



DEVELOPING EVIDENCE FOR YOUNG PEOPLE OF COLOR

A Leading With Evidence webinar

Nov. 19, 2020

Welcome and Overview



Suzanne Barnard
The Annie E. Casey Foundation

The Leading With Evidence Webinar Series



THE ANNIE E. CASEY FOUNDATION



William T. Grant
FOUNDATION

Overview

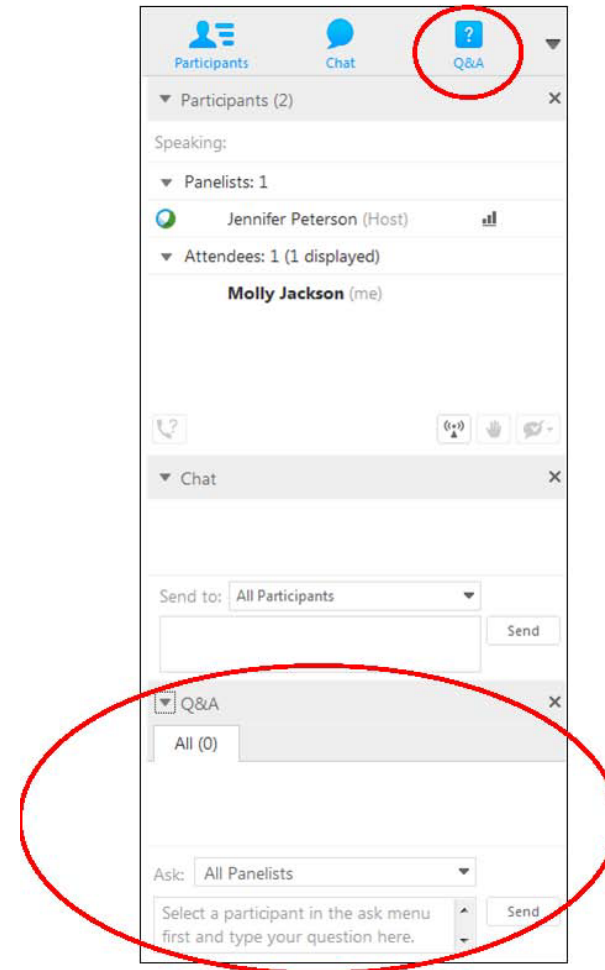
Today we will cover:

- How the Foundation invests in developing evidence for children and young people of color
- A profile of the Con Mi MADRE approach and evidence journey
- A profile of the Future Foundation approach and evidence journey
- Moderated discussion and your questions

Communicating During the Webinar

Communicate with us using the Chat or Q&A window in the lower right corner of your screen.

- Type questions for the panel at **any time** during the webinar.
- Use the box to let us know if you are having technical difficulties and we will try our best to help.



Today's Presenters



Ayo Atterberry
The Annie E. Casey
Foundation



**Johanna Moya
Fábregas**
Con Mi MADRE



**Qaadirah Abdur-
Rahim**
Future Foundation

Investing in Developers of Color

Why Developers of Color: Goal and Emerging Research

Goal

Increase the number of effective programs that demonstrate improved outcomes with an emphasis on people of color

What research tells us

- Lived experience and relationships are key factors for behavior change.
- Shared culture and beliefs improve program development.
- People of color are underrepresented among developers of color working on evidence-based programs.

Investing in Effective Programs for People of Color



- Address culture
- Increase number of evidence-based programs
- Help groups who face systemic challenges and risks
- Increase philanthropic investment

Con Mi MADRE

Mothers and
Daughters Raising
Expectations



Who We Are

- OUR MISSION is to empower young Latinas and their mothers through education and support services that increase preparedness, participation and success in post-secondary education.
- OUR VISION is to see all Latina students equipped with knowledge and support to rewrite the narrative of their family and their community.

History and Context

How It Began

- Con Mi MADRE was founded and incubated in 1992 by the Junior League of Austin's Hispanic Mother-Daughter Program.
- The organization transitioned to an independent 501c3 in 2008 and was renamed **Con Mi MADRE** (**M**others **A**nd **D**aughters **R**aising **E**xpectations)

Why It Matters

- In the early 1990s in Austin, a Latina baby had a less than a 1% chance of securing a college education.
- Latina high school graduation and college enrollment rates have increased but they still remain the lowest compared to other ethnic and racial female groups.
- By 2060, one-third of the female population in the United States will be Latina.

Con Mi MADRE's Four Pillars

Parental Engagement

At Con Mi MADRE (CMM), we believe that creating opportunities for parents to engage in their child's education will lead to their success.

Educate Holistically

We provide mothers and daughters the socio-emotional skills they need to advocate for themselves and to navigate external and internal situations.

Empowerment

At CMM we equip mothers and daughters with the knowledge and advocacy skills to succeed in spite of systemic barriers.

Community-Centered

We unite with local organizations and individuals to better meet the needs of the community.

Con Mi MADRE Programming

Preparation Program Grades 6–10

- Campus visit from Con Mi MADRE coordinators two times per month
- Social-emotional education curriculum year round

Participation Program Grades 11–12

- Students and their parents attend monthly classes where they receive hands on assistance with the college application process
- Social-emotional education curriculum

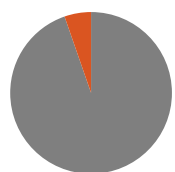
Success Program Post-Secondary

- Four workshops a year to support participants enrolled in post-secondary classes
- Guidance counseling services
- Scholarship opportunities

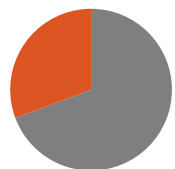
- **College Visits**
- **Conferences and Fairs**
- **Volunteering**
- **Individual Coaching**
- **Mentorship Program**

Our Impact

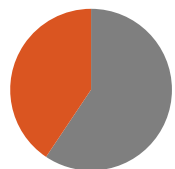
2019–2020 PARTICIPANTS



91% students of color



68% free or reduced lunch



Over 54% first-generation college students

2019–2020 MILESTONES



900+ mother-daughter teams



98% high school graduation rate



76% college enrollment rate



66% graduated with honors or made dean's list during post-secondary career



79% of participants (sixth grade – undergrad) averaged a 3.0 GPA or higher

Evaluation Transformation

Before

Pre/post survey design:

Participants were given a survey at the beginning of the year and then at the end of the year to capture results of Con Mi MADRE programming (social-emotional learning curriculum delivered at students' campuses)



Problems with design:

- Does not evaluate other areas of programming like out-of-school events (college visits, conferences, etc.)
- Disqualifies feedback from students with high mobility rate
- Questioning centered around stakeholder expectations
- Areas of concern are captured when it is too late

Setting up
for failure

Deficit
thinking

Stakeholder
-centered

After

Participant expectations survey: Participants tell Con Mi MADRE what support they would like to receive. What are their goals?

Entry/exit surveys for each Con Mi MADRE service:

Participants provide feedback on service and are assessed on learning. Results are used for program modification.

Collection of successes/testimonials: Staff collect participant successes and testimonials.

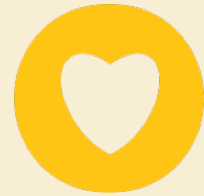
End-of-year satisfaction survey: Participants rate satisfaction of CMM program and provide feedback on areas that need improvement.

Participant-
centered

Aspirational
thinking

Proactive

**Future
Foundation**





Future Foundation

Our Vision

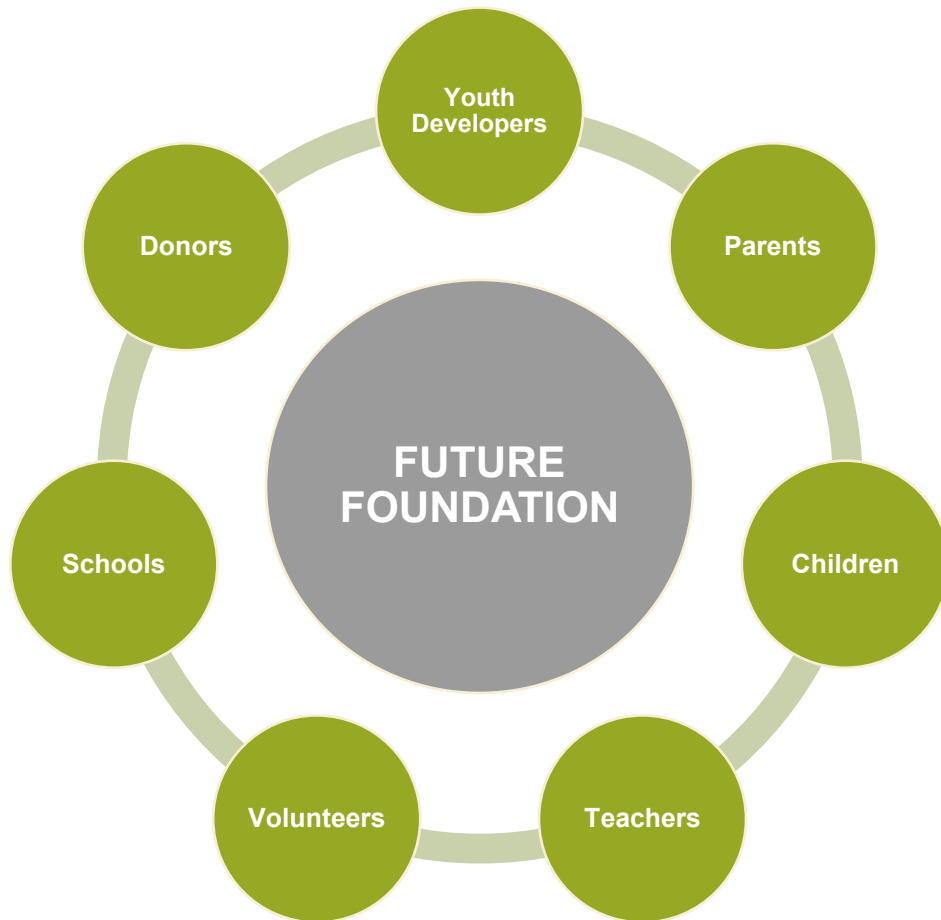
- Future Foundation is **breaking the cycle** of generational poverty.

Our Mission

- Together we are **leveling the playing field** for youth caught in a cycle of generational poverty by serving as a Second Family.



This Is a Story About Us All



Together, we make a community that is...

- Innovative and experiential
- Loving and consistent
- Disruptive and results focused
- Transparent and collaborative

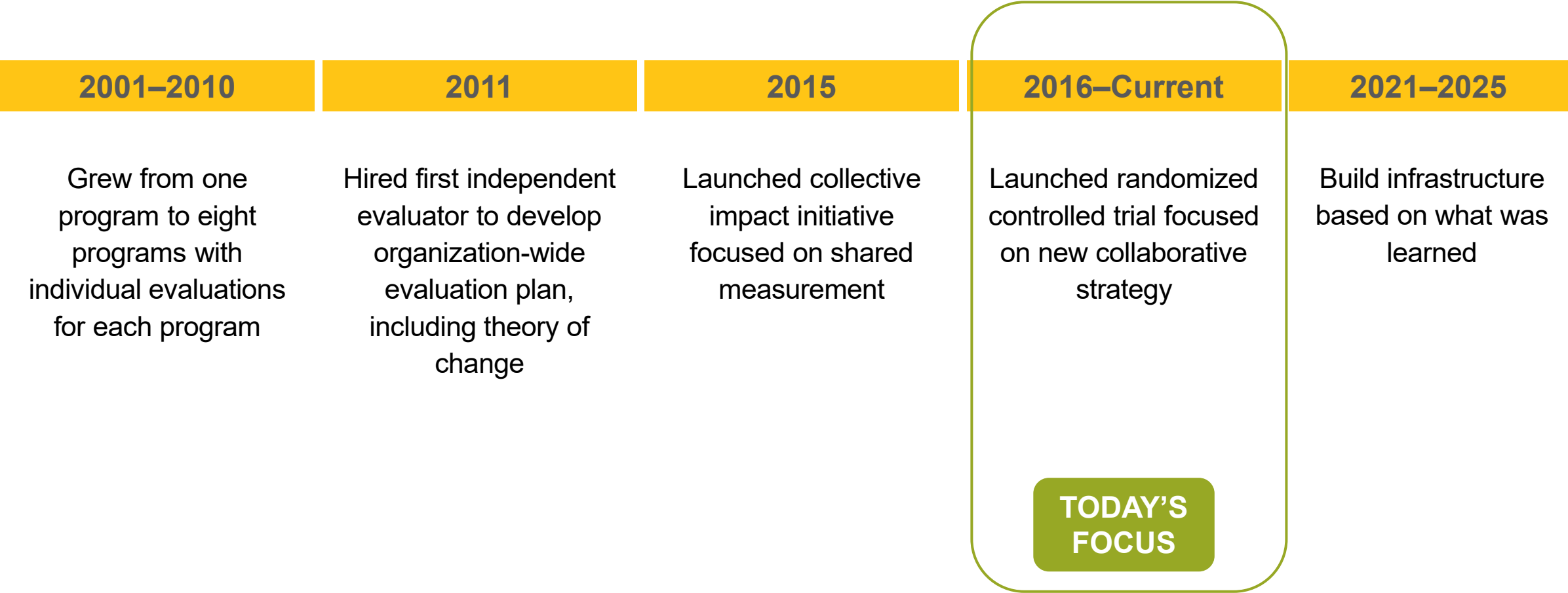
And **together**, we can break the pervasive cycle of generational poverty that puts the future of Atlanta youth at risk.

PROGRAM LOGIC MODEL

Inputs		Activities	Outputs (Annual)	Short-Term Outcomes	Long-Term Outcomes
<p>Students: At-risk students in grades 6–12 attending low performing schools in the communities of College Park and East Point, Georgia</p> <p>Parents: Parents and guardians of students</p> <p>Providers: Future Foundation staff</p> <p>Community: Local business, Fulton County Schools, George Department of Education, Fulton County</p>	ACADEMIC	Math and language arts direct instruction Homework support Tutoring STEAM enrichment	Students attend at least: <ul style="list-style-type: none">– 81 of 105 hours of direct instruction– 54 of 70 hours of homework support– 54 of 70 hours of tutoring– 40 of 52.5 hours of STEAM enrichment	Improved math and English/language arts skills, as measured by grades	Students: <ul style="list-style-type: none">– advance to next grade level on time– graduate high school on time
	INCOME	College and career readiness Financial literacy Career-related enrichment	High school students attend at least 21 of 27 hours of College and Career Readiness Students attend at least 21 of 27 hours of career-related enrichment activities Students receive at least 14 of 18 hours of financial literacy instruction	Increased <ul style="list-style-type: none">– post-secondary readiness and– knowledge of career options	
	HEALTH	ADVOCACY Adolescent Sexual Health Education (Respect, Rights and Responsibility, Fulton County Health Department) Nutrition/Physical Education Social Emotional Wellness (Lions Quest, Fulton County Health Department, onsite counseling services and Community Circles)	Students <ul style="list-style-type: none">– receive at least 29 of 38 hours of social emotional wellness instruction and support– attend at least 6 of 8 hours of sexual health education– attend at least 13 of 17 hours of nutrition education	As measured by the Youth Outcome Survey: Improved self-competence and the ability to express feelings and accept affection Decreased risky behavior Increased physical activity	<ul style="list-style-type: none">– Sustained decrease in risky behaviors– Improved eating habits– Maintained physical activity
	FAMILY	Parent workshops Parent/family engagement events	40% of parents attend at least one workshop and at least one annual event Parents participate in at least 9–12 hours of: <ul style="list-style-type: none">– Mind Matters for middle school parents– Mind Matters for high school parents	Measured by the Parent Outcome Survey: <ul style="list-style-type: none">– Improved communication between parent and student– Increased knowledge of risky behaviors– Increased parent participation & engagement (as measured by attendance records and the Parent Outcome Survey)	<ul style="list-style-type: none">– Improved parenting skills– Sustained communication between parent and student



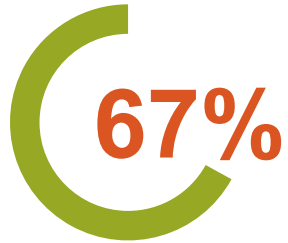
Measurement and Evaluation Journey





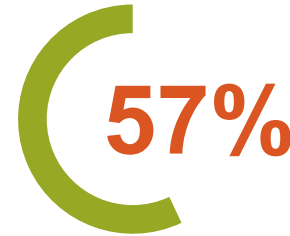
What Our Results Look Like

ACADEMIC ACHIEVEMENT



of Future Foundation students exhibited improved academic performance (measured by report card data) and 100 percent of our students are on track to graduate from high school on time.

FAMILY ENGAGEMENT



of our parents attend a family engagement session focused on academic outcomes, which represents a 14% increase over the year prior. Further, 53% of parents attended a family engagement session focused on risky behavior, which grew dramatically from 23% the year before.

“WHOLE CHILD” DEVELOPMENT



78% of Future Foundation youth show improvement in their social-emotional skills like emotion management, teamwork, empathy, responsibility and problem solving (measured by pre- and post-surveys).

NUMBER OF YOUTH SERVED



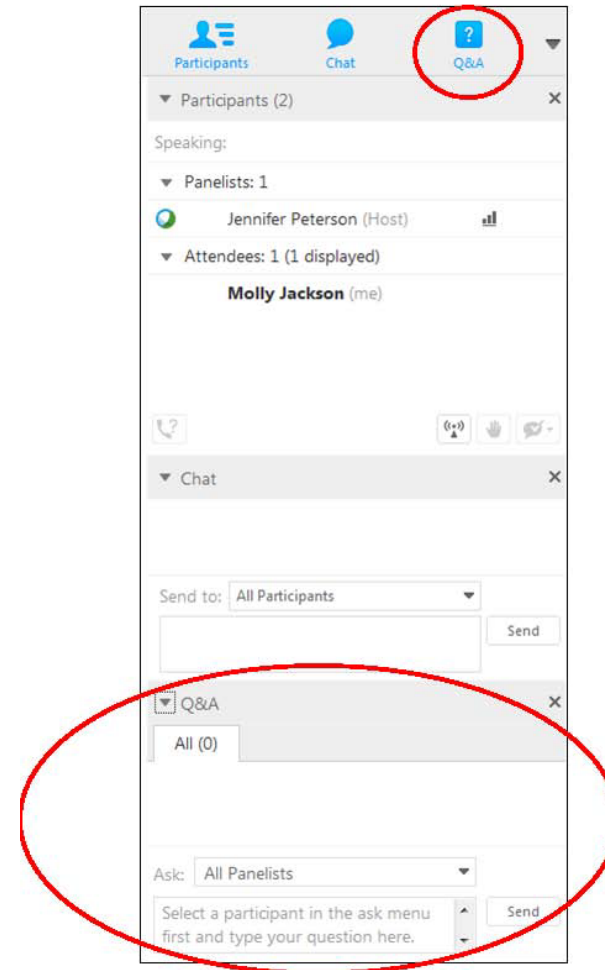
We are incredibly proud that the number of regularly attending students has increased 669 percent since the 2012 academic year.

This year we have **500** students enrolled in our program.

Panel Discussion and Your Questions

Keep Asking Your Questions!

Communicate with us using the Chat or Q&A window in the lower right corner of your screen.



Question 1

What is evidence and what does it mean for your organization?

Question 2

What are the **primary lessons** learned in your evidence or scaling journey?

Question 3

How are you changing culture
based on evidence? How do
you operationalize culture in
your program?

Your Questions

Resources for Learning More

- A recording of this webinar will be posted at www.aecf.org/webinar.
- View previous webinars in the Leading With Evidence series:
 - *Family First Prevention Services: Conducting a Fiscal Analysis:*
<https://www.aecf.org/blog/webinar-how-to-conduct-a-fiscal-analysis-for-family-first-prevention-service/>
 - *Developing a Preventive Practice Model to Put Family First:*
<https://www.aecf.org/blog/webinar-shows-how-to-develop-a-preventive-child-welfare-practice-model/>



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*Developing solutions to build a brighter future
for children, families and communities*

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