

JPP Year 3 Evaluation Report

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Introduction

Since 2010, the Jefferson County Department of Human Services, The Action Center, the Jeffco Schools Foundation, communities, businesses, non-profit agencies, and faith-based organizations have worked to address the need for a strategic realignment of services, systems, and shared outcomes in Jefferson County. These diverse organizations and groups share the goal of tackling increasing poverty, helping families gain self-sufficiency and breaking persistent generational cycles of poverty. This collaborative project is called the Jeffco Prosperity Project (JPP).

JPP assists young children enrolled in Head Start and their families by providing supports and resources to help families overcome poverty. JPP employs a two-generation whole-family approach that focuses equally and intentionally on services and opportunities for both parents and children. There are five key components that create the model of the two-generation (2Gen) approach used by JPP (Ascend: The Aspen Institute, 2016) (Figure 1).

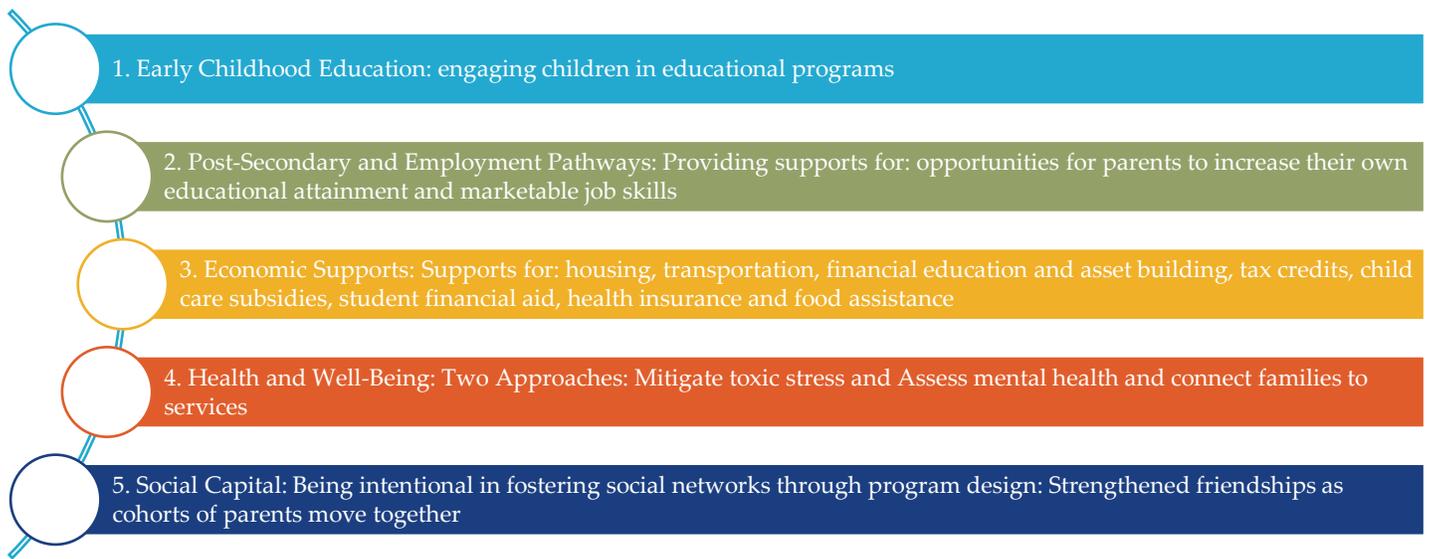


Figure 1. Ascend Two-Generation Program Goals. (Source: Ascend: The Aspen Institute, 2016)

The Marsico Institute for Early Learning and Literacy (MIELL) was commissioned by the Action Center to conduct an evaluation of JPP. The following report is organized around the implementation of the program and the five key components of the 2Gen approach. To address these components, multiple stakeholders were engaged in primary data collection via surveys and focus groups (see Methods below). Additional secondary data was collected, synthesized, and organized around these components as well.

Methods

Several methods were used in this study to understand the implementation and outcomes of JPP during the 2018 school year. The research team relied on Coaches' logs and case notes to learn about coach/family interactions, a survey to understand JPP family experiences participating in the project, and a focus group with JPP participants to provide rich contextual information. JPP Partners were also invited to provide feedback regarding the JPP program and their understanding of JPP work.

Coach Case Notes and Enrollment

In working with families, JPP coaches regularly tracked their time spent with families and documented their interactions. The research team reviewed over 600 case notes from the 2017-2018 program year. Each case note was systematically coded using the five key components that comprise the 2Gen approach: (1) Early Childhood Development, (2) Postsecondary and Employment Pathways, (3) Economic Supports, (4) Health and Well-Being, and (5) Social Capital. After this process, the research team reviewed and analyzed this data to quantify coach efforts working with JPP participants.

Data from enrollment forms for JPP participants were also reviewed for each participant. Information regarding participants' initial education, employment, and economic status was captured.

JPP Family Survey

The purpose of this survey was to capture participants' experience working with JPP. Specific questions that could reflect participant program experiences were identified in collaboration with JPP staff during the 2016-2017 program year. The survey included both closed- and open-ended responses. Responses to open-ended survey questions are summarized throughout the report, adding contextual details as relevant.

Participants were provided an incentive to participate in the survey which was administered online. Participant responses were voluntary, meaning participants could answer as many or as few questions as they chose. Each question, as a result, may have a different sample size. To account for this variance, each table and figure will include the number of participants that responded to the question.

JPP Family Focus Group

Marsico also collaborated with JPP staff to invite all JPP participants to partake in a focus group. The purpose of the focus group was to collect experiences of JPP participants in the program for the 2017-2018 program year. Questions for this focus group were collectively designed by JPP staff and the Marsico Research team to capture systematic program changes that occurred as a result of the evaluation findings from the 2016-2017 evaluation.

Focus group participants were provided with an informed consent form. Participants were also asked to complete an information form that provided details about their families, educational attainment and employment. The focus group lasted approximately one hour and the research team audio-recorded it to ensure accuracy for coding and analyses. Themes from the focus group are included throughout the report as relevant to the implementation and outcomes of the program.

JPP Partner Survey

Coaches often refer participants to partner organizations for additional resources and supports. JPP staff provided a list of these current partners to the research team. The survey was administered online and included both closed- and open-ended responses. Partners were not incentivized to participate, and survey questions were voluntary, like the survey distributed to families.

Table 1 below provides a summary of the data collection methods previously described including descriptions of the data collected through these methods.

Method	Description of Data Collected
Coach Logs	Month of meeting, type of contact, duration of contact and documentation of meetings
Case Notes	Documentation of meetings, goals made and achieved, barriers and supports
Family Survey	Reasons for joining JPP, participation and satisfaction with activities/services received, recommendations
Family Focus Group	Experience in goal-setting, success measures for JPP, program improvements
Family Focus Group Information Form	Children attending Head Start, years of participation and parent employment
Partner Survey	Engagement, collaboration, shared vision, and communication

Program Implementation

Before examining program outcomes in relation to the 2Gen Components, details on program implementation for the 2017-2018 program year are outlined below. A review of the implementation will help to provide context for the remainder of the report.

About JPP

JPP offers three primary activities that foster family success for participants. The first activity provided by JPP is coach meetings: coaches engage with all participants in individual coaching meetings. The second activity is the JPP monthly meeting, which allows families to gather together and connect over their challenges and successes. The monthly meeting is designed to support families in building their social capital. The third activity is topical small groups and classes with topics ranging from financial literacy to stress management. Families are encouraged to participate in the small group and/or class that helps them move toward their goals.

In addition to primary activities, JPP also provides other opportunities to provide support and promote community for families. This program year, JPP hosted their second annual “Education and Achievement Celebration Ceremony” which celebrated family successes in education and employment, an annual picnic for families to come together, and “JPP’s Got Talent” — a family talent show. JPP also partnered with other local organizations including libraries, health centers, churches, and schools to deliver other educational services and resources to families.

JPP also has a support fund specifically designated for when crises arise for families: the JPP Self-Sufficiency Fund. This fund offers emergency assistance to families and, in return, families identify ways to give back to JPP. The fund was created to ensure families continue towards their goals within the 2Gen framework and can be given to families to help economic stability. In the past, these funds have been used for rent, utilities, medical services, car repairs, counseling, child care, and education support. In the application, families explain the nature of the request, the steps the families are taking to improve their situation, an updated budget, and what they are willing to contribute to JPP (termed “sweat equity” by JPP families). For example, a family may request assistance to pay for the cost of taking the GED; and could propose sweat equity of helping to clean following a JPP monthly meeting or providing babysitting services to another family within the program.

Coaching

Coaching meetings can be one-on-one with a coach and a participant or can also include other members of a participant’s family. Conversations during coaching meetings cover a variety of areas and can vary based on the current needs of the participant. Coaching conversations can include building rapport with a participant, creating and accomplishing goals, and mitigating family crises. A short description of each of these types of conversations are explained below.

Building Rapport

JPP Coaches recognize relationships with families to be key to their families’ successes. Because of this, coaches actively strive to learn more about families through every interaction. Building rapport with families could include coaches inquiring about the health and well-being of the family, and/or calling in between regularly scheduled coaching sessions to “check-in” with families. Although this part of the conversation can lead into conversations around areas for improvement, resources, or mitigating a family crisis, every coach begins their meetings with this. Documentation of coach interactions are in *Coach Case Notes*.

Goal-Setting

When enrolling in the JPP program, participants identify areas for improvement and goals. Generally, these goals align with the 2Gen key components. Coaching meetings are used to review these goals and help participants to identify resources to achieve them. Coaches also offer support by referring, and even accompanying participants to partner agencies that can provide resources to help families with education, employment, health and well-being, and economic supports. Coaches referred 84 percent of JPP participants to an external resource during the 2017-2018 program year.

During the 2017-2018 program year, JPP coaches approached families with a new sense of goal-setting and achievement. In reflecting on previous years, JPP coaches acknowledged that many of their families have both short- and long-term goals. The work done in the coaching meetings support the accomplishment of the short-term goals which, in turn, facilitates families achieving their longer-term goals. Shortly after a participant enrolled in JPP this program year, a coach would meet with them to create a support plan. Only 40 percent of participants served (39 out of 86) however, had a support plan completed.

The support plan is broken down by the five key components of the 2Gen Approach. Coaching meetings with JPP participants during this program year built regular conversations around these key components. Coaches noted the change in language by participants, highlighting how families now speak in terms of their goals during coaching meetings. In subsequent sections, additional details around goals set will be explored further. Additional goals for all participants are captured throughout *Coach Case Notes*.

Mitigating Crises

JPP families can experience crises at any time during their participation in the program. Crises reported to coaches range in severity and duration, however, all crises disrupt the normal functioning of the family and require additional immediate support from coaches.

For the 2017-2018 program year, crises reported include: loss of reliable transportation impairing a participant's employment; health emergencies requiring hospitalization which resulted in unmanageable financial burdens, children demonstrating aggressive behavior at school which interrupted parents' employment, and parents facing legal issues and needing additional support to navigate the situation. Coaches all interceded in these crises: providing resources for families to have reliable transportation, going to the hospital to support families, helping families address hospital bills, and accompanying parents when engaging with attorneys. Documentation of these crises are recorded in *Coach Case Notes*.

Engagement

An average of three JPP Coaches connected with 86 families over 650 times, coaching over 700 hours, spending, on average, an hour each meeting. As is demonstrated by Figure 2 below, as the number of coaches increases, the number of coach meetings increase. The period of July through January, three coaches were regularly in contact with families which led to an increase in coach meetings. Coaches are connecting with families, on average, 58 times every month.

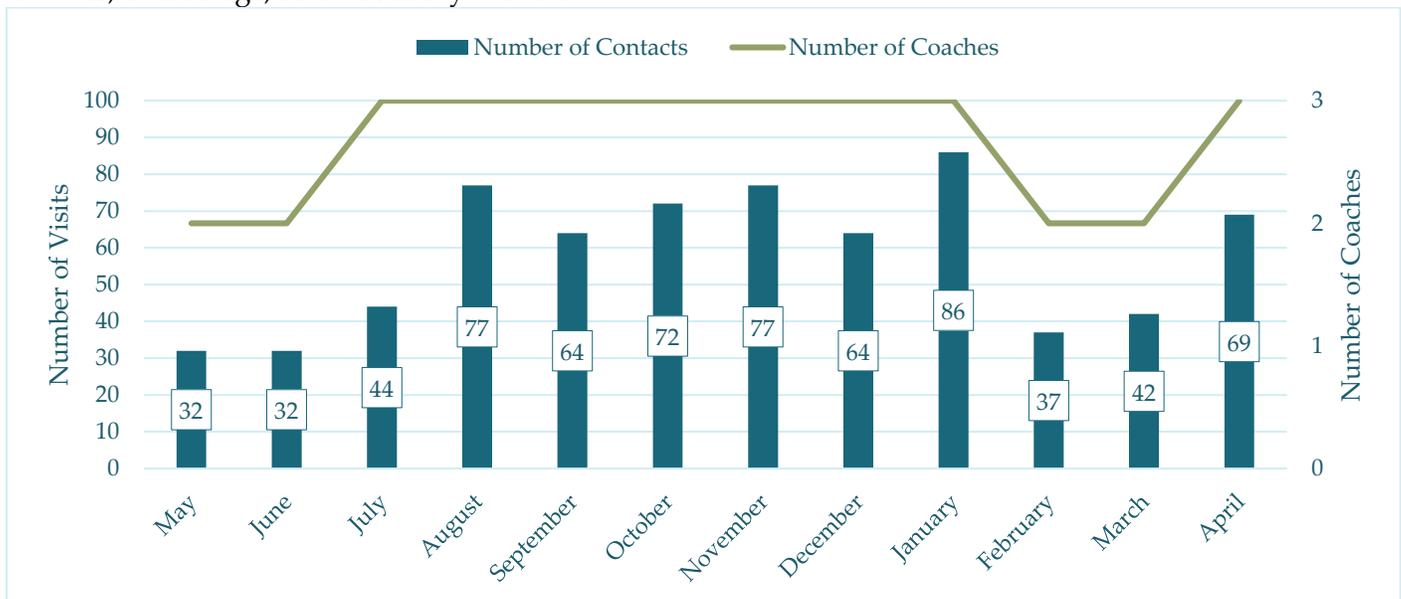


Figure 2. Two to three coaches are in contact with families an average of 58 times in a month. (Source: Coach logs)

Coaches spent, on average 53 to 79 minutes with families during meetings from May 2017 through April 2018 (Figure 3). Although there is some variation in the number of meetings every month connecting with families (Figure 2), coaches appear to consistently average the same amount of time, regardless of whether the coach worked two or twelve months (Figure 3).

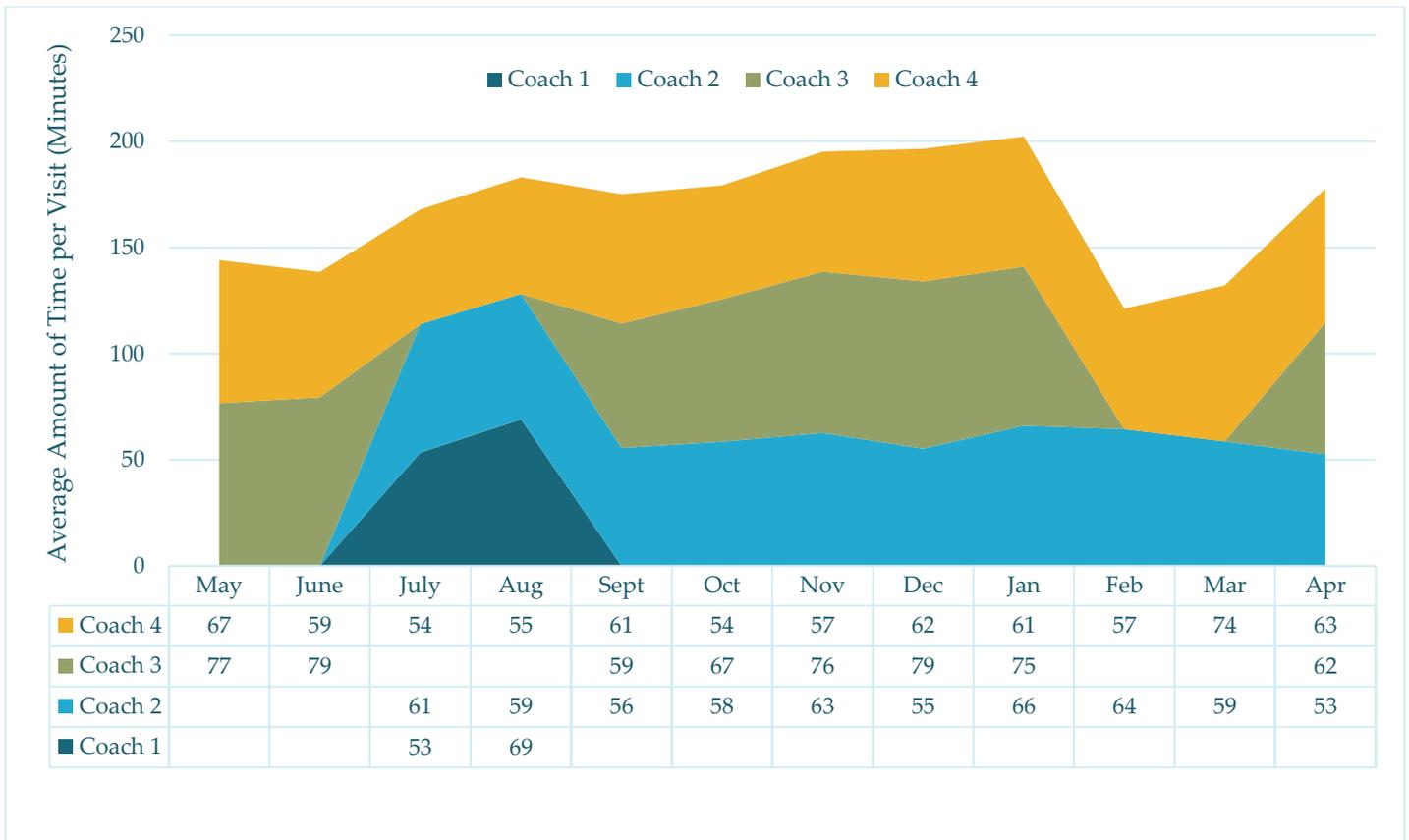


Figure 3. Coaches spend, on average, an hour during coaching sessions with JPP participants. (Source: Coach logs)

Despite having fewer coaches consistently employed during the 2017-2018 program year than the 2016-2017 program year, coaches still averaged approximately 8 visits with families over the course of the year (Table 2).

Table 2. Average Number of Visits by Participant across Cohort Years	
2012-2016 Cohort	15
2016-2017 Cohort	8
2017-2018 Cohort	8
Source: Coach Logs	

However, the number of visits for each participant varied greatly (Figure 4). Much of the variance can be explained through a number of factors including enrollment date, participant need, and head of household. Families who are enrolled in the program at the start of the program year tend to receive more coaching visits than those who enrolled in the middle or end of the program year. Families who enrolled and were experiencing crises during enrollment tend to have more visits than those families who were not experiencing crises. Families who had two-parent households tended to need less support from JPP than those families with single-parent households.

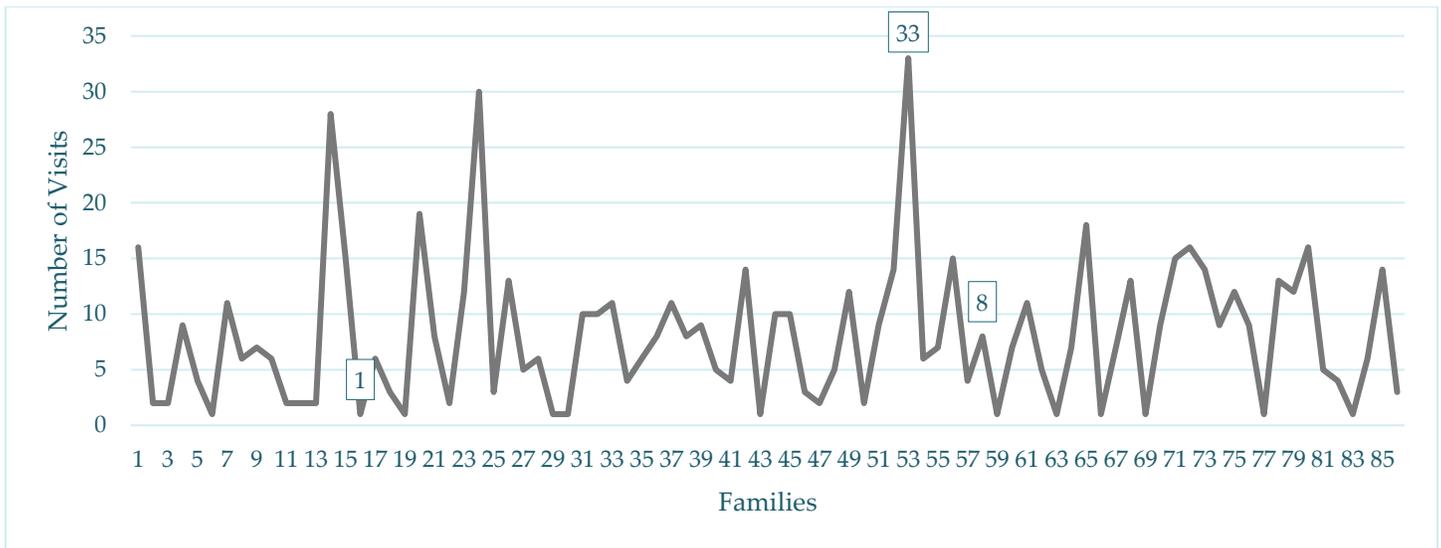


Figure 4. Coach meetings with families range from one to thirty-three visits depending on the participant. (Source: Coach logs)

Over the 2017-2018 program year, coaches have connected with families in several ways, most prevalent being in-person meetings (Figure 5). A slight change can be observed between program years, as coaches are spending a large majority of their visits in-person during the 2017-2018 program year as compared to previous program years. In-person meetings with participants happened at the home of the participant, in the JPP office or at participants' childrens' schools. Phone conversations were generally initiated by JPP coaches in between in-person meetings with participants. JPP coaches also accompanied participants to school meetings, partner referral meetings, and meetings with attorneys. Information regarding coach engagement is found in *Coach Logs*.

The research team surveyed JPP participants to determine their level of satisfaction with coaching meetings. All participants agreed they were satisfied or highly satisfied with this JPP activity.

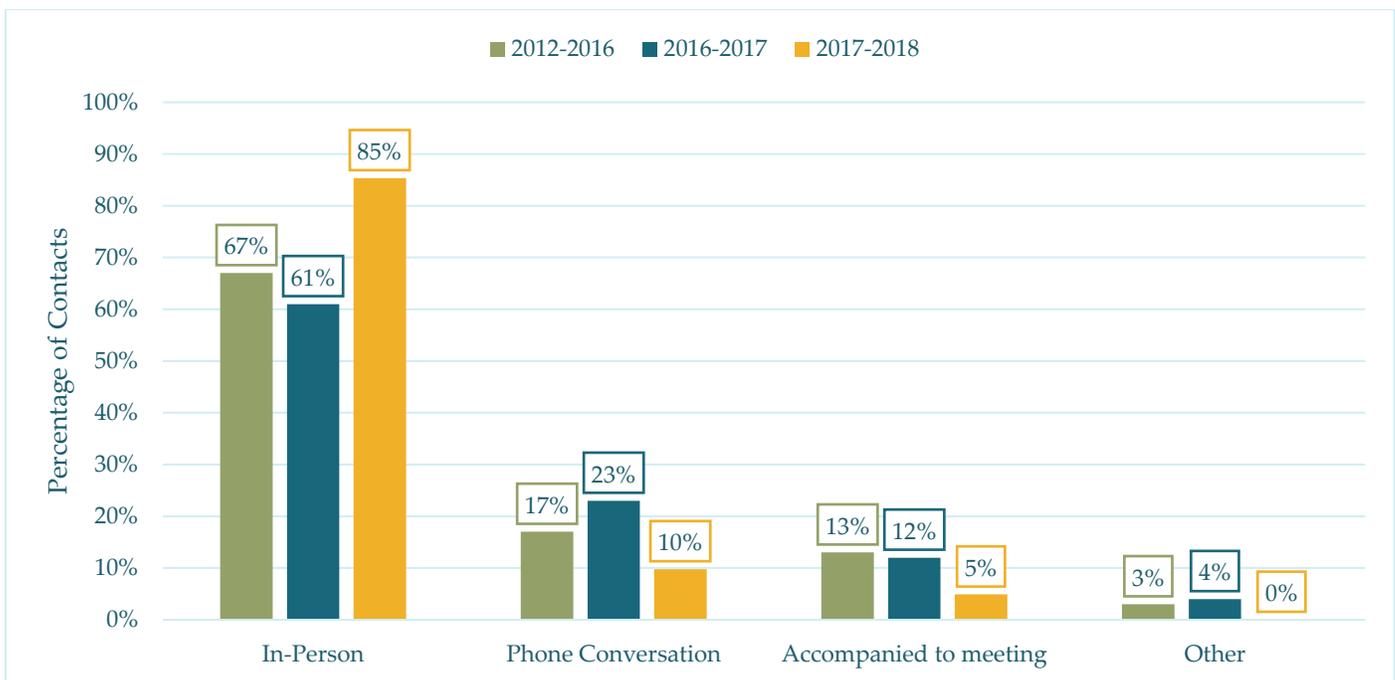


Figure 5. Coaches connected with participants primarily through in-person meetings. (Source: Coach Logs)

JPP Monthly Meeting

The second activity offered by JPP is the family monthly meeting. During monthly meetings, families have opportunities to meet with other families participating in JPP and share a meal together. Families also have opportunities to learn about the successes and milestones of others. JPP coaches also share valuable resources, updates, and guidance to the group. These meetings are intended to provide the space for families to feel part of a larger community.



Image 1. JPP families gather to celebrate education achievements for the 2017-2018 program year.

Small Groups and Classes

The third activity offered by JPP is small group sessions and classes. This activity originated from participant requests to have additional social connections with one another. JPP small groups began in the 2016-2017 program year. For a small group to form, six or more JPP participants need to be interested. At the conclusion of each small group, JPP surveys participants to identify additional small group topics for future consideration.

During the 2017-2018 program year, small group sessions and classes covered the following topics for participants: Boundaries, Financial Peace, Stress Management, JPP Men's Group, Computer Class and Science Group (for children). Some of these groups and classes were facilitated by external partners (i.e., Jefferson Center for Mental Health, local library) and others by JPP coaches.

*"I think the coaches did a really good job finding instructors for these classes because they were very open, accepting, kind."
~JPP Participant*

Conversations with JPP families revealed participants believe small groups and classes provide vital support and information that has helped to inform and shape their behaviors. Many participants reflected on the value of the “Financial Peace” group, sharing that this group helped to change their spending habits and to make more informed financial decisions. Because of this group, participants shared that they have begun to pay down their debt, increase their credit scores, and save money in a savings account. The “First-time Home Buyer” class helped some JPP participants distinguish their path to self-sufficiency in owning a home. Others voiced appreciation for the “Stress Management” group, which focused on meditation practices and strategies for reducing stress. Participants expressed desires for these groups and classes to happen more often.



Image 2. Children participating in a science class as part of the JPP program.

The research team surveyed participants regarding small groups and classes, and average of 73 percent of the survey sample had participated in a small group and/or class and of those 100 percent were satisfied or highly satisfied with these activities.

Overall Program Satisfaction

JPP participants are generally satisfied with their participation in the program. When asked regarding their program satisfaction, participants responded similarly to how they felt the previous program year (Figure 6). Most participants responded being satisfied or highly satisfied with all parts of the program. Participants that did not select these two options selected they had either not participated in the activity or they did not have any feelings of satisfaction or dissatisfaction towards its.

One notable difference between the two program years is the participant satisfaction level of classes. In conversations with participants, classes offered this program year, as explained in the previous section “Small groups and Classes”, had lasting impacts on participants behaviors that has helped shape their current success. The small group and class content covered in this program year could provide one explanation of increase in satisfaction. Participants also noted the instructors for classes were exceptional, which could provide a second explanation for the increase in satisfaction.



Figure 6. JPP participants are generally satisfied with JPP programming. (Source: JPP Family Survey)

Because there is a high level of engagement in coach meetings and high degree of satisfaction and value placed on this component of JPP programming, we provide additional implementation details on coaching in the following section. Additionally, the impact of small groups and monthly family meetings will be discussed further in the 2Gen component 5: Promoting Social Capital.

Summary: Program Implementation

- ❖ JPP Participants value coaching meetings with JPP staff.
- ❖ Coaching visits continue to be the primary way that coaches connect with participants. However, personnel changes directly impact the level of engagement with families.
- ❖ *Coach Case Notes* capture much of how JPP coaches are implementing the program including documenting the participants' daily lives, goals, and crises.
- ❖ Small groups and classes are meaningful and impactful to JPP participants.
- ❖ JPP has made strong relationships with community partners and encourages community partners to be actively engaged in both the program and with JPP families.

Two-Generation Components and JPP Outcomes

As mentioned previously, during the 2017-2018 program year, JPP coaches approached families with a new sense of goal-setting and achievement. In reflecting on previous years, JPP coaches acknowledged that many of their families have both short- and long-term goals. The work done in the coaching meetings support the accomplishment of the short-term goals which, in turn, facilitates families achieving their longer-term goals. Some of these goals, although maybe not formally documented in the support plans, were captured in the coach case notes that have been reviewed. This data has been coded and is presented in categorized themes throughout the remainder of the report, organized by 2Gen goals.

1. Engaging Early Childhood Education

Early childhood development programs — such as home visiting, early intervention, child care, Head Start/Early Head Start, prekindergarten through third grade — are well positioned to be gateways to two-generation approaches that support children and their parents together.

Ascend, The Aspen Institute

Educational Engagement

During the enrollment process with JPP, enrollment forms include a section on children’s school engagement, asking parents to report their thoughts on their children’s success in school. Parents responses vary but often include their perceptions on their children’s academic performance and general school experience, whether academic, behavioral or social. For families enrolled in the 2017-2018 program year, parents generally indicated their children enjoy school, and that school can be challenging for their children, both academically and socially (Figure 7).

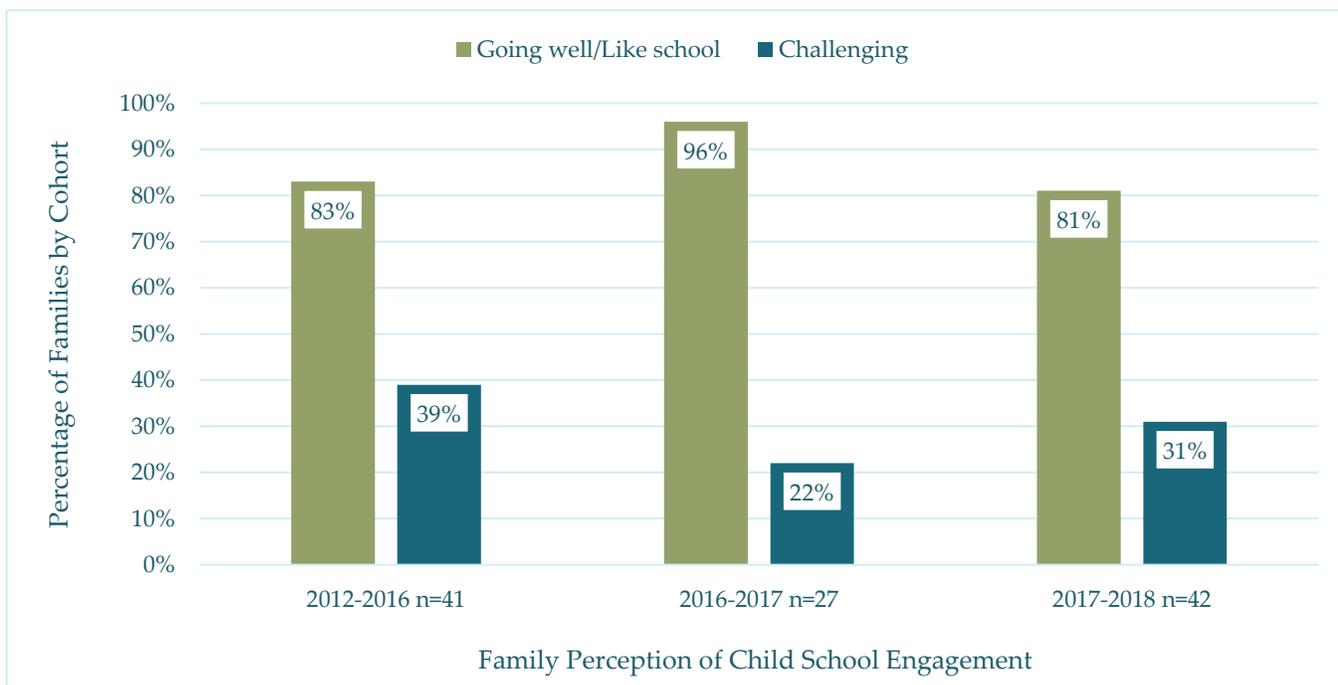


Figure 7. Families indicated students are enjoying school, but it is challenging, both academically and socially. (Source: Enrollment)

Educational Expectations

Enrollment forms also request parents to share their educational expectations for their children. This question is open-ended, and families' responses vary from being non-specific, like "enjoying school" to specific, like "graduate high school". For the 2017-2018 program year, participants most often indicated they wished their children to attend college (Figure 8).

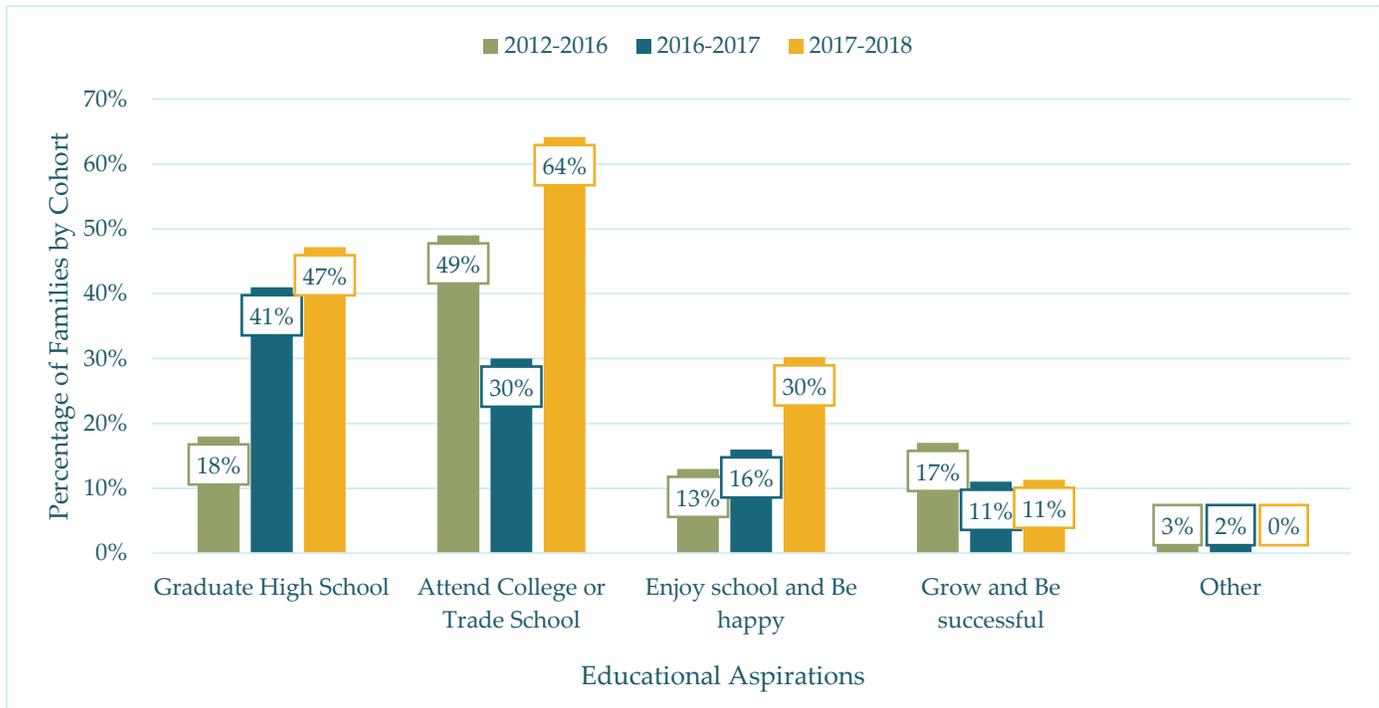


Figure 8. Parents hope their children will graduate high school, attend college, and enjoy school. (Source: Enrollment)

Educational Goals

During the 2017-2018 program year, JPP parents discussed their children's education and identified goals to support this. Of the 62 families that made goals this year, 24 percent of families made goals around their children's education. These goals generally included (1) exploring potential schools for enrollment, (2) enrolling: by applying for schools and/or programs, (3) continuing education: through registering and being accepted into schools and programs, and (4) completing school. Generally, families completed these goals, on average, in 41 days. The most common goal in early childhood education revolved around enrolling and registering children for programs and classes (Figure 9).

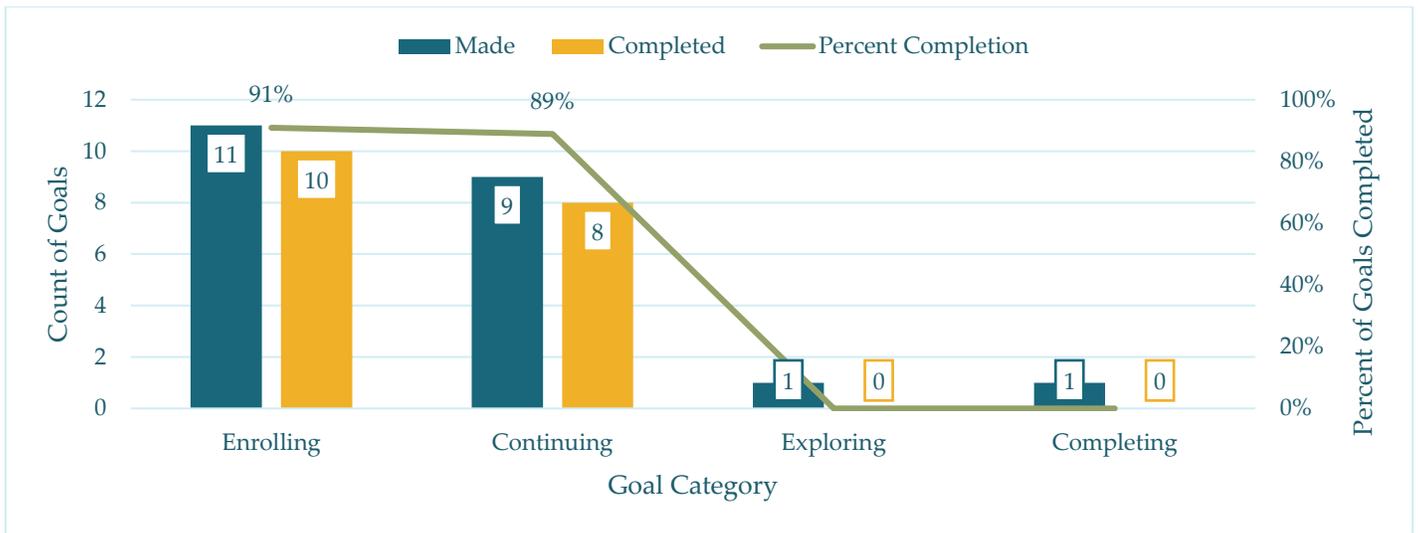


Figure 9. Most early education goals made by families were completed in the 2017-2018 program year. (Source: Case Notes)

Summary: Engaging Early Childhood Education

- ❖ 81 percent of the 2017-2018 JPP cohort report children are engaged in school.
- ❖ 31 percent of the 2017-2018 JPP cohort report children are challenged academically and/or socially with school.
- ❖ JPP parents continue to have educational aspirations for their children, expressing desires for their children to graduate high school, attend college, and enjoy school.
- ❖ JPP staff are working to address this 2Gen goal of early childhood education in conversations with families.

2. Understanding Postsecondary and Employment Pathways

Postsecondary Education: Postsecondary education is a gateway for families to move beyond poverty. Parents' level of educational attainment-particularly postsecondary education- is a strong predictor of economic mobility for their children and stability for the family. Low-income parents in Colorado struggle in low-wage work, unable to afford the education and training they need to get a higher paying job.

~Colorado Guide to 2Gen, 2016

Postsecondary education and employment pathways are the most prevalent goals made by families participating in JPP. Over the course of the program year, 89 percent of the 62 families that made goals, made a goal around postsecondary education and/or employment. Families created 156 goals and completed 71 percent of them during the year. The remaining goals may be completed in the next program year.

Postsecondary Educational Aspirations

Similar to their children, parents also aspire for themselves to attain higher education. During enrollment, parents overwhelmingly expressed an interest in going back to school. Considering parents enrolling in the program have a broad range of educational attainment, these aspirations are understandable. For the 2017-2018 families, 71 percent of parents reported an interest to continue their education (Figure 10).

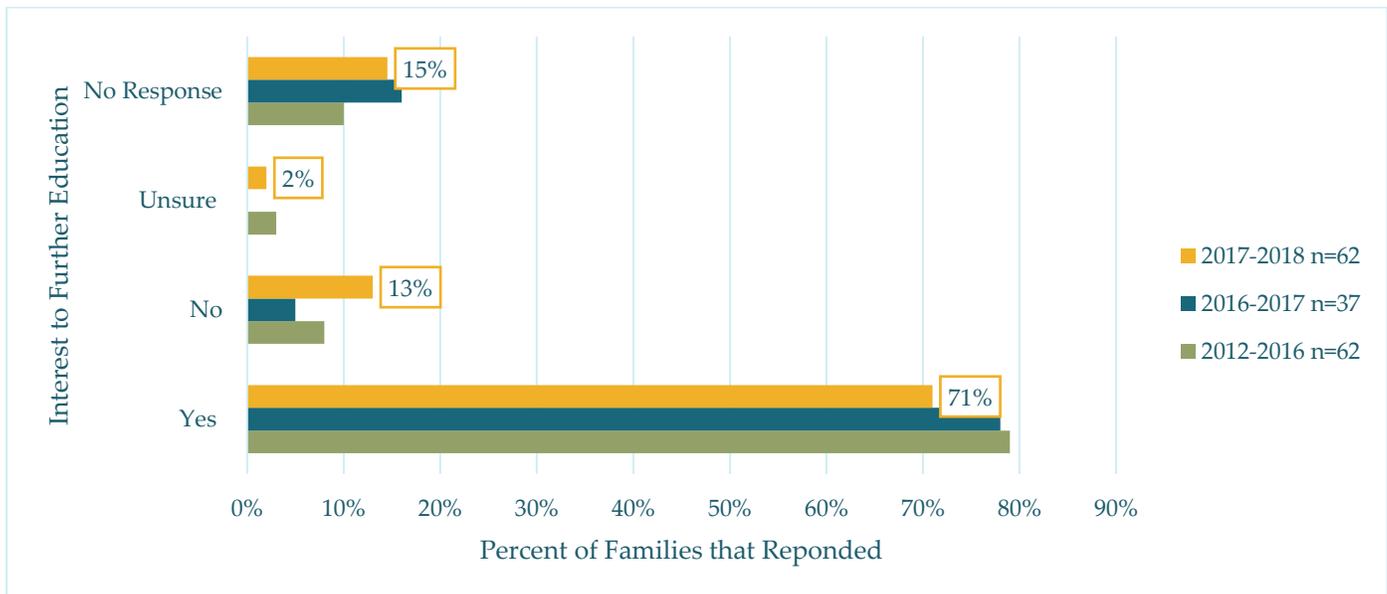


Figure 10. Parents expressed interest in continuing their education. (Source: Enrollment)

Postsecondary Education Goals

Of the 62 families that made goals this year, 66 percent of families made goals around their postsecondary education. These goals generally included (1) exploring potential schools for enrollment, (2) enrolling: by

applying for schools and/or programs, (3) continuing education: through registering and being accepted into schools and programs, and (4) completing school. On average, families completed these goals within 75 days.



Figure 11. Most families achieved goals made in continuing their education. (Source: Case Notes)

Postsecondary Educational Engagement

As of May of 2017, of the 78 families served, 94 percent have reported interest in increasing their educational attainment. For JPP families, this could include earning their GEDs, earning a trade certificate, and earning their Associate’s, Bachelor’s or Master’s degrees. Since enrolling in the program, 27 percent of families have increased their educational attainment, completing degrees across various education levels. Being part of JPP, for many families, provides the supports necessary for them to move along the educational continuum which translates to an increase in the number of families completing high school, continuing in college or a trade certification program, and earning a degree or certificate (Figure 12).



Image 3. JPP families' children are graduating high school and enrolling in postsecondary

Educational attainment for the 2017-2018 cohort includes two families earning their GED, two families earning a trade certificate, six families earning an Associate’s degree, and four families earning a Bachelor’s degree. Families took, on average, 2.6 years to increase their educational attainment.

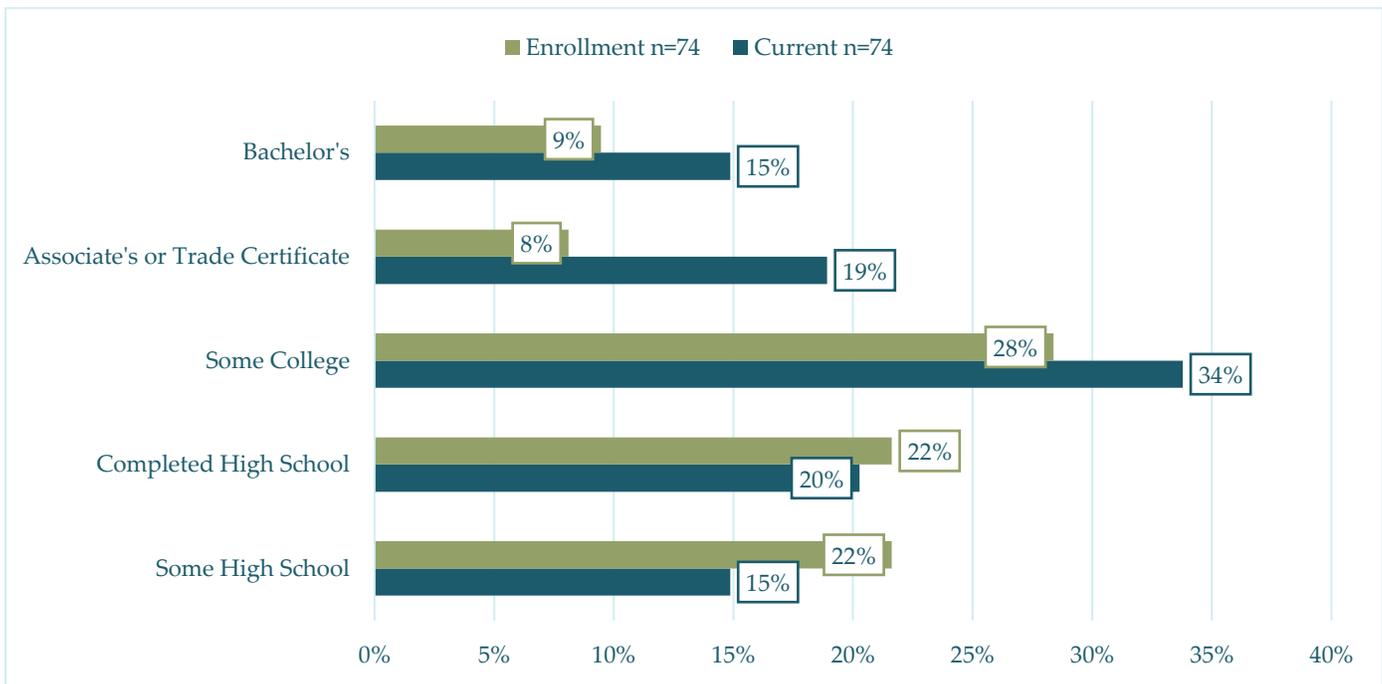


Figure 12. Families enrolled in JPP increase their educational attainment. (Source: JPP Outcomes)

Employment Aspirations

When enrolling in the program, families were asked to report their employment. For the 2017-2018 cohort, 54 percent were employed at enrollment (n=62). Of those employed, an even smaller fraction reported being employed full-time status, while most families were employed only part-time status. Many families expressed interest in full-time work in a variety of fields, most of which involved helping and serving others (i.e., home health care, nursing, teaching, and therapists).

Employment Goals

With many families expressing interest in changing their employment and employment status, most families made goals in this category. Of the 62 families that made goals this year, 66 percent of families made goals around their employment. These goals generally included (1) finding employment and (2) improving current employment via promotion or increasing hours. On average, families completed these goals within 71 days. More than half of JPP families attained their goals within the current program year (Figure 13).

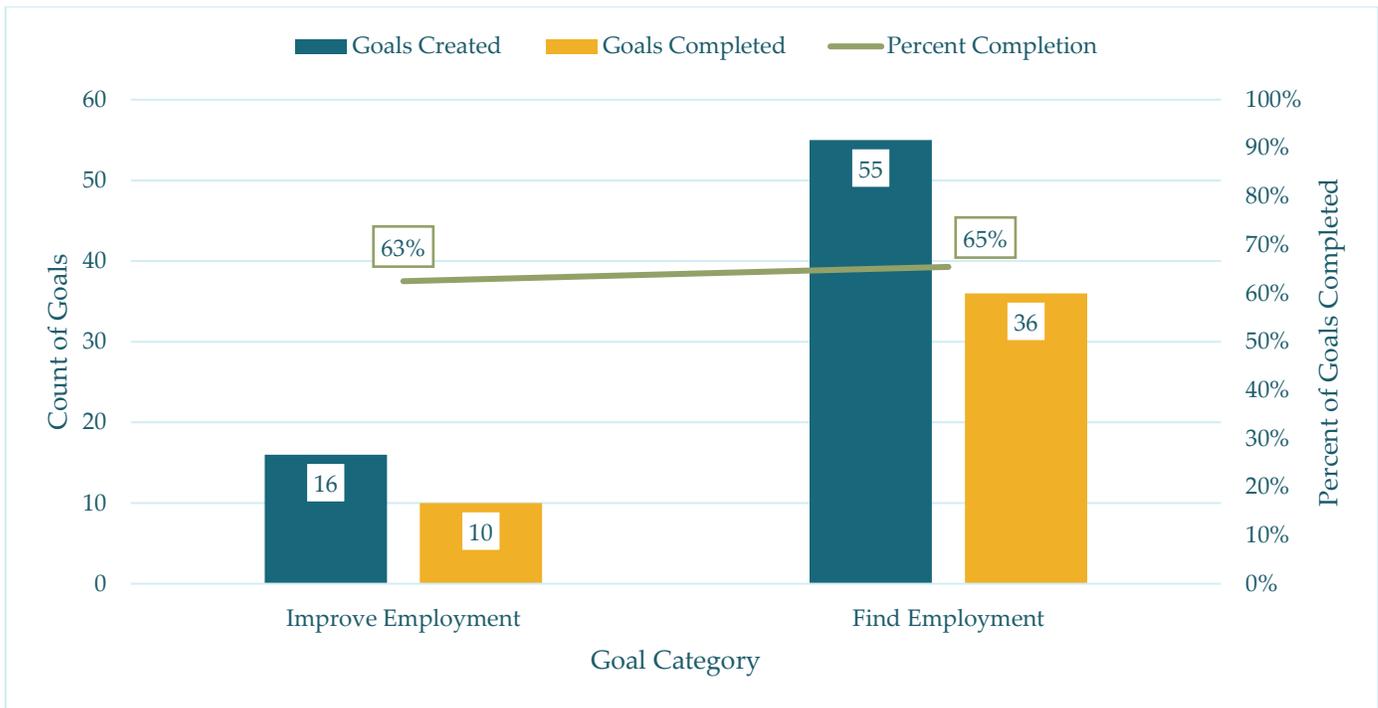


Figure 13. More than half of JPP families completed their employment goals within the 2017-2018 program year. (Source: Case Notes)

Employment Engagement

Using employment data reported at enrollment for JPP families and collected most recently, 65 percent of families have reported currently being employed as compared to 54 percent of families at enrollment (Figure 14). Unemployment has decreased from 46 percent at enrollment to 35 percent. It is important to note that employment is impacted by postsecondary enrollment. A recent study on adults age 25-32 years old found that less-educated adults are more likely to be unemployed, spend more time searching for work, and earn significantly less than earlier generations (Pew Research Social & Demographic Trends, 2014). Because a portion of JPP families are currently enrolled in postsecondary education, the percentage of those employed is likely to increase and families are more likely to find employment, though the job search may take more time than anticipated (Pew Research Social & Demographic Trends, 2014)

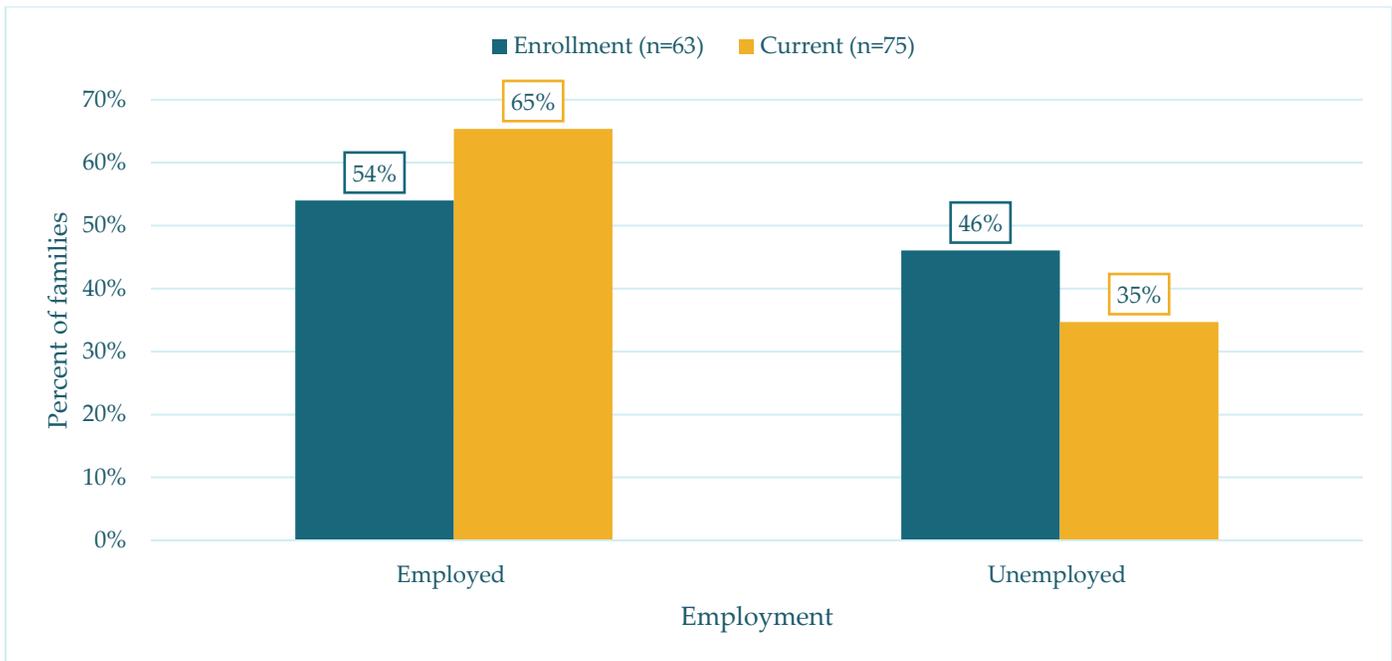


Figure 14. JPP families increased their employment status since participating in the program. (Source: *Enrollment and Outcomes*) Information on employment status – whether families are working full-time or part-time, or if families want to transition from part-time to full-time has not been tracked but could provide additional insights into long-term economic stability for families. For example, if a family moved into the JPP program unemployed, and was able to gain and maintain full-time employment status over the course of three years, this may better demonstrate economic stability than a family who is in the JPP program and alternates through unemployment, part-time, and full-time status.

Summary: Postsecondary and Employment Pathways

- ❖ Most participants aspire to attain higher education. Coaches supported families in making goals and taking steps towards achieving these goals.
- ❖ Of those expressing interest in continuing their education at enrollment, 45 percent of the 2017-2018 cohort has increased their educational attainment since enrolling in JPP.
- ❖ Families in the 2017-2018 cohort have been making efforts in finding employment with support from coaches and service providers. The percent of families currently employed has increased from 54 percent at enrollment to 69 percent currently.
- ❖ To better capture the fluctuation around postsecondary education, employment, and employment status, consideration should be given to a case management system that captures the dynamic complexity experienced by JPP families.

3. Identifying Economic Supports

When families are able to obtain jobs paying good wages and build both short- and long-term assets that allow them to consistently meet their daily living expenses, support their children’s healthy development and academic success, while building assets to enable them to handle unanticipated expenses or a temporary loss of income over time.
~Colorado Guide to 2Gen, 2016

Economic Status and Stability

JPP participants who participated in the Spring Participant Survey most frequently identified economic stability and independence as their indicators of success in JPP. These families spoke about “getting out of debt”, “not relying on government assistance”, and “being able to provide for my family” as key indicators. However, self-sufficiency and economic stability may be more challenging for JPP families because they live in Jefferson County.

Jefferson County has a higher self-sufficiency standard than the federal government (latest available 2015, Colorado Center on Law & Policy). JPP families enrolled in the 2017-2018 cohort have household sizes ranging from two to eight people. The average hourly wage for a household in JPP can range significantly, with some families reporting not having an income and other families now earning \$50,000 annually. Even with this variation, the average JPP family earns significantly less than the hourly wage needed for a family of four in Jefferson County to be considered economically self-sufficient in according to Colorado Center on Law & Policy (2015).

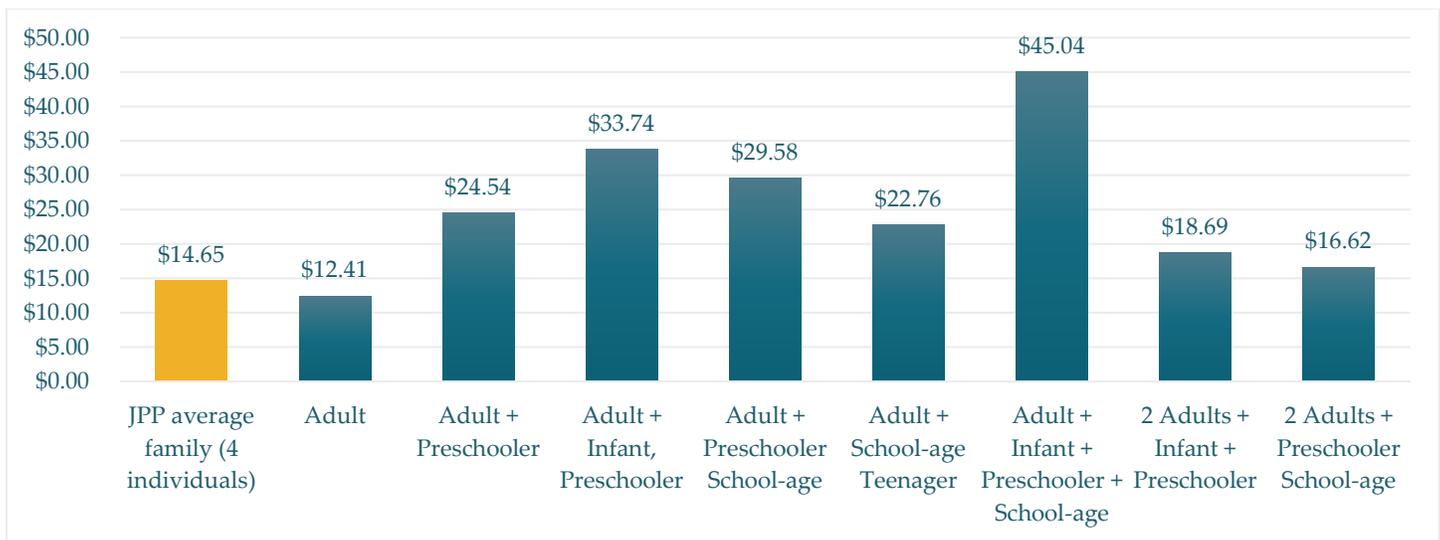


Figure 15. At JPP families earn significantly less than what is considered self-sufficient when enrolling in the program. (Source: Enrollment & Colorado Center on Law and Policy, 2015).

Increased Income

Despite the challenges JPP families are experiencing with a higher standard of self-sufficiency in Jefferson County, families are continuing to thrive with support from JPP. Reviewing the wage data for families from enrollment to May of 2018, 34 percent of families have increased their income by \$17,692 on average. Families with this reported increase in household income took, on average, 3.4 years to achieve this. A recent study investigating poverty and children’s outcomes found an annual income increase of \$3,000 over several years for a family in poverty increased children’s educational achievement; children were more likely to graduate high school and receive some post-secondary education (Duncan & Magnuson, 2011). A similar study on the impact of increased household income found similar results, and found a decrease in criminal behavior during young adulthood for these families (Akee, Copeland, Keeler, Angold, & Costello, 2010).

Reliance on Public Aid

During enrollment, families were asked to report on sources of income. Most families participating in JPP rely on both work wages and public benefits. Compared to previous cohorts, the 2017-2018 cohort of families reported more income source information generally and had a higher “Other” category (Figure 16). Only 11 percent of the 2017-2018 cohort did not provide income sources as compared to those participants from 2012-2016. Other sources of income for JPP families can include family support (living with family) and child support. For the 2017-2018 cohort, 16 percent of participants indicated living with one or more parents which assists with other income sources in families.

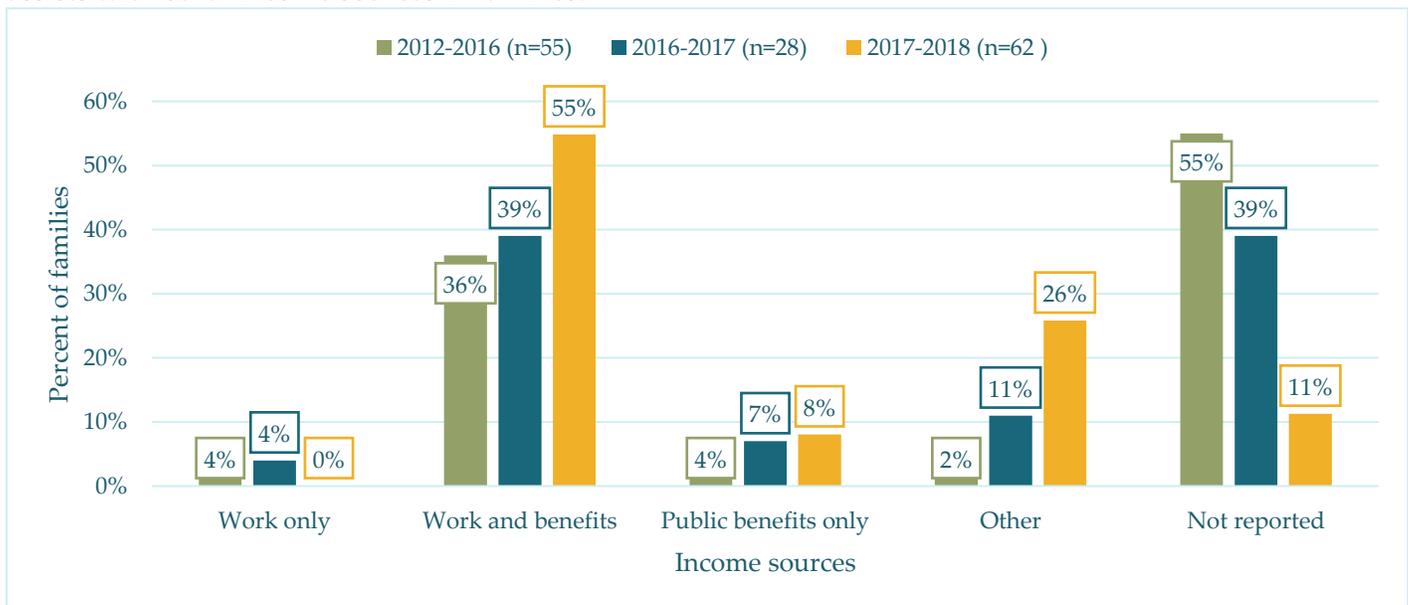


Figure 16. JPP families enrolling rely on both work and benefits as sources of income. (Source: Enrollment).

JPP families report a range of benefits that they are relying on at enrollment in the program. Most commonly, benefits include Medicaid, SNAP, and Colorado Works (TANF). Families also report relying on social security disability insurance (SSDI), Women, Infants, and Children (WIC) program, and Child Care Assistance Program (CCAP). For the 2017-2018 cohort in JPP, similar to previous cohorts, these families, at enrollment also relied on Medicaid, SNAP, and Colorado Works (TANF) benefits. It is important to note that as household income increases, families’ likelihood of reliance on public benefits decreases (Duncan & Magnuson, 2011).



Figure 17. More than half of JPP families use at least one public benefit (predominantly Medicaid). (Source: Enrollment).

Economic Stability Goals

Families in JPP recognize the importance of self-sufficiency. During the 2017-2018 program year, 83 percent of families made goals around economic stability. These goals can be categorized into four main areas: build understanding, increase assets, increase savings, and strengthen credit (Figure 18). The 2017-2018 cohort recognized the need to strengthen credit as one of the most prevalent goals, with 58 percent of these goals being completed in the 2018 program year. The increase savings goal had the fewest goals made (5), but most families completed this goal before May of 2018. Families also made goals around increasing assets; this may be one of the most challenging goals to accomplish for families as it often includes buying a car or a home. Additional information for each goal category is outlined below (Figure 18).

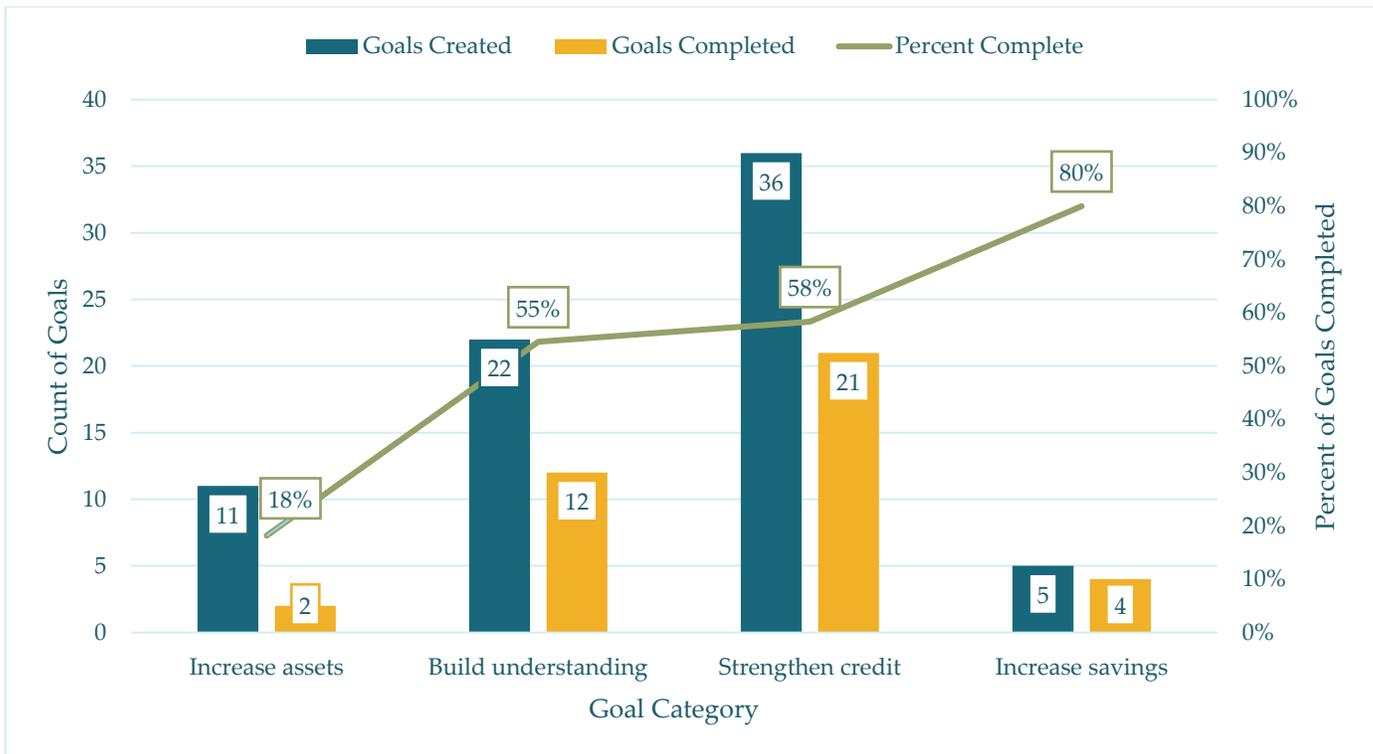


Figure 18. JPP families are most interested in strengthening their credit for their economic stability goal. (Source: Case Notes)

Building Financial Understanding

The path to self-sufficiency is a process. This process begins with JPP families building their financial understanding. As JPP coaches have been working with families over the course of the past 6 years, they have identified meaningful classes that help families move closer to self-sufficiency. During the 2017-2018 program year, classes in budgeting, finance, and homeownership were made available to JPP families. JPP families made attending and participating in these classes as part of their goals. JPP families shared that these classes provided meaningful and relevant information. The family that made attending a homeownership class a goal is currently in process of becoming a homeowner (Figure 19).

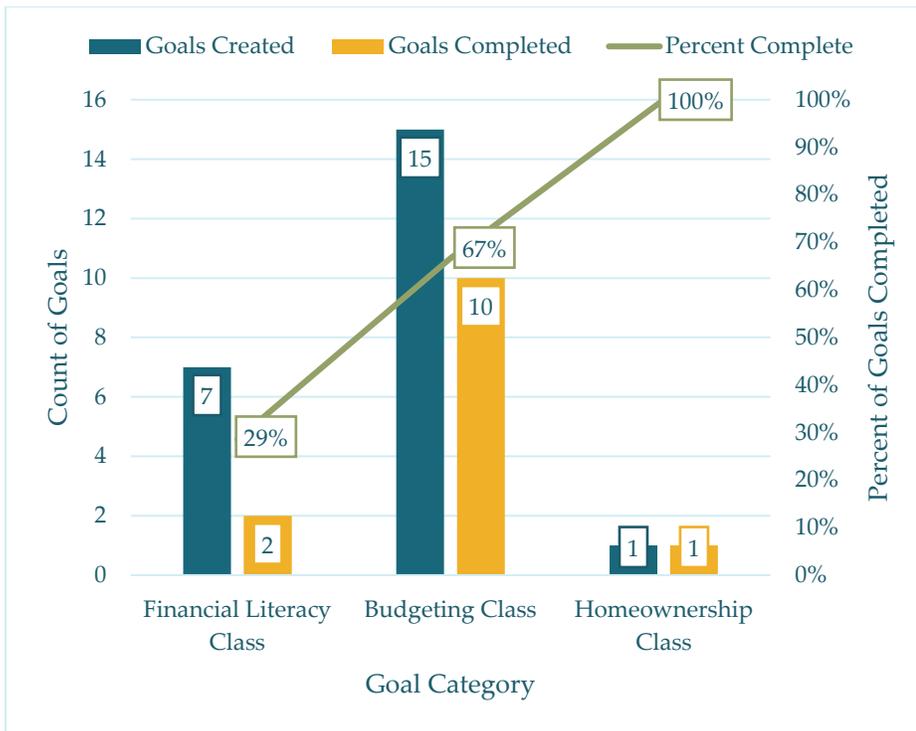


Figure 19. JPP families are pursuing economic-support classes. (Source: Case Notes).

Strengthening Credit

JPP families also identified strengthening credit as another area that could facilitate their movement towards economic self-sufficiency. Goals in this category fell into managing debt, decreasing debt, and applying for credit. Of JPP families, 36 percent of families shared this goal with their coach. Most families made goals around reviewing their credit, and 78 percent of families that made goals to decrease their debt accomplished their goal within this program year (Figure 20 below).

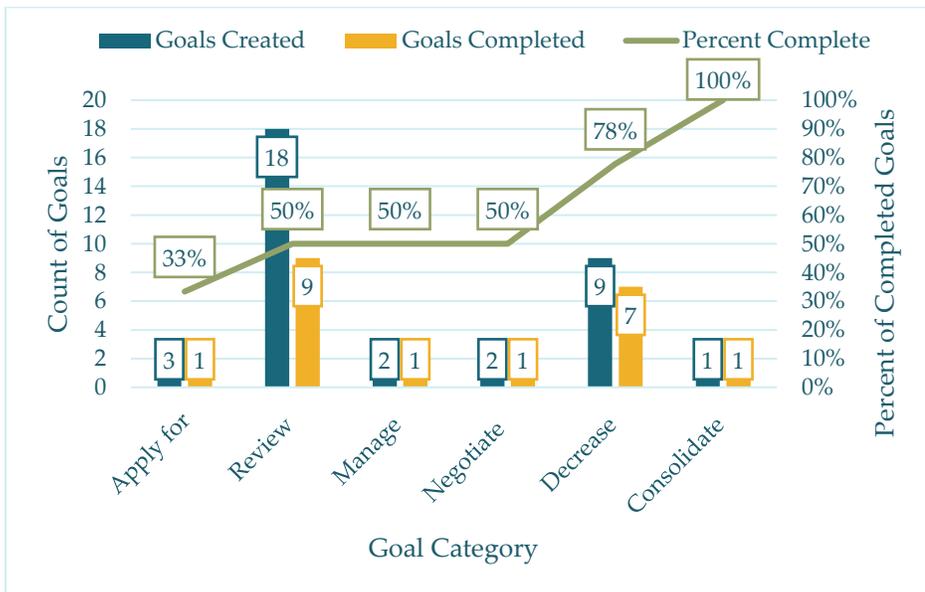


Figure 20. JPP families decreased debt over the program year. (Source: Case Notes).

Self-sufficiency through education

One of the classes I took, Financial Peace... I mean my credit was so bad, but after taking that class I'm making better choices, so my credit score is getting better.

-JPP Participant

I did the financial consulting also and I am actually going to finish paying off two payments and I'll have an extra \$400.00 in my pocket in December! It was just by monitoring everything, all my spending. It was pretty amazing to see you buy a coffee in the morning and it adds up.

-JPP Participant

After the first-time home-buyers class, it showed me that I could do it, and now we're buying a house. We put in a contract last week. So, because of that class, this is actually something real we can do where I thought it was like a pipe dream and I'd never make it. Everything they've done, has always been right on time when I've needed things. When I was said, "Well now that I have a job, what do I do?" And [JPP coaches] said, "Financial classes. Let's figure out how you make your money work for you". Now I've been able to save money and we're going to buy a house and finally move out of my parents'.

-JPP Participant

Increase Savings

Although not nearly as many JPP families have identified as being part of the process where they feel prepared to make goals around saving money, approximately 9 percent of families that made goals this program year, made goals around saving. Families identified four areas in which they would like to save: college, emergency, retirement and home-buying. Across all categories, five of the six families completed their goal to save money in the 2017-2018 program year (Figure 21).

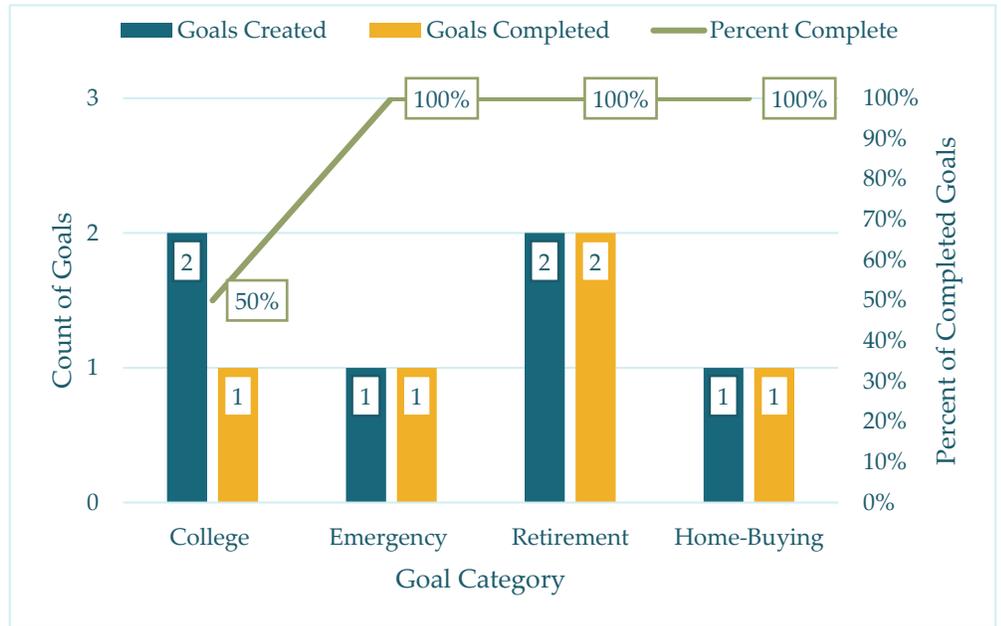


Figure 21. JPP families are making savings goals. (Source: Case Notes).

Increase Assets

The final category within the goal setting category is increasing assets. Families in JPP are moving closer to self-sufficiency as they plan and achieve goals along the process. However, families frequently shared with coaches the challenge to increase assets resulted from their struggle with unexpected debt (forgotten medical or utility bills that went to collections). In the 2017-2018 cohort, JPP participants were less likely to report having good credit than the 2016-2017 cohort (Figure 22). Although a higher percentage of participants reported paying bills on time, being able to save money, and having extra money for “wants”, unexpected debt appears to have made increasing assets a challenge.

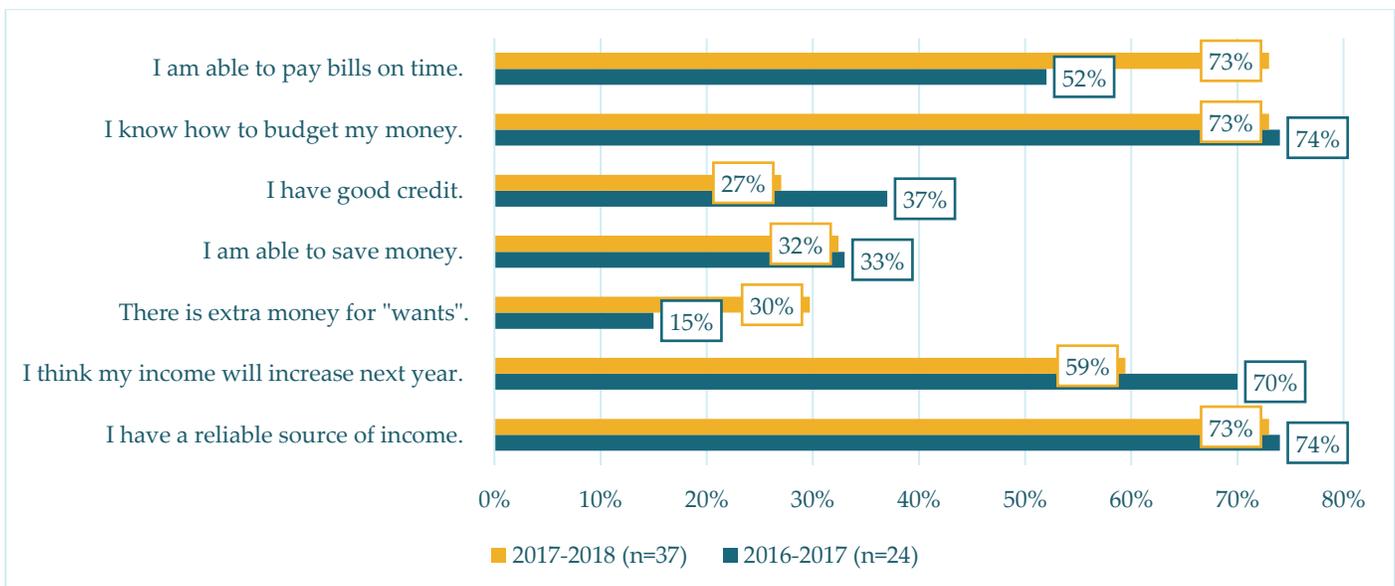
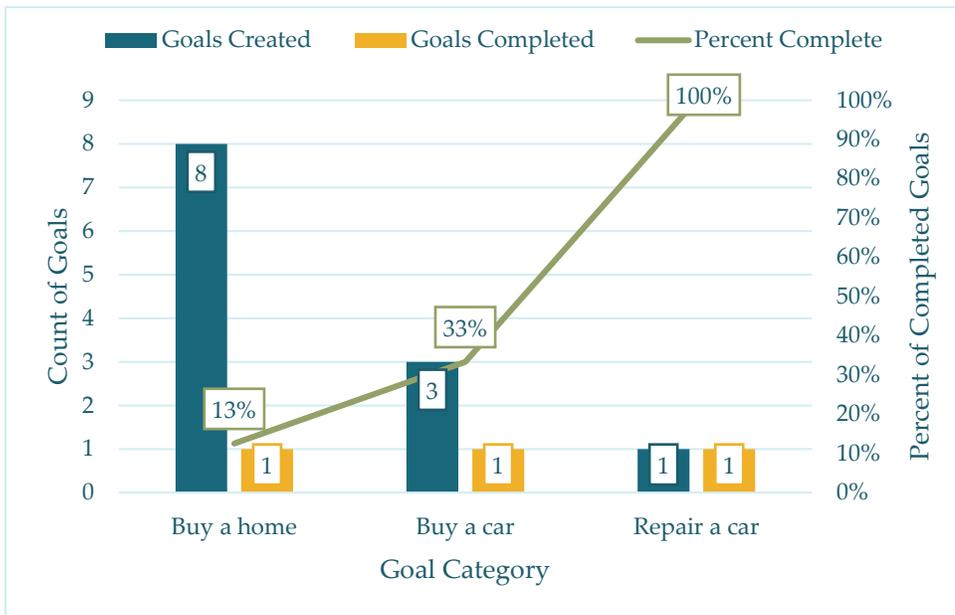


Figure 22. The 2017-2018 cohort reported being better able to pay bills on time, save money, and have money for “wants”. (Source: JPP Participant Satisfaction Survey Spring 2017 & 2018).



Of participants that had increase assets as a goal, 25 percent (three families) accomplished this goal in the 2017-2018 program year (Figure 23). Increases in assets included families repairing a car, buying a car, and buying a home. Families that have reported buying a home as a goal, are concurrently working towards self-sufficiency, making goals in building their financial understanding, strengthening their credit, and increasing their savings.

Figure 23. JPP families have goals that include buying a home. (Source: Case Notes).

Summary: Identifying Economic Supports

- ❖ JPP families are below the JeffCo self-sufficiency standard at enrollment.
- ❖ JPP families rely on a variety of income sources, including earned income and public benefits.
- ❖ JPP families increased their household income, on average, by \$17,692 over the course of 3.4 years. With support of JPP programming, families are advancing their financial understanding and moving further along the path of self-sufficiency.
- ❖ Families are beginning to realize long-term goals, moving from unemployed at enrollment, receiving a postsecondary degree, to budgeting and saving to buy a home.

4. Increasing Health and Well-Being

Health and well-being is an emerging component of two-generation approaches because physical and mental health have a major impact on a family’s ability to thrive. Childhood trauma, for instance, has lasting health and social consequences.

Randa, R. F. & Felitti, V. J. *The Adverse Childhood Experiences Study*. Retrieved from <http://www.acestudy.org>

Access to Healthcare

Access to healthcare is important for JPP families. Over the past three cohorts, most families have access to healthcare (Figure 24). JPP families have reported struggling with the challenge of access to quality healthcare with their coaches. Although many families report having access to care, families often think about physical care. However, over the course of the 2017-2018 program year, many families were burdened with finding access to quality mental health care for their children and themselves.

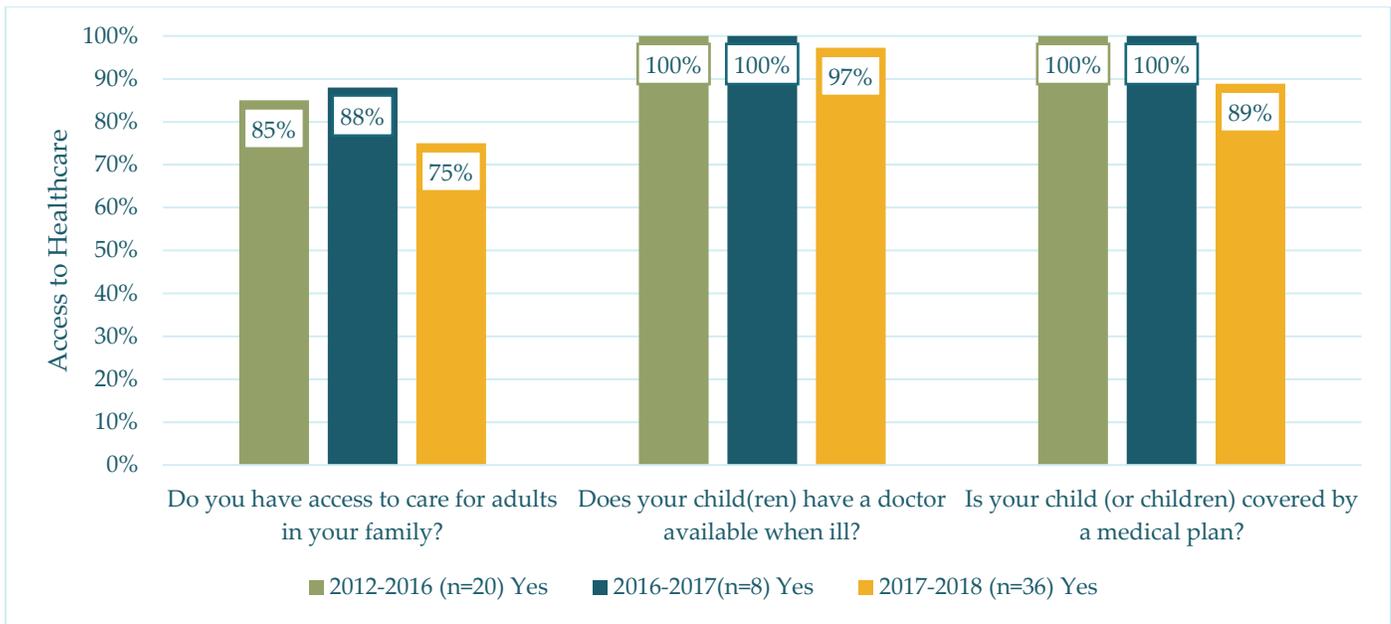


Figure 24. Family Access to Healthcare. (Source: JPP Participant Satisfaction Survey Spring 2016, 2017, & 2018).

Health and Well-Being Goals

Increasing health and well-being for JPP families is the second most prevalent goal, after postsecondary education and employment pathways. Over the course of the program year, 71 percent of the 62 families that made goals, made a goal around their health and wellness. Families made 109 health goals; 53 percent were mental health goals and 47 percent were physical health goals. Families completed 53 percent of them during the year. The remaining goals may be completed in the next program year.

JPP families identified both physical and mental health goals over the 2017-2018 program year. Families made 58 goals revolving around three general categories: (1) identification of supports, (2) parent-child relationships, (3) stress prevention. Many of the goals made fell into the category of identification of supports. For JPP families, often this translates into needing to find a therapist or family counselor. JPP families expressed frustration with finding quality therapists and would often turn to their coaches for this level of support. Coaches learned there is a process that families must strictly follow to ensure access to a licensed professional. Families have completed about half of their goals made in mental health (Figure 25).

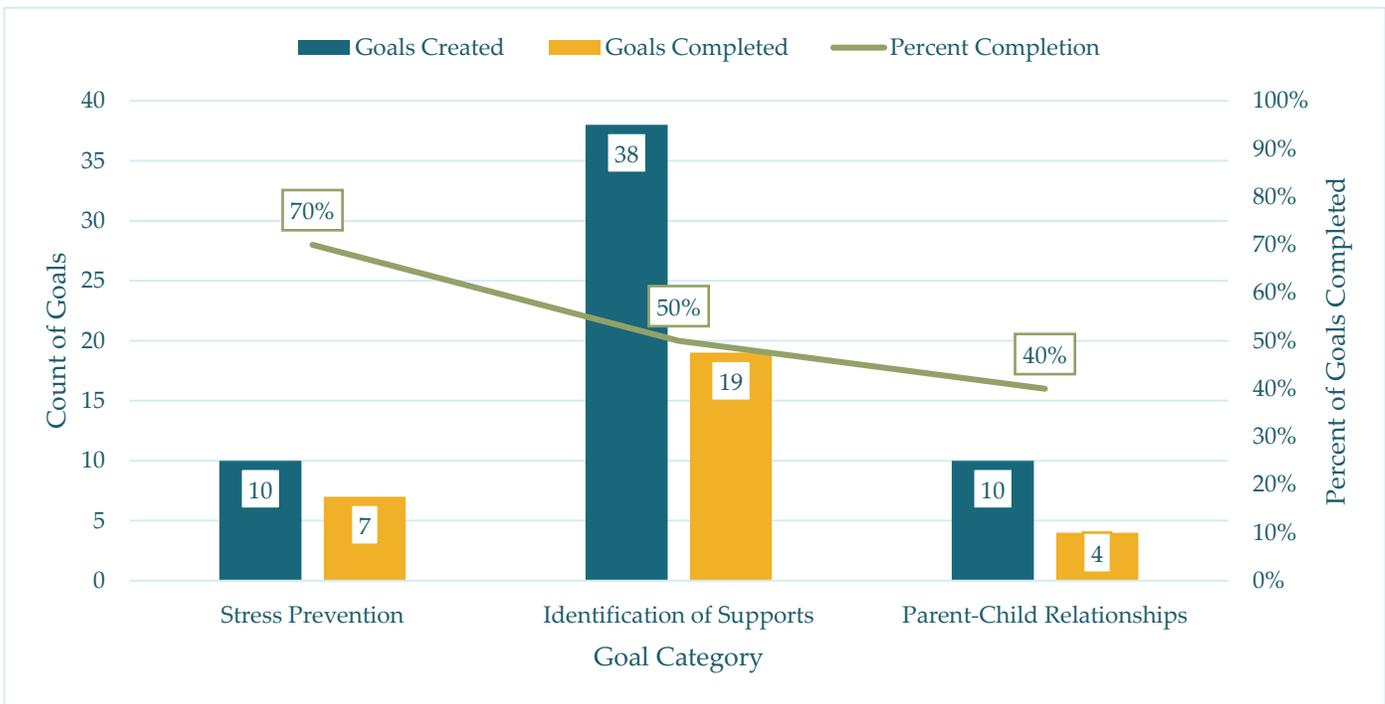


Figure 25. Most JPP families set goals to identify supports for their families, including therapists and family counselors.

JPP families' physical health goals can be divided into access and health management. Access for JPP families often means JPP families need to apply for Medicaid or other types of insurance that may support the family. Health management includes regularly exercising, eating well, and prenatal care. Approximately 55 percent of goals made in the 2017-2018 program year, regarding physical health, were completed by families (Figure 26).

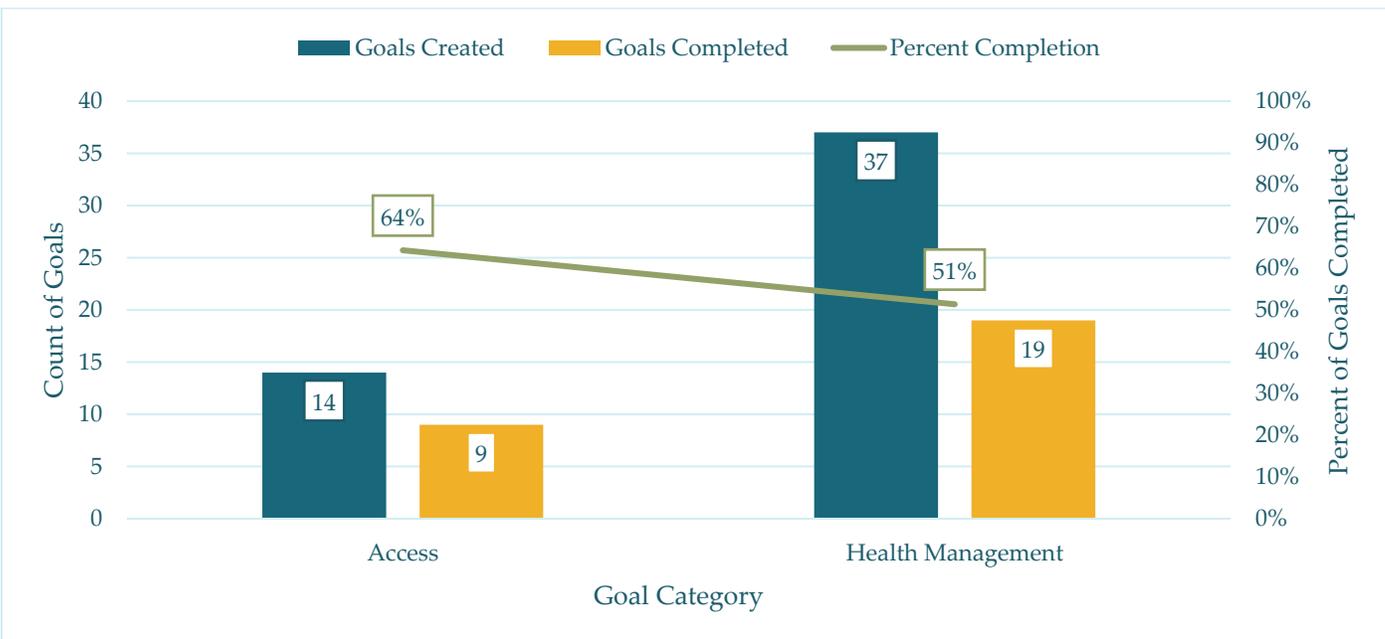


Figure 26. Most families made goals around managing their health.

Summary: Health and Well-Being

- ❖ The 2017-2018 cohort reported having less access to healthcare than previous cohorts.
- ❖ Over 100 goals were made around health by 71 percent of JPP families in both mental and physical health. Families accomplished more than half of these goals within the program year.
- ❖ Families health and well-being goals included stress prevention, identification of supports, relationships, access to healthcare and health management.
- ❖ Families reported challenges in having regular, consistent care providers for mental health support.

5: Promoting Social Capital

The collective value of all social networks including family, friends, coworkers and others, and the inclinations that arise from these networks to do things for each other (Sommer, Sabol, Chase Lansdale, Small et al., 2015).

Social Capital Engagement

JPP promotes a social support network with families through both regular and meaningful engagement and building a network of supports for families. For the 2017-2018 program year, this network of supports includes coaches, partner agencies, and JPP families. Increasingly so, through the monthly JPP meeting, classes, and small groups, JPP families are beginning to see one another as part of the network of supports.

Everybody can get together and connect. I think, for me, social capital is an important part of the program. We trade with each other and come together when we need each other, and the coaches help bridge those gaps. For instance, [I had a problem] so my coach connected me with somebody who [could fix it]. He worked on my [problem] and then we traded. Then I helped him with something.

Social Capital Goals

Social capital goals are infrequently made by JPP families. Those families who made goals in this category focused on two areas of social capital growth: build new connections and develop current connections. In consultation with coaches, 30 participants, 24 families decided to make progress in social capital. During the 2017-2018 program year, families made 33 goals and completed 12 of them prior to

May 2018 (Figure 27). For those that completed their goals, this process took, on average 43 days.

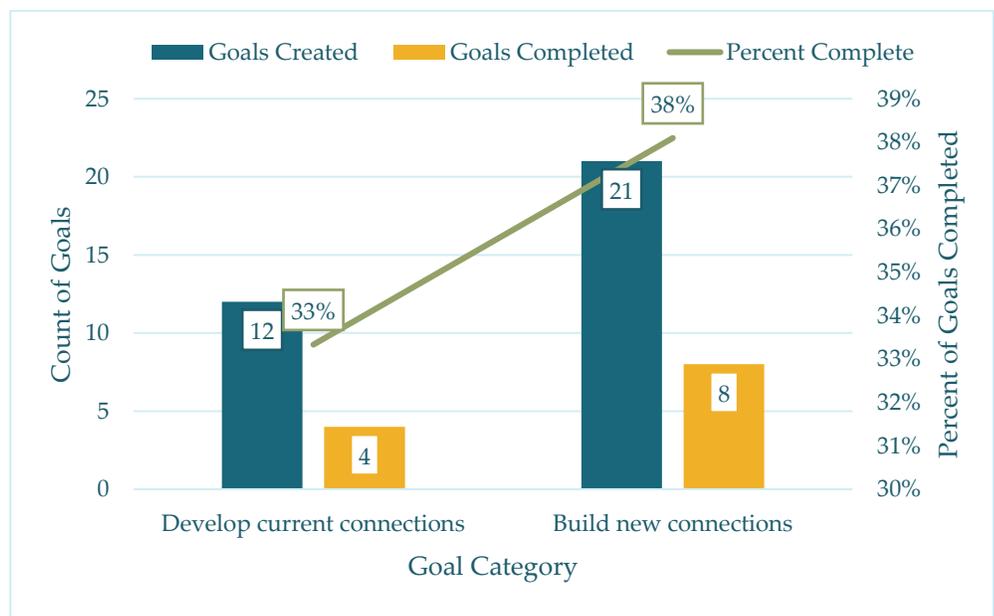


Figure 27. JPP families make goal for their social capital growth. (Source: Case Notes).

Building New Connections

JPP families recognized opportunities to build their network through participation in JPP, through their existing job, and through community groups and local organizations. Most families though expressed a desire to build their network through attending JPP meetings (Figure 28). During the 2017-2018 program year, families completed 38 percent of their goals in building new connections.

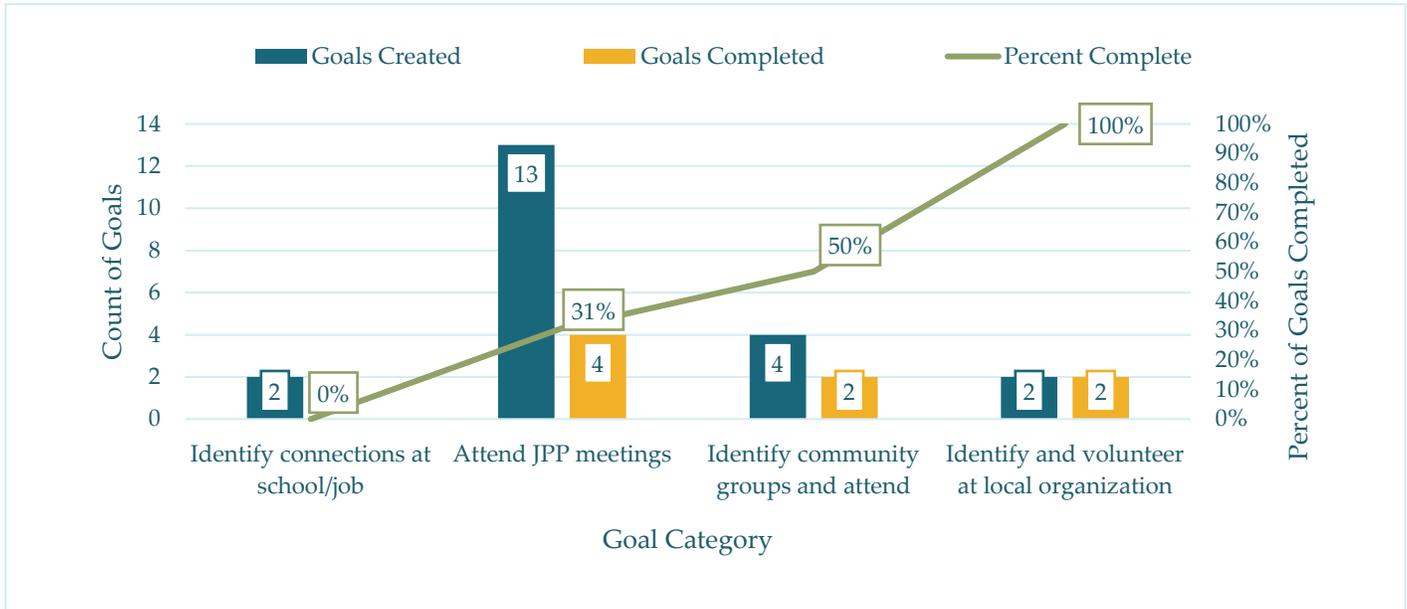


Figure 28. JPP families identify attending JPP meetings as a way to build social capital. (Source: Case Notes).

Developing Current Connections

Developing current connections could often include maintaining recently built relationships or managing and investing in current relationships. JPP families that identified developing current connections as a goal identified four areas to improve: create and commit to volunteer schedule, regularly meet with my coach, continue to attend JPP meetings, and schedule meetings with current connections. Of the 12 families that identified this goal, 33 percent of these goals were met prior to May of 2018 (Figure 29).

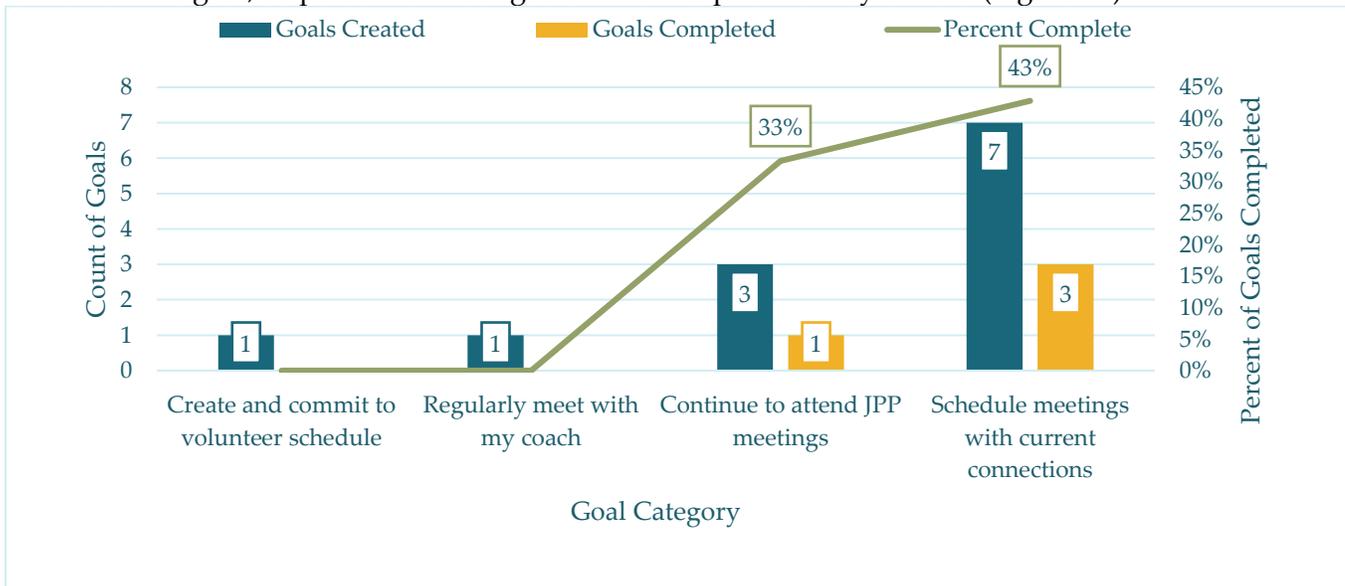


Figure 29. JPP families are working to develop their social network. (Source: Case Notes).

Family Advisory Board

Families are increasingly engaged in JPP and are beginning to offer services to the partnership and to other families. The JPP Family Advisory Board was recently reinstated because of several active participants interested in the continued success of JPP. These participants articulated the purpose of the board:

An Advisory Committee functions in an advisory capacity to JPP. The JPP Advisory Committee will make recommendations regarding JPP programs, initiatives, self-sufficiency applications, and events. The JPP Advisory Committee will also assist with forming sub-committees, establishing relationships with new community partners, increase communication amongst families, assist in increasing the current level of participation amongst families and partners, planning JPP events, and representing JPP within the program and community. The Committee has no legislative, administrative or programmatic authority and is advisory only. The Advisory Committee is an integral part of JPP ensuring that family voice is central in and throughout the program.

The advisory board also identified six overarching objectives of the group, four board roles (including responsibilities), and memberships guidelines to serve on the committee. The overarching objectives are listed below:

1. Assist JPP in implementing goals and objectives
2. Provide guidance on policies and services being provided
3. Support and represent the interests of JPP within the community
4. Connect with local businesses or agencies to assist in building community partners
5. Support the planning of JPP events
6. Advocate for policy change on behalf of families experiencing poverty

Partnerships

JPP coaches actively create and collaborate with partners within the community to support families on the path to self-sufficiency. JPP identifies partners through the coaching process, specifically by listening to family needs and identifying existing service providers in the community that are currently addressing these needs. For example, during the 2017-2018 program year, one family was a victim of domestic violence; JPP partnered with Family Tree, a local organization that provides shelter, resources and counseling for families within Jefferson County who are victims of domestic violence. Through this partnership, this JPP family moved closer to self-sufficiency because they were able to access a safe and secure home environment. This is only one of many partnerships JPP used to support families on their paths to self-sufficiency.

Other initiatives in which JPP has collaborated with partners is through general support for JPP families, activities for children, and education classes. These collaborations helped JPP families to engage with families in the program and work towards their goals along their paths to self-sufficiency. The value of these collaborations has been measured both in the completion of goals listed previously and feedback families are providing anecdotally.

General Support

JPP has partnered with local organizations including churches and nonprofits to support families. For example, JPP coaches organized for families to participate in a “Searching and Shopping” event. This event

was a forum for job seekers to practice interviewing and find interview-appropriate clothing hosted by a nonprofit community organization. Another partner donated furniture to JPP to furnish the family waiting area. Another partner presented JPP graduating high school seniors with “Congratulations” gift baskets, celebrating JPP student achievement. Jeffco Human Services Foundation organized a fundraiser on behalf of JPP to assist with the JPP Self-Sufficiency Fund.

Activities for Children

The Jefferson County Public Library and community volunteers provided activities for children during the monthly JPP meetings. “Science Matters” and “Coding for Kids” are just two of the recent activities led by JeffCo Public Library, which allowed children to explore and engage with science, technology, engineering, and mathematics (STEM).

Classes

During the 2018-2019 focus group, all participants participated in one or more of the classes outlined below and provided positive feedback, sharing these classes helped them to accomplish their health and/or economic goals.



Image 4. JPP families create collages during class.

Table 3. JPP partners with organizations who support families on their path to self-sufficiency.

Class	Host	Description
Stress Management	JCMH	Learning about movement, yoga, meditation, and other tactics to help with self-care
Boundaries	JCMH	Learning healthy boundaries essential for balanced relationships
Self-Compassion	JCMH	Using art to reflect, understand, and forgive
Men’s Group	JPP	Providing a space for men to discuss balancing life, including: fatherhood, faith, and relationship
Parenting	JPP	Teaching families about tools and resources for effective parenting

Health and Well-Being

Jefferson Center for Mental Health (JCMH) has provided JPP families with several classes. In table 3, the name of the class and the description are listed. JPP staff also provided small groups for families also listed in the table with additional description.

Financial Management

Classes for financial management were provided by both JCMH and Operation Hope. JCMH offered a class to help JPP parents with budgeting. Operation Hope focused their finance class on learning about credit scores, managing debt, and handling delinquent collections account. Both classes were very well attended by JPP families, and as mentioned in section 3, provided the education that families needed to move closer to self-sufficiency.

Summary: Promoting Social Capital

- ❖ JPP staff are striving to nurture a community space that encourages and fosters social capital among and with JPP families.
- ❖ JPP families are beginning to have more systematic conversations around social capital. In doing so, JPP families identified building new connections and developing current connections as two areas that could be considered towards growth.
- ❖ Although conversations around social capital are happening, a system to track social capital development and engagement would better illustrate the work JPP is doing.

Conclusions

In reviewing the previous evaluation reports, JPP has demonstrated continued growth and development, despite the ongoing challenge of data collection, funding, and coach turnover. Families are demonstrating growth across all five 2Gen key components: increasing access to early childhood education for children, increasing postsecondary educational attainment, increasing employment, increasing economic stability, improving health and well-being, and building social networks. Parents are gaining awareness and support in parenting and through classes offered, are being provided resources to navigate the challenges faced in parenting. Overall, families are expressing satisfaction with participating in the program and are beginning to “pay it forward” to other JPP families. Families have repeatedly expressed feeling as though they are part of a community, and through this community, they are certain of continued success. Families reported that JPP coaches have provided stability to them as they transition through crises and have connected them to available existing partners who can offer necessary supports.

However, as JPP continues to serve more families, the challenges coaches and families face increase. Through coach case notes, JPP coaches reported families struggling with mental illness and access to reliable, and readily-available, mental health support. Coaches also felt limited in being able to address this challenge because the available resources involve processes that can take weeks to navigate; coaches supported families as they went through the application process to access mental health resources.

JPP coaches also demonstrate a variety of approaches in working with families. Families reported that coaches operate differently, have different areas of expertise and provide different types of advice. Families also shared they felt comfortable working with any coach at JPP. Overall, families expressed appreciation for the model of collaboration demonstrated by the coaches.

Recommendations

Considering the growth of the program, there are several areas the JPP program could benefit.

1. Considering adding and changing goal categories from the 2Gen key components to those that better reflect the reality of JPP. There is a gap in data collection around JPP families and any of their children that are no longer in early childhood years. Much of the data collected around older children is difficult to categorize using this model. JPP should consider changing “Early Childhood Education” to “Child Education” which could include data for all JPP dependents.

JPP could also add another goal to capture some of the crises experienced by families. Oftentimes, these crises involve legal challenges, and JPP coaches are referring families to public defenders and supporting families while in court. By adding an additional category to represent the many challenges families experience in navigating legal problems could help partners understand the complexity and variation JPP coaches experience.

2. Coach participation in a logic model or theory of change workshop: JPP operates using the 2Gen approach because it is a comprehensive system of support to address intergenerational poverty. Understanding how each action taken by coaches and each resource provided by coaches results in an outcome that either helps a family to progress or regress is integral for a coach's long-term success. Requiring coaches to participate in this type of activity helps to build a vision around the program and can also help with ensuring a minimum standard of coach family engagement. For example, if coaches understood that by following up on a goal at each meeting with a family directly effects a family's ability to successfully achieve that goal, the coach may be more inclined to do so.
3. Provide a lead coach for coaches: families reported differences in coaches and mentioned coaches can provide different supports and resources. By providing coaching for coaches could ensure at least an adequate response for all families and, at minimum, a support for coaches.

For example, if a participant is interested in a certain postsecondary education program, all coaches should have access to available programs for participants as a resource. A lead coach for coaches could ensure a consistent experience for families; for example, if a coach is uncertain of a resource or how to support a family in a specific crisis, a lead coach would provide the additional support. Another example includes family goal interaction. Some coaches may work with a family to identify a goal but may never follow-up with the family on the specific goal made. This could be resulting from the lack of a client management system, or an opportunity for a lead coach to train coaches to be systematic in their follow-up with families.

4. Develop an evaluation plan: an evaluation plan supports programs in building their capacity to systematically learn and address challenges. Generally, an evaluation plan is created after a logic model is formed. Evaluation plans are collaboratively developed, including stakeholder voices in its creation. The evaluation plan could include the following components:
 - a. Program description: promotes a shared understanding of the program and would include the program's logic model and/or theory of change
 - b. Evaluation questions or focus: provides the direction the program stakeholders are interested in learning more about
 - c. Methods: describes the data collection needed, the stakeholders responsible for the data collection, and an explanation of how the data collected will be used
 - d. Analysis plan: discusses the analysis method for the data collected and reported
 - e. Use: identifies how the results from the analysis will be used to inform program-decision-making
 - f. Dissemination plan: outlines how results will be shared with stakeholders

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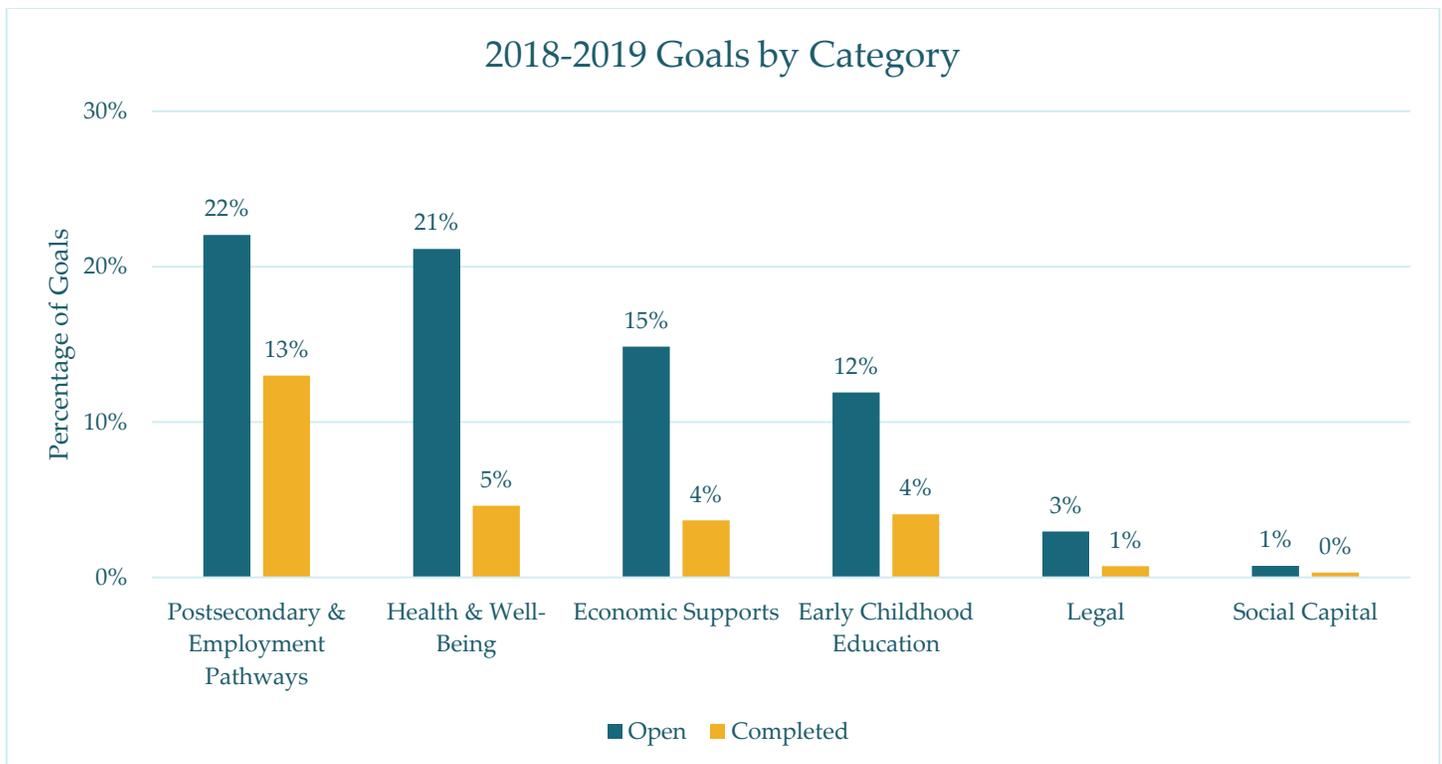
Appendices

In April of 2018, JPP Next Generation data collection system was released. This data collection system allowed JPP coaches to begin to actively collect data around families' participation and growth on their paths to self-sufficiency. Because much of this data collection occurred outside of the evaluation window (May 2017 through April 2018), we are including the information here for further examination.

It is important to note that there appears to be several challenges with the export from the current data collection system. We have seen goals repeated for each individual within a family. For example, if the mother of a family makes a goal, the goal may be repeated for each of her children enrolled in the family, even though it is not their goal. The following frequencies have been provided using reported categories and do not correct for data errors from the data system export.

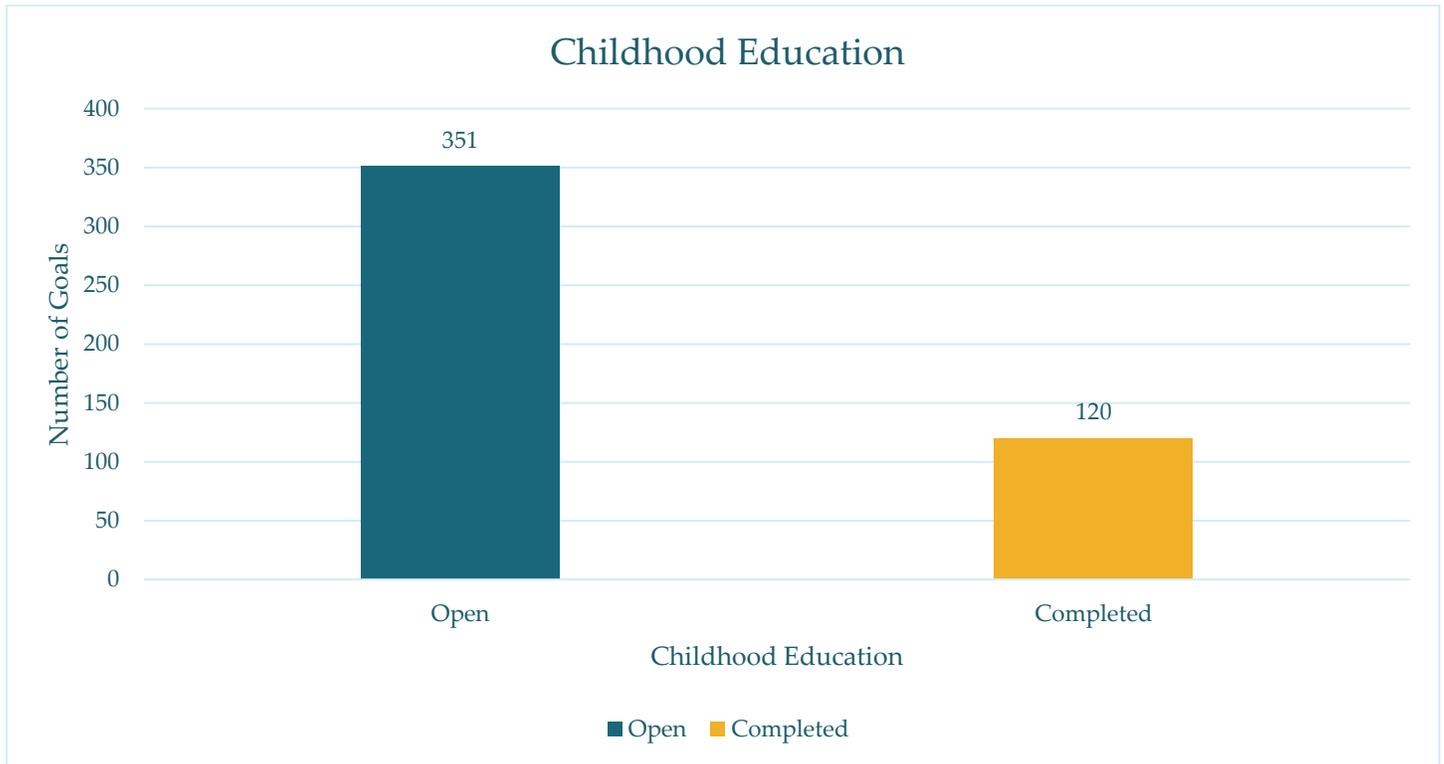
Appendix A. Goals by Category for the 2018-2019 Program Year

The following figure outlines the data collected by JPP coaches from April 2018 through October 2018. As can be seen from the figure, most goals continue to be primarily around postsecondary education and employment, and secondarily around health and well-being. Like the previous program years, social capital goals are the least frequently made goals. Families have already begun to complete goals within the six-month time period of the goal creation.



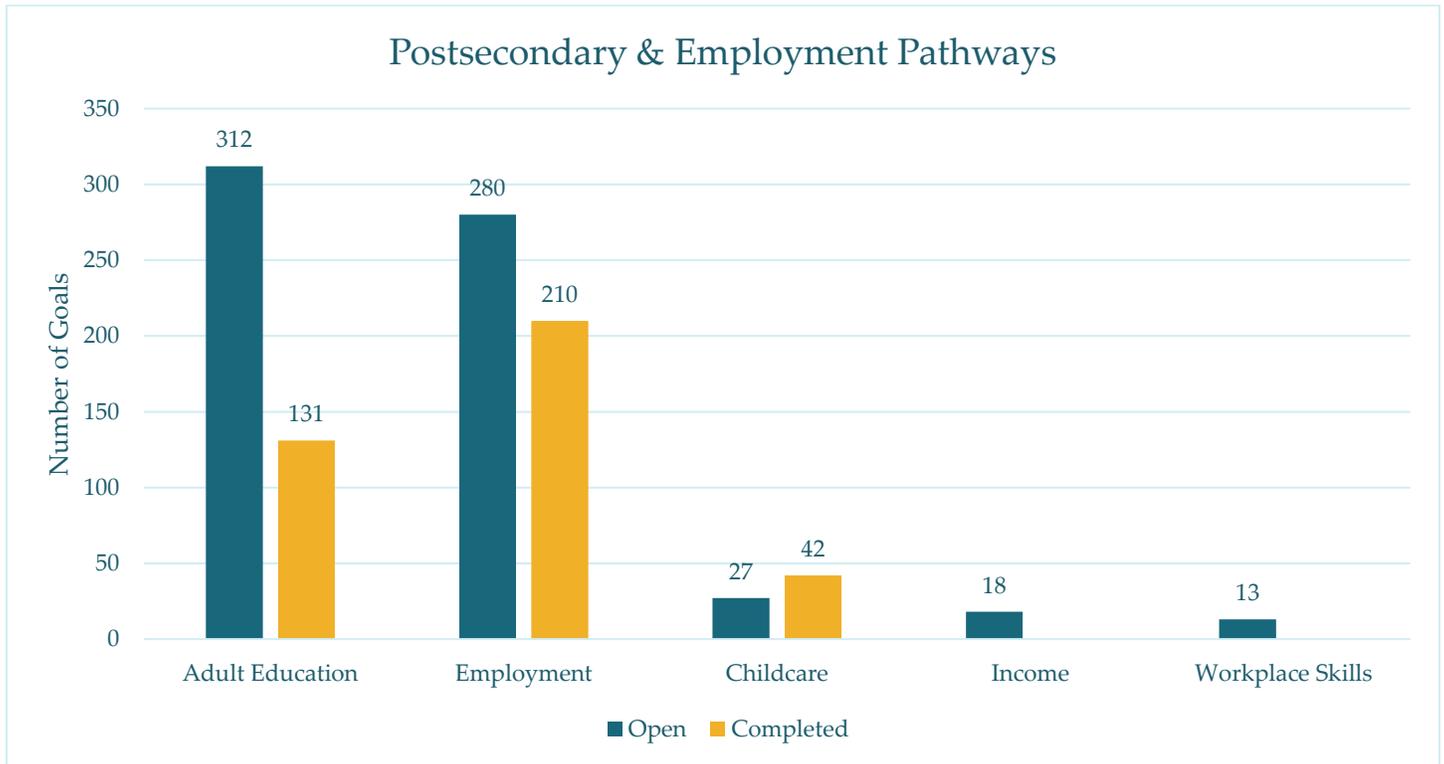
Appendix B. 2018-2019 Goal Category - Early Childhood Education Goals

In early childhood education, families have made goals around their children's education, regardless of their child's age. For this goal, parents included goals for enrolling their children in kindergarten to completing the Free Application for Federal Student Aid (FAFSA) with their college-age children. Informally, it appears coaches are no longer making the distinction between early childhood education goals and dependent education goals. In the six months of the 2018-2019 program year, 25 percent of goals made around childhood education have been completed.



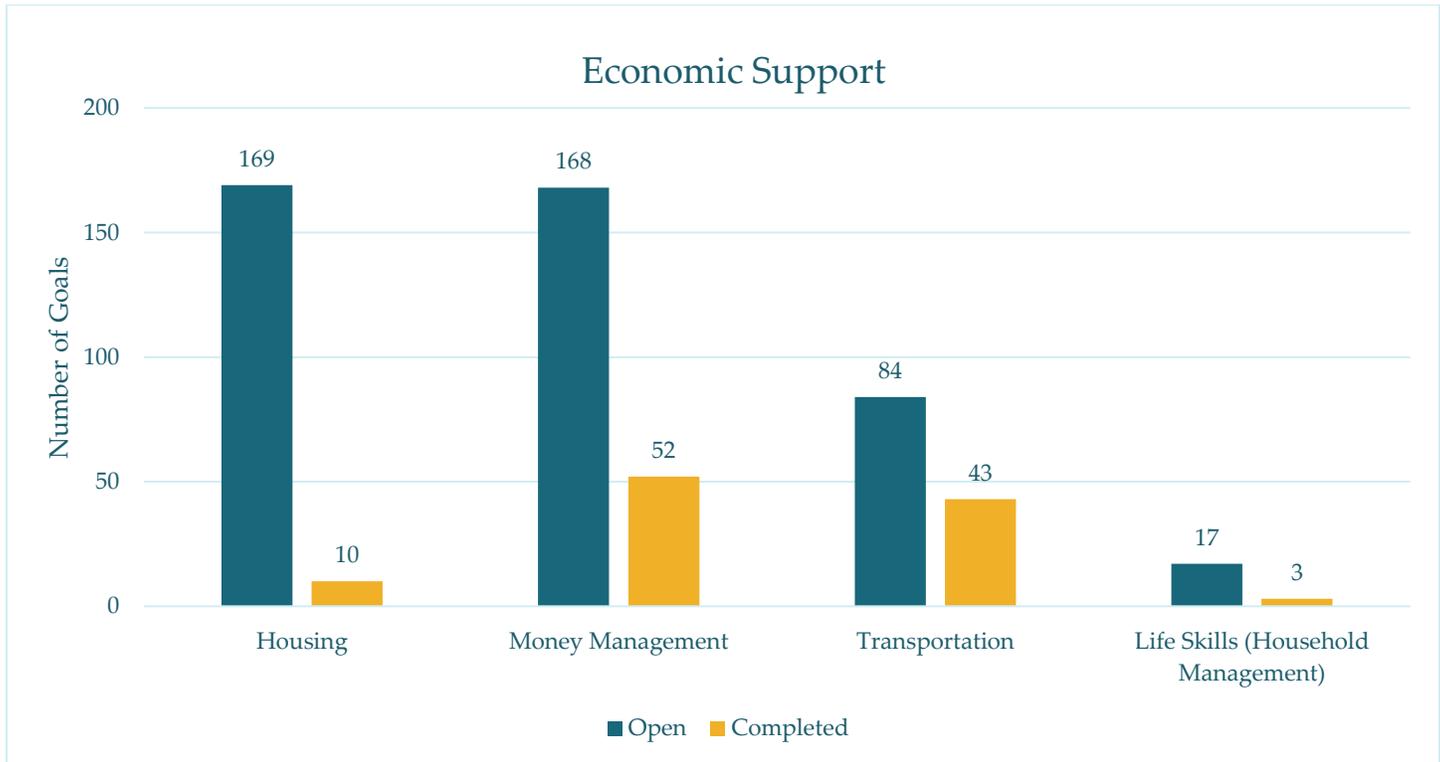
Appendix C. 2018-2019 Goal Category - Postsecondary and Employment Pathways

Postsecondary education and employment pathways continue to be the most often created and completed goal. For the first six-month period of the 2018-2019 program year, families have already completed 37 percent of goals made in this component. Most goals completed are around employment. Employment goals include meeting with Workforce, applying for a job, interviewing for a job, requesting feedback following an interview, job-shadowing and obtaining a job. As part of this process, identifying childcare options is also identified as a goal because it allows parents to ensure children are well-cared for while being employed.



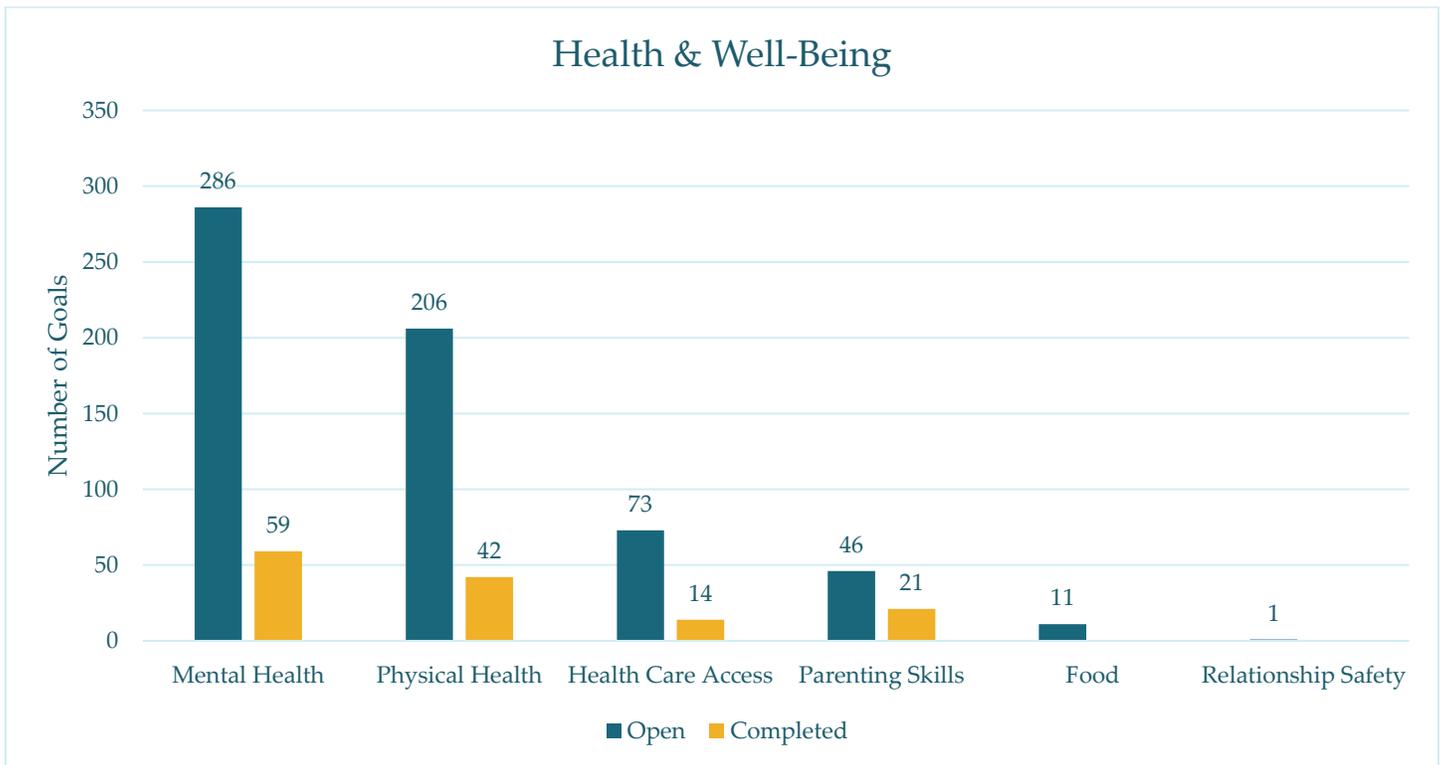
Appendix D. 2018-2019 Goal Category - Identifying Economic Supports

For the 2018-2019 program year, housing, money management, transportation, and household management are the four categories within this 2Gen component for JPP. Families most often reported goals around housing. Housing goals included several items including finding a more affordable apartment to rent, to buying a new home. Also included in the housing goal are goals around increasing credit scores to move towards being able to purchase a home. Clarity should be provided around these goals as increasing credit score may be better placed under money management than housing. Of the goals in this component, approximately 20 percent have been completed.



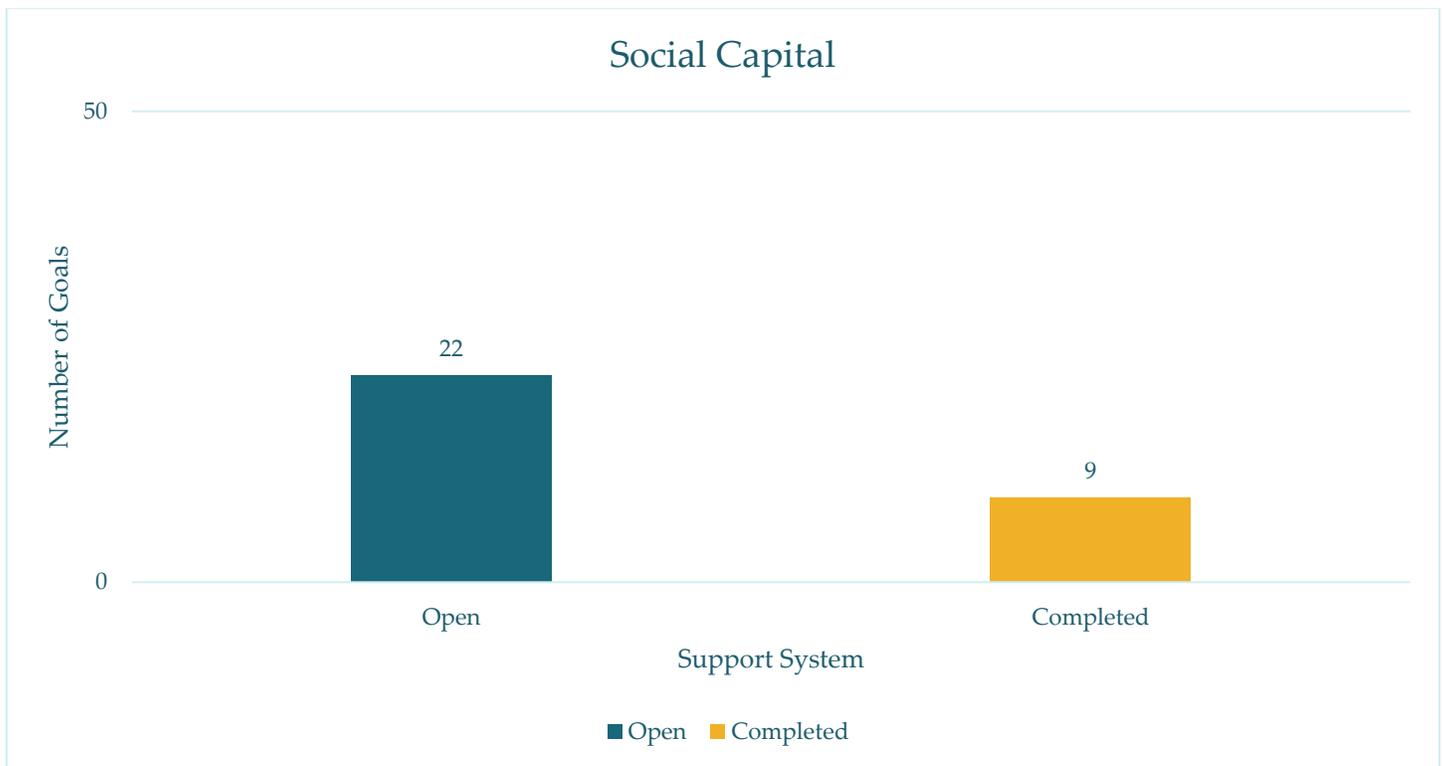
Appendix E. 2018-2019 Goal Category - Health and Well-Being

Coaches have been capturing health and well-being in several categories for the 2018-2019 program year: mental health, physical health, parenting skills, food, and relationship safety. The most predominant categories, as in previous years, are mental and physical health. Goals in these categories often revolved around access to mental health resources and improving physical health. It is important to note that there are duplications in this data. Coaches have entered goals in multiple times without closing previously made goals. For example, in physical health one family made a goal to attend a class. There is a second goal created that states the family member attended the class. Both goals are considered open though one can be inferred as complete. Further consideration should be given on how to systematically track goals that have been made to reduce duplication errors. Approximately 18 percent of health and well-being goals have been reported complete.



Appendix F. 2018-2019 Goal Category - Social Capital

As in previous years, social capital is the component with the fewest goals. During this program year, social capital is called “support system” and includes identifying supports and providing supports to others. In this program year, families have made goals to engage in volunteer activities, as well as to provide supports to other families in the program. Both goals are considered in the support system category. Also included in this goal were parents’ goals to enroll children into summer camp. It may be beneficial to define what is meant by support system to differentiate those who are providing supports to others and those who are in need of supports. Thirty percent of these goals have been completed thus far.



Appendix G. 2018-2019 Goal Category - Legal

An additional goal component being implemented in the 2018-2019 program year includes “legal”. This component is broken into two categories: legal and criminal justice system. Often the legal category included goals around citizenship, child-custody, child-support, and mediation. The criminal justice system included goals around sentencing and sealing records. Of these goals, 19 percent have been completed to date.

