



Impact of the Whole Family Approach on Working Families

OCTOBER 27, 2020



PASCALE SYKES
FOUNDATION



Welcome – Fran Sykes

The Senator Walter Rand Institute for Public Affairs' *Evaluation of the Whole Family Approach*
– Ross Whiting, Ph.D.

COVID Impacts, Supporting Collaboratives

A qualitative evaluation of collaboratives' work with the Whole Family Approach during the COVID-19 pandemic – Ross Whiting, Ph.D.

Q & A

The University of Pennsylvania School of Social Policy & Practice's *Economic Mobility and Strengthening Working Families* Whole Family Approach Evaluation
– Amy Castro Baker, Ph.D., MSW

COVID-19 Whole Family Approach Impact Research
– Amy Castro Baker, Ph.D., MSW

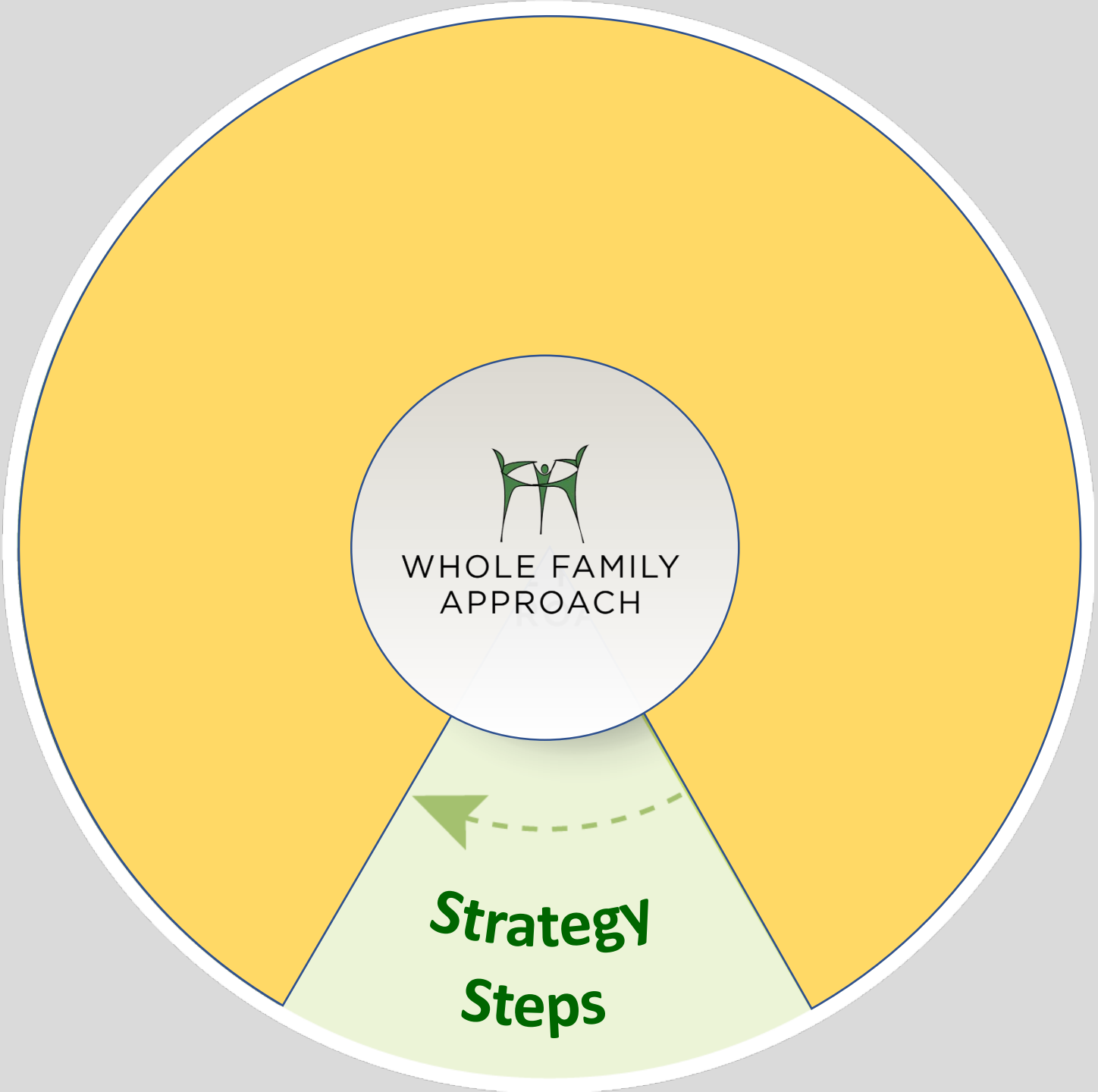
Q & A

Wrap-up

Pascale Sykes Whole Family Approach

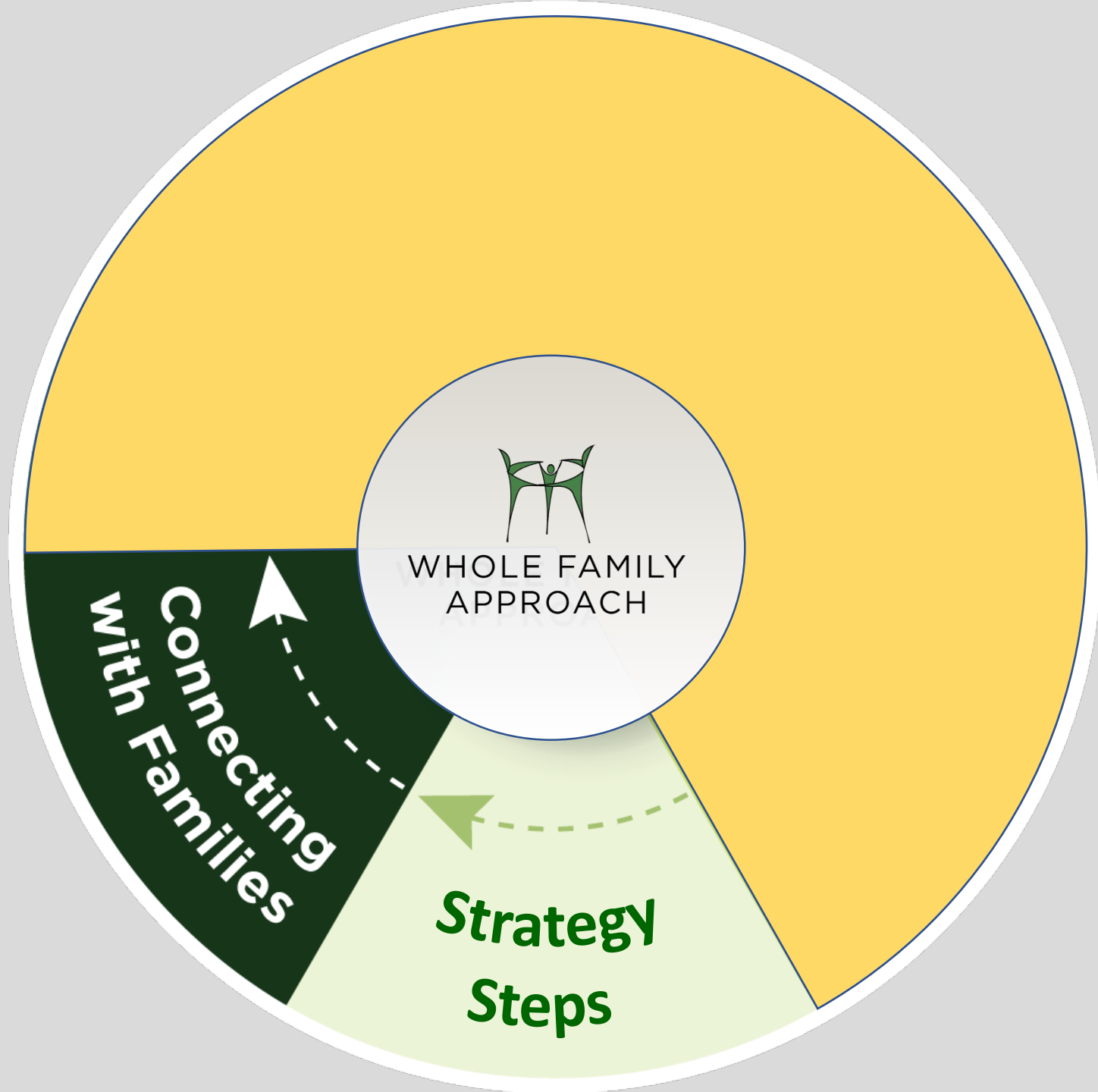
*focuses on working families trying to get ahead;
the approach is prevention, not crisis oriented.*

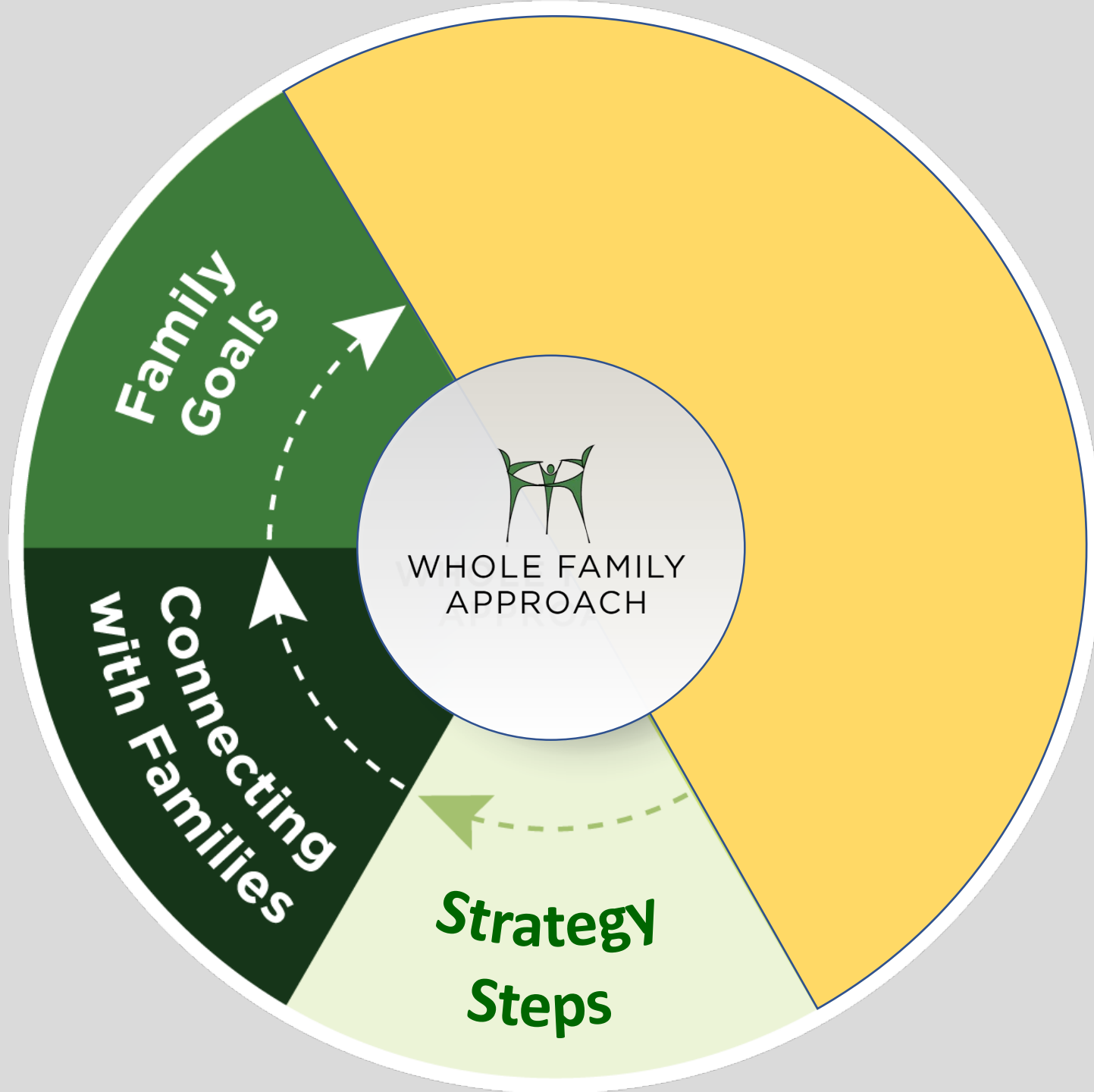
1. Whole people within whole families
2. At least 2 adults in charge, all family members involved
3. Family and individual plans with all family members working together; informal supports
4. Long range plans with behavior goals; SMART behavior objectives (outcomes, indicators); dig for roots
5. Agencies working together; shared information
6. All agencies involved in data collection, data evaluation and reformatting of a) individual family plans and b) entire effort

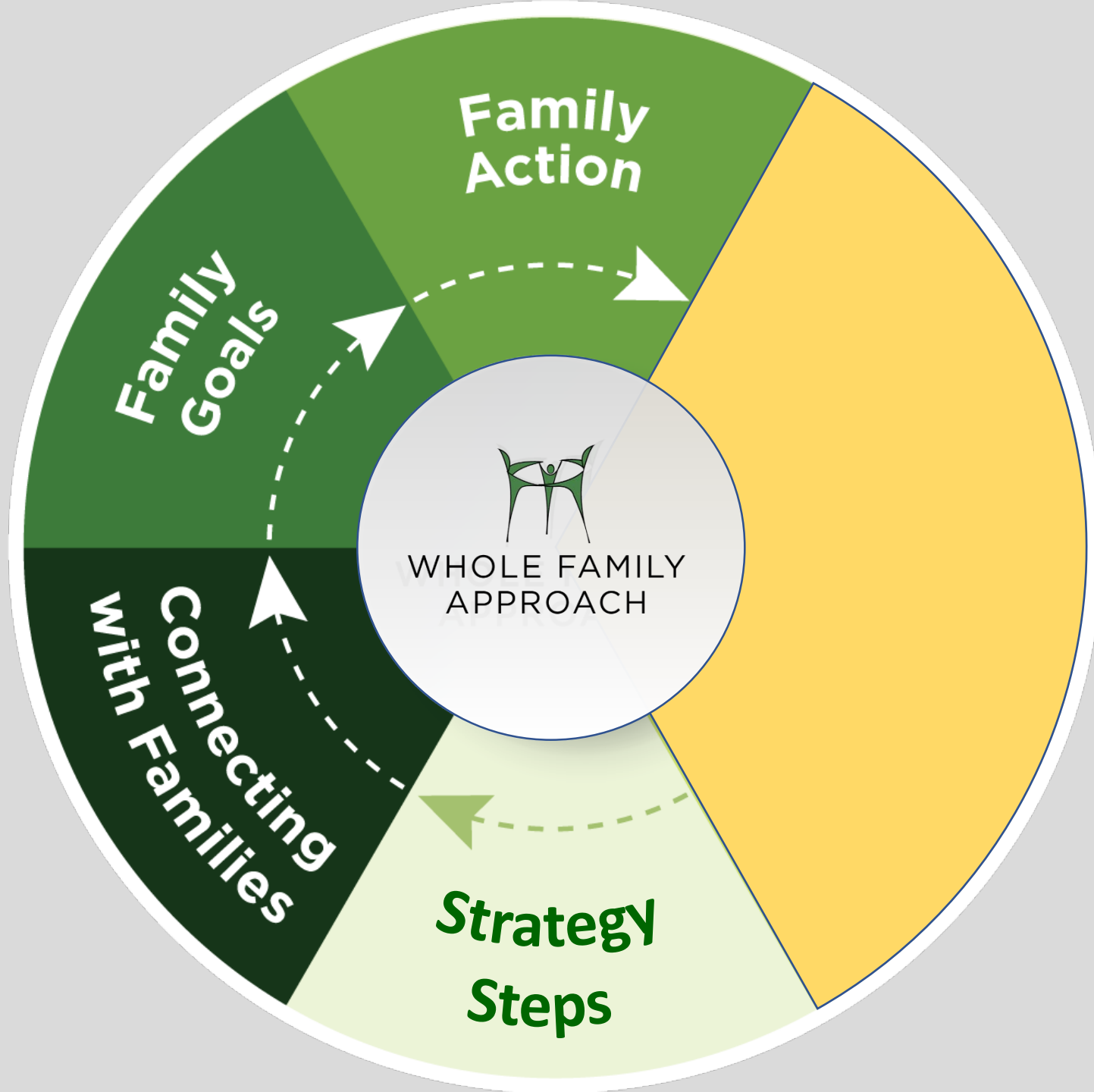


WHOLE FAMILY
APPROACH

**Strategy
Steps**

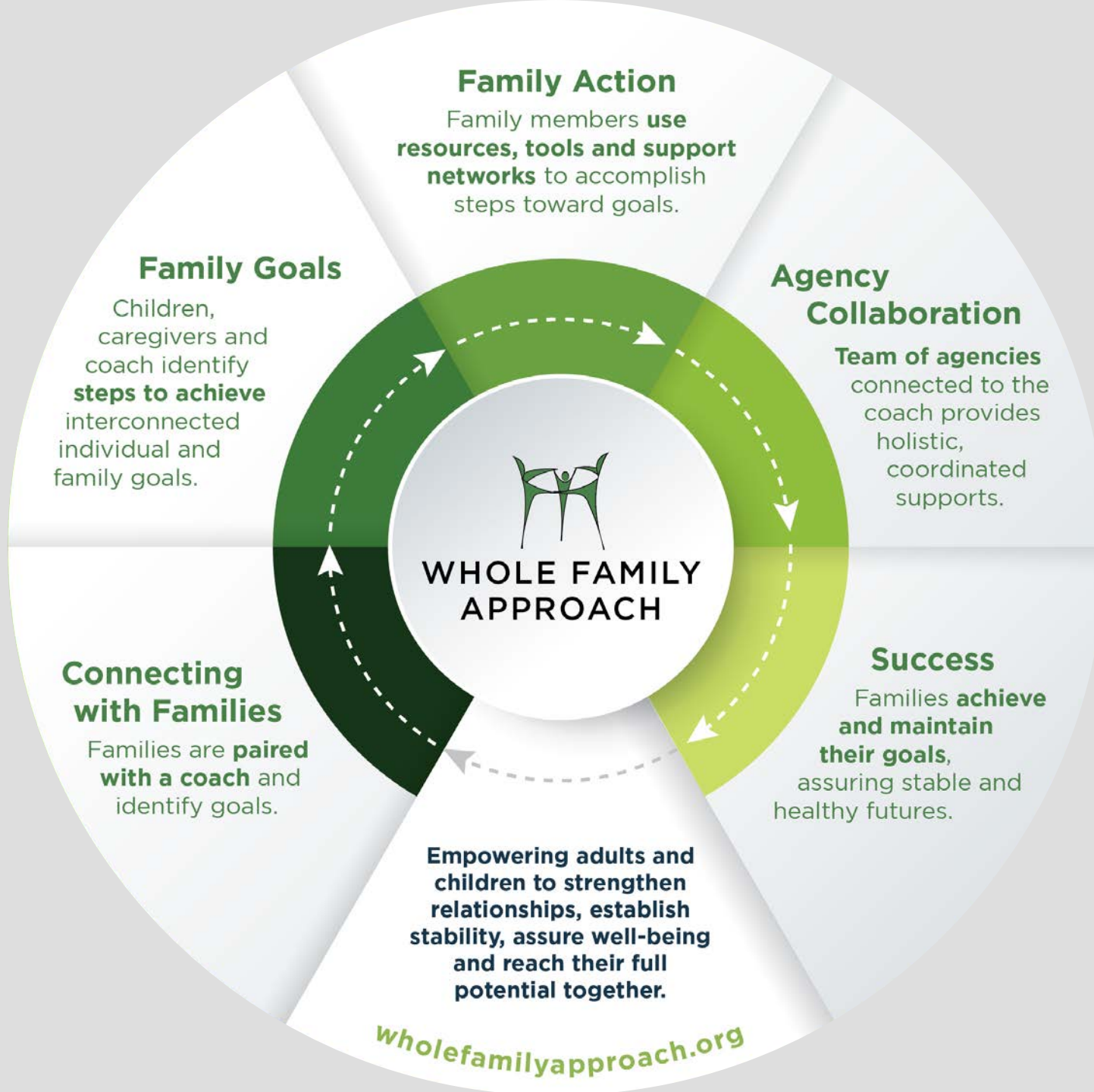












If you don't have a copy of the Rand and UPenn studies, you can access them through the website below.

[HTTP://WWW.WHOLEFAMILYAPPROACH.ORG/OUR-IMPACT/](http://www.wholefamilyapproach.org/our-impact/)

Ross Whiting, Ph.D.

Director of Research and Evaluation, Senator
Walter Rand Institute for Public Affairs at
Rutgers University-Camden



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Amy Castro Baker, Ph.D., MSW

Assistant Professor, University of Pennsylvania
School of Social Policy & Practice



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The Whole Family Approach: Evaluation Results

Pascale Sykes Foundation's South Jersey Strengthening Families Initiative

Ross Whiting, Ph.D.

Director of Research and Evaluation

The Senator Walter Rand Institute for Public Affairs

Rutgers University-Camden

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The Whole Family Approach: South Jersey

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Focused on families trying to get ahead: two-caregivers, all family members
involved

Goal setting, supports, growth-oriented collaboration



Evaluation Objectives

1. Determine the impact of the Whole Family Approach on families in Southern New Jersey
2. Assess changes in service provision and organizational collaboration.

Evaluations

1. **Changes:** Surveys in 6-month intervals for 24 months since 2013.
2. **Processes:** Observations, focus groups, and document review
3. **Focused Evaluations:**
 - a. Child Connection Center: grades, strengths and difficulties, other impacts.
 - b. Family Strengthening Network: holistic impacts on families
 - c. Cultural responsiveness of the Whole Family Approach: impact on Spanish speaking immigrant families
4. **COVID-19 Impacts, Supporting Collaboratives**
 - a. Qualitative evaluation of collaboratives' work with the Whole Family Approach during the COVID-19 pandemic.

Changes

Two comparison groups:

- Target Families: two-adult households engaged with collaboratives
- Matching Families: two-adult households in similar communities

Characteristics:

- 477 families; 346 target, 131 matching
- Married couples: 50% target, 67% matching
- Target families lower income than matching
- Adult 1 88% women, 12% men – Adult 2 57% men, 43% women
 - Sample: 67% women, 33% men

Analysis for Adult 1/2: baseline difference, change, difference over time.

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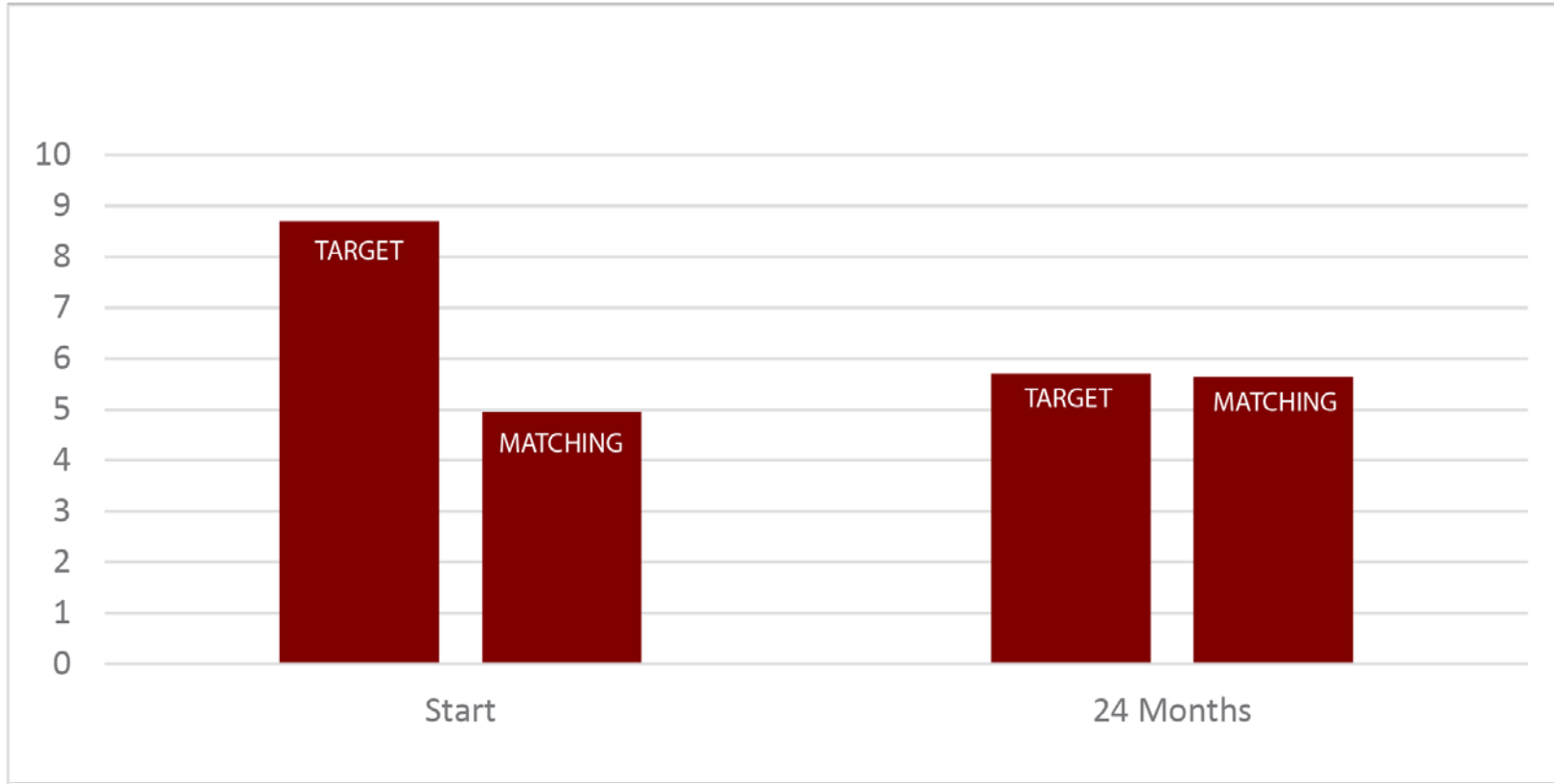
Quantitative Results



METRIC OF POSITIVE CHANGE: FINANCIAL CHALLENGES

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- Higher scores indicate an increased number of self-reported financial stressors.
- Data being shown is from Adult 2. Target families are involved with collaboratives and matching families are not involved with collaboratives.

Results:

Financial Challenges

Higher scores indicated an increased number of self-reported financial stressors

A2: Target families had a lower score than matching

A2: Women a lower score than men over time

A2: Higher income had a lower score

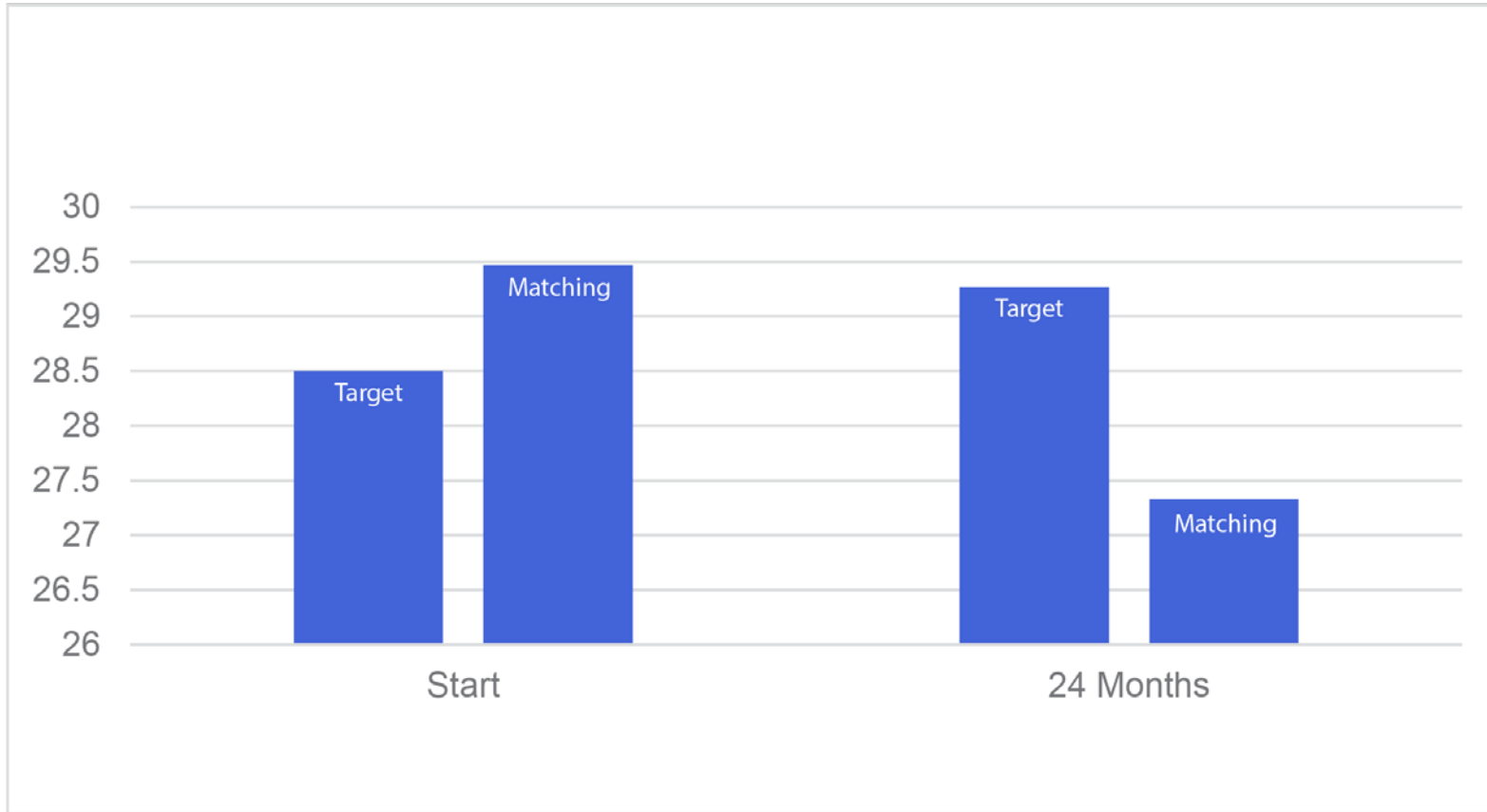
A2: Married individuals had a lower score



**METRICS OF POSITIVE CHANGE:
CAREGIVER PERCEPTIONS OF CHILDHOOD EDUCATION
USING THE CHILDHOOD EDUCATION SCALE**

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- Higher scores indicate increase in positive perceptions by caregivers of their child's educational aspirations.
- Data being shown is from Adult 1.

Results:

Child Education

Higher scores indicate an increase in positive perceptions by caregivers of their child's educational aspirations.

A1: Difference at baseline and growth over time

Affected by education level, education over time, and health

A1: Women higher scores than men, growth for men and women, a significant difference over time for men than women

A1: All income levels grew over time

A1 FSN: All income levels grew over time

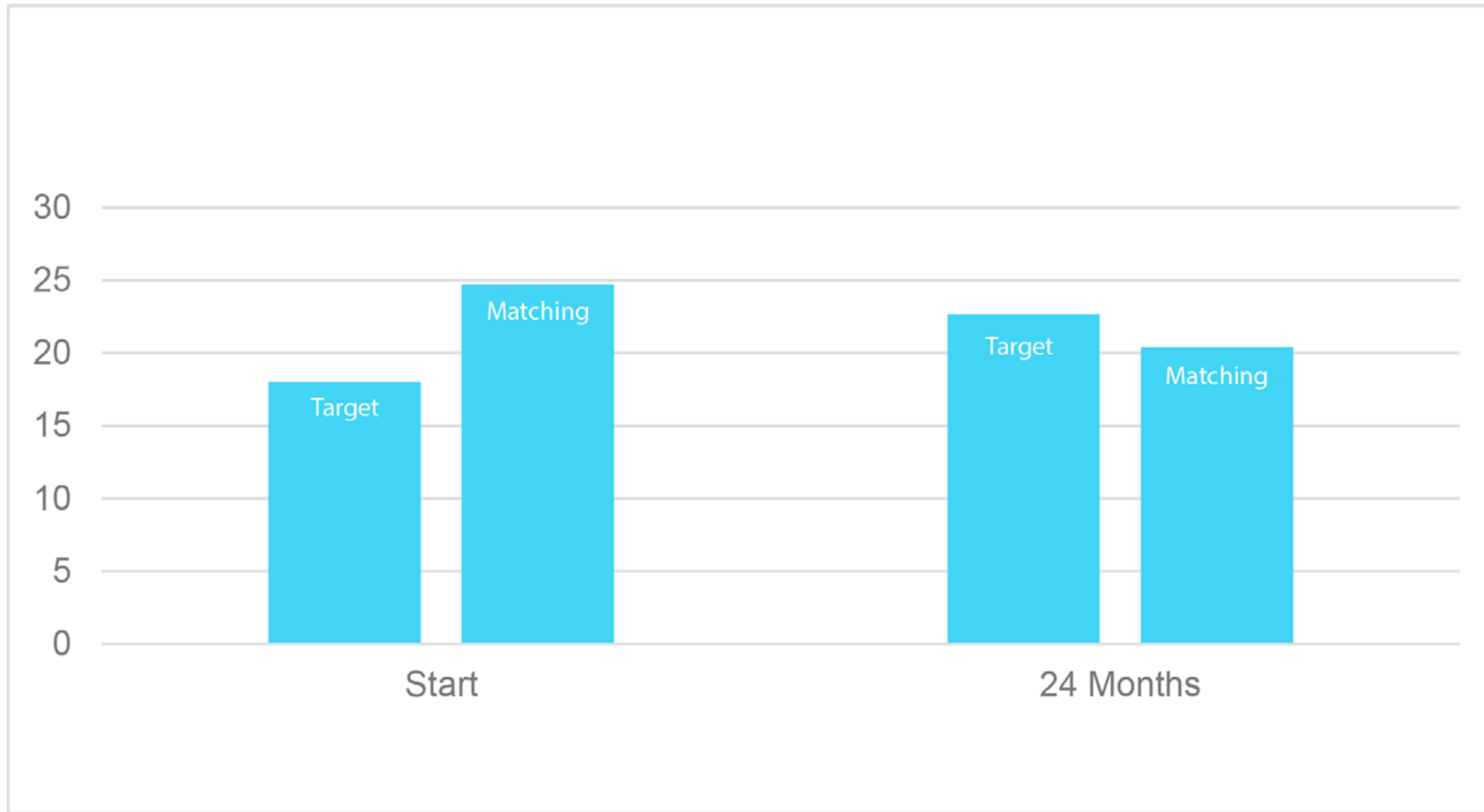
A2 FSN: Growth for men and women, and married/unmarried couples



METRICS OF POSITIVE CHANGE: HELP GIVEN AND RECEIVED
USING THE NATIONAL SURVEY OF FAMILIES & HOUSEHOLDS

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- Higher scores indicate a greater self-reported sense of reciprocity related to family responsibilities.
- Data being shown is from Adult 1.

Results:

Help Given and Received

Higher scores indicate a greater self-reported sense of reciprocity related to family responsibilities.

A1: Support at baseline, higher over time for target vs. matching

Affected by income (higher is better), gender (women more than men), and marital status (married better than unmarried)

A1: Significant growth for both men and women

A1: Higher income had more at intercept and growth over time than lower income; all grew over time

Affected by gender (women grew more) and income (higher is better)

A1: Married had more at intercept; all grew over time

Affected by gender (women grew more) and income (higher is better)

Results:

Help Given and Received

A2: Growth over time

Affected by gender (women grew more), and income (higher is better)

A2: Men and women both grew over time

A1 FSN: Growth over time by gender (women grew more) and marital status (married grew more)

A2 FSN: Growth over time by marital status (married grew more)

A1 CF2C: Growth over time based on marital status (married grew more)

A1 CCC: Growth over time based on income (higher is better)

Summary of Quantitative Findings



Help Given and Received

A1/A2 growth, A1 significant difference Target vs Matching

Child Education

A1 growth over time; women higher than men, growth for both, significant difference for men compared to women over time

Financial Challenges

A2 Target has significantly fewer than matching over time

Women had significantly fewer than men

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Process Evaluation

Process Methods

Notes from Collaborative meetings and focus groups

Open coded to identify new themes


Process Findings: Collaboratives

Flexibility

Collaboratives serve:

- Families who need support to help their children thrive
- Immigrant families
- Foster youth and their families
- Families living in poverty
- Families with unrelated caregivers who are committed to improving children's lives

Focus on education, community development, youth development, organizational collaboration, family, recruitment, and ESL.



Focused Studies

Implemented: Child Connection Center

Planned: Family Strengthening Network

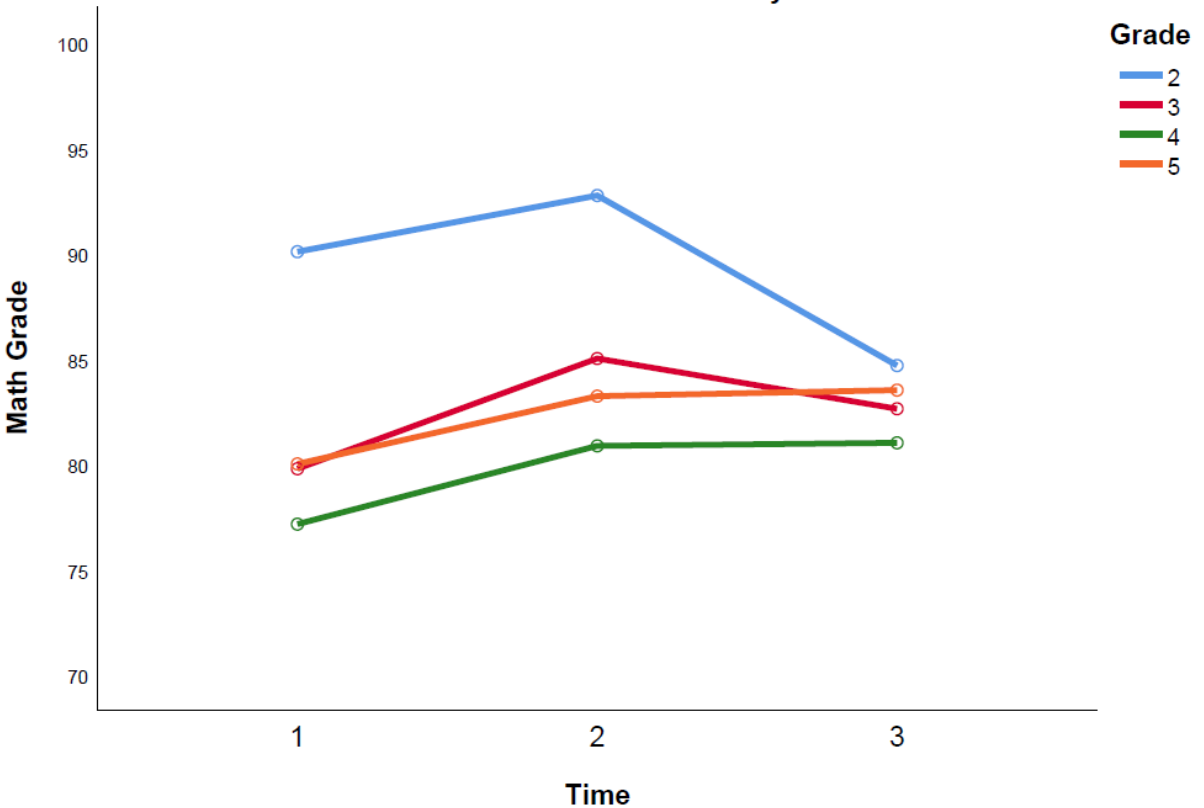
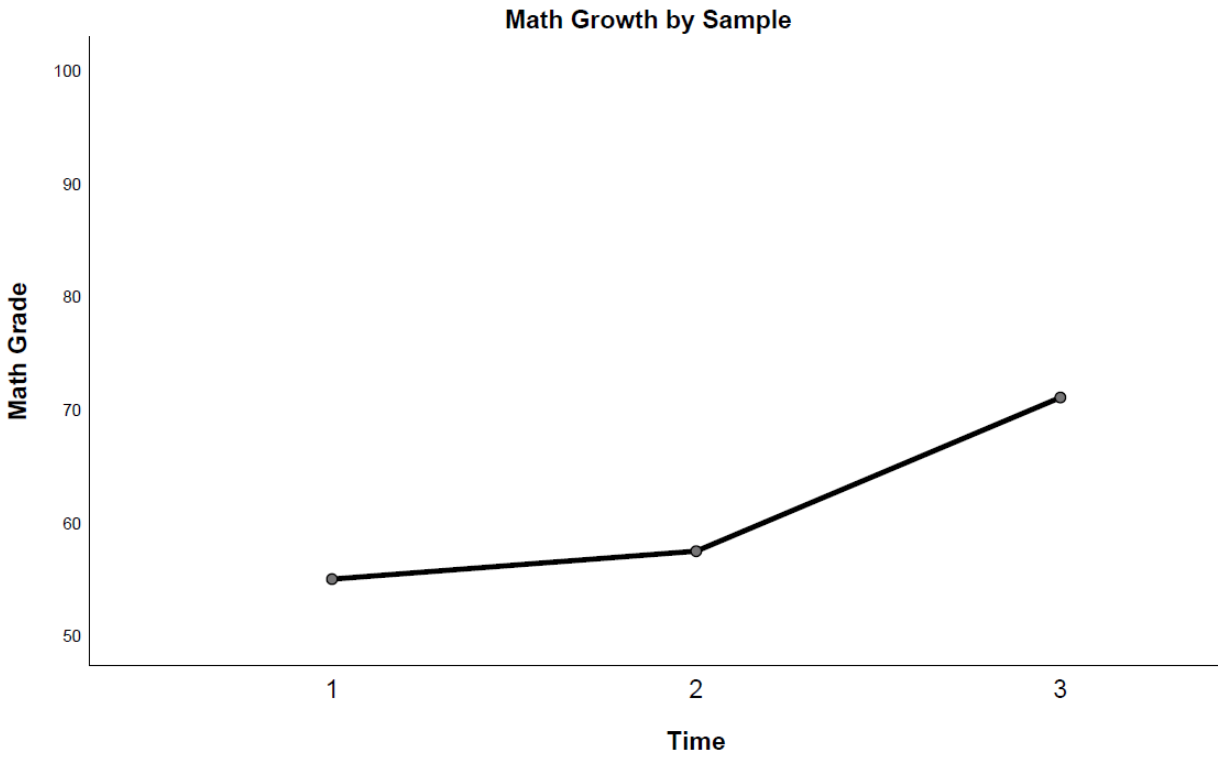
Planned: Cultural Responsiveness of the Whole Family Approach

Child Connection Center: Math Grades



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Math Growth by Grade

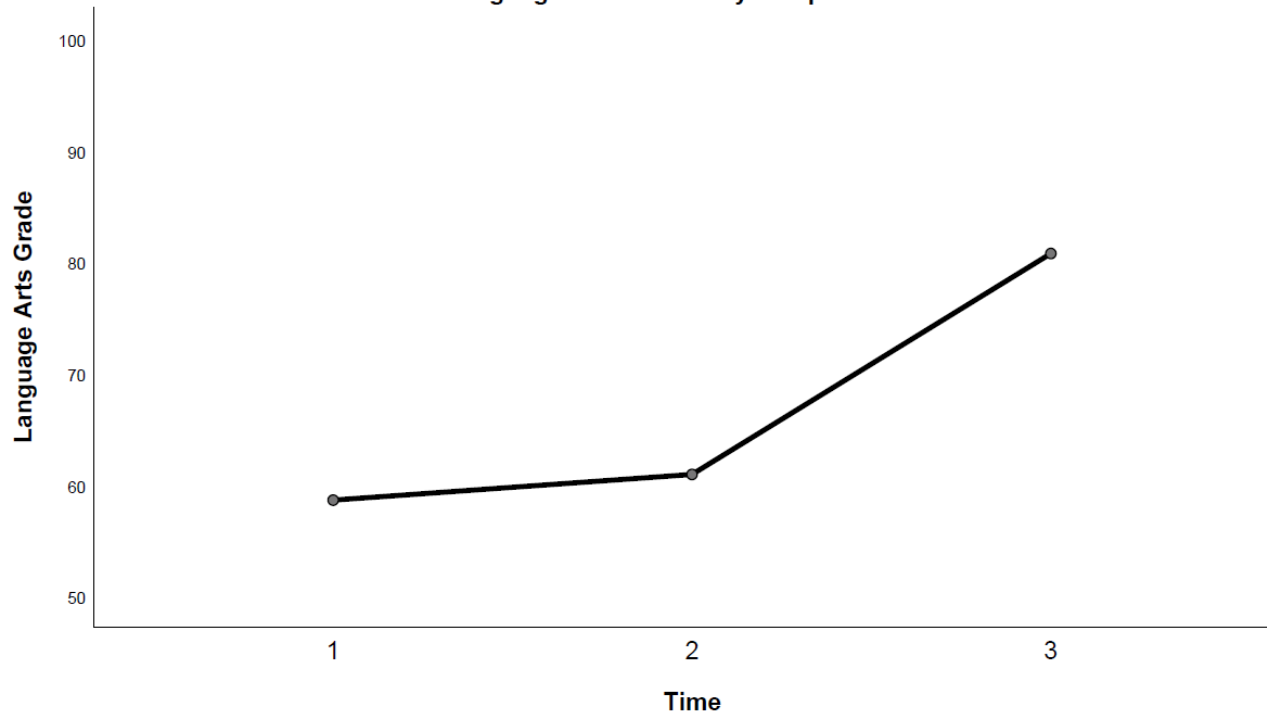


Child Connection Center: Language Arts Grades

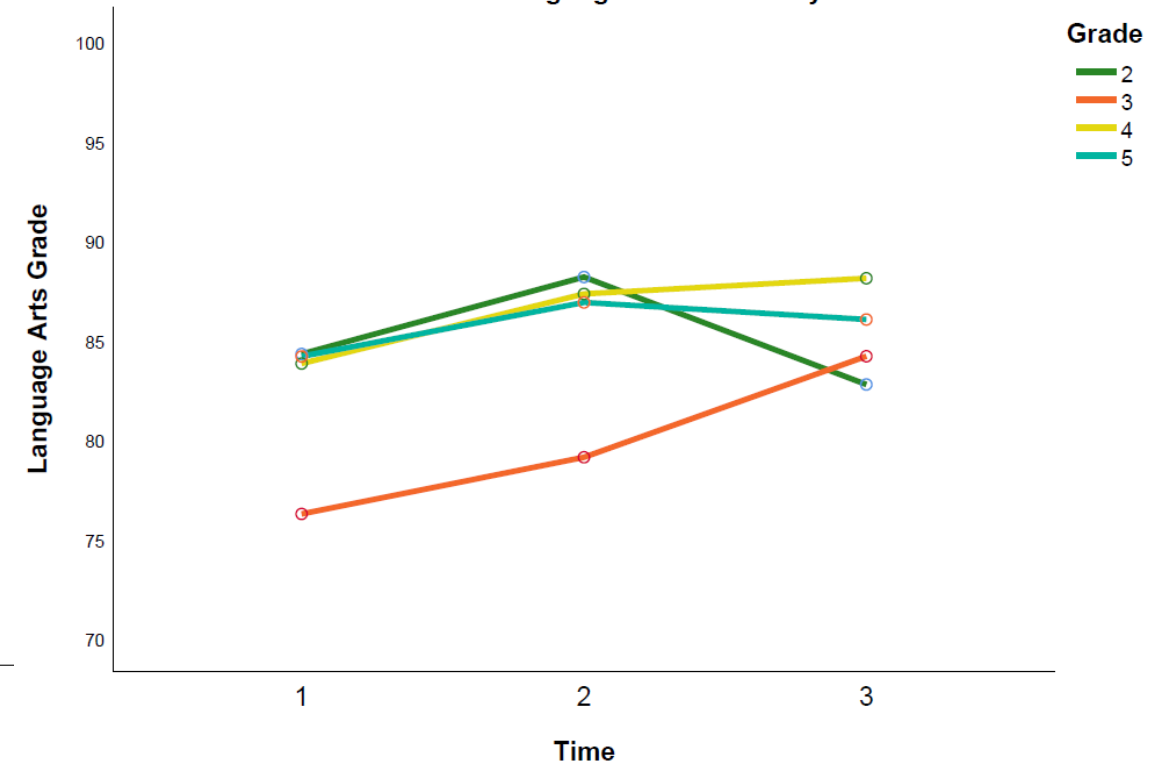


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Language Arts Growth by Sample



Language Arts Growth by Grade



Child Connection Center: SDQ

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Parents and teachers: rate students' social, emotional, and behavioral changes over three months of involvement with CCC

25 question Strengths and Difficulties Questionnaire

- Emotional symptoms,
- Behavior problems
- Hyperactivity and in attentiveness
- Peer relationship problem
- Prosocial behavior
- Overall change
- Impact on the child's life

Child Connection Center: SDQ Results



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	Emotional Dif.	Conduct	Hyperactivity	Peer problem	Prosocial	Total emo/be	Total impact
Parents	p. < .038	p. < .008				p. < .102	p. < .004
Teachers			p. < .031	p. < .070		p. < .040	p. < .006

Environment Matters!

- Parents: reduction in emotional difficulties, improvement in conduct
- Teachers: reduction in hyperactivity and peer-problems
- Both: Total emotional/behavioral difficulty reduced, **impact on kids**

COVID Impacts Supporting Collaboratives

A qualitative evaluation of collaboratives' work with the Whole Family Approach during the COVID-19 pandemic

Methods

Goal: examine the range of responses collaboratives have implemented during COVID-19.

May 6 – June 10, 2020

- Interviews with staff:
 - Changes implemented
 - Support: mental health/wellness, communication, culture
 - Pressing issues/key needs for families
 - New resources, challenges, and barriers
 - Protective factors of the Whole Family Approach
- 27 staff from eight collaboratives

Organizational Changes



Uses of Technology: Worked to reach more families digitally and modify/extend in-person formats. Collaboratives worked to meet family needs. Experiences varied:

- Respite communicating with people outside of their homes;
- Classes or meetings could be overwhelming or a burden;
- Basic lack of technology at home.

Staff Members' Changing Roles: Sharing online resources, creating home activities for kids, resource hotlines for families, wellness check-ins. Remotely supporting families with health, financial, and academic needs.

Family Changes

'School being at home': Support with online resources, support and advocacy for students with disabilities, virtual services sometimes more accessible and wide-reaching.

Self-Isolation: Increased anxiety, uncertainty, concerns about keeping children safe once parents return to work.

Family Resilience: Increased anxiety, stress, fear, new mental health concerns.

Safety Issues: Accurate COVID-19 info important; food security, transportation, housing, employment safety, and domestic violence.

Navigating Formal Institutions: Collaboratives supported whenever possible; larger systems inadequately addressed needs or did not mitigate negative impacts.

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“The most effective piece of the Whole Family Approach with our families is having them know there’s a support system for them...Knowing there are individuals that they can reach out to has been instrumental.”

– Staff member interview, May 14, 2020

Whole Family Approach



Families were better positioned to handle the crisis: strong familial ties, support from collaboratives, and an opportunity to focus on the entire family.

Informal Networks: More information sharing between staff, collaboratives, and families; marked increase in resource and information sharing. Greater institutional effort to match family needs to resources.

Collaborative Response: Alter service delivery to meet needs; connected to PSF and other resources to ensure material needs were met, including technology, bills, and food.

Rapport and Relationships: Trust between families and community leaders at collaboratives crucial; meeting family needs.

THANK YOU

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COLLABORATIVES: FAMILIA ADELANTE & FAMILIES
FOR LITERACY

URBAN FAMILY RESILIENCE



AGENDA

- Whole Family Approach: Urban Context
- Collaborative Structure: Urban Context
- Pre-COVID
 - Family Trends
 - Collaborative Trends
- COVID
 - Model Adaptability
- Policy Implications

*URBAN
CONTEXT
BRONX
& JERSEY
CITY*

- Key Questions!
 - How does the Whole Family Approach and Collaborative Structure function in an urban environment?
 - What are the unique barriers and opportunities for families in this context?
 - How does the structure adapt based on these variations?
 - What are the drivers for economic instability and how can the model adapt?

PRE-COVID : METHODOLOGY

- Mixed-Methods Approach: QUANT + QUAL
- Quasi-experimental design/Clinical Data-Mining/Semi-structured interviews
- Outcomes across four domains: (Child Well-Being; Adult Well-Being; Healthy Relationships; Financial Stability & Mobility)
- Long-form survey every 6 months. (English; Arabic; Spanish; Adult Caregivers; Youth ages 10-18.
- Scales: PANAS; PHQ-9; Protective Factors; Phinney Multi-Group Ethnic Identity; Duke Spirituality & Religiosity; ACOPE; Hope; Mattering; Future Events; FEQA; ACES; ESI; FCAB; FSS

PRE-COVID: YOUTH

- Child Well-Being: Goals, Perceptions, Affect, & Relationships
- Affect & Goals Significantly increased from wave 1 to wave 5
- Greatest changes in:
 - Visualization of Pathways Towards Goals
 - Feeling positively seen and heard by their parents
- Seasonal Variation

PRE-COVID : ADULTS

- Employment rates steadily increased
- Financial Capability increased across all waves
- Well-Being fluctuates seasonally
- One exception! Reliance & Social Supports!
- Whole Family Implementation Take-Away: Imperative that agencies take work-life & housing costs/type into account.

*CLINICAL DATA-
MINING :
DISRUPTING
STATUS QUO &
SILOED SERVICE
DELIVERY*

- Hallmarks of the Whole Family Collaborative Approach:
 - Integrated Data-System
 - Common Collaborative Funding Stream
 - Decrease in Inefficiency= Increase in Family Contact Hours
 - Adaptable Model fits fluctuating urban context
 - Logic Model creates an adaptive mechanism capable of responding quickly to COVID-19 and other unexpected stressors or shocks outside of client's control.

COVID-19 IMPACT

- Both collaboratives were at the center of earliest and most severe pandemic impact
- Collaborative Whole Family Approach Structure facilitated a nimble “rapid-response” in the following areas:
 - Maintaining Social Supports
 - Technology Assistance
 - Food & Financial Aid
 - Family Adaptation under extreme duress

POLICY IMPLICATIONS

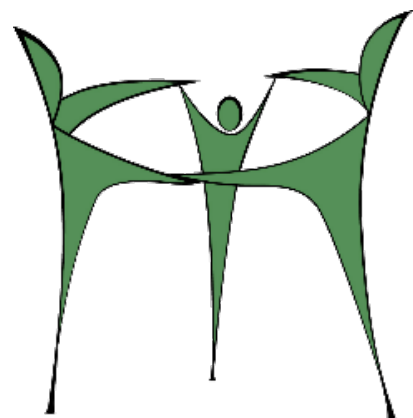
- Risk
- Adaptability of the Model
- Integrated Data Systems & An Increase in Efficiency
- Structural “wrap-around” response that mirrors the family goals
- Collaborative Structure Worked in tandem with public health guidelines– KEY– since most participants were either essential workers OR gig/shift workers who immediately lost work without warning.



Thank you

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WholeFamilyApproach.org



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