



Jeremiah Program: Boston Model

Report to The Annie E. Casey Foundation

Program Evaluation &
Research Group (PERG)

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Joan Karp, Senior Research Associate
Elizabeth Osche, Associate Director
Debra R. Smith, Director



ENDICOTT
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About the Program Evaluation & Research Group (PERG)

Founded in 1976 at Lesley University, the Program Evaluation and Research Group (PERG) moved to Endicott College in 2013. PERG is known for its capacity for studying complex projects in diverse settings. PERG has carried out more than 800 program evaluations and research studies in both formal and informal education environments, working with universities, schools, foundations, state and federal agencies, museums, non-profit organizations, and other community-based groups.

PERG researchers bring their well-honed inquiry and collaboration skills to all projects, pursuing accurate and nuanced answers to research and evaluation questions. Staff members partner with clients to improve their programs through formative evaluation, assisting with the iterative process of design research, and provide an external perspective on effectiveness and impact. PERG employs mixed methods to ensure both a broad and deep understanding of any program or issue.

PERG's recent research and evaluation activities—which include both small- and large-scale regional and national projects—include: parenting students in higher education; two-generation programs; arts integration and literacy partnerships; curriculum and software development projects; cultural/international exchange; informal education; museum exhibits and programs; out-of-school time; professional development; research on learning in science; STEM programs and partnerships.

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Endicott College 376 Hale Street Beverly, MA 01915

Table of Contents

- EXECUTIVE SUMMARY** 4
- The Jeremiah Program–Endicott Boston Partnership 5
- Implementation of the Adapted Jeremiah Program Model in Boston 6

- INTRODUCTION AND BACKGROUND** 8
- Jeremiah Program 8
- Endicott College Boston 9

- THE PARTNERSHIP WITH ENDICOTT** 10
- Evolution of the Partnership 11
- Partnership Benefits 12
 - Benefits for Jeremiah Program
 - Benefits for Endicott Boston
- Key Findings—Partnership with Endicott 13
 - Factors that supported partnership success
 - Factors that caused partnership tensions

- JEREMIAH PROGRAM IN BOSTON** 14
- Program Participants 14
- Adapting Jeremiah Program Core Components for Boston 16
 - Support for a career-track college education 17
 - Empowerment and life-skills training 18
 - Supportive community 18
 - Safe and affordable housing 19
 - Quality early childhood education 19
 - Personalized coaching 20
 - Other features of the Boston model 20
- Implications of the Boston Non-Residential Model 21
 - Implications for program, staffing, and activities 21
 - Implications for participants 23
- Key Findings—Jeremiah Program in Boston 24
 - Core components 24
 - Other Boston model factors 25

- DISCUSSION AND RECOMMENDATIONS** 26

- APPENDICES**
- Appendix A: Profiles of Four Jeremiah Boston Women 30
- Appendix B: Participant Survey Results 34

Executive Summary

In 2013, Minnesota-based Jeremiah Program, an established anti-poverty organization with a two-generation approach, decided to expand to Boston. Jeremiah was joined in this effort by a recent urban off-shoot of Endicott College. The two organizations realized early on that Jeremiah would need to make significant alterations to its traditional model because of the differing conditions in Boston. This report tells the story of what happened over the succeeding five years, providing a thought-provoking double case study in the process. First, it describes the evolution of the Jeremiah–Endicott partnership, including the strengths and weaknesses of the alliance. Next, the report describes and analyzes the implementation of Jeremiah Program in Boston, including the adaptations it made and the implications of those changes. While this story continues, much has already been learned.

Jeremiah Program began 20 years ago with the mission of interrupting intergenerational poverty for single mothers and their young children. The original model requires families to move into a Jeremiah housing and early childhood education complex. The mother must participate in a comprehensive program of training, services, and supports while attending a college of her choice. The core components of the approach are: supports for career-track college education; quality early childhood education; ensuring safe and affordable housing for all participants; Empowerment and life-skills training; fostering a supportive community; and coaching for family stability.

Jeremiah leaders decided to expand to Boston with encouragement from Endicott College’s former president, also a champion of education for young single mothers. It quickly became apparent that the local housing market was too expensive for the usual model, so Jeremiah leadership decided to experiment with a non-residential version. Endicott’s Boston program would be important as a mitigating influence on some of the limitations of this new approach, providing Jeremiah participants with an additional venue for building community. In addition, Endicott’s small size, personalized approach, and strong commitment to the academic success of at-risk students made it an especially good environment for Jeremiah women. In addition, Endicott Boston often shared the job of providing support to sometimes very needy Jeremiah participants, helping to ensure their continued academic progress. The success of the educational aspect of the partnership is reflected by the fact that 45 percent of the women who have ever been part of Jeremiah Boston over the past five years (not all 29 have stayed involved) have already graduated with an associate degree from Endicott Boston, and all those are continuing in a bachelor’s degree program.

This report provides a double case study—of the evolution of the Jeremiah-Endicott partnership, and of the implementation of the Jeremiah Program in Boston.



The Jeremiah Program– Endicott Boston Partnership

The Jeremiah–Endicott partnership evolved over the course of the last five years, going through several phases. The leaders of the two well-aligned organizations began as important thought-partners, co-developing the vision and initial approach of Jeremiah’s new non-residential model in Boston. Endicott Boston leaders appreciated being associated with such a highly respected organization and came to depend on its help with some of their most at-risk students, in the process learning how to better support all their student parents.

Jeremiah services were initially located at the college, and Jeremiah leaders relied on Endicott’s local knowledge, connections, and reputation in the community. In fact, Endicott staff provided the initial “boots-on-the-ground” for the first year-and-a-half before an executive director was hired.

A key turning point was the recognition that joint fundraising efforts would not work, in large part because of an inherent competition between the two organizations for local financial resources. This ushered in a different level and type of collaboration, with Jeremiah Program leaders deciding to establish a more independent identity in Boston. They hired an executive director, rented their own space, and no longer needed or wanted as much Endicott involvement in decisions about the Boston program. The partners were slow to recognize the full implications of these changes, creating tensions in the partnership. Everyone also got busier with growing programs, and communication suffered.

Currently, Endicott Boston is Jeremiah’s educational partner only. The organizations agreed to this change a year-and-a-half ago but are only now fully defining its dimensions. After some difficulties in this recent phase, the two institutions have committed to better communication and to adding new forms of collaboration going forward, such as workforce-readiness activities.

The partnership with Endicott Boston was and continues to be key for Jeremiah Boston, although the role it has played has changed markedly over the past five years. During that time, many factors have supported the success of the partnership, although others have caused tensions.

Key supportive factors have included: common values, goals, and overlapping missions; investment in building trusting relationships; complementary areas of expertise; mutual recognized benefits for each; and a willingness to periodically re-examine the partnership and change its terms as necessary.

Factors that have caused tensions include: inherent competition over fundraising; different levels of attachment to the traditional Jeremiah model (less for Endicott); Jeremiah decisions that changed the nature of the collaboration; lags in recognizing shifts in roles and responsibilities; lessening of priority of partnership; declining levels of communication; changes in Jeremiah program implementation with negative consequences for Endicott; delay of new partnership agreement.

The partnership with Endicott Boston was and continues to be key for Jeremiah Boston, although the role it has played has changed markedly.





Implementation of the Adapted Jeremiah Program Model in Boston

When Jeremiah Program decided to expand to Boston, it intended for its new, non-residential model to achieve the same overall outcome as the traditional version—“to transform families from poverty to prosperity.” The program would adapt its core components as necessary; in particular, safe, affordable housing and quality early childhood education would need to be provided through different means. Jeremiah Boston staff quickly discovered, however, that the lack of a protected and controlled (by Jeremiah) housing environment had significant and unanticipated implications for the program. Thus, Jeremiah Boston leaders have spent the past several years adapting Jeremiah’s traditional implementation strategies to conditions in Boston, a process that continues.

The traditional Jeremiah Program model requires that families leave their prior surroundings, which can be a critical factor for those who

need to “re-boot” their lives. It controls many aspects of participants’ daily lives—their housing (in their own apartment), who they live with (only their children), male visitation (which is strictly limited), their neighbors (other Jeremiah families), quality of education for their children (provided by Jeremiah onsite)—hoping to stabilize the entire family. The women arrange for school on their own, at area colleges. All Jeremiah services and programming, most of which are required, are also co-located in the building where participants live.

The non-residential model, on the other hand, has little control over participants’ lives; the women provide their own housing, make their own arrangements for their children (with referrals by Jeremiah as necessary), and have to travel to access all Jeremiah services. Their housing situations vary, from living with relatives (the majority), with partners, with their children only, or in shelters. These conditions are often inadequate or unstable. This lack of program-provided housing has meant that Jeremiah Boston participants are likely to be more vulnerable to unhealthy relationships and to experience more frequent crises than those in the traditional model. For them, Jeremiah’s Empowerment training, required for entrance into the program, is even more critical; it helps the women newly understand their ability to make change in their lives, gives

them tools to do so, and shifts their assumptions about their life trajectory.

Jeremiah Boston has kept all of the core components of the traditional Jeremiah program, which appear to also be important factors for the non-residential model. However, it has altered how these elements are implemented in order to address the different conditions in Boston, and to mitigate their impact. These adaptations include: partnership with an exclusive, complementary college education provider; increases in the amount of coaching; flexible location of coaching; coaching home visits; additional staff position of housing case-manager; fewer required monthly life-skills sessions; more participant-requested speakers, in part to address different needs; additional children’s and family programming; and potential partnerships with early childhood education centers and a mental health provider. The executive director will also be pursuing possible partnerships with a variety of housing providers.

The lack of a protected and controlled (by Jeremiah) housing environment had significant and unanticipated implications for the program.



KEY FINDINGS

The new contextual factors and resulting adaptations in Boston have led to additional implications for both the program and participants that are unique in Jeremiah's experience thus far, including the following:



The non-residential model can encompass a much larger target population, enabling Jeremiah Program to carry out its mission with more single mothers who might not be able or willing to live in highly restrictive Jeremiah housing, or who have older children, or who marry or want to live with a partner while being in the program.



The non-residential model is operating on an overlapping but different theory of change than the traditional model. Rather than working with women who have been removed from potentially destabilizing living conditions, this model works with families without providing a respite from challenging aspects of their lives, while hoping to achieve similar results.



The location of Jeremiah activities is a new factor in the non-residential model. For Boston women, this extra layer of effort and stress in their lives can become a barrier to ongoing Jeremiah participation; this is especially true when life conditions or mental health status is most precarious.



This model will need to develop new strategies to implement the integrated two-generation approach of the traditional model, since families use child care centers across the city and older children are also involved in the program.



Jeremiah's goal of "safe and affordable" housing for each family is not a high enough standard to ensure an appropriate environment for the Boston participants. Many Boston families live in housing that meets that standard but lacks enough space, privacy, stability, or the possibility of healthy relationships with housemates, who are usually relatives or partners.



Having a single, well-chosen educational partner has provided extra needed stability, additional opportunities for building social capital, and other benefits for participants in the non-residential program model in Boston. It is unclear how well many Jeremiah students would fare at other institutions without Endicott's unusual level of academic and social supports.



Common barriers to participation are different in the two models: in Boston, frequent causes of withdrawal are the added stress of travelling to attend required activities combined with fewer incentives to stay; in the traditional model, housing-related restrictions and issues are a major reason women leave the program, although the subsidized housing also keeps some women in the program who would otherwise leave.



Although the non-residential model has aspects that can start up more quickly than in the residential version, it is more dependent on partnerships. The lack of more partnership development upfront has slowed the development and implementation of the program in Boston.



The model is currently less expensive, but more elements still must be added to fully deliver all the core components. It remains unclear if reaching the same outcomes as the traditional model without a controlled family environment will ultimately require less, the same, or even more resources per family than with the residential model. (It is also more challenging to raise funds without a capital campaign focused on a building project.)

Jeremiah Program's pilot in Boston has been a worthwhile experiment, and it will continue to grow and evolve as an established program. However, it is too soon to determine whether and exactly how this new model will match the outcomes of the original residential version.

“ For single mothers’ families, who are especially likely to live in poverty, college attainment is a game-changer for improving family well-being and meeting the demands of a changing economy. . . Single mothers, whose families stand to gain disproportionately from the benefits of postsecondary degrees, face substantial obstacles to college completion...**Just 8 percent of single mothers who enroll in college graduate with an associate or bachelor’s degree within six years, compared with 49 percent of women students who are not mothers**¹. ”

Introduction and background

In 2013, two organizations decided to explore the creation of an innovative new partnership in Boston. Their aim was to help single mothers with young children succeed in college and thereby change their life trajectory. Jeremiah Program, headquartered in Minneapolis, Minnesota, had been serving these at-risk mothers and their children for many years, and was just beginning to expand beyond its initial sites. Endicott College Boston was a recently established urban outgrowth of Endicott College, primarily serving low-income, first-generation, and immigrant students. (Endicott College’s Keys to Degrees Program on its Beverly, Massachusetts, campus had been providing wrap-around services, including on-campus housing, for young single-parent families for many years.)

Gloria Perez, President and CEO of Jeremiah Program, and Dr. Richard Wylie, former President of Endicott College, met as Ascend Fellows at the Aspen Institute. They recognized a shared commitment to the success of young single parents despite challenging life conditions, and they decided to partner to bring Jeremiah Program to Boston.

Five years and several iterations later, Jeremiah Boston has developed a non-residential version of its program, utilizing alternative strategies to deliver some of the traditional Jeremiah Program components. However, it is still a “work in progress” as staff continue to adapt aspects of the program to a new context. This includes exploring new ways to provide an integrated two-generation program for families that can match the effectiveness of the traditional, residential model.

Jeremiah Program

Jeremiah Program began in Minnesota 20 years ago with the mission of interrupting intergenerational poverty for single mothers and their children. It provides a comprehensive set of training, services, and supports so that women can stabilize their lives and the lives of their families, complete a college degree, and get a family-supporting job while their children also receive high-quality educational opportunities.

The core components of the approach are: supports for career-track college education; quality early childhood education; ensuring safe and affordable housing for all participants; Empowerment and life-skills training; fostering a supportive community; and coaching for family stability. Women can enter the program only after completing Jeremiah’s signature Empowerment training, which focuses them on a mindset and personal efficacy that will make academic, personal, and family success more likely. Participants also must agree to a set of strict rules and requirements concerning housing and program participation. Jeremiah tries to ensure that graduates have stable housing, employment, and child care when they complete the program.

The original two campuses in the Twin Cities each provide subsidized family apartments and an early childhood education center, along with all other elements of the Jeremiah program, onsite. (Those two sites have a total capacity of 77 families.)

Jeremiah is well-known locally and enjoys strong financial support for the original centers. Since 2013, Jeremiah Program has expanded or begun expansion to five additional centers. Programs in Boston and New York City are non-residential—at least so far—while all the others follow the original model.

¹Barbara Gault, Jessica Milli, and Lindsey Reichlin Cruse. 2018. *Investing in Single Mothers’ Higher Education: Costs and Benefits to Individuals, Families, and Society. Report, IWPR #C468.* Washington, DC: Institute for Women’s Policy Research. <https://iwpr.org/publications/investing-single-mothers-higher-ed/>

Endicott College Boston

Endicott Boston was established in 2013 as an urban college off-shoot of Endicott College, a traditional campus-based four-year college that also houses a graduate school. Its mission is to provide two- and four-year college degree opportunities for underserved populations in Boston, especially immigrants, first-generation college students, low-income people of color and parents, and others. Endicott Boston's small enrollment, limited class sizes, personalized advising, and strong commitment to the academic success of at-risk students provide a unique environment for those in Jeremiah Program. (Endicott Boston started with 16 students in 2013 and grew to 228 students by 2018; it also expanded from four to seven classrooms and added a tutoring center, computer lab, and student lounge.)

This Report

This report stems from a 3.5-year descriptive implementation study of the Jeremiah–Endicott partnership and the adaptations of Jeremiah's program in Boston. The Program Evaluation and Research Group (PERG) conducted the study for the Annie E. Casey Foundation. (PERG's work with this project pre-dated Casey's funding,

starting with a request by Endicott's former president to support the effort in any way possible, followed by an 18-month grant from Ascend at the Aspen Institute.)

Originally, an outcome study was also planned. However, like so many other two-generation programs, it has taken longer and been more challenging than anticipated for the model to stabilize; thus, such a study was premature. Instead, this report shares information and insights based on PERG's five years of close involvement with this undertaking.

PERG staff also have brought extensive knowledge of partnership and program implementation efforts as well as information about many college-based student-parent support programs to the effort. Over the years, PERG has facilitated all or parts of many retreats for the partnership; conducted annual interviews, focus groups, surveys, and observations; conducted a site visit and administered surveys to Twin Cities, Minnesota, participants, and collected institutional data from Jeremiah and Endicott sources each year. (ASQ data for children is not reported on because of the inconsistency in its collection.)

**The key questions this report addresses are:
Can and how can Jeremiah Program, an established anti-poverty organization with a two-generation approach, adapt to new conditions when expanding into a new location, without losing its effectiveness?**

The major challenges of the expansion have come from the lack of the traditional Jeremiah residential campus, necessitated primarily by the extremely tight, expensive housing market in Boston. The primary initial strategy utilized to mitigate those challenges, and an important ongoing part of the model, has been the partnership with Endicott Boston.





The Partnership with Endicott

The relationship with Endicott was a critical factor in Jeremiah's decision to explore expanding to Boston; Jeremiah leaders had no other connections or information about local conditions there. Furthermore, Jeremiah was willing to consider proceeding without a residential campus because of the additional community-building and support opportunities at Endicott Boston, where participants would be in school together. Endicott Boston expected that single mothers currently and potentially enrolled in degree programs would benefit and anticipated that the partnership would add value for them in other ways as well.

The two organizations shared a sense of purpose: enabling at-risk single mothers to get a degree and improve their life chances. They brought complementary areas of strength and expertise to the collaboration. The leadership team also enjoyed working together and expected the time and effort to benefit their organizations.



Evolution of the Partnership

In the initial, exploration phase of the collaboration, starting in 2013, leaders of the two organizations spent a great deal of time building relationships and developing trust, an essential foundation for any partnership. They became important thought-partners for each other, co-developing a vision and initial approach for Jeremiah Program's non-residential prototype in Boston, and contributing to Endicott Boston's early development as well.

The Jeremiah–Endicott Program, as it was originally called, was based on Jeremiah's core elements. In addition, it relied on Endicott Boston to provide a uniquely supportive educational environment and further opportunities for community-building. Jeremiah's first Boston staff person, a community liaison and family coach, was located at Endicott and worked closely with Endicott staff, in part because Jeremiah did not have a space of its own yet.

In the fall of 2014, seven women, mostly existing Endicott Boston students, became the first cohort of Jeremiah–Endicott participants. Endicott Boston leadership served as the on-the-ground face of the collaboration for more than a year during the planning and start-up stage, while its own program enrollment was still very small. This was before Jeremiah hired a local executive director.

The partners made joint decisions about a number of issues, including

participant pathway through the program, the allowable age of children and relational status of the mothers, and how to deal with concerns about any government regulations (Title IX) requiring that similar services be offered to fathers if Jeremiah operated onsite at Endicott.

They also tried to jointly raise funds, which did not work, in part because of the inherent competition between the two organizations for local financial resources. This fueled a new effort by Jeremiah to establish a stronger, independent identity, which shifted the partnership into its next phase.

Jeremiah hired an executive director for Boston and eventually rented its own space, Warren House (a 20–45-minute bus ride from Endicott Boston, depending on traffic). At this point, the Jeremiah leadership no longer needed or wanted as much Endicott involvement in decisions about the Boston program.

The partners were slow to recognize the full implications of these changes, making roles and responsibilities harder to define and coordination more difficult as the program evolved. Simultaneously, the leaders of both programs were now busier with growing populations; communication between them became a much lower priority.

The current phase of the partnership began in late 2016, when Endicott agreed, somewhat reluctantly, to limit its involvement to being Jeremiah's educational partner only. This agreement acknowledged

the decrease in collaboration that had been the reality for a while. (Endicott administrators were invited onto Jeremiah Boston's board and a programming committee.)

This was followed by a Jeremiah decision to remove coaches from the Endicott campus as part of its efforts to differentiate Jeremiah from Endicott. The aim was also to encourage participants to spend more time at Warren House and to generally tighten up expectations of participants. At about this time, the behavior of several Jeremiah students at Endicott became extremely problematic. This improved after Jeremiah and Endicott staff collaborated on a new academic expectations and readiness workshop for Jeremiah participants. Coaches will again spend regularly scheduled time at Endicott this fall.

The partners are now in the process of specifying Endicott Boston's role and their mutual responsibilities; the new arrangement had never been clearly defined. The leaders of both organizations have committed to better communication and to streamlining overlapping processes. They will continue to collaborate on academic performance monitoring and academic coaching along with new efforts to better meet workforce-readiness needs. Overall, they agree that flexibility is the most important component of everything they do together.

Jeremiah relied on Endicott Boston to provide a uniquely supportive educational environment and further opportunities for community building.

Partnership Benefits

Jeremiah Program and Endicott Boston invested time, effort, and financial resources to develop their partnership, which produced multiple benefits for each, and continues to do so.

Benefits for Jeremiah Program

Endicott provided Jeremiah Program with a local partner that was well-aligned with its values, mission, and goals. Furthermore, Jeremiah Program depended on Endicott's knowledge of and connections to the local community for the initial few years. This was critical, as it explored what might work in Boston. The partnership with Endicott gave Jeremiah confidence that it could proceed without establishing its own housing and early childhood education center. This also allowed Jeremiah to start up the program in Boston much more quickly than would have been possible otherwise. It meant that Jeremiah did not need extra time to raise funds and build a center. In addition, the participants could start right away, without needing paperwork and eligibility for government housing and child-care subsidies. Jeremiah also benefited from Endicott's positive local reputation and relied on Endicott Boston staff to provide almost all the on-the-ground local start-up work. The Boston model also eliminated the many layers of complexity involved in managing a large residential and early childhood education operation and, at least initially, was less expensive.

The new model lacked the usual community-building component of common housing, which made a common educational experience especially important. Endicott Boston, with its small size, supportive staff, and personal approach, provided not only an additional venue for interaction among Jeremiah women, but also an extra source of support and stabilization when needed. During their first two years in the associate degree program, Jeremiah women spend at least four hours a day, four days a week together at Endicott. In addition, Endicott Boston has an excellent retention record for its entire student population, with more than 85 percent continuing on to their second year. Staff members take an individualized approach and are willing to help resolve non-academic issues that interfere with school. These characteristics are a big contributor to the success of the Jeremiah participants.

Benefits for Endicott Boston

The new Endicott Boston program also gained a partner well-aligned with its goals, as well as name recognition, from the alliance. Association with the nationally recognized Jeremiah Program helped to publicize its mission to reach underserved populations. This also helped to differentiate the Boston program from its parent institution in Beverly, which primarily follows the traditional campus model. The Endicott leaders find the additional resources Jeremiah provides for some of their most at-risk student parents to be an important

benefit. The college has both gained and retained some students because of Jeremiah. In a recent PERG survey, slightly over half of current participants indicated they would definitely not have enrolled, and slightly over a third indicated they would definitely not have stayed at Endicott Boston without also being part of Jeremiah Program.

Endicott Boston learned from Jeremiah about the value of providing holistic supports, when possible, to help keep student parents enrolled. As a result, staff utilized grant funding (currently ended) to establish a case manager/coach position and to provide family-friendly activities for all Endicott students. They have also sponsored an occasional "parent café" to encourage community-building and hear about the needs of their student parents. Endicott Boston now has a reputation as a good place for parents to attend school, which helps with recruitment. The program will be looking for additional funding to continue providing special supports for its student parents.

Slightly over half of current participants indicated they would definitely not have enrolled, and slightly over a third indicated they would definitely not have stayed at Endicott Boston without also being part of Jeremiah Program.



KEY FINDINGS— PARTNERSHIP WITH ENDICOTT

1

Factors that supported partnership success

→ Several factors have contributed to partnership successes:

- The partners share similar values, commitments, goals and have overlapping missions.
- The partners have invested time, energy, and resources in building trusting relationships.
- The partners have complementary areas of expertise.
- When the partnership started, they were at a similar stage of organizational development with similar needs (start-up mode, off-shoots of established parent organizations).
- The partnership has provided recognized benefits to each.
- The leadership team has utilized external help and feedback (from PERG), especially in the early years.
- The partners have been committed to staying flexible.
- The leaders have been willing to re-examine the partnership along the way and flexibly change its terms as conditions warrant.

2

Factors that caused partnership tensions

A variety of factors have caused tensions during different stages of the partnership:

→ **Initial stage**

- There was an inherent competition between the two organizations regarding local fundraising, which was not fully understood at first.
- Endicott was less tied to the traditional model and pushed for more adaptations than Jeremiah initially found comfortable.

→ **Second stage**

- Jeremiah leaders decided that they needed to establish a stronger independent identity, in part to aid fundraising efforts, which changed the nature of the collaboration; this was initially difficult for Endicott Boston leaders because of their high level of investment in the project.
- After the hiring of a Jeremiah Boston executive director, roles and responsibilities shifted, but the partners were slow to acknowledge and discuss those changes.
- It took time for the executive director to catch up with the partnership history and established relationships.
- As their respective programs grew, the partnership became a lower priority and need for both partners; one critical consequence was that communication lagged.

→ **Recent stage**

- Communication has continued to be a low priority, slowing resolution of issues.
- Jeremiah Boston independently instituted programmatic changes that had negative effects on Endicott Boston, especially the removal of coaching from campus; this left Endicott staff with additional crises to handle on their own.
- After agreeing to a change in the nature of the partnership (with Endicott as educational partner only), the organizations have been slow to update and clarify a new partnership agreement. (An updated MOU is currently in process.)

Jeremiah Program In Boston

The goal is to put the family at the center, and we have done that.

Gloria Perez, Jeremiah Program President and CEO

Jeremiah's new non-residential model in Boston was designed to achieve the same outcome as the traditional version—to transform families from poverty to prosperity—by recruiting motivated single mothers, holding out high expectations, addressing the needs of both generations in an integrated fashion, and providing the traditional core elements of Jeremiah Program.

The Boston program is located in 1,600 square feet of a building called Warren House, in the Roxbury section of Boston. It has a living/meeting room with computers, a playroom, kitchen, laundry, and two offices. The program is staffed by an executive director, a full-time family-services manager who also plays a coaching role, a part-time family coach, and a part-time hospitality manager. This past year a social-work intern also worked with the program, along with many volunteers.

Program Participants

Jeremiah Program has enrolled 34 families since the first cohort began five years ago. Of those, 17 mothers currently participate in the program, including five who have just joined, with 30 total children. Jeremiah Boston's target population is single women over 18, with at least one child pre-third grade; however, relational status can change while in the program. Current Jeremiah participants range in age from 19 to 43, with an average age of 25. Most have one or two children (one has four) ranging in age from newborn to 16 years old, although most are pre-school age. According to PERG's recent survey of current (Spring 2018) participants (n=12), the women self-identify as primarily African American (45 percent) or Latina (38 percent); the rest are white, Asian, or multi-racial. Fifty-five percent were raised by a single parent and 82 percent consider themselves a single parent now. Sixty-four percent are first-generation college students;

English is not the first language for 55 percent; and 73 percent were born in the United States. Two-thirds work 35 or more hours each week; several of these are in classes at night.

Stress levels are high for current participants as they juggle school, parenting, jobs, and other responsibilities, including compulsory Jeremiah activities. None consider their financial situation to be very stable as defined by having enough money to cover all their basic needs. Eighteen percent describe their child-care situation as not very stable, and another 18 percent describe it as somewhat stable. Sixty-four percent consider their current housing to be safe and dependable, but only 36 percent consider it adequate for their needs. The Boston participants find it more challenging to be a student than those in the traditional model in Minnesota, due to family and work commitments and housing issues. They also report Jeremiah coaching, informal supports, and tutoring to be more important.

Of the 29 women who have participated in Jeremiah Boston since its inception (five are just beginning), almost half (45 percent) have graduated with their associate degree and are continuing on to get a bachelor's degree.

(For comparison, 23 percent of the 96 in associate degree programs who have been part of Jeremiah Program in the Twin Cities during the past five years have graduated.) Some of these women are no longer active in Jeremiah but have continued at Endicott, with Jeremiah likely playing a role in making their educational success possible. Many of those who have dropped out of both Jeremiah and Endicott were part of the first couple of Jeremiah cohorts when the program was just starting up.

Of the 29 women who have participated in Jeremiah Boston since its inception, almost half (45 percent) have graduated with their associate degree and are continuing on to get a bachelor's degree.



The following chart shows the educational outcomes and Jeremiah status for the 29 continuing and former Jeremiah participants.

| STATUS | # PARTICIPANTS |
|--|----------------|
| Active in Jeremiah Program | 12 |
| Still in AA | 4 |
| Graduated AA – in BA | 8 |
| No longer in Jeremiah Program but in school | 7 |
| Still in AA | 2 |
| Graduated AA – in BA | 5 |
| Dropped out of both | 9 |
| Other | 1 |
| Total | 29 |

Adapting Jeremiah Program Core Components for Boston

The Boston model follows the basic design and approach of the traditional Jeremiah Program model, with the same core components, sometimes called pillars of the program: support for a career-track college education; Empowerment and life-skills training; supportive community; safe and affordable housing; and quality early childhood education. Personalized coaching is also a key compulsory element of the program. While the traditional model offers all these elements onsite except for college education, the Boston model helps participants secure housing and early childhood education elsewhere as needed. These changes in the delivery of the core components have resulted in adaptations and implications for participants and for the program model.

| COMPONENT | TRADITIONAL MODEL | BOSTON MODEL |
|--|--|---|
| Support for a career-track college education | Participants are enrolled in a variety of institutions, usually before starting with Jeremiah. | Program helps women enroll in Endicott Boston during Jeremiah Empowerment training; participants are expected to attend Endicott for at least the first two years. |
| Empowerment and life-skills training | Must “pass” Empowerment training before being accepted into Jeremiah; must attend life-skills session each week. Both led by volunteers. | Same except must attend life-skills sessions only two times per month. |
| Supportive community | Happens organically through common housing, early childhood education, life-skills sessions. | Created through life-skills and scheduled social activities at Jeremiah, at Endicott Boston, and independently through use of phones and social media. |
| Safe and affordable housing | Provided by Jeremiah, in building/ campus with early childhood education center, for rent of 30 percent of monthly income; help with housing search before graduation. | Participants provide own housing, which varies in quality; program provides housing search information and tracks participant efforts. |
| Quality early childhood education | Provided by Jeremiah in same building as housing; covered by government subsidies; participants often use each other for early morning, evening or weekend needs. | Participant children are already in or are referred to center near home; parents utilize many varieties of child care; Jeremiah hoping to create formal partnership(s). |
| Personalized coaching | After initial period, coaching sessions generally required twice a month on Jeremiah campus, but available more often. | Coaching sessions generally required twice a month but available more often; help with crises and informal coaching needed more often than in traditional model; at Jeremiah’s Warren House, Endicott Boston, cafés, etc. |

Support for a career-track college education

Obtaining a college degree from an accredited institution is a central part of Jeremiah's theory of change—program staff believe that it is necessary to secure a family-supporting income. The educational component in the Boston model is more important in many ways than in the original model, and the program relies on it to help make up for some of the weaker aspects of the non-residential version. Traditionally, potential participants are already enrolled in college upon acceptance in Jeremiah and attend a variety of colleges or universities in the area. In Boston, the program assists women to apply to Endicott Boston during their Empowerment training, but they must be accepted to become part of Jeremiah. Jeremiah coaches in both locations keep track of academic progress and provide assistance overcoming any barriers to success.

Endicott Boston staff also take a very personal interest in the academic and life success of all their students. Their approach is fully compatible with that of Jeremiah, although most often not coordinated. This may mean guiding parents to child-development courses or helping to solve personal crises so that students can focus on their school work. Endicott works to create a sense of community among all their students, understanding how helpful that can be to their largely first-generation college-attending population. They also hold occasional events specifically for parents to further support their mutual connections.

Boston women are expected to attend Endicott for at least their first two years of college, although rare exceptions will be considered. Most current and former Jeremiah participants continue at Endicott in the evening accelerated bachelor's degree program. Occasionally women will go elsewhere for a major not offered at Endicott Boston. Last year, when major behavioral difficulties arose on campus, staff at the two organizations collaborated on a new academic-readiness workshop. Currently, they hope to work together on new workforce-readiness initiatives.

“ *The Jeremiah students are moving in the right direction, they are graduating, they are reaching their degrees at a fair pace now. In the pilot phase...there were some stumbles and things we had to figure out, but there's a flow now. The biggest celebration for us is that we are seeing all of them go on into bachelor's degrees. They are transitioning into that pretty smoothly.*”

Marcelo Juica, Endicott Boston Director

“ *Endicott's flexible schedule has been very accommodating to my needs as a parent. My advisor is very helpful with helping me choose classes. If I am falling behind, she calls me to ask me if I need any help.*”

Jeremiah, participant (survey)

“ *It's good [Jeremiah and Endicott] are connected. I think it matters where you [go to school]. [Endicott is] more on top of you. If you're failing a class, if there's an issue going on, [Jeremiah] can...come and talk to [the Endicott Director or Assistant Director]. They can...vouch for you... Compared to not having anybody to help you.*”

Jeremiah, participant (focus group)

Empowerment and life-skills training

This part of the Jeremiah model matches the curriculum and requirements of the traditional version, except that participants are required to attend life-skills training sessions only twice each month instead of weekly. This is mostly because of the travel time, which is not a factor elsewhere. Sessions in both locations are led by trained volunteers.

Jeremiah leaders believe that women are more likely to be successful if they have a strong sense of self-efficacy and personal responsibility for their actions. Their initial Empowerment training, consisting of 10–12 sessions, seeks to impact how women view their lives, their relationships, and their ability to shape their life conditions. In addition, successful completion of the course determines readiness for college as well as appropriateness for Jeremiah. Women in both Minnesota and Boston value this training highly and often rely on what they learned throughout their Jeremiah involvement and beyond.

The life-skills sessions are also designed to provide useful information and skills. Topics include financial literacy, self-care, parenting, and career information, among others. Boston has also added optional speakers on topics relevant for the particular circumstances of the Boston women or requested by them. The national office of Jeremiah Program will be reviewing the life-skills curriculum and requirements for all its centers to make it more useful, especially after the first year with the program.

Supportive community

Fostering a supportive community of women and families—building social capital—is another key component of Jeremiah’s theory of change. In the traditional model, this happens organically on the Jeremiah campuses, where women and children regularly see and interact with each other, staff, and volunteers. In Boston, time together at Jeremiah is much more limited. Nonetheless, supportive community relationships are built at Warren House through shared activities and socializing, where Jeremiah children and whole families are also able to interact. In addition, participants are usually together at Endicott Boston for many more hours each week, where the small enrollment ensures regular contact beyond classes. (Most women visit Warren House two to four times per month, although some are there more often; the women are at Endicott two to four times each week, depending on their degree program.) Subgroups of women also stay close through phone calls, texting, and social media, despite often living far apart. Jeremiah Boston also provides regular children’s and family activities to strengthen this aspect of the program in Boston.

“ *It’s been really nice to have other women who were experiencing the same things. I’ve gotten a lot of friends [through Jeremiah]. Having people to talk to about things you’re going through, classes you’re taking, is really helpful. I don’t feel so alone. People I went to school with don’t understand what it’s like to be a mom or a student parent... These girls are like my family.* ”

Jeremiah participant (interview)

“ *I had to break out of keeping to myself, feeling that people would judge me. I learned that it is okay to ask for help. Maybe they went through what you are going through, and they made it out. Embracing that gave me a wonderful network of amazing individuals. I have people [from Jeremiah] I can call for playdates...Even though it’s a big world, there are people out there who care.* ”

Jeremiah participant (interview)

Safe and affordable housing

In the traditional model, Jeremiah participants enjoy safe, affordable and reliable housing provided by the program. Women in the Boston program provide their own housing—living on their own, with relatives, friends, partners, in temporary situations or in shelters. Their housing situation may become unsafe quickly, or they may lose housing because they are not on the lease. Some of their arrangements meet Jeremiah's criteria for safe and affordable housing, but others do not. Half of current participants report that their housing is “somewhat” or “not at all” adequate, even though it may be safe and affordable. Given housing conditions in and near Boston, it is not possible for Jeremiah to ensure this core component. Hence, housing is a potentially destabilizing force in the lives of Jeremiah Boston women and their children.

The family-services manager provides case management to those without stable housing, distributing information about new opportunities and tracking efforts at securing housing. In addition, coaches have started making home visits to assess existing housing conditions for all participants.

The executive director is beginning to explore possible options for strengthening this component, through potential partnerships with landlords, agencies, non-profits, and private developers. Ideally, some Jeremiah Boston families would live in program-provided housing, while others would continue to live independently. While more staff time is needed to address implications of the lack of housing, the Boston model also

eliminates many of the complexities of the administration of the traditional programs.

Very early on, the Jeremiah and Endicott leaders seriously explored locating many parts of the program in a public-housing development, but these efforts were ultimately unsuccessful. While some women were not eligible for college, others also lacked the motivation and determination to pursue the program. However, a shortened version of Jeremiah's Empowerment training was well-received. One additional attempt at locating Jeremiah programming and Endicott courses within a pre-existing residential community was tried, and that also failed. This may have also been due, in part, to a culture that mitigated against escaping poverty.

Quality early childhood education

Unlike the traditional model, Jeremiah Boston does not have a high-quality early childhood education program onsite. While Jeremiah would like program children to be in similar quality settings, this is difficult to ensure or confirm. Many women join the program with pre-existing child-care arrangements of various types, including some who rely on family or friends. The program currently refers children to an organization with centers throughout the city.

The traditional Jeremiah model includes a fully integrated two-generation approach. Teachers work closely with coaches to help mothers address any issues regarding their child or family. Without the co-location of services, housing, and child care, this level of knowledge about the child and integration of approach is missing.

Even tracking the well-being and possible educational issues of the children in the program, beyond periodic progress reports, has not been possible; children attend programs across the city near where they live, and there are also more older children who attend different public schools.

Jeremiah Boston is committed to more fully implementing this core component and a two-generation approach. Staff hope to mitigate some of the inherent limitations of the non-residential model by creating formal partnerships with early childhood education providers around the city. However, so far, they do not have enough resources to offer in exchange for priority registration and other needs. Jeremiah leaders are hoping that a pending grant will enable them to partner with a new, centrally-located early-learning center, where Jeremiah staff would be onsite part-time. Jeremiah may also decide to institute its own early childhood education center near Warren House at some future time.

Women in the Boston program provide their own housing, which means their housing situation may become unsafe quickly, or they may lose housing because they are not on the lease.

Personalized coaching

The coaching element of the Jeremiah program is important for many participants in both models, but crucial for most of the Boston women. Those in the traditional model tend to have more stable lives, as Jeremiah has control over potentially destabilizing factors. (Also, some women in the traditional program whose lives remain more chaotic are terminated because they are unable to follow program rules.) In Boston, however, the program works with women to “re-boot” their lives without the aid of a protected environment.

Coaches help women set and reach their goals, working with them on empowerment generally and a wide variety of issues that affect them academically, personally, financially, as a partner or parent or worker, on self-care, and in other areas. Many Boston women also need help to keep their complex lives organized, as well as with difficult relationships, financial or housing-related issues, and other periodic crises. Jeremiah Program learned early on that it would need to make more formal and informal coaching time available in the Boston program. Boston coaches also need more time for occasional home visits.

Participants are generally required to attend formal coaching sessions at least twice a month in both models. They may choose to spend more time with their coach when that is possible. Boston women have sometimes missed coaching sessions due to the extra trip to Warren House, especially when they have needed them the most. In the past, Jeremiah coaches have provided some usually informal services onsite at Endicott Boston on Monday mornings, after potentially hard weekends at home, and at other times during the week. This has allowed them to better help some participants focus on school and to alleviate travel challenges. They will be returning to that practice in the fall. While there, Jeremiah coaches may also be able to assist Endicott staff with referral resources, and to collaborate and communicate with them more regularly.

“ *I believe the most helpful resource I’ve received is the one-on-one coaching sessions because my coach helps me with my goal setting on a personal, professional and academic level. She is awesome!*”

Jeremiah participant (survey)

“ *[The coach] motivates you to want to do what you need to do to succeed. Talk therapy. You can say whatever you want and trust that person.*”

Jeremiah participant (focus group)

“ *The most difficult thing about being in this program was the coaches and staff not understanding that we have lives outside of Jeremiah. I work a lot of hours. The hours and times they have are just inconvenient for me.*”

Jeremiah participant (survey)

Other features of the Boston model

Jeremiah Program offers all participants “incentives” in addition to all their support services, in exchange for adhering to their rules and requirements. In the traditional model, these include housing costs set at 30 percent of monthly income and free child care (paid for with government subsidies). In the non-residential model, participants receive monthly passes for free subway and bus transportation based on regular coaching and life-skills attendance. Both programs offer tutoring, computer labs, free meals once or twice a week, donated supplies and equipment, and volunteer-provided child care during life-skills training. Jeremiah Boston also offers evening child care for mothers in classes at night (if no one else is home) through a local non-profit and has a relationship with another non-profit organization that donates free or low-cost cars.

Implications of the Boston Non-Residential Model

We've gotten good at triage and crisis-management.

Emilia Diamant, Jeremiah Boston Executive Director

The biggest adaptations Jeremiah has made to its traditional program in Boston is the elimination of the housing component and the decision to partner closely with one exclusive educational provider. Almost all the other program modifications follow directly or indirectly from the absence of a Jeremiah housing and early childhood education campus. These adaptations include: partnership with an exclusive college education provider; changes in coaching amount and location; position of housing case-manager; home visits; fewer required monthly life-skills sessions; more participant-requested speakers; additional children's and family programming; and partnerships with early childhood education centers.

The absence of a Jeremiah campus building that provides safe and affordable housing and quality child care has many implications, both positive and negative, for the Jeremiah program as well as for participating families.

Implications for program, staffing, and activities



Core components

The non-residential nature and resulting adaptations of the Boston model have implications for the delivery of each of the core components of the traditional model, as described above.



Eligibility for more families

The Boston program does not need the same restrictions on eligibility because families are providing their own housing. Hence, the Boston program decided to accept women with older children, greater numbers of children, and women with a variety of relationships with partners, although the goal is single-parent participants upon entrance.



Less control over aspects of family life

The Boston program does not have the traditional model's usual controls over living conditions, relationships, and child care. This, as well as past trauma, can leave some Boston women more vulnerable to crises and emotional upheavals, including at school or Jeremiah.



Mental health needs

The greater instability in the lives of the mothers and their children means that there is a greater need for mental-health services, both on an ongoing and an emergency basis. The program is attempting to locate a mental-health provider (who can bill the state for services) at the Warren House for a couple of days each week. The provider can also be available on an emergency basis.



Retention

Boston participants can withdraw from the program with much less disruption to their lives and the lives of their children, and much less loss of financial benefits, since it does not require a change in housing. Thus, the Jeremiah services, resources, events, and supportive community are a much larger factor for the retention of Boston women in the program. Some women have left Jeremiah when the effort of participation became greater than the need for Jeremiah's offerings. (In the traditional program, restrictions related to housing, especially male visitors, cause many women to leave or be terminated.)

The Boston program works with women to “re-boot” their lives without the aid of a protected environment.

“ It was working out good. . . . I don't think the program is a bad program. . . . It was just that life got in the way. . . . It had nothing to do with the program, there just wasn't enough time in the day.”

Former Jeremiah participant (focus group)

“ I still miss [Jeremiah] but I don't think I need it. I can talk to [the former coach] at school. I miss my daughter bonding with the kids.”

Former Jeremiah participant (focus group)



Activities for families and children

The Boston model includes more program-organized activities for families and for children, on- and off-site. These are strong incentives for many of the mothers who are highly motivated on behalf of their children and especially appreciate opportunities that they could not afford themselves. They also value the chances for their children to create often significant relationships with others from similar family circumstances.

“ I don't have a car, so I can't take my kids to anything. If there is something I know my kids would enjoy [sponsored by Jeremiah or Endicott], I would do that...I think that's the main reason I like Jeremiah, they have stuff for my kids, entertain them, they get to play with the other kids. There were field trips over the summer. I'm in it for my kids.”

Jeremiah participant (interview)



Evening child care

Women who enter Endicott's evening bachelor's degree program after graduating with their associate degree are often in need of child care at night. Jeremiah has arranged for a local non-profit to provide free evening child care for these students. However, to be eligible, no other adults may be home, which excludes several families. (Endicott Boston is interested in pursuing the possibility of evening care in a nearby child-care center for these and other student parents in their bachelor's program and hopes that Jeremiah will join them in that effort.)



Cost

With fewer housing and child-care costs, the program is so far less expensive to deliver—currently approximately \$24,000 a year per Boston family as opposed to about \$34,000 per family in the traditional model.



Fundraising

It is often easier to raise funds for a capital campaign focused on a building project than for programmatic needs only. Jeremiah Boston has been building name-recognition and a local board that can provide significant assistance with fundraising. They also initiated a major annual fundraising event—Voices Rising—and have been securing grants to help fund their operations.



Implications for participants

Advantages

Endicott Boston: In addition to the many advantages of the Jeremiah partnership with Endicott discussed above, participants are recruited into both programs at once, steering them into a college experience where they are likely to be successful. (Endicott Boston has a high retention rate of about 85 percent.)

Support to overcome obstacles: The Jeremiah Boston women may have more opportunities to learn resiliency, as they receive coaching guidance on working toward their goals while facing more instability in their lives.

Community integration: It is anticipated that families will have an easier time “integrating back into the community” since they have never left it. Also, those without stable housing can utilize Jeremiah supports to help them resolve that situation or spend time in shelters to qualify for subsidized housing.

Less disruptive and restrictive: Boston participants have no restrictions on housing, housemates, visitors, curfews, etc., which can be an advantage, although it can also be a disadvantage. They can keep major parts of their existing lives in place if that is what they want.

Greater likelihood of an Empowerment training cohort: In the non-residential model, participants who successfully complete Empowerment can move directly into the program as a cohort. In the traditional model, however, participants cannot move from Empowerment training into the program until they are ready to enter Jeremiah housing. This requires complex paperwork and meeting eligibility requirements for public subsidies. As a result, women experience different length delays before starting the program.

Disadvantages

Access to Jeremiah supports and activities: There are more barriers to accessing Jeremiah and peer supports for Boston women than for those in the traditional campus model. Daily transportation time and effort between home, school, work, child care, and Jeremiah can be significant. Three-quarters of participants say that they spend more than one hour traveling on a typical day, much of it with their children. About one-quarter spend two to more than three hours traveling around the city each day.

Work: Partially as a result of higher housing, transportation, and other living costs, many more Boston women work, and more work full-time in addition to school and home responsibilities, than women in the Twin Cities, Minnesota, programs.

Other disadvantages discussed above include: family instability, housing issues, greater risk of unhealthy relationships, early childhood education issues, and lower Jeremiah incentives.

Participants are recruited into both Jeremiah and Endicott at the same time, steering them into a college experience where they are likely to be successful.



KEY FINDINGS — JEREMIAH PROGRAM IN BOSTON

Core components

- **All of the essential core components of the traditional Jeremiah program appear to also be critical factors in the non-residential model**, even though delivery of them may differ—support for a career-track, college education; Empowerment and life-skills training; supportive community; safe and affordable housing; quality early childhood education; and personalized coaching.
- **The non-residential model is operating on an overlapping but different theory of change than the traditional model** has utilized. The traditional approach depends heavily on moving families into a controlled environment in order to change the trajectory of both the mother and child. The Boston program is working to create similar new trajectories without that control, without removing families from many of the original destabilizing features of their lives.
- **The lack of a Jeremiah housing and early childhood education campus and control over living conditions leads to more disruptions and more frequent crises** in the lives of at least some

participants; this has led to several adaptations and has important implications for the program.

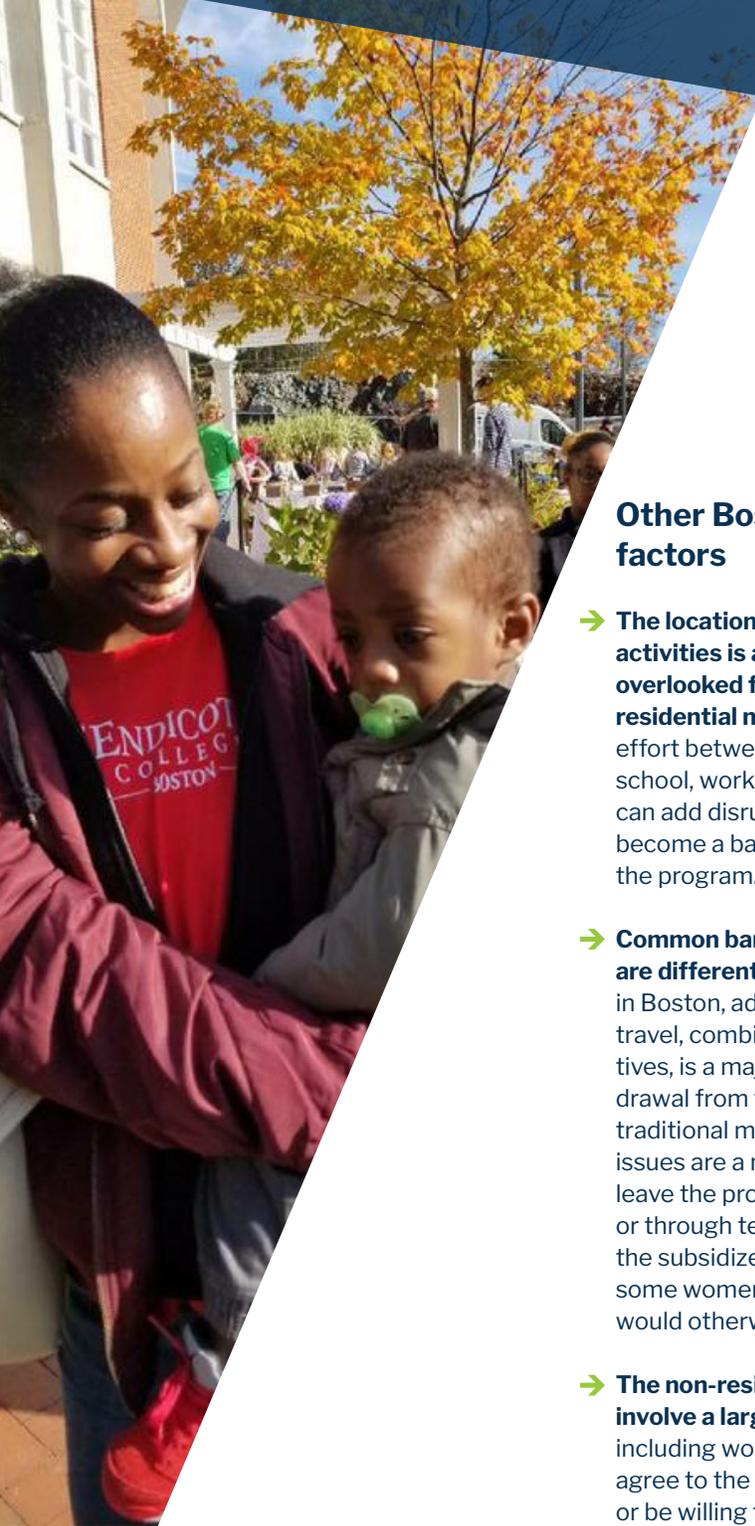
Adaptations include: more coaching time, flexibility in the location of coaching, a housing case-manager, more mental-health support, additional children’s and family activities, and use of a complementary educational partner to provide more regular contact.

Implications include: less disruptive and restrictive for participants but less control for the program over key aspects of participants’ lives; greater vulnerability to unhealthy relationships and crises; greater travel time and energy needed to access program; possibly easier transitions at end of program; eligibility for more families; different retention issues; and different fundraising issues.

- **Jeremiah’s Empowerment training is a critical entry requirement** for the program, making everything else possible. It helps women newly understand their ability to make change in their lives, gives them tools to do so, and shifts their assumptions about their life trajectory. This is especially important for women in a non-residential program who will undertake making major changes in their lives while often still living in challenging circumstances. It is unclear how most Jeremiah Boston students would fare at other institutions without Endicott’s unusual level of

academic and social supports. Together, the partners are very successful at enabling at-risk single mothers to get college credentials.

- **So far, it is not possible to provide an integrated two-generation approach in this model.** Implementing such an approach will require more resources to create and nurture strong partnerships, to provide incentives for preferential enrollment, and for staff travel, or alternately, to open a Jeremiah early childhood education center.
- **Jeremiah Boston women have been able to build social capital** in this model even without common housing. They utilize common time at Jeremiah and Endicott Boston, phones, texting, and social media to create community, to play important roles in each other’s lives, and to break the social isolation many would experience otherwise.



Other Boston model factors

- **The location of Jeremiah activities is a new, sometimes overlooked factor in the non-residential model.** Travel time and effort between home, child care, school, work, friends, and Jeremiah can add disruption to their lives and become a barrier to participation in the program.
- **Common barriers to participation are different in the two models:** in Boston, added stress related to travel, combined with fewer incentives, is a major cause for withdrawal from the program; in the traditional model, housing-related issues are a major reason women leave the program, either by choice or through termination, although the subsidized housing also keeps some women in the program who would otherwise leave.
- **The non-residential model can involve a larger target population,** including women who would not agree to the housing restrictions, or be willing to give up their current housing situations. Families with older children and more children can also participate, as well as women who partner or marry while being in the program.
- **The impact on youth outcomes is unknown** given the varying child-care/educational settings of Jeremiah Boston children.
- **The lack of additional partnerships needed upfront has slowed the development and implementation** of the program, even though other parts of the non-residential model were able to start up more quickly.
- **The model is currently less expensive, but there are more elements that still need to be added** to fully deliver all of the core components. Reaching the same outcomes without a controlled family environment may require the same or even more resources than with the traditional model.
- **The Boston model has prompted piloting or plans to pilot some of its features in other Jeremiah sites,** including raising the maximum age of entering children from five to eight, adding a non-residential option to the traditional model, and adding another initially fully non-residential program in New York City.

The Boston model is currently less expensive, but there are more elements that still need to be added to fully deliver all of the core components.

Discussion and Recommendations

This report shares evidence and insights from PERG's five-year involvement with Jeremiah Program's efforts in Boston and with the Jeremiah Program–Endicott College partnership. It attempts to answer the following questions:

Can and how can Jeremiah Program, an established anti-poverty organization with a two-generation approach, adapt to new conditions when expanding into a new location, without losing its effectiveness?

Jeremiah Program's goal in Boston is to deliver all of the same core components as in the traditional model, making adaptations to activities as necessary. It also aims to achieve the same outcomes for families. (The national program is currently reviewing measures of success and revising methods of monitoring outcomes.)

As this report details, Jeremiah Program's non-residential model in Boston was initially co-developed with Endicott College's new urban satellite campus, Endicott Boston. Endicott's leadership helped Jeremiah conceptualize an approach, including utilizing a strong educational partner, that could overcome the limitations of not having shared housing and other services onsite. This model has been used as the initial basis for a new Jeremiah Program site in New York City.

Jeremiah Program's pilot in Boston has been a worthwhile experiment and it will continue. However, it is too soon to know whether a non-residential version can match the outcomes of the traditional residential model.



Support for a career-track college education: This component offers the most measurable success so far and has been achieved in close partnership with Endicott Boston. Forty-five percent of those who have ever been part of Jeremiah Boston have graduated from Endicott with associate degrees—13 out of 29. All these women are continuing on for bachelor's degrees, with several more in the associate degree program.



Empowerment and life skills training; coaching; supportive community: Jeremiah has also undoubtedly increased the self-efficacy, stability, and social capital of many of its participants through these components of the program, as anecdotal evidence confirms.



Safe and affordable housing: It has not been possible to deliver the housing component to all participants in this model. The same factor that made Jeremiah Program decide not to build its own housing—a tight and expensive local market—makes it hard to help all the women who are in need of better housing. Rather, the program has made adaptations to address and mitigate the greater ongoing instability and vulnerability of at least some participants. (Endicott Boston has also played an important mitigating role.) Jeremiah Boston will be investigating a variety of potential partners and other possibilities to deal with this need.



Quality early childhood education and integrated two-generation approach: Early childhood education is also being delivered outside of Jeremiah in Boston, without the kind of control over quality of the traditional model. In addition, Jeremiah Boston is currently not able to implement an integrated two-generation approach. Jeremiah continues to pursue possible solutions to delivering this component in Boston.

Jeremiah Program's experience in Boston has been a source of many new insights and provided fresh ideas for other Jeremiah Program sites to consider. A number of these are shared earlier in this report in two Key Findings sections. These should be useful to Jeremiah Program, nationally and in Boston. It is hoped that the larger two-generation field will also find at least some of them relevant as well, along with the following recommendations and areas for future study.

Recommendations

PERG has a number of recommendations to help strengthen and improve Jeremiah Program in Boston going forward.

Make the primary purpose of the new model an expansion of the target population.

The primary purpose of non-residential models of Jeremiah should be the increased access they provide to more families, not their cost. Although these models may turn out to be less expensive, they may, in fact, require more resources than the traditional model to fully deliver all the core components in a manner that achieves Jeremiah's goals. However, non-residential or hybrid models will enable Jeremiah Program to carry out its mission with many more at-risk single mothers who are not able or willing to live in highly restrictive Jeremiah housing, or for whom that is not the best option.

Address the need for a robust and integrated two-generation approach.

Jeremiah is committed to instituting a fuller two-generation approach in this model. If a pending grant is funded, this should become possible for young children who are able to attend a new early childhood education center, where a Jeremiah coach will provide some program services onsite. (If this happens, Jeremiah should consider relocating to a building close to this site, to further minimize travel time and increase opportunities for families to be together.) If the grant is not funded, Jeremiah Program should create its own early childhood education center. In addition, the program needs to strengthen mechanisms to apply a two-generation approach involving older children, which has not been a factor traditionally.

Recognize that Boston includes a fundamental difference in the theory of change.

The national model needs to recognize that there is a fundamental difference in the theory of change in the non-residential model, and further study its implications. Traditionally, Jeremiah applies its tools and approach to families who have been removed from potentially destabilizing environments, allowing them to “reboot” in a highly controlled and safe situation. This new model is operating under a new assumption, that Jeremiah can work with families to achieve comparable results without providing a respite from many challenging aspects of their lives. (Working to ensure safe and affordable housing in the community does not replace this central part of Jeremiah's traditional strategy.)

Take travel into account, especially regarding flexible provision of services.

The non-residential version of Jeremiah can entail significant travel to engage with the program, sometimes with one or more children in tow. In the traditional model, all Jeremiah components take place literally down the hall from where families live. For the Boston women, this extra layer of effort in their lives is even more likely to become a barrier when life conditions or mental health status is most precarious. Jeremiah Boston will schedule regular coaching time at Endicott Boston going forward, which will be helpful. It should also experiment with the location of some other parts of the program, if that would ease some travel burdens. In addition, the program should explore adding van transportation or taxi budgets for some commutes, in addition to the subway/bus pass given to each family.

Add “adequate” as a housing requirement when assessing the housing component.

In the residential model, Jeremiah ensures safe and affordable apartments that are also adequate for family needs. In the non-residential model, many women live in housing that is safe and affordable, often with parents or other relatives. However, this housing may be quite inadequate for a number of reasons, including space, privacy, stability, and mental health issues of housemates.

Ease requirements for women after two years to increase retention.

Retention issues are different in the two models. In the traditional model, housing and related factors are strong retention incentives, but housing restrictions and other housing factors are also common causes for withdrawal or termination. In the Boston model, a common cause for withdrawal among those who would have preferred to stay is the effort and stress of extra travel for required activities. Jeremiah should consider easing the requirements for participation in the program after two years, or when women graduate with their associate degree. This would be of benefit both for families as well as for Jeremiah, and possibly enable a less expensive stage of participation.

Count more women in successful outcome data.

At least some women who have left Jeremiah Boston are clear that the program had a major positive impact on their lives and supported their ability to be successful in school. Jeremiah should create a category in their successful outcome data for women who have spent at least a year engaged with their activities and have gone on to get a college degree.

 **Use a single, well-chosen educational partner in non-residential models.**

Having a single educational partner has provided extra, needed stability, additional opportunities for social contact, and other benefits for participants in the non-residential program model in Boston. A similar partnership will likely be important for other non-residential programs as well. Such programs should seek educational institutions which, like Endicott Boston, have a complementary mission to serve at-risk students and can commit to providing strong social as well as academic supports.

 **Continue to leverage additional potential advantages of the partnership with Endicott Boston.**

The Jeremiah partnership with Endicott continues to be a critical component of the Boston model, and there are undoubtedly more areas of collaboration that would benefit both organizations. (A new recent collaboration concerns academic expectations, and discussions have begun about jointly expanding workplace-readiness support.) Partner leadership, perhaps with invited board members and others, should plan an envisioning session together in order to fully explore what else could be useful at this stage.

 **Give partnerships the nurturing they need.**

The non-residential model is more heavily dependent on partnerships than the traditional model and developing new partnerships will be important as the local program expands. Leadership should remember to devote the time, regular communication, and other resources needed to align collaborative work, ensure trusting relationships, keep up-to-date with changing conditions, and receive maximal benefit.

 **Consider recruiting from a pre-existing housing community again.**

Very early on, Jeremiah and Endicott made two unsuccessful attempts to recruit participants from two very different pre-existing housing communities, where all the women used the same Head Start center. This approach continues to have potential advantages and has been utilized to start the New York City program. Jeremiah Boston should consider this approach again at some point, only this time offering college readiness/high school equivalency courses, as New York has done.

 **Improve data collection and reliability.**

Good, reliable data are needed from all Jeremiah sites. This will enable tracking and comparing of short- and long-term measures of success and assist in determining relative success of different Jeremiah models. Consistent data should be collected from all participants at entry to the program and at pre-determined intervals. Jeremiah should also improve collection and reliability of ASQ (Ages & Stages Questionnaires) data for young children, and other measures for older children, whether internally or through arrangements with other providers.

 **Continue to utilize outside assistance in developing the new model.**

Adapting the traditional Jeremiah Program model to a non-residential version has continued to be more complex than initially anticipated. External feedback and support, of a variety of types, will continue to be important.

 **Continue to study the non-residential model.**

The Boston model is still growing and evolving, especially in relation to children and two-generation integration. However, there are

now many stable features that differ from the traditional model in significant ways. Once Jeremiah Program has refined their overall measures of success and has better data collection methods in place, there is much that would be useful to study and assess. Some of these areas are:

- *What are appropriate indicators of success for a non-residential program? How successful is Jeremiah Boston according to those measures?*
- *What are the further implications for the different theories of change between the two types of programs? What additional components, if any, would be helpful?*
- *How and how successfully does the non-residential model incorporate an integrated two-generation approach?*
- *What is the ongoing role of partnerships in Jeremiah Boston?*
- *How are further adaptations able to mitigate limitations of the non-residential model?*
- *How does the travel needed in the non-residential program impact different families' ability to access Jeremiah?*
- *What, if anything, is different for participants who do not attend Endicott Boston?*
- *What are the characteristics of women who do well in a non-residential model and those who do not? Of those who struggle most yet persist, what factors do they credit for their success?*

- *How do outcomes compare for mothers one or more years after graduation between the traditional and non-residential model, including employment, housing, use of public resources?*
- *How can outcomes for children of all ages and at a variety of schools best be determined? How do outcomes for children in the non-residential program compare with those in the residential version?*

It is too soon to know whether a non-residential version can match the outcomes of the traditional residential model.



Appendix A:

Profiles of Four Jeremiah Boston Women

The following four profiles are based on 60–90-minute interviews with Jeremiah participants at Warren House, Jeremiah Program’s center in Boston, in September or October 2017.

A is a 25-year-old woman with two children, ages 4 and 7. She is resourceful and resilient and has gotten herself back on track several times. A’s chaotic teens included dropping out of high school. However, after several years, she got her high school diploma, motivated by a desire for a college degree and a better life for herself and her children.

When she first heard about Jeremiah Program, she was pregnant with her second child. At that point in her life, she had been without stable housing for many years, including two different shelter stays; through most of that time she lived with the father of her children. She eventually got a Section 8 voucher, which led to a stable living situation in a nice three-bedroom apartment much closer to her job.

Jobs have also been sporadic—she says money is not enough of a motivation for her to stay in a job she doesn’t like, and she has left many. She is not trying to work right now, but volunteers where she can bring her children. She would rather focus on school and her children, even if it means living on a very low income. (She depends on Warren House as a place to wash clothes and for some meals.)

A credits the Jeremiah Empowerment training for enabling her to keep going despite all of the challenges in her life, including now being a single parent. She is still using the tools and building on the skills she learned there several years ago.

A is very close to some local family members now, including her mother, but as a teen and when her children were younger, she was not. The community of other young moms at Jeremiah is critical for her.

After the Empowerment training, A took on a good but challenging job that she prioritized over school. She ended up dropping out of both Endicott and Jeremiah, and then also lost the job. She realized she would need to keep sacrificing financially in the short term to achieve the level of comfort and types of jobs she wants in the future, and so returned to school and Jeremiah. By then, Jeremiah was housed in the Warren House, with a kitchen, laundry facilities, a playroom, and a place to hang out and do homework separate from her children—all of which made a big difference for her. The partnership with Endicott Boston is also important for A, where staff and many faculty have an understanding of the conditions of her life.

“ Jeremiah Program has helped me remain positive... I’m alone now, it’s tough. I had to learn how to be an individual, a woman. When I first came to Jeremiah, I still had breakdowns, anxiety. With life skills, coaching, empowerment, the little connections with the girls, some of the staff, other programs... I know this is a place I can come, get a game plan, tackle whatever. The sky’s the limit now.”

“ I had to break out of keeping to myself, feeling that people would judge me. I learned that it is Ok to ask for help. Maybe they went through what you are going through, and they made it out. Embracing that gave me a wonderful network of amazing individuals. I have people [through Jeremiah] I can call for playdates... Even though it’s a big world, there are people out there who care.”

B is an experienced mom now, a 25-year-old immigrant from Cape Verde with two children, ages 18 months and 5 years. She is smart, capable, and driven by a desire to get as much education as possible, as well as to ensure a good life for her family. She has been fortunate to have had good, stable housing and has lived with the father of her children the entire time she has been a parent. Also, she now has several close family members nearby, and recently won a car (through Jeremiah), which helps tremendously with transportation issues. She still feels hampered by her lack of full mastery of English, by the effects of past trauma, and by all the struggles of being a low-income young parent of two young children.

B arrived in the U.S. on her own eight years ago, at 16, planning to repeat two years of high school in order to learn English and be eligible for higher education. She started out in a city outside of Boston as a vulnerable young woman living in temporary situations. She was able to find a safer and more stable living arrangement in Boston with a male friend from home; they eventually had the first of their two children while she was still in high school. They are now married. B and her partner have supported each other through the emotional and other challenges of being young parents, including an extremely difficult first pregnancy for both mother and child.

Although housing has been stable (her husband's mother died and he was able to stay in their Section 8 apartment), child care has been more problematic. She and her partner have always shared child care and other responsibilities, adjusting work and school schedules as necessary. Initially

her high school principal helped them find reduced-cost child-care arrangements, but they scrambled to cover child-care needs after she graduated. She recently helped her parents move to the United States. Her mother now takes care of her youngest while her oldest is in kindergarten, enabling her to work full time and be a full-time student, in night classes.

B learned about Endicott and Jeremiah Boston when both organizations were just starting out in Boston, through a supportive high school counselor. She expects to complete her associate degree this spring, and then continue on for a bachelor's degree with a major in accounting. (Endicott Boston and Jeremiah helped her keep moving toward her degree during her second pregnancy with a home tutor and other assistance.) She greatly appreciates the support and training provided by the Jeremiah Program, as well as the help with research on resources, especially for her children. She sometimes feels a need for more emotional support with past trauma and is looking for a new church that she hopes might be able to fill that need. Now that she is an older, more experienced mother and student, she feels she needs less from Jeremiah. However, the activities and opportunities Jeremiah offers her children, which have increased, continue to be very important to her. She is starting to think about how she might help others.

“ I just started going full time [at Endicott]... [I want the] training for a better paying job, so I will earn more. I have to start looking for financial support [for college]. Section 8 will change because I am working full time, maybe earning too much to keep it. They don't count all the money for your kids. I want to save some money, but they don't want you to. I love this program [Jeremiah] because they want to make sure you are saving.”

“ As a mom, it's hard. I want to be a good parent, and a good student. [At first] you don't know anything, you're here to learn... Memories are hard...but my baby makes me move on... [JP] helps with research, coaching, makes you get your dream again. They give supports, T pass... Maybe one day I will help. I love this program. We do a lot of things as women, but don't get that appreciation... I love Endicott Boston. Sometimes it's hard. People do care about you, which is difficult to find elsewhere... I help other people because I get help. If I'm going up, I want you to too. I like to help.”



grew up in Boston, the daughter of Dominican and Salvadoran parents.

She is 26, with three children under the age of six. She is persistent, and fiercely determined to create a good life for herself and her family, despite myriad challenges.

Since first becoming a parent, C has faced difficulties related to housing, school, and, most recently, child care. Although C lived with her family through high school, once she became pregnant she wanted a better living situation. In order to get a Section 8 housing voucher, which would enable her to rent her own apartment, she entered the shelter system. However, C feels that the social services system made her life more difficult. For instance, she was not placed in a teen shelter with appropriate services, but rather in one for adults. She continued to spend a lot of time at her mother's apartment, contributing to too many infractions at the shelter, and she eventually moved back in with her mother. Subsequently, she was placed in a few different apartments within the shelter system before getting a voucher. Finding an apartment with three children was challenging, and she is not happy with her current circumstances, but they are stable.

C graduated from high school pregnant, planning to attend the University of Massachusetts Boston. She left after a semester because of financial issues, then got a certificate from a beauty school, although she never took the state board exam. Eventually she found her way to Endicott Boston. Once there, she became part of the first cohort of Jeremiah Program participants in Boston. She was not pleased with her early experiences,

while she was pregnant with her third child, but things are going better now. She likes the accelerated program at Endicott, which she attends two nights a week, while working in a child-care center during the day. However, she has no evening child care, so her children currently stay with a rotating group of friends and relatives.

C appreciates the Jeremiah Program for the subway/bus pass, the place to do her homework, the activities for her kids, and a chance to see friends at the Warren House. While she finds some of the required life-skills workshops and coaching sessions helpful, she resents the time away from her homework. The activities for children and families sponsored by Jeremiah and sometimes Endicott are extremely important to C, and probably her strongest motivation for being part of the program.

“ Everything I do is planned. All the running around I'm doing is because I have a plan, to get an associate degree, to get a bachelor's degree. I'm going for my bachelor's now, and I do whatever I can to finish as fast as I can...I don't like school. I don't like reading and writing. I'm forcing myself through my education for a reason, for my kids to know how important education is. Another reason is that I want to be stable, I don't want to be in the government system anymore. But it's hard to go to school.”

“ I don't have a car, so I can't take my kids to anything. If there is something I know my kids would enjoy [sponsored by Jeremiah or Endicott], I would do that... I think that's the main reason I like Jeremiah, they have stuff for my kids, entertain them, they get to play with the other kids. There were field trips over the summer. I'm in it for my kids.”

D is a smart and motivated 21-year-old woman who graduated from a prestigious public high school with plans for college,

despite an extremely unstable housing situation during her senior year. Financial considerations made her decide to delay college, and then she discovered she was pregnant.

After being essentially homeless, D went into the shelter system but was placed in a city far from her friends and family. The teen shelter's strict requirements combined with transportation challenges (sometimes leading to missed doctors' appointments in Boston) made life difficult. She decided to move back in with her mother when her daughter was a few months old. She's now considering moving back into a shelter, one for adults this time, as a step toward her own stable housing, but is concerned about staying close to Warren House and Endicott.

She heard about Jeremiah Program during a prenatal visit. She took Empowerment and entered the Jeremiah program the spring before her daughter was born and started school at Endicott Boston the following fall. That was in 2016. She attributes both Jeremiah Program and Endicott Boston with making it possible for her to be in college. She likes everything Jeremiah has to offer, including the social activities, communal meal preparation, life skills, and coaching, and appreciates the recent invitations to give input about the program. Perhaps one of the most important things the program provides her is peer social supports.

D also attributes her academic success to the supportive environment of Endicott Boston.

D's final couple of years in high school were very stressful and competitive, and her first semester at Endicott was challenging. Since then she has done extremely well academically and looks forward to graduating and going on to get a bachelor's degree. She even thinks about a Ph.D., though knows she might not get there. She would eventually like to open her own business and be her own boss.

“ It's been really nice to have other women who were experiencing the same things. I've gotten a lot of friends [here]. Having people to talk to about things you're going through, classes you're taking, is really helpful. I don't feel so alone. People I went to school with don't understand what it's like to be a mom or a student parent... These girls are like my family.”

“ If I went to a different school, I would not have professors as understanding [as at Endicott], getting extra support, doing as well as I can.”

Appendix B:

Participant Survey Results

PERG conducted surveys with participants in Boston and Minnesota in the spring of 2018.

Have you experienced any of the following challenges to being a student while part of the Jeremiah Program? (Check all that apply).

| | BOS (n=12) | MN (n=20) |
|--|-------------------|------------------|
| Family commitments get/have gotten in the way of class or study time | 58% | 50% |
| Work commitments get/have gotten in the way of class or study time | 33% | 15% |
| Not allowed to make up exams or assignments missed due to family demands | 17% | 15% |
| Housing issues | 42% | 10% |
| Child care issues | 33% | 30% |
| Being pregnant and/or having a baby | 17% | 15% |
| Computer problems or lack of access to technology | 17% | 20% |
| Transportation problems (poor public transit or car trouble) | 8% | 20% |
| Challenges getting or keeping public benefits or assistance | 0% | 30% |
| Other (please specify) | 0% | 10% |

Has Jeremiah Program helped you with any issues or challenges related to your college/ECB, classes, or professors (not including tutoring)?

| | BOS (n=12) | MN (n=20) |
|--|-------------------|------------------|
| Yes, more than once | 50% | 41% |
| Yes, once | 17% | 24% |
| No, but I could have used help | 25% | 12% |
| No, I did not need any help of this kind | 8% | 24% |

For each of the following statements about your experiences as a pregnant or parenting student AT ENDICOTT BOSTON, please indicate how often the statement applies to you:

| BOS | MOST OF THE TIME | | SOME OF THE TIME | | RARELY | | NEVER | | TOTAL |
|---|-------------------------|---|-------------------------|---|---------------|---|--------------|----|--------------|
| I feel judged or harassed by other students because I am a parent | 0% | 0 | 0% | 0 | 17% | 2 | 83% | 10 | 12 |
| I feel isolated from other students | 0% | 0 | 0% | 0 | 42% | 5 | 58% | 7 | 12 |
| I have opportunities to make friends and meet people at Endicott | 50% | 6 | 50% | 6 | 0% | 0 | 0% | 0 | 12 |
| I feel part of a supportive community as a student parent at Endicott | 33% | 4 | 17% | 2 | 42% | 5 | 8% | 1 | 12 |

For each of the following statements about your experiences as a pregnant or parenting student at your school, please indicate how often the statement applies to you:

| MN | MOST OF THE TIME | | SOME OF THE TIME | | RARELY | | NEVER | | TOTAL |
|--|------------------|---|------------------|---|--------|---|-------|----|-------|
| I feel judged or harassed by other students at my school because I am a parent | 0% | 0 | 6% | 1 | 12% | 2 | 82% | 14 | 17 |
| I feel isolated from other students at my school | 6% | 1 | 6% | 1 | 12% | 2 | 76% | 13 | 17 |
| I have opportunities to make friends and meet people at my school | 35% | 6 | 47% | 8 | 18% | 3 | 0% | 0 | 17 |
| I feel part of a supportive community as a student parent at my school | 47% | 8 | 24% | 4 | 24% | 4 | 6% | 1 | 17 |

For each of the following statements about your experiences as a pregnant or parenting student at your school, please indicate how often the statement applies to you:

| MN | MOST OF THE TIME | | SOME OF THE TIME | | RARELY | | NEVER | | TOTAL |
|---|------------------|----|------------------|---|--------|---|-------|----|-------|
| I feel supported by faculty or staff at my school | 65% | 11 | 24% | 4 | 12% | 2 | 0% | 0 | 17 |
| I feel judged or harassed by faculty or staff because I am a parent or pregnant | 0% | 0 | 12% | 2 | 12% | 2 | 76% | 13 | 17 |
| I have asked faculty to accommodate me in some way (i.e., scheduling, absences, extensions, etc.) | 12% | 2 | 29% | 5 | 29% | 5 | 29% | 5 | 17 |
| If you did ask faculty for accommodations, were they granted? | 27% | 4 | 33% | 5 | 20% | 3 | 20% | 3 | 15 |
| I hide or don't mention that I have a child or am pregnant with faculty, other students, or staff | 6% | 1 | 0% | 0 | 12% | 2 | 82% | 14 | 17 |
| I am confident in my ability to complete my coursework | 71% | 12 | 18% | 3 | 12% | 2 | 0% | 0 | 17 |
| I consider dropping out of school before finishing | 0% | 0 | 24% | 4 | 29% | 5 | 47% | 8 | 17 |

| BOS | MOST OF THE TIME | | SOME OF THE TIME | | RARELY | | NEVER | | TOTAL |
|---|------------------|---|------------------|---|--------|---|-------|----|-------|
| I feel supported by faculty or staff at Endicott | 58% | 7 | 17% | 2 | 25% | 3 | 0% | 0 | 12 |
| I feel judged or harassed by faculty because I am a parent | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 12 | 12 |
| I feel judged or harassed by staff because I am a parent | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 12 | 12 |
| I have asked faculty to accommodate me in some way (i.e., scheduling, absences, extensions, etc.) | 8% | 1 | 50% | 6 | 17% | 2 | 25% | 3 | 12 |
| If you did ask faculty for accommodations, were they granted? | 42% | 5 | 0% | 0 | 17% | 2 | 25% | 3 | 10 |
| I hide or don't mention that I have children or am pregnant with faculty, students, or staff | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 12 | 12 |
| I am confident in my ability to complete my coursework | 75% | 9 | 25% | 3 | 0% | 0 | 0% | 0 | 12 |
| I consider dropping out of school before finishing | 8% | 1 | 17% | 2 | 8% | 1 | 67% | 8 | 12 |

If you had not been part of Jeremiah Program, do you think you would have enrolled or stayed in your current school?

| BOS | YES, DEFINITELY | MAYBE | NO | N |
|----------|-----------------|-------|-----|----|
| Enrolled | 27% | 18% | 55% | 11 |
| Stayed | 27% | 36% | 36% | 11 |

| MN | YES, DEFINITELY | MAYBE | NO | N |
|----------|-----------------|-------|-----|----|
| Enrolled | 41% | 35% | 24% | 17 |
| Stayed | 35% | 41% | 24% | 17 |

Have training and supports provided by Jeremiah Program volunteers been useful or important for you?

| | YES, A LOT | | YES, SOME | | YES, A LITTLE | | NO | | N/A | | N | |
|-------------------------------|------------|-----|-----------|-----|---------------|-----|-----|-----|-----|-----|----|-----|
| | MN | BOS | MN | BOS | MN | BOS | MN | BOS | MN | BOS | MN | BOS |
| Empowerment training | 40% | 50% | 27% | 25% | 20% | 0% | 13% | 17% | 0% | 8% | 15 | 12 |
| Life-skills education | 13% | 17% | 33% | 25% | 27% | 25% | 20% | 25% | 7% | 8% | 15 | 12 |
| Other information or training | 13% | 8% | 13% | 42% | 20% | 17% | 27% | 8% | 27% | 25% | 15 | 12 |
| Tutoring | 20% | 42% | 0% | 17% | 7% | 25% | 0% | 8% | 73% | 8% | 15 | 12 |
| Mentoring | 27% | 33% | 7% | 17% | 13% | 8% | 7% | 17% | 47% | 25% | 15 | 12 |
| Child care (additional) | 73% | 25% | 0% | 8% | 7% | 25% | 7% | 25% | 13% | 17% | 15 | 12 |
| Other | 8% | 0% | 0% | 0% | 0% | 20% | 8% | 40% | 85% | 40% | 13 | 5 |

Have training and supports provided by Jeremiah Program staff been useful or important for you?

| | YES, A LOT | | YES, SOME | | YES, A LITTLE | | NO | | N/A | | N | |
|-----------------------|------------|-----|-----------|-----|---------------|-----|-----|-----|-----|-----|----|-----|
| | MN | BOS | MN | BOS | MN | BOS | MN | BOS | MN | BOS | MN | BOS |
| Coaching | 33% | 58% | 13% | 33% | 33% | 0% | 13% | 8% | 7% | 0% | 15 | 12 |
| Housing assistance | 80% | 17% | 0% | 17% | 0% | 17% | 20% | 25% | 0% | 25% | 15 | 12 |
| Child care assistance | 73% | 25% | 0% | 17% | 7% | 8% | 13% | 25% | 7% | 25% | 15 | 12 |
| Other referrals | 36% | 25% | 21% | 17% | 7% | 8% | 14% | 25% | 21% | 25% | 14 | 12 |
| Informal supports | 27% | 50% | 20% | 8% | 20% | 8% | 13% | 17% | 20% | 17% | 15 | 12 |
| Other | 15% | 0% | 0% | 0% | 0% | 0% | 8% | 50% | 77% | 50% | 13 | 4 |

How often do you usually meet with or have extended conversations with your Jeremiah coach?

| | MN (n=15) | BOS (n=12) |
|--|-----------|------------|
| More than once a week | 7% | 17% |
| 3 or 4 times a month (weekly or almost weekly) | 47% | 17% |
| Twice a month | 40% | 25% |
| Once a month | 0% | 17% |
| Less than once a month | 7% | 0% |
| I do not meet with a Jeremiah coach | 0% | 0% |
| Other (please specify) | 0% | 25% |

Do you engage in any of the following activities with other JP participants?

| | OFTEN | | SOMETIMES | | RARELY | | NEVER | | N | |
|--|-------|-----|-----------|-----|--------|-----|-------|-----|----|-----|
| | MN | BOS | MN | BOS | MN | BOS | MN | BOS | MN | BOS |
| Talk about things that are important to you with other Jeremiah Program participants? | 33% | 25% | 40% | 50% | 13% | 17% | 13% | 8% | 15 | 12 |
| Ask other JP moms for advice or help if/when you need it? | 13% | 25% | 53% | 33% | 13% | 33% | 20% | 8% | 15 | 12 |
| Exchange child care with other JP moms? | 13% | 17% | 33% | 17% | 7% | 25% | 47% | 42% | 15 | 12 |
| Share food preparation and family meals with other JP moms (not including program activities)? | 20% | 33% | 13% | 17% | 20% | 25% | 47% | 25% | 15 | 12 |
| Enjoy hanging out or doing things with other JP moms, with or without your child(ren)? | 33% | 33% | 20% | 42% | 13% | 8% | 33% | 17% | 15 | 12 |

Do/Did you find the Jeremiah Program rules and requirements to be:

| | MN (n=15) | BOS (n=12) |
|---|------------------|-------------------|
| Generally helpful for you | 13.3% | 1.1% |
| Slightly helpful for you | 20.0% | 1.7% |
| Neither helpful nor problematic for you | 20.0% | 1.7% |
| Slightly problematic for you | 40.0% | 3.3% |
| Generally problematic for you | 6.7% | 0.6% |

Percentage answering “yes.” (Boston choices referred to Warren House)

| | MN (n=15) | BOS (n=12) |
|--|------------------|-------------------|
| My child/ren have developed relationships with other JP children. | 93% | 67% |
| My child/ren have developed relationships with JP staff or volunteers, outside of the child care center. | 50% | 75% |
| My child/ren likes living in JP housing. | 93% | 67% |

How would you rate your level of stability in the following areas IMMEDIATELY BEFORE? (If you have recently left Jeremiah Program, please refer to your last semester in Jeremiah Program).

| | VERY STABLE | | SOMEWHAT STABLE | | NOT VERY STABLE | | NOT APPLICABLE | |
|---|-------------|------------|-----------------|------------|-----------------|------------|----------------|------------|
| | MN (n=15) | BOS (n=11) | MN (n=15) | BOS (n=11) | MN (n=15) | BOS (n=11) | MN (n=15) | BOS (n=11) |
| HOUSING stability: a safe and dependable place to live with adequate privacy, for an extended period of time | 87% | 64% | 13% | 27% | 0% | 9% | 0% | 0% |
| FOOD stability: confidence in access to enough nutritious and desirable food for you and your child/ren every day | 80% | 64% | 20% | 36% | 0% | 0% | 0% | 0% |
| JOB stability: a stable job with dependable hours | 20% | 45% | 27% | 18% | 13% | 27% | 40% | 9% |
| FINANCIAL stability: enough money (including reasonable loans) to cover all basic needs (housing, food, child care, transportation, healthcare, etc.) | 27% | 0% | 47% | 82% | 20% | 18% | 7% | 0% |
| CHILD CARE stability: dependable and stable quality child-care arrangement(s) | 73% | 55% | 27% | 18% | 0% | 18% | 0% | 9% |
| TRANSPORTATION stability: dependable and affordable transportation for all basic needs for you and your child/ren | 67% | 82% | 20% | 18% | 13% | 0% | 0% | 0% |
| HEALTHCARE stability: dependable access to affordable healthcare for you and your child/ren | 80% | 73% | 20% | 18% | 0% | 9% | 0% | 0% |

How would you rate your level of stability in the following areas RIGHT NOW? (If you have recently left Jeremiah Program, please refer to your last semester in Jeremiah Program).

| | VERY STABLE | | SOMEWHAT STABLE | | NOT VERY STABLE | | NOT APPLICABLE | |
|--|-------------|------------|-----------------|------------|-----------------|------------|----------------|------------|
| | MN (n=15) | BOS (n=12) | MN (n=15) | BOS (n=11) | MN (n=15) | BOS (n=11) | MN (n=15) | BOS (n=11) |
| HOUSING stability: a safe and dependable place to live with adequate privacy, for an extended period of time | 87% | 64% | 13% | 27% | 0% | 9% | 0% | 0% |
| FOOD stability: confidence in access to enough nutritious and desirable food for you and your child/ren every day | 80% | 64% | 20% | 36% | 0% | 0% | 0% | 0% |
| JOB stability: a stable job with dependable hours | 20% | 45% | 27% | 18% | 13% | 27% | 40% | 9% |
| FINANCIAL stability: enough money (including loans) to cover all basic needs (housing, food, child care, transportation, healthcare, etc.) | 27% | 0% | 47% | 82% | 20% | 18% | 7% | 0% |
| CHILD CARE stability: dependable and stable child-care arrangement(s) | 73% | 55% | 27% | 18% | 0% | 18% | 0% | 9% |
| TRANSPORTATION stability: dependable and affordable transportation for all basic needs for you and your child/ren | 67% | 82% | 20% | 18% | 13% | 0% | 0% | 0% |
| HEALTHCARE stability: dependable access to affordable healthcare for you and your child/ren | 80% | 73% | 20% | 18% | 0% | 9% | 0% | 0% |

Please rate the following:

| | VERY | | SOMEWHAT | | NOT AT ALL | |
|---|-----------|------------|-----------|------------|------------|------------|
| | MN (n=15) | BOS (n=11) | MN (n=15) | BOS (n=11) | MN (n=15) | BOS (n=11) |
| How safe do you consider your housing situation? | 87% | 73% | 13% | 18% | 0% | 9% |
| How affordable do you consider your housing situation? | 73% | 64% | 27% | 36% | 0% | 0% |
| How adequate do you consider your housing situation for your needs? | 80% | 36% | 20% | 55% | 0% | 9% |

How much stress do you currently have?

| | MN (n=15) | BOS (n=11) |
|-------------------------|------------------|-------------------|
| A huge amount of stress | 33% | 36% |
| Quite a bit of stress | 33% | 27% |
| Moderate stress | 27% | 36% |
| A little stress | 7% | 0% |
| No stress at all | 0% | 0% |

*What are the TOP 5–8 causes of stress in your life right now?
(Check all that apply).*

| | MN (n=14) | BOS (n=14) |
|--|------------------|-------------------|
| Balancing school, work, and home life | 93% | 75% |
| Dealing with relationship problems | 50% | 33% |
| Keeping up with school work and assignments | 71% | 67% |
| Ensuring appropriate child care for your child/ren | 21% | 17% |
| Feeding yourself and your family | 36% | 42% |
| Transporting yourself and your family | 21% | 25% |
| Providing safe and appropriate housing for your family | 7% | 25% |
| Affording basic needs | 21% | 33% |
| Feeling isolated | 21% | 17% |
| Health and healthcare issues | 0% | 0% |
| Your job | 14% | 33% |
| Managing eligibility for public assistance | 29% | 8% |
| Spending enough quality time with your child/ren | 50% | 58% |
| Other | 14% | 17% |

Which of the following people in your life provide you (and your children) with social or emotional support?

| | MN (n=15) | BOS (n=12) |
|---|-----------|------------|
| Family members | 60% | 50% |
| Romantic partner | 33% | 25% |
| Friends at the Jeremiah Program | 47% | 25% |
| Jeremiah Program volunteers | 20% | 8% |
| Jeremiah Program staff | 67% | 67% |
| Non-Jeremiah friends at school | 40% | 42% |
| Staff members or faculty at your school | 13% | 17% |
| Non-Jeremiah friends outside of school | 20% | 17% |
| Co-workers | 13% | 25% |
| No one | 0% | 0% |
| Other (please specify) | 0% | 8% |

Which of the following types of child care do you use?

| | NEVER OR ALMOST NEVER | | OCCASIONALLY | | 3-10 HOURS EACH WEEK | | 10-20 HOURS EACH WEEK | | OVER 20 HOURS EACH WEEK | |
|---|-----------------------|------------|--------------|------------|----------------------|------------|-----------------------|------------|-------------------------|------------|
| | MN (n=14) | BOS (n=10) | MN (n=14) | BOS (n=10) | MN (n=14) | BOS (n=10) | MN (n=14) | BOS (n=10) | MN (n=14) | BOS (n=10) |
| Jeremiah Program affiliated child-care center | 14% | 33% | 0% | 22% | 14% | 2% | 14% | 0% | 57% | 33% |
| Other preschool/child-care center | 64% | 20% | 0% | 0% | 0% | 0% | 0% | 10% | 36% | 60% |
| Before- or After-school program | 86% | 50% | 0% | 0% | 7% | 1% | 7% | 10% | 0% | 20% |
| Relatives | 43% | 22% | 36% | 44% | 7% | 2% | 14% | 11% | 0% | 0% |
| Child's father | 57% | 20% | 29% | 20% | 0% | 1% | 7% | 10% | 7% | 10% |
| Friends at JP | 50% | 100% | 36% | 0% | 7% | 1% | 7% | 0% | 0% | 0% |
| Other friends | 57% | 67% | 36% | 33% | 0% | 0% | 0% | 0% | 7% | 0% |
| Other babysitter | 86% | 67% | 7% | 22% | 0% | 1% | 7% | 0% | 0% | 0% |
| Jeremiah-affiliated volunteers | 71% | 67% | 21% | 33% | 7% | 0% | 0% | 0% | 0% | 0% |

How often do you (or did you while in JP) speak with the teacher or most frequent caregiver of your youngest child about your child?

| | MN (n=12) | BOS (n=11) |
|-----------------------|-----------|------------|
| 2x/week or more often | 50% | 55% |
| About once a week | 25% | 9% |
| A few times a month | 25% | 18% |
| Monthly | 0% | 9% |
| Less often | 0% | 9% |

Please indicate whether you agree or disagree with the following statement: I am satisfied with the quality of child care that my youngest child receives.

| | MN (n=14) | BOS (n=11) |
|----------------------------|-----------|------------|
| Strongly agree | 57% | 64% |
| Agree | 21% | 9% |
| Neither agree nor disagree | 14% | 18% |
| Disagree | 0% | 0% |
| Strongly disagree | 0% | 0% |
| Not applicable | 7% | 9% |

Are you the first generation in your family to go to college?

| | MN (n=14) | BOS (n=11) |
|--------------|-----------|------------|
| Yes | 57% | 64% |
| No | 43% | 27% |
| I don't know | 0% | 9% |

Were you raised primarily by a single parent?

| | MN (n=14) | BOS (n=11) |
|-----|------------------|-------------------|
| Yes | 71% | 55% |
| No | 29% | 45% |

Were you born in the United States?

| | MN (n=14) | BOS (n=11) |
|-----|------------------|-------------------|
| Yes | 100% | 73% |
| No | 0% | 27% |

Is English your first/native language?

| | MN (n=14) | BOS (n=11) |
|-----|------------------|-------------------|
| Yes | 86% | 45% |
| No | 14% | 55% |

Please indicate which, if any, of the following forms of financial assistance you received immediately BEFORE becoming part of Jeremiah Program. (Check all that apply).

| | MN (n=14) | BOS (n=12) |
|--|-----------|------------|
| Subsidized housing, such as public housing or Section 8 housing | 36% | 33% |
| Earned income Tax Credit, or EITC | 0% | 25% |
| Women, Infants, and Children, or WIC Benefits | 57% | 42% |
| Food assistance, such as SNAP or food stamps | 64% | 50% |
| Minnesota Family Investment Program | 36% | 42% |
| Temporary Assistance for Needy Families (TANF) or other cash assistance | 7% | 0% |
| Social Security, Supplemental Security Income (SSI) or Disability benefits | 0% | 25% |
| Childcare subsidy/funding | 21% | 0% |
| Veterans' benefits | 0% | 17% |
| Child support and/or alimony | 7% | 17% |
| Not sure | 0% | 0% |
| None | 0% | 0% |
| Other (please specify) | 0% | 0 |



Program Evaluation & Research Group (PERG)

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