: Bridging to Equity: Developing a Community Approach to Racial Equity
December 17: Census 2020: Get Ready, Get Set...Go!
December 18: Intersecting Health and Anti-Poverty: Food as Medicine

https://communityactionpartnership.com/events/category/webinars/

Community Action Academy

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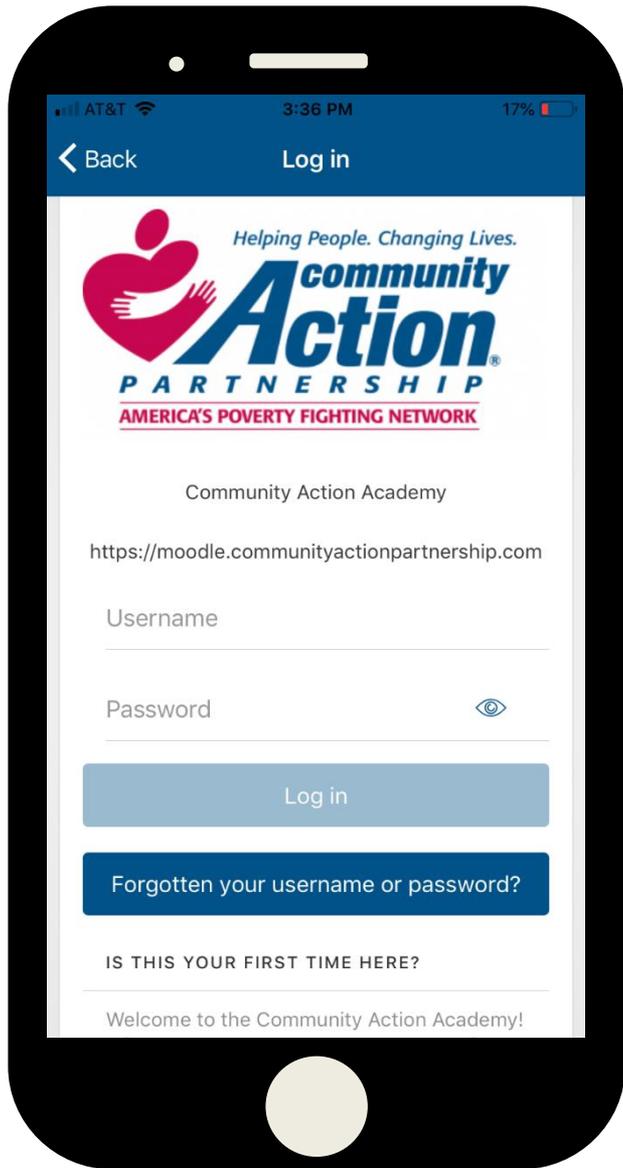
NEW! **Mobile App** for Community Action Academy

1) Search your **App Store** (Apple) or **Google Play** (Android) for the official moodle app (can simply type "moodle").

2) Once the app is downloaded to device, enter URL: **moodle.communityactionpartnership.com**

3) Login on the Moodle app using your same credentials for Community Action Academy on the computer.

For more information, you can visit this link.

For More Info

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