

CAP Family Life Study

Year 4 Report:
January, 2014 -
December, 2014

ACF/HHS Award to the Community Action Project of Tulsa,
Oklahoma (CAP) to Expand CareerAdvance®

April 1, 2015



This document was supported by Grant # 90FX0010 from the Administration for Children and Families, U.S. Department of Health & Human Services (HHS). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of HHS.

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Acknowledgements

The CAP Family Life Study—a collaborative partnership between the Community Action Project of Tulsa County, OK (CAP Tulsa), and researchers at Northwestern University, the University of Texas at Austin, New York University, and Columbia University—is an outgrowth of CAP Tulsa’s dedication to two-generation innovation and evidence-building. We are grateful to Steven Dow, Executive Director; Karen Kiely, Chief Operating Officer; Brandy Holleyman, Director of Family Advancement; Monica Barczak, Director of Innovation Lab; Valerie Osgood-Sutton, Research Specialist, Innovation Lab; Kaylene Keener, Program Manager, *CareerAdvance*®; Karissa Coltman Burnett, Lead Program Specialist, *CareerAdvance*®; Grace Frey, Lead Program Specialist, *CareerAdvance*®; and Veronika Sweeny, Joya Cleveland, Meagan Medina, and Megan Lindsey, Career Advancement Specialists, *CareerAdvance*®.

This work would not have been possible without the additional support of Whitney Downie, Robyn Haley, and Melissa Robinson and the Family Support Staff team of Family & Children’s Services, and Cindy Decker, Senior Research Associate for Data and Accountability, CAP Tulsa. Additional gratitude goes to Amanda Morris, Professor of Human Development, Oklahoma State University; Diane Horm, Director, Early Childhood Education Institute, University of Oklahoma; and Sherri Castle, Senior Research and Policy Associate, Early Childhood Education Institute, University of Oklahoma, for their advice and support with parent and child data collection. Research Associates Tara Smith and Kristin Christensen at the University of Texas at Austin also provided valuable support.

We would also like to thank the following members of the Northwestern-based team: Research Project Coordinator Ummul Kathawalla; Research Coordinator and Grants Manager Absera Melaku; doctoral students Rayane Alamuddin and Emily Ross; and undergraduate Research Assistants Zong Huang, Kelsey Pukelis, Margaret Graham, and Edward Huddart. Additionally, Harvard University doctoral candidate Celia Gomez has been an integral part of the qualitative team.

Data collection efforts have been managed and implemented by Tulsa-based Oklahoma State University Project Coordinator Jordan Love with the support and persistence of Research Assistants Diane Dudley, Therese Hubble, Mallory Branch, Julie Staton, Ava Armstead, Kelly Titchener, and Kembarly McNeill. Most importantly, we express our gratitude to the parents and children served by CAP Tulsa. We appreciate and applaud CAP parents’ dedication and commitment to their children, and their willingness to share their stories with us.

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Summary & Recommendations

CAP Tulsa is at the forefront of two-generation education programming and research for low-income parents and their children. This anti-poverty community action agency in Tulsa, Oklahoma has been highly successful to date in helping parents advance educationally and attain workforce-applicable certification in the healthcare field while their young children are engaged in CAP Tulsa's high-quality early education programs. These achievements are particularly noteworthy when compared with the lower success rates of other postsecondary education and workforce development programs that often focus on low-income adults, not parents. We recommend that CAP Tulsa remain a leader in the two-generation field.

In this report, which represents the progress made during Year 4 of the CAP Family Life Study, we use study data to suggest that the CareerAdvance® program, in its current form, is both serving a population of CAP Tulsa parents who are largely well-suited for the program (i.e. economically disadvantaged and psychologically healthy) and offering a package of supportive services that seem to be well-matched to their needs and interests. The data are also suggestive of potential avenues for cutting program expenses and further strengthening program offerings.

CAP Tulsa's Two-Generation Mission

Parents of children enrolled in CAP Tulsa's early education centers (and CAP staff) believe that supporting parents' educational and career advancement is good for both parents and their children.

- “And I think my kids, for me, are the ultimate thing that keeps me going. I want this for my children. I mean, I obviously want it for myself, but I think it's very important that the people that are funding this project have chosen to put money into improving our lives, instead of just staying on welfare or food stamps or whatever. I can only imagine the amount of people that would be off of those services if more time was spent trying to empower us and help us get to a higher standard of living than to just, you know, they're giving us this fish, not teaching us how to fish” (CareerAdvance® Participant).
- “It always helps to help the kids with their homework, whatever. ‘Daddy knows what he's talking about,’ so that's always a plus....The smarter Daddy is, the smarter kids can be” (CareerAdvance® Participant).
- “When you're putting the kind of effort into, you know, helping the families raise their kids and educate their kids, you know, it only makes sense to...to make sure that the parents themselves have the...the abilities and the capabilities to...to do what they need to do. So putting all this effort into the kids, you want to be able to maintain that as they grow up.

So, you know, what better way to make sure that the parents know how to either grow with them, learn with them, and to...to raise them?" (CareerAdvance® Participant)

- “A lot of parents don’t think of themselves as doing a bad job on the parenting...By contrast, improving their lives economically is something that speaks to them because that’s a much more urgent thing for them, and they don’t feel that they’re doing well on that regard” (CAP Tulsa Leadership).
- **Recommendation:** CAP Tulsa has successfully developed a two-generation mission that is valued by parents and staff and should, to the extent possible, continue to support two-generation strategies that promote positive child development. An exclusive focus on parenting programs, at the expense of supporting parents’ career and earning prospects, is likely to be a less effective means of improving family outcomes and less attractive to CAP Tulsa’s clients.
- **Recommendation:** CAP Tulsa’s two-generation strategy could be even more effective with additional efforts to align parent and child curricula. CareerAdvance® has done a good job of contextualizing its ESL curriculum to parents’ daily lives with their children, which, the parents report, has made their schoolwork particularly relevant and meaningful. A similar approach could be used in other CareerAdvance® tracks, and parent and child coursework could be coordinated whenever appropriate.

Parents’ positive experiences with CAP Tulsa early childhood programming tend to make them feel comfortable placing trust in the agency while they set aside short-term employment opportunities for long-term career advancement.

- “My son was going to school at CAP. It was wonderful. That’s why I decided to go ahead and, like, ‘Okay, well, if they’re doing this for my son, what can I get out of it, and better us...?’” (CareerAdvance® Participant)
- “I thought this would be a perfect program because they understand that I was a single mom, my situation, my background, somewhat of where I was coming from” (CareerAdvance® Participant).
- “The way this opportunity came to me, I took it. It’s the perfect kind of opportunity. They knew I had a kid. They knew I had another one that’s not yet old enough to be in CAP...I don’t have a good job now, and I’m wanting to better it” (CareerAdvance® Participant).
- **Recommendation:** CAP Tulsa should continue, at some level, to capitalize on the trust it has fostered and encourage parents’ investment in their own and their children’s future economic opportunities. The agency is uniquely positioned to build on its strength as an early education provider and effectively promote the educational advancement of parents and children at the same time.

Parents' Interest in and Need for CareerAdvance®

CareerAdvance® participants are highly motivated to join the program and have a sense of urgency to succeed in the near-term for the benefit of their young children.

- 30% of CAP Tulsa parents report that they are ready to make a shift in their education or work that would help them start a new career, and an estimated 28% have applied to or are planning to attend an educational training program in the next 3 months.
- 38% of parents indicate a particular interest in starting a job in the healthcare field.
- “I want my son to have a better life than I had....I’ve got to make this happen” (CareerAdvance® Participant).
- “I came across this program and was like, ‘This is the perfect opportunity for me to finish what I started’” (CareerAdvance® Participant).
- “I want him to have a better life than what I had...I want to make sure that, you know, he knows that his mom wants him to have more than what she had...That’s what my success and my life is, making sure that he’s well taken care of and he has the best education that he can get and, you know, hope to see him off to college” (CareerAdvance® Participant).

CAP Tulsa families are generally willing to put in time and effort to reach their career goals while their children are still young, and have a higher interest in longer training programs that offer higher wages over shorter-term programs.

- 46% of parents report that they are motivated to participate in a three- to four-year training program that would ensure an hourly wage of \$25 - \$40 (e.g. R.N. training), compared to 35% who express interest in a fifteen-week training program for an hourly wage of \$8 - \$10 (e.g. CNA training).
- 63% of CareerAdvance® participants with certification remain active in the program sixteen months after program entry, indicating interest in higher-level healthcare training and additional certification to reach higher rungs on the career ladder.
 - **Recommendation:** CAP Tulsa should consider lower-cost ways to support parents’ advancement beyond entry-level certification (e.g. CNA) and into employment and wage growth.

Successful Program Recruitment

CareerAdvance® participants possess a combination of greater economic need and healthier psychological functioning and have generally been successful in the program to date.

- Parents who demonstrate high material hardship at program entry (e.g. cannot pay a bill or go to a doctor due to financial reasons) are almost twice as likely to be enrolled in CareerAdvance® at 16 months compared to parents with low material hardship.
- Parents with high material hardship but low levels of psychological distress at program entry (including mental health concerns such as depression and anxiety) are more likely to attain at least one certificate within 16 months compared to those with low hardship and high distress.

Overall, CAP Tulsa effectively recruits parents who are likely to do well in the program; they show both high economic need and the personal strengths and attributes associated with success.

- Compared to the larger CAP Tulsa and national Head Start populations, CAP Family Life Study (FLS) participants have lower household incomes and are more likely to be in single-parent households.
 - CAP FLS households are more likely than other Head Start households to receive less than \$10,000 in annual income (45% vs. 15%).
 - Single-parent households are more common in the CAP FLS sample than in the Head Start population as a whole (68% vs. 50%).
- CAP FLS parents also have greater psychological well-being and more positive parenting practices relative to the national Head Start population.
 - Study parents are less likely to exhibit clinical levels of depression than the average Head Start parent (9% vs. 17%).
 - CAP FLS parents appear to have greater social support on average; 98% report having a person in their life who would provide them with emergency aid, compared to 89% of Head Start parents.
- Sometimes, though, it is difficult for program staff to identify participants who are well-matched to CareerAdvance®. One career coach reports, “One of the things that we are still struggling with even now is how to choose the right-fit candidates. I don’t know that we’re there yet.” She further explains, “I see a lot of my students that have a lot of motivation, but not necessarily an understanding of what they’re getting into. And then when it gets hard they don’t want to back out, they just want to continue to go, even if they may not be a great nursing fit, but they’ve committed.”
 - **Recommendation:** CAP Tulsa should continue to target CareerAdvance® to families who are economically disadvantaged and psychologically healthy. Earlier identification of strong candidates could allow for efficient and effective targeted recruitment, and could be facilitated with minor changes to the Family Success Plan (as described in Section 3) that would allow Family Support Specialists to better support identification and recruitment of parents into CareerAdvance®.

- **Recommendation:** CAP should maintain its “one-door approach” to participant recruitment, which encourages parents with a wide range of educational backgrounds to apply to CareerAdvance® and prepare for entry into its healthcare programming.
- **Recommendation:** CAP Tulsa might consider identifying parents who do not receive certification in a sufficiently timely manner and remain in the program (and are relatively expensive to serve over time), and provide them with other types of support (e.g. mental health counseling) that may need to be addressed before or in conjunction with future participation in education and career training.
- **Recommendation:** Given the high levels of psychological distress experienced by some program participants, and the importance of psychological well-being for educational and career success, CAP Tulsa should continue to include mental health assessment in its newly revised Family Success Plan. The agency should also consider offering in-house counseling services to parents with identified psychological distress (e.g. depression) before encouraging their application to CareerAdvance®.
- **Recommendation:** CAP Tulsa should consider offering a lower-cost career exploration program that combines short- and long-term goal-setting; financial advising and career-building (e.g. budgets, student loans, debt, and credit scores); and a realistic understanding of how to navigate the local postsecondary system, including the quality, opportunities/challenges, and prices of available programs. Program staff can help parents identify well-delineated career pathways and reasonable rates of progress and associated costs (e.g. time and money), especially if CAP Tulsa does not continue to cover tuition fees for educational coursework.

CareerAdvance®: A Model Workforce Development Program

CAP Tulsa is highly successful in helping CareerAdvance® participants attain entry-level certification and launching them into healthcare careers.

- 59% of participants persist in the program for at least sixteen months.
- 76% of participants receive a workforce-applicable certificate within sixteen months of program entry.
- Even among those who exit the program prior to the sixteen-month mark, over two-thirds (68%) attain at least one certificate before exiting.
- **Recommendation:** CareerAdvance® has been very successful in promoting parents’ educational success in the healthcare field and should continue to the extent possible given funding.

Key program elements—coaching, peer cohorts, financial assistance, and coordinated scheduling—seem, as a package, to be working for current and former participants, who experience them as important to their academic success.

- “It’s a little different than going out and doing it on your own, and you got the extra support” (CareerAdvance® Participant).
- “You struggling, you trying to get there, but you need that extra push, because...It’s, you know, they have, like, a support system and you get resources and stuff like that” (CareerAdvance® Participant).
- **Recommendation:** CAP Tulsa has been successful to date in supporting parents with its key components, which are highly valued by program participants. CAP Tulsa should continue these in-house services and supports to the extent possible given funding constraints.
- **Recommendation:** CAP Tulsa has refined its two-generation educational programming over time through enhanced coordination efforts (e.g. designated Family Support Specialists paired with career coaches by pathway and parent-child curriculum alignment), and should further improve coordination and communication between program staff, partner agency staff, and CareerAdvance® students.

Participants identify their career coaches—who offer essential academic, career, and employment guidance—as perhaps the central program element that promotes success in CareerAdvance®.

- “Pretty much anything we come to [our coach] with, she will check it out. Like, if she says she’s going to have something for you next week, she’s going to have it for you next week” (CareerAdvance® Participant).
- “She’s really good about pushing us...She is like, ‘Don’t quit, just keep going.’ She always tries to motivate us and put that fire back in us” (CareerAdvance® Participant).
- “I think it’s always good to work with somebody that, you know...If you’re working in an area to...to better yourself, to have someone with the knowledge to, you know, show you and guide you the right way as opposed to both of you just kind of like, ‘Oh, let’s just figure it out as we go...’ The knowledge that she has to help someone, you know, like, say, change careers...or, you know, find something that they’re suited for...Just having that little bit of knowledge to, you know, point someone in the right direction...and just having the ability to, you know, just kind of open up pathways and doorways to a thought” (CareerAdvance® Participant).
- **Recommendation:** Coach turnover has caused some problems to date. As one career coach reports, “The program has grown quite a bit from three coaches and

strictly healthcare. I think that there are obvious growing pains that go with that.” Provide coaches with additional support so that they can best implement the new coaching model, including identifiable markers of progress and ways for coaches and parents alike to celebrate parents’ achievements. Continue to pair coaches and Family Support Specialists by educational pathway and consider adding financial coaching to this partnership. These efforts may help to increase coach retention and quality.

Participants receive social support from their peers, and student cohorts help each other academically.

- As low-income and sometimes single mothers, peer cohorts have a common goal of improving their career prospects, to in turn improve their children’s lives and increase their family incomes. This shared motivation and common life experience typically helps create a sense of unity within the group, such that they support and encourage each other and have a team mentality: “We are all about helping each other, because we all got that common goal...We going to do this together” (CareerAdvance® Participant).
- Peer-partner meeting attendance is high, with the average CareerAdvance® parent attending twenty partner meetings within the first year of program participation.
- Partner meetings provide an opportunity for important relationship- and skill-building, but time constraints make it hard for coaches to fit both in. One coach reports, “I don’t feel connected to my students, with it being very scheduled hours...Not that the content isn’t valuable, but what used to happen in partner meetings was camaraderie and cohort-building, and none of that happens anymore” (CareerAdvance® Participant).
 - **Recommendation:** The agency might consider adding small reunions of peer cohorts and more formal peer-to-peer mentoring and tutoring by more advanced parents for less advanced participants, especially during breaks in school (e.g. summer), possibly providing incentive payments for peer mentors and tutors.
 - **Recommendation:** CAP Tulsa should try to ensure that cohorts are enrolled in courses together to encourage peer support, even if the agency can no longer afford to purchase courses for CareerAdvance® participants.
 - **Recommendation:** Partner meetings are an important forum for the exchange of social support, and may require a renewed focus to find the right balance between teaching content, developing skills, and fostering coach-parent and peer-to-peer relationships that are highly valued by parents and staff alike.

Financial incentives, in-kind assistance, and financial counseling help parents pursue their educational goals while meeting family needs.

- CAP FLS parents have an average income that places their households at 109% of the Federal Poverty Line at program entry.
- Low household income is often accompanied by high levels of debt in the sample; 64% of CAP FLS parents with postsecondary education experience hold student loan debt, with the average parent owing between \$1,000 and \$10,000.
- CareerAdvance® supports can help parents succeed in the program in spite of limited financial resources. One CareerAdvance® participant says of financial incentives, “One does not receive that just anywhere. If we attend all of the classes...they give us incentives if we attend all of the classes. Gas cards, or they will send a check for the weekly groceries...That is very good.”
- Financial advising also helps the participants. One mother reports that she meets with the financial coach monthly for help managing her household budget. Another mother spoke with a Family Support Specialist about budgeting, and as a result, went from having no savings to having about \$2,000 in savings. Such advising is particularly important given the high levels of debt that some CareerAdvance® families carry.
- Some parents are less comfortable with in-kind assistance. A CareerAdvance® mother explains, “It’s enough for me to, like, getting housing and food stamps. I don’t want to seem like I’m...just...everything I’ve got to get from somebody else. So, I’m still wanting some of my independence, but I did have to get help.” Another participant mother says, “I try my best to be self-sufficient. I’m going to try to figure it out myself before I ask anybody for anything.”
 - **Recommendation:** Try to encourage participants to meet with the financial coach by offering a partner meeting devoted to general financial advising and increasing Family Support referrals. Work to strengthen the three-way partnership between career coaches, Family Support Specialists, and the financial coach.
 - **Recommendation:** Given the high cost associated with infant and toddler care for children not enrolled in CAP Tulsa’s early childhood programs, the agency should consider prioritizing children whose parents are enrolled in CareerAdvance® when filling its limited Early Head Start slots.

Coordinated parent-child schedules—coupled with childcare assistance—allow parents to feel secure that their young children are well-cared for, and let them focus on school and career.

- “‘I’m doing this for my babies. I’m doing this for my family.’ So, if they can’t have that security that, ‘My babies are being taken care of’...‘I am tied to my children until I know that they’re okay’” (Career Coach).

- When asked what helps her get through the program, one CareerAdvance® participant reports, “The schedule. It gives me the opportunity to drop off my daughter at her school, then drop off my son [at a CAP center], and then arrive on time to my class.”
- **Recommendation:** If CAP Tulsa moves towards paying for individual slots in classes rather than purchasing classes, it should try to help parents find classes that are offered at times and locations that allow them to drop off and pick up their children from school.

Relationships with Local Program Partners

CAP Tulsa is having a positive impact on other educational providers by introducing new service delivery models (e.g. contextualized curricula) and recruiting high-quality students who are motivated, supported, and prepared for postsecondary education.

- Union Public Schools and Tulsa Community College have changed the way they teach developmental education for CareerAdvance® participants, offering contextualized GED and ESL courses, with CAP Tulsa’s support.
- Local educational leaders are eager to apply new methods encouraged by CAP Tulsa in other courses. One member of partner agency leadership says, “We could see whether some of those gains could be transferred to our general population. So that was, for me, a huge incentive in our being involved in this project is to hopefully find solutions for these learners that could benefit all.”
- Educational partners generally experience CAP parents as highly motivated, prepared, and attentive. One partner agency instructor reports, “I think compared to my...to students in my other classes, they’re more driven.” Another instructor agrees: “They really care, they’re working hard, and they’re being successful.... They were here for a reason and...and they were working towards that reason.”
- **Recommendation:** CAP Tulsa can build on the strong partnerships it has created in the local education community to try to reduce program costs with outside referrals when appropriate and necessary.

Introduction

Two-generation programs are designed to address socioeconomic disadvantage by serving the educational and, eventually, income needs of parents and children at the same time. The Community Action Project of Tulsa County, OK (CAP Tulsa), is an anti-poverty agency that embraces a two-generation approach for families, offering early childhood education services for young children (including Head Start and Early Head Start) and education and training for their parents. As the centerpiece of its two-generation approach, CAP Tulsa's *CareerAdvance*[®] program prepares parents for careers through educational advancement, and supports them with intensive and high-quality academic, career, social, and financial supports. These include: career coaching, family support services, small peer cohorts, tuition coverage for coursework, incentives for school attendance and performance, and childcare provision during parents' school hours. *CareerAdvance*[®] Healthcare in particular prepares parents for high-demand careers in the healthcare field with stackable career training.

The CAP Family Life Study (CAP FLS) is a quasi-experimental, mixed-methods study of the implementation and effectiveness of CAP Tulsa's *CareerAdvance*[®] Healthcare program, led by Northwestern University's Institute for Policy Research and in collaboration with researchers from New York University, Columbia University, and the University of Texas, Austin. Given *CareerAdvance*[®] Healthcare's unique position as one of the only sectoral workforce development programs with the explicit goal of improving outcomes simultaneously for *both* parents and children, its evaluation considers outcomes at the child, parent, and family levels. This report summarizes results from Year 4 of the study.

The report is divided into five sections. Section 1 describes the evolution of *CareerAdvance*[®] programming over time. We explore the deliberative process CAP Tulsa has taken to enhance participants' experiences and maximize their chances for success, and provide an overview of the CAP Family Life Study's research approach which is used to measure and understand program impacts on child, parent, and family well-being. Section 2 offers a picture of the tremendous strides made in data collection over the past several years, which now allow for a full depiction of the CAP FLS sample and its contextualization with the larger CAP Tulsa and national Head Start populations. Analysis of CAP Tulsa parents' interest in and suitability for the *CareerAdvance*[®] program in Section 3 provides implications for future program recruitment efforts. In Section 4, we couple analysis of participant progress, measured by program persistence and certification rates, with an examination of the take-up of financial and social supports, including participant perspectives on their value as program components, to investigate how well the program is serving the needs of CAP Tulsa's families and suggest avenues for program improvement. We conclude in Section 5 with recommendations for CAP Tulsa based on the analyses presented in Sections 1 – 4, as it continues to develop *CareerAdvance*[®].

Section 1: CAP Tulsa, a Leader in Two-Generation Programming and Research

We begin by describing the innovations implemented by CAP Tulsa to create and develop a two-generation program to benefit the children and families it serves, and the two-generation CAP Family Life Study, now in its fifth year, describing its implementation and assessing its effectiveness.

Program: CAP Tulsa’s Two-Generation Strategy and Its Evolution over Time

CAP Tulsa serves approximately 2,000 low-income families each year. The agency’s goals are to promote economic self-sufficiency and prevent the intergenerational transmission of poverty. It does so by providing the highest quality early childhood education services for children (from birth to four years of age) coupled with services for parents and families, including parenting programs, financial and health services, family support services, and education and career training for parents. Over the last decade, CAP Tulsa has focused intensively on building and deepening a two-generation strategy, offering quality and in-house educational and other supportive services to children and their parents at the same time. *CareerAdvance*[®]—a workforce development program designed for low-income parents of young children enrolled in CAP Tulsa’s early childhood education programs—is the centerpiece of CAP Tulsa’s two-generation approach. *CareerAdvance*[®] is one of the only fully operational two-generation programs that offers early learning programs for children and education and career training for their parents.

CAP Tulsa’s two-generation strategy has evolved over time. It began in 2008 with a focus on career development in the healthcare field for parents prepared for college-level coursework (*CareerAdvance*[®] Healthcare). Today, *CareerAdvance*[®] refers to the full range of educational programming provided to parents of children enrolled at CAP Tulsa, including pre-college—Skill Ready (6th – 8th grade levels), College Bound (9th – 12th grade levels), and ESL—and college-level—Healthcare and Manufacturing—education and training.

Table 1 captures the key elements of the *CareerAdvance*[®] program, including its education and training services for parents (pre-college and college/career) and its two-generation strategies, and describes program changes over time. It also shows the types of supportive services *CareerAdvance*[®] offers to parents across the educational continuum: (1) academic, career, and employment guidance and support; (2) community resources and social support; and (3) financial assistance. Each of these key elements has been refined, strengthened, and aligned with other services over the past seven years of the program’s operation.

Table 1: Evolution of Program Components

Education & Training Services		C4	C5	C6	C7	C8	C9	C10
Parent, Pre-College:		Adult Learning Initiative			Educational Pathways Program: Skill Ready & College Bound		CareerAdvance One-Door Approach: Pre-College, Skill Ready, College Bound, Career Bound (Healthcare & Manufacturing)	
Parent, College & Career:		CareerAdvance Healthcare				CareerAdvance Healthcare & CareerAdvance Manufacturing		
(Eligibility for Career-Bound)		<ul style="list-style-type: none"> At least 18 years of age Citizen or legal resident for at least 5 yrs English proficient "well enough to participate" No felony conviction in criminal background check 				<ul style="list-style-type: none"> (-) Added to English proficiency criteria ("well enough to participate <i>and be successful in lecture classes with written homework</i>") 	<ul style="list-style-type: none"> (+) Must be eligible to attend classes at Tulsa Community College, Tulsa Technology Center, and Union Public Schools (+) GED or high school diploma required for College- and Career-bound 	
Two-Generation Programming:		Center-Based Child Care + Parent Educational Programming + Coordinated Parent-Child Programming					<ul style="list-style-type: none"> (+) Two-gen messaging part of parent ECE recruitment, intake, goal setting, and ECE teacher in-service training (+) Parent curricula aligned with children's learning (e.g. weekly partner meetings and ESL instruction) 	
		Phase 1 (C4 - C6) 2008-2010			Phase 2 (C7 - C8) 2010-2012		Phase 3 (C9) 2012-2013	Phase 4 (C10) 2013-2014
Academic, Career, & Employment Guidance & Support	Career Coaching	<ul style="list-style-type: none"> Career Advance Healthcare students only Group settings via partner meetings, and in one-on-one meetings on an as-needed basis Guidance and problem-solving for academic, career, employment, social, and financial needs (e.g. goal-setting; counseling through academic, career, & personal challenges; course enrollment; connection to local employers; access to social services assistance; financial advising) 			<ul style="list-style-type: none"> (+) Began serving EPP students (Skill Ready and College Bound) (-) Began offering <i>monthly</i> one-on-one meetings For EPP students only (CA Healthcare remains on as-needed basis) 		<ul style="list-style-type: none"> (-) Shifted to offering one-on-one meetings on <i>as-needed basis</i> for EPP students (now all students are on as-needed schedule) 	<ul style="list-style-type: none"> (-) Shifted to one-on-one meetings each semester for all students (-) Removed 'social support' focus from coaches' role (participants work with FSS to address social/personal challenges) (-) Removed 'financial' advising from coaches' role (financial advising now provided by a specific financial) (-) Began implementation of new COACH model (focused on asking guiding questions that help participants build problem-solving skills) (+) Help to facilitate participants
	Partner Meetings	<ul style="list-style-type: none"> Partner meetings as forum for career-related skill-building (e.g. resumes, interviewing) and connection to employers Held weekly in early stages and biweekly/monthly as students advance in the program Topics set by career coaches 			<ul style="list-style-type: none"> (+) Started offering summer workshops to sustain skill development (called Summer Science; it is offered to EPP students going up Healthcare or interested Healthcare participants) 		<ul style="list-style-type: none"> (+) Standardized partner meeting topics 	<ul style="list-style-type: none"> (+) Standardized partner meeting schedules
	Academic Remediation & Enrichment	Skill-Building Classes & Tutoring						<ul style="list-style-type: none"> (-) ANS not offered to healthcare track students
Community Resources & Social Support	Peer Cohort	<ul style="list-style-type: none"> Participants enter as a cohort and attend initial education courses and partner meetings together to encourage development of social bonds Provide a community of collaboration, support, encouragement 						
	Family Support Specialist (FSS)	<ul style="list-style-type: none"> Assess family needs and identify family goals Help with crisis management Available to all families participating in Head Start or Oklahoma Pilot Early Childhood Program Meets with families at least once a month 	<ul style="list-style-type: none"> (-) Take on full responsibility for case management (e.g. assess family needs and identify family goals; crisis management; counseling through personal challenges; social services assistance) 	<ul style="list-style-type: none"> (-) Introduction of "dedicated" Family Support Specialists to work with EPP participants (Dedicated FSS are paired with a Career Coach and a specific career track, and attend all partner meetings) 			<ul style="list-style-type: none"> (+) Introduction of "dedicated" Family Support Specialists to work with all Career Advance Healthcare participants, in addition to EPP students 	
Financial Assistance	In-Kind Assistance	In-Kind Assistance (tuition, school supplies, childcare, gas cards)						
	Performance Incentives	<ul style="list-style-type: none"> Incentives for CareerAdvance Healthcare students enrolled as <i>full-time</i> (incentives for enrollment, attendance, performance, employment) 			<ul style="list-style-type: none"> (-) Added incentives to CareerAdvance Healthcare students enrolled as <i>part-time</i>, in addition to full-time 			
	Financial advising	Financial services provided to all CAP Tulsa families (e.g. benefits assessment, tax preparation, homebuyers program, IDAs)						
	Financial Coach						<ul style="list-style-type: none"> (+) Introduction of Financial coach for one-on-one financial advising (e.g. financial education, budgeting, savings, goal-setting) 	<ul style="list-style-type: none"> (+) Required for a participant to take up the services if they are requesting third emergency gas card (-) in Feb 2015, ESL has access to financial coaching services.

Two-Generation Components

CAP Tulsa's two-generation programming has steadily evolved and grown since 2008. From the program's inception, CareerAdvance® has demonstrated an unprecedented level of parent and child schedule coordination. While children learn in early education centers, parents attend classes of their own. This schedule typically allows parents to meet their child's and their own educational needs at the same time.

By 2014, the agency had incorporated two-generation messaging in the recruitment and intake of children and families participating in center- and home-based care. CAP Tulsa redesigned the process by which staff identify the needs and goals of children and parents, employing a new Family Success Plan that aligns goals for both generations and facilitates coordination among a child's classroom teacher, a parent's career coach, and a family's Family Support Specialist. Early childhood education in-service teacher training now includes workshops in CAP's two-generation approach and promotes dialogue about ways in which teachers can support and implement two-generation strategies.

Curriculum alignment between parent-centered and child-centered instruction is one such approach. Lead staff from the Pre-K Curriculum and Instruction team and the CareerAdvance® program meet monthly to brainstorm and focus intentionally on the parallel process between classroom teaching for children and the education and career training of CareerAdvance® parents. Several new strategies have emerged. Topics at weekly parent peer-partner meetings for all CareerAdvance® participants, as well as English as a Second Language (ESL) classroom instruction for English Language Learners, now involve materials and objectives used in home visits and parent-teacher conferences. For example, parents improve their English by using simple phrases (e.g. "My child can...") to describe their child's growth while also learning how teachers use such milestones to assess their child's classroom learning and advancement (e.g. physical growth, literacy, and socioemotional skills). CAP staff report initial evidence that this strategy has led to a reduction in the use of translators for home visits and parent-teacher conferences.

Parent Education and Training

Pre-college services to parents were originally part of a separate parent educational program known as the Adult Learning Initiative, which focused on GED and ESL services for parents, and was eventually integrated into the Educational Pathways Program (EPP). EPP involved services to parents in Skill Ready (6th – 8th grade education) and College Bound (9th – 12th grade education) groups and is a core component of today's CareerAdvance® program. Likewise, CareerAdvance® Healthcare was originally a separate career pathway for college-level students motivated for careers in the healthcare field. The CareerAdvance® program now includes career training in manufacturing as well. By 2013, CAP Tulsa had developed a "one-door" approach to CareerAdvance® in which parents at all education levels are recruited, assessed, and assigned to a single program which includes three progressive educational pathways—Skill Ready, College Bound, and Career Bound.

Supportive Services

We categorize the evolution of CAP Tulsa's supportive services for CareerAdvance® program participants into four phases: Phase 1, 2008-10; Phase 2, 2010-12; Phase 3, 2012-13; and Phase 4, 2013-14 (Table 1). The most significant changes in program delivery have occurred in the division of labor among the CareerAdvance® career coach, the Family Support Specialist, and the financial coach. The frequency and content of peer-partner meetings have also evolved. The peer cohort structure and guidelines for in-kind financial assistance and performance incentives have remained largely the same over time.

Academic, Career, and Employment Support

The career coaching model has been a core component of CareerAdvance® since its inception, and is the cornerstone of how the program supports and guides parents in education, careers, and employment. Career coaches serve as counselors, mentors, and advocates for parents. They support parents individually by helping set goals, develop skills to achieve them, and help them in advancement along educational and employment pathways. Coaches also guide parents as a group through the facilitation of peer-partner meetings.

The coaching model has developed and narrowed since the start of CareerAdvance®, responding to changes in service delivery strategy as well as to the strengths and challenges of parent participants. When the CareerAdvance® program began, career coaching services were offered to healthcare participants only, and coaches aimed to support parents broadly, including through difficult family circumstances, health challenges or financial concerns, and other life decisions that were likely to influence their educational success. Over time, CAP Tulsa learned that it was not possible for career coaches to provide a high level of both educational support and other life and resource support, and that some of the coaches' efforts overlapped with those of Family Support Specialists (FSS), who are available to all families enrolled in one of CAP Tulsa's early childhood programs. The FSS assess family needs and identify family goals; help with crisis management; and offer referrals to community resources and services. Career coaches now work in close partnership with CareerAdvance®-dedicated Family Support Specialists to help address social and family challenges, but no longer see these issues as part of their primary function. This partnership approach encourages coaches to specialize in supporting parents' education and career goals while FSS focus on issues and crises that may interfere with a parent's ability to reach his or her goals. Financial advising, once part of the career coach's purview as well, has become a separate function of a financial coach who helps build the financial skills and knowledge base of CareerAdvance® program participants. The latest refinement of the CareerAdvance® program model involves a job development specialist who will work, in conjunction with the career coach, to improve participants' connections to employers and employment.

The frequency of one-on-one interactions between coaches and parents has varied over time, including weekly, monthly, and, in its current form, on an as-needed basis. This has been a response to the scaling of the program and the reality of time constraints for coaches as the program has been brought to scale and serves more parents. These changes have also been

informed by the new career coaching style (based on the COACH model) as well as the improved tailoring of partner meeting curricula to the skill and knowledge needs of parents. The new coaching framework involves asking guided questions and building problem-solving skills. Coaches help parents to articulate their goals, develop a plan to reach them, and identify potential strengths and weaknesses and family circumstances that may impact success. The career coach supports parents when challenges arise, but now the parent, not the career coach, is largely responsible for pursuing and operationalizing their education and career plans.

Career coaches also lead weekly partner meetings for career-related skill building (e.g. goal setting; counseling to address academic, career, and employment challenges; guidance in college course selection; and connections to employers and employment). These meetings are held weekly or bi-weekly at initial stages of the program, and less frequently as students advance. CAP Tulsa has also added summer workshops to help sustain skill development, and eventually standardized the content and sequence of partner meetings by pathway, reducing duplication of content and tailoring classes to the specific needs of each group of parents.

Community Resources and Social Support

The peer cohort has been a critical element of the *CareerAdvance*[®] program from the beginning and has changed little except for the frequency and content of weekly peer partner meetings. All participants enter *CareerAdvance*[®] as part of a group of approximately fifteen parents, and each cohort begins the program by taking entry-level classes together and attending weekly partner meetings led by the designated career coach, and in conjunction with the FSS for that pathway. Partner meetings offer participants the opportunity to share experiences, develop new skills, grapple with challenges, and foster social capital. It is also a venue to discuss program expectations and requirements as well as concerns about their rates of progress in the program. The career coach plays a critical role in creating a supportive culture for each cohort.

Financial Assistance

The *CareerAdvance*[®] program provides participants in-kind assistance in the form of additional childcare beyond the center-based early childhood education children are already receiving, allowing parents to participate fully in all educational and training opportunities. The program also pays for student-parent tutoring services on an as-needed basis. Program incentives are offered to offset the potential lost income that may be associated with a return to school and a reduction in work hours, as well as to cover school-related expenses such as transportation. Attendance incentives are tied to parents' regular attendance at classes and partner meetings and performance incentives are given according to the achievement of key program milestones, including certification and career-related employment. The purpose of these incentives is to motivate program participation and incentivize participants' high levels of performance in school and work.

Research: The CAP Family Life Study

The CAP Family Life Study focuses on the implementation and effectiveness of CareerAdvance® Healthcare. As funded by the HPOG award to CAP Tulsa, which expands the program and incorporates a small research component, it includes a baseline and one-year follow-up survey for participating individuals and a comparison group from even-numbered program cohorts, beginning with CareerAdvance® Cohort 4 and continuing with Cohorts 6, 8, and 10. The HPOG-University Partnership (HPOG-UP), W. K. Kellogg Foundation, and the Foundation for Child Development (FCD) awards to Northwestern University expand beyond this initial evaluation, allowing for data collection on Cohorts 4 – 10 for up to three years after baseline, and includes both quantitative and qualitative data collection and analysis. These rich data permit a two-pronged, mixed methods study of the program. With Head Start University Partnership (HSUP) funding from the Department of Health and Human Services' Administration for Children and Families, we have also begun the CAP Family Advancement Study (CAP FAST), a randomized control trial which is currently in its second year, to better understand ESL, pre-college, and college-level CareerAdvance® programming. In this report, we draw from focus group data collected in November, 2014 as part of CAP FAST to inform our recommendations to CAP Tulsa.

CAP FLS employs a quasi-experimental design, selecting a group of families from CAP centers against which to compare CareerAdvance® Healthcare participant families with propensity score matching. The goal was to identify pairs of families who were virtually similar on all available observable characteristics and behaviors except for the fact that one parent was enrolled in CareerAdvance® and one was not. We have verified the validity of our empirical approach by confirming balance in pre-treatment characteristics across the treatment and matched comparison groups (Appendix A).

The study benefits from CAP Tulsa data systems already in place, including ChildPlus, child assessments led by CAP, child attendance data, classroom quality data, and CareerAdvance® data. ChildPlus contains information compiled from enrollment applications to CAP Tulsa's early childhood programs and attendance records. CAP's child assessment data include performance on the Bracken assessment of academic achievement, as well as aggregate, classroom-level performance. CAP Tulsa measures the quality of teacher-child interactions through use of the Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2008). The CareerAdvance® data systems include information obtained from program enrollment applications as well as progress tracking, including test scores and grades; attendance; employment, wages obtained, and other participant achievements; and incentive payments and in-kind assistance received.

We have built on CAP Tulsa's existing data systems by collecting longitudinal quantitative (e.g. parent survey, teacher survey, and child assessment) and qualitative (e.g. individual interview and focus group) data with cutting-edge measures which we will analyze using innovative analytic techniques. We currently stand at an important phase in the CAP Family Life Study, having collected baseline data from the full study sample. We can now describe the

complete CAP FLS sample at program entry, providing a platform on which to move towards impact analyses.

Section 2: The Complete CAP Family Life Study Sample

The CAP Family Life Study collects data on Cohort 4-10 CareerAdvance® participant families, including parents and children, and a matched comparison group. The CAP Family Life Study began data collection in the fall of 2011, when Cohort 4 participants entered the CareerAdvance® program. In Year 1, the research team gathered Wave 1 data from Cohorts 4 and 5 (which entered in the spring of 2011). Since then, we have collected data from two newly entering cohorts of program participant families each year, in addition to follow-up data through Wave 4. In the fall of 2014, Cohort 10—the last cohort to take part in the study—began CareerAdvance®, and completed Wave 1 parent surveys and child assessments. We now have Wave 1 data on all 337 parents—159 CareerAdvance® participants and 178 matched comparison group parents—in the CAP Family Life Study, and can describe the full study sample at baseline (Appendix B). In this section, we begin by using Wave 1 parent survey and child assessment data collected as part of the study (supplemented by child assessment data provided by CAP Tulsa) to provide a portrait of CAP FLS families at the time of program entry, including demographic characteristics; family, child, and parental well-being; and parents' educational experiences and motivation.

CAP Family Life Study families form part of two nested populations: the full population of CAP Tulsa families and a national Head Start population. We next present demographic comparisons of families in the CAP FLS sample, the larger CAP Tulsa population, and the national population of Head Start families (Appendix C). Comparison across these different groups of families inform our analyses, contextualize research findings, and ultimately will allow us to consider the replicability of CareerAdvance® programming in other settings.

CAP Tulsa's administrative ChildPlus data provide demographic information about the full population of CAP families, including CAP FLS families, at the time that each family most recently enrolled a child. Note that the parents from CAP FLS families for whom ChildPlus data are available are not necessarily those in the CAP FLS sample, which constrains comparability between study survey data and ChildPlus data. We were able to link ChildPlus records to nationally representative data from the Head Start Family and Child Experiences Survey (FACES 2009), funded by the Administration for Children and Families, of about 3,350 newly entering three- and four-year-old Head Start participant children (some of whom participated in Early Head Start) and their families, enabling us to make descriptive comparisons of CAP FLS, CAP Tulsa, and Head Start families. Finally, we were able to use linked CAP FLS (parent survey and child assessment) and FACES 2009 data to compare the psychological functioning and parenting of CAP Family Life Study parents to parents of Head Start children in a national population, in addition to comparing the cognitive skills of CAP FLS children to those of a nationally representative sample of Head Start children. These comparisons complement the demographic comparisons with more in-depth information about family, parent, and child functioning to contextualize the study sample.

The Full CAP Family Life Study Sample at Baseline

Wave 1 parent survey and child assessment data suggest that CAP Family Life Study families face significant socioeconomic disadvantage and yet display healthy parent functioning and child development and high interest and motivation in careers, especially to improve their financial circumstances.

Demographic Characteristics

The average CAP FLS parent is a mother of a preschool-aged child, benefiting from the support of a partner and without a language barrier, but still economically challenged and facing instability in daily life (Table 2).

Table 2: Demographic Characteristics of CAP FLS Families

(n = 337)	M(SD)/%	n	Range
Adult Respondent Characteristics			
Gender (% female)	98.22%	337	
Age (years)	29.14 (6.19)	337	18 - 56
Race (%)		337	
White	27.89%		
Black	40.95%		
Hispanic	12.46%		
American Indian or Alaska Native	7.12%		
Other	11.57%		
English is first language (%)	90.50%	337	
Currently has a partner (%)	68.25%	337	
Employed (%)	48.07%	337	
Child Characteristics			
Gender (% female)	50.74%	337	
Age (months)	46.61 (13.52)	337	7 - 82
Race (%)		337	
White	18.99%		
Black	39.47%		
Hispanic	10.09%		
American Indian or Alaska Native	6.23%		
Other	25.22%		
Household Characteristics			
Number of children in household	2.41 (1.18)	337	1 - 7
Number of times moved in last three years	1.69 (1.76)	311	0 - 11
Household income	\$24,590 (14,985)	322	5,000 - 75,000
Sources of household income (%)			
Earnings	80.12%		
Public assistance, welfare, and/or food stamps	66.77%		
Unemployment insurance, workmen's compensation, disability benefits, and/or social security benefits	21.66%		
Family and Friends	13.35%		
Child Support	26.11%		

Almost all CAP FLS adult participants (98%) are the mothers of young children, with a small number of fathers and grandparents included in the sample.

- A significant proportion does not have a partner (32%), but the sample also contains a large proportion of mothers currently in a relationship with the study child's biological father (43%).
- Study-child age varies from 7 months to nearly 7 years, but the average child is about 4 years old, and 65% of sample children are 3 or 4 years old.

Unsurprisingly given CareerAdvance® Healthcare English-language proficiency requirements, the study sample contains few Hispanic CAP Tulsa parents, or families that do not primarily speak English.

- The vast majority of parents are African American (41%) or White (28%); only 9% of the sample (with complete ChildPlus demographic data) is Hispanic, compared to 37% among the rest of CAP Tulsa parents.
- Correspondingly, nearly 91% of parents speak English as their first language and 90% of households primarily speak English.

CAP FLS families are economically disadvantaged and many depend on public assistance and other sources of income to supplement earnings income.

- The average family's income places it at 109% of the Federal Poverty Line, with very high variability; families' income-to-needs ratios range from 17% of the poverty line to 422% of the poverty line.
- 53% of the sample lives in poverty, i.e. has income that places it below the Federal Poverty Line, compared to 14.5% nationally in 2013. An additional 39% of the sample is low-income, with income between 100% and 200% of the poverty line, and 8% of sample households are above 200% of the poverty line.
- Across a variety of income sources, the average study household receives a total annual income of \$24,590, with significant variation from \$5,000 to \$75,000 per year. The median household income in the United States was \$51,939 in 2013.
- Fewer than half of study parents are employed at baseline, but 80% of study households receive earnings income.
- Two-thirds of households receive public assistance and/or food stamps. At the national level, 2.9% of households received public assistance in 2010, and 14% received food stamps in 2011.

- Twenty-two percent of households receive income from other public sources, including unemployment insurance, workman's compensation, disability, and/or social security benefits.
- More than one-quarter of households receive child support payments, and 13% rely on financial assistance from family or friends.

Study families experience instability in daily life, with high levels of residential mobility and shifting and often long work hours.

- The average household has experienced an average of 1.69 residential relocations (ranging up to a maximum of 11 moves) in the previous 3 years.
- Some study parents work few hours, potentially facing underemployment, while others work very long hours; weekly work hours range from 3 to 76.
- Three-quarters of employed sample parents work on weekends, and all employed parents report that their hours or shifts change day to day.

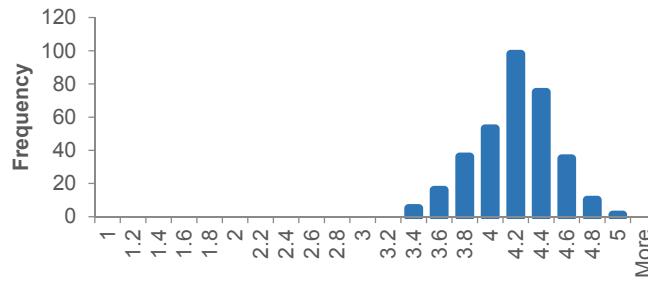
Family Functioning

Despite economic, employment, and residential instability, CAP FLS parents describe healthy family functioning characterized by close, positive, and stable parent-child relationships.

CAP FLS parents report stable family routines, close involvement in their children's lives, and generally positive parenting.

- More than 90% of study children have a regular bedtime during the week, and the average child receives about 9.5 hours of sleep at night (though this figure ranges from 5 to 13 hours daily).
- On average, study parents and study children eat dinner together more than 6 times per week.
- Parents read to their children regularly; 47% of parents read to their child a few times a week, and 33% read to their child every day.
- Parents rate themselves at an average of 4.11 on a scale from 1 to 5 on general parenting skills, where a score of 5 indicates very positive parenting, with no parents rating themselves at a 3 or lower (Figure 1).

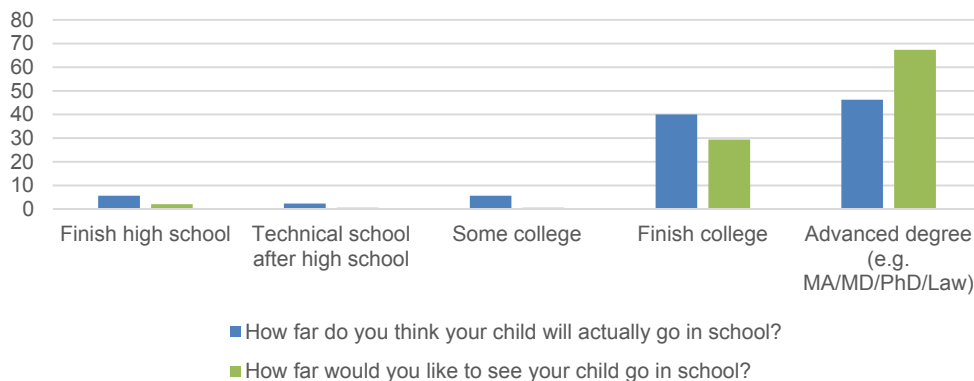
Figure 1: Self-Reported Parenting Skills



In particular, study parents report close involvement and interest in their children’s education, and hold high expectations—and even higher goals—for their children’s academic futures.

- Parents engage in both formal involvement with their child’s school and informal involvement with their child’s teacher or care provider on an approximately twice-yearly basis.
- Sample parents hold slightly higher educational goals for their children than they believe they can in fact achieve, confirming that CAP FLS parents are highly motivated to promote their children’s developmental and educational success (Figure 2).
 - Thirty percent of parents would like their child to finish college and two-thirds would like their child to receive an advanced degree after college.
 - However, only 46% believe that their child will in fact receive an advanced degree, and, accordingly, a larger proportion expects their child to receive a college degree (40%).

Figure 2: Parents’ Goals & Expectations for their Children’s Educational Attainment



Children’s Academic & Social Skills

On average, children in the CAP Family Life Study sample fare well on cognitive assessments, with basic numeracy, literacy, and language skills at the national mean, but show indications of less developed executive functioning compared to their cognitive skill development.

Although sample children receive cognitive test scores across the entire range from the bottom percentile to the 99th, on average, CAP FLS children score near the national mean.

- CAP FLS children receive an average standardized score of 97.3, or .2 standard deviations below the national average of 100, on the Bracken School Readiness Scale of literacy and numeracy skills, placing them at the 44th percentile; sample children rank from the bottom percentile to the 98th.
- An average standardized score of 97.9 on the Peabody Picture Vocabulary Test of receptive language skills places the sample just .15 standard deviations below the national mean of 100, or at the 47th percentile, but the sample spans the full range from the bottom percentile to the 99th.
- Study children receive an average score at the national average, or the 50th percentile, on the Woodcock-Johnson Applied Problems test of math reasoning and problem-solving ability, but again receive scores from the bottom percentile to the 99th.
- On average, sample children respond correctly to nearly half of the prompts on the Pencil Tap assessment of inhibitory control.

Teachers report that sample children, on average, perform towards the more positive end of scales measuring socioemotional skills, behavior problems, and approaches to learning, with variability in the sample.

- An average score of 1.9 on the Social Skills and Problem Behaviors scale corresponds to children often displaying positive communication skills, cooperation, and engagement, and minimizing externalizing and internalizing behaviors, but scores range from 1.0 (never engages in positive behaviors) to 2.5 (engages in positive behaviors between seldom and often).
- Scales from the Child Behavior Questionnaire (CBQ) measuring anger, inhibitory control, attention focusing, and attention shifting rate children at an average of 4.1 on a scale from 1 to 7 (ranging from 3.0 to 5.0), where a higher score indicates more positive temperament, signaling a slightly positive temperament from the average sample child.
- The sample average of 3.4 on components from the Preschool Learning Behaviors Scale (within a range from 1.7 to 4.0) indicates high levels of skill mastery enjoyment.

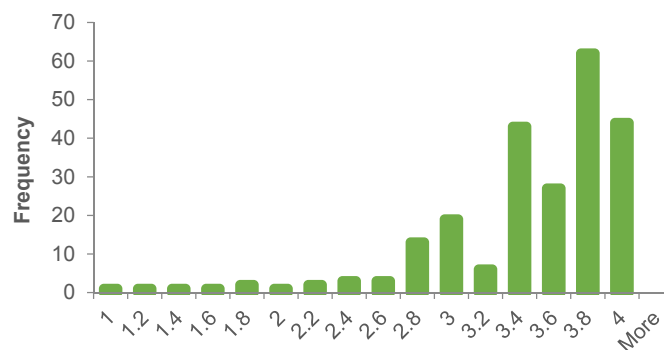
Parents' Executive Functioning & Psychological Well-Being

CAP FLS parents perform towards the high end of scales measuring executive functioning and psychological well-being in spite of educational disadvantage and economic stressors, but with substantial variation within the sample.

On average, CAP Family Life Study parents self-report conscientiousness and well-developed executive functioning, with low levels of impulsivity and strong applied cognition skills.

- On a scale from 1 to 5, where a high score indicates industriousness and orderliness, sample parents display fairly high levels of conscientiousness, with an average score of 4.1 within a range from 2.5 to 5.0.
- Parents generally display fairly low levels of impulsivity, with an average score of 2.0 on a 4-point scale (where a score of 4 indicates high impulsivity), and ranging from 1.1 to 3.2.
- They also display high levels of applied cognition skills along a 4-point scale that measures perceived difficulty in planning, organizing, calculating, and relying on memory, with an average score of 3.4 (indicating little to no perceived difficulty in such tasks as checking the accuracy of bills, paychecks, or other money-related documents, or planning for and keeping appointments, such as doctors' appointments or activities with friends) but substantial variability (Figure 3).

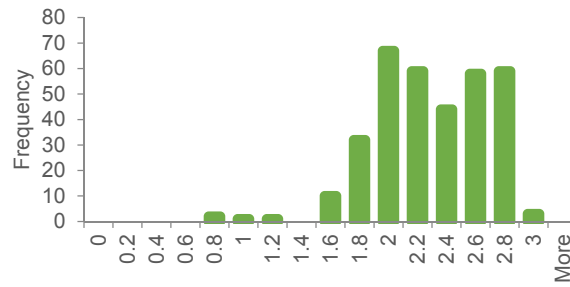
Figure 3: Parents' Applied Cognition Skills



Parents have a fairly positive self-concept and generally optimistic outlook on average, and are confident in their own ability to set and reach goals, but the sample reports substantial variability in these characteristics.

- Parents display mixed levels of self-esteem overall, with an average score of 2.3 on a 0-to-3 scale measuring positive self-concept, but variability across respondents with scores ranging from .7 to 2.9 (Figure 4).

Figure 4: Parents' Self-Esteem

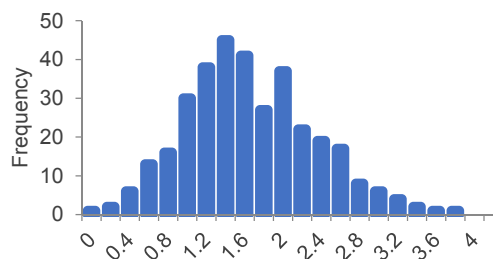


- Parents have a slightly positive outlook on average, with a mean of 2.7 on a scale from 0 to 4, where a 4 indicates very high levels of optimism. The minimum score is as low as .5, while the highest score is a 4.0.
- Parents have moderately high levels of hope with regards to achieving their goals; the sample average is 3.1 on a 4-point scale (where a score of 4 indicates very high hope/goal efficacy), but ranges from 1.8 to 4.0.

Parents rate their general psychological functioning and well-being highly, with little psychological distress, general stress, or parenting stress.

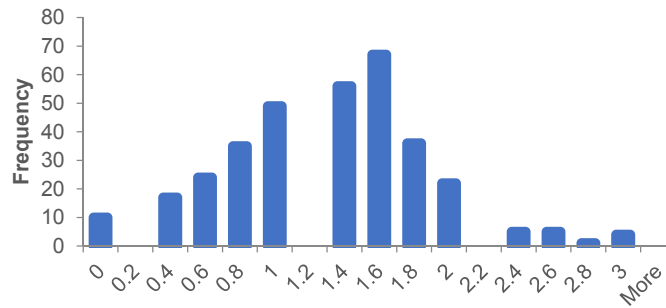
- The average sample parent experiences symptoms of psychological distress “a little of the time” with a score of 1.1, but parents’ reported symptoms vary from 0.0 to 3.3 (on a scale from 0 to 4).
- The sample reports substantial variability in general stress, with an average score of 1.6 but a range from 0.0 to 3.7 on a scale from 0 to 4 (Figure 5).

Figure 5: Parents' Levels of Perceived Stress



- Study parents experience the full range of levels of parenting stress, with scores ranging from 0 to 3 on a 0-to-3 scale (Figure 6).

Figure 6: Parenting Stress



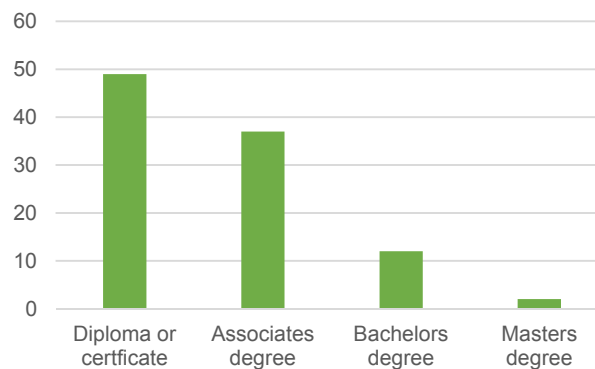
Parents' Educational Experiences, Past & Present

Sample parents are highly motivated to obtain postsecondary education, but have been somewhat unsuccessful in the past, with significant numbers of parents having previously attempted educational advancement without completion and associated with burdensome student loan debt.

A large proportion of CAP FLS parents have received a high school diploma, but while many have attempted postsecondary education, a substantial number of parents have been unable to obtain a postsecondary degree or certificate.

- Nearly three-quarters (72.7%) of sample parents graduated high school with a diploma.
- More than three-quarters of parents (77%) have attempted a postsecondary program, but only half of parents (49%) have received a postsecondary degree or certificate, and in particular, only 14% have completed an associate's or bachelor's degree (Figure 7).

Figure 7: Postsecondary Education Attempted



- Overall, the modal sample parent's highest level of educational attainment is a high school diploma or GED (42%).

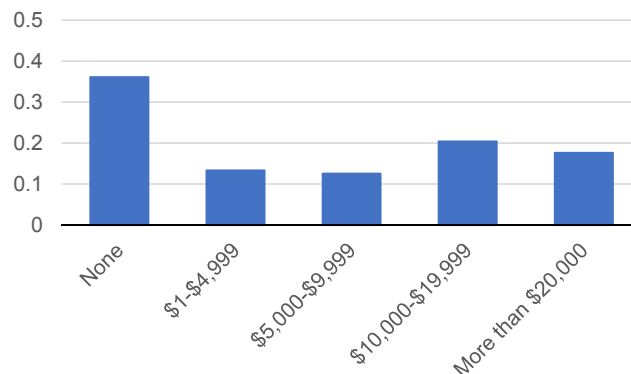
Sixty percent of sample parents are attending school or an educational or training program at the time of their Wave 1 survey (including those participating in CareerAdvance®), and these parents devote a significant amount of time to their educational pursuits.

- Among this group, the average parent attends classes or training sessions 4 weekdays per week, and about 6% attend classes or training sessions on the weekend.
- Overall, the average student-parent spends 17 hours in classes or training sessions and 8.3 hours studying outside of classes or training sessions per week.

Dedication to educational advancement among sample parents is particularly noteworthy given that many have made past attempts at postsecondary education with limited success and substantial associated student loan debt.

- Sixty-four percent of parents with postsecondary education hold student debt, with the average parent owing between \$1,000 and \$10,000 (Figure 8).

Figure 8: Student Loan Debt Held by Parents with Postsecondary Education



- Student loan debt is markedly higher among the 35% of parents with postsecondary education who have attended a for-profit university or college.
 - Students who have attended a for-profit school are more likely to hold any student loan debt; 76% of students who have attended a for-profit college have student debt, compared to 57% of students of non-profit schools.
 - Students of for-profit institutions are more likely to hold higher levels of debt; 21% of these students hold more than \$20,000 in student debt compared to 16% of students of non-profit schools.

Educational, Employment, & Career Motivation

Sample parents seem to be motivated to obtain postsecondary education by their families' economic needs, which drive them to pursue better jobs and careers.

Parents in the CAP FLS sample report being motivated to pursue education as a means of improving their employment and career prospects.

- The modal parent reports that his/her current job is not at all related to future career aspirations, and another 30% of parents say that their current job is only somewhat related to their career goals, with similar response patterns when asked about their last jobs.
- About one-quarter of the parents who are currently enrolled in an educational program report that the primary reason they decided to enroll in the program was to start a career or change careers.
- Another quarter reports wanting a better or higher paying job.

Concern for family economic needs often drive interest in educational attainment and career development.

- At an average household income of about \$25,000, study parents feel that their families face material hardship and worry about their families' finances.
 - The average study parent reports experiencing 1.51 of six material hardships in the previous 6 months, e.g. being without a telephone for a financial reason such as not being able to pay the bill, or not being able to pay to send a household member to the doctor or hospital.
 - The average level of reported financial worry in the sample is 2.51 on a scale from 1 to 5; the average study parent is "a little bit" or "somewhat" concerned about the household's ability to function financially.
 - Thirty-seven percent of parents report that their household does not have enough income to make ends meet at the end of the month.
- Among parents currently employed, 25% report starting their job to support their families and one-third say that they started their job for general financial reasons.

The Study Sample in Context

The data reveal that CAP Tulsa families are economically disadvantaged compared to the national Head Start population, and within the CAP Tulsa population, CAP FLS families are even more disadvantaged. However, CAP FLS parents display more positive psychological functioning and parenting than the average Head Start parent, and sample children's cognitive skills rank high within the national Head Start population, falling at the national average (Appendix C).

Compared to the national Head Start population, CAP Tulsa families are relatively disadvantaged along socioeconomic characteristics, with lower incomes, parental employment rates, and parental education attainment, and more language barriers (Table 3).

- CAP Tulsa families' household income is far more likely to fall below \$10,000 (36% vs. 15%, $p < .001$), and far less likely to lie above \$30,000 (13% vs. 20%, $p < .001$), compared to the national Head Start population.
- CAP Tulsa parents are less likely to be employed (49% vs. 53%, $p < .001$), but more likely to be employed full-time (38% vs. 26%, $p < .001$) than the average Head Start participant's parent.
- The parents of children enrolled in CAP Tulsa early childhood programs have lower levels of education than the average Head Start parent, with 46% having less than a high school education (without a GED) compared to 36% ($p < .001$).
- Despite serving the same proportion of Hispanic families (36%), CAP Tulsa works with a greater proportion of parents whose primary language is not English (38% vs. 27%, $p < .001$) than the average Head Start center.

Among CAP Tulsa families, parents in CAP FLS families have greater educational attainment but appear relatively disadvantaged along some markers of socioeconomic status, including household income and structure (Table 3).

- CAP FLS parents have higher levels of education than the average CAP Tulsa parent, with 36% having engaged in some postsecondary education (vs. 22%, $p < .001$).
- CAP FLS households have lower levels of income than the average CAP Tulsa household, though differences are not statistically significant.
- Study parents are far more likely than other CAP Tulsa parents to be single parents (68% vs. 43%, $p < .001$).

The same differences emerge between CAP FLS families and the national Head Start population of families, whereby CAP FLS study parents have higher levels of education than the average Head Start parent, but live in lower-income households that are more likely to be headed by a single parent (Table 3).

- CAP FLS parents are less likely to be without a high school diploma or GED (30% vs. 36%, $p < .01$), and more likely to have postsecondary education experience (35% vs. 30%, $p < .05$), compared to the national population of Head Start parents.
- CAP FLS households are more likely than other Head Start households to receive below \$10,000 in annual income (45% vs. 15%, $p < .001$).
- Single-parent households are more common in the CAP FLS sample than in the Head Start population as a whole (68% vs. 50%, $p < .001$).

Table 3: Demographic Characteristics of CAP FLS, CAP Tulsa, and Head Start Families

	CAP FLS Families (n=328)	CAP Tulsa Families (n = 5,694)	Head Start Families (n = 2,647)
	(a)	(b)	(c)
	M(SD)/%	M(SD)/%	M(SD)/%
Parent age (years)	29.64 (6.04) ^b	31.31 (7.94) ^c	28.70 (5.75)
Parent gender (% female)	98.17% ^b	67.19% ^c	95.07%
Parent race (%)			
White	30.49% ^b	25.20%	25.84%
Black	44.51% ^b	26.71% ^c	31.52%
Hispanic	8.84% ^b	35.86%	36.01%
American Indian or Alaska Native	7.01% ^b	3.85% ^c	0.85%
Other	9.15%	8.38% ^c	5.78%
Parent's primary language is English (%)	94.82% ^b	61.96% ^c	73.42%
Single-parent family (%)	67.99% ^b	43.66% ^c	49.68%
Household income (%)			
\$0 - \$10,000	44.82% ^b	36.44% ^c	14.74%
\$10,001 - \$20,000	22.56% ^b	28.77% ^c	41.88%
\$20,001 - \$30,000	18.29% ^b	21.64% ^c	23.69%
\$30,001+	14.33% ^b	13.15% ^c	19.70%
Parental education (%)			
12th grade or less (no diploma or GED)	30.18% ^b	46.12% ^c	36.42%
High school diploma or GED	35.06%	30.98% ^c	33.96%
Any postsecondary education	35.76% ^b	22.9% ^c	29.62%
Parent employment status (%)			
Employed full-time	27.44% ^b	38.27% ^c	25.87%
Employed part-time	15.55%	12.36% ^c	20.88%
Not employed	57.01% ^b	49.37% ^c	53.25%

Notes: Each of the three samples is restricted to families with complete demographic data. Statistical significance is indicated at the 5% level. Tests of statistically significant differences between CAP FLS families and CAP Tulsa families compare CAP FLS families to *the rest of* CAP Tulsa families.

Despite displaying markers of socioeconomic disadvantage, CAP FLS parents have greater psychological well-being, with lower rates of depression and more social support, and display more positive parenting compared to their relatively advantaged counterparts in the national Head Start population.

- Study parents are less likely to exhibit clinical levels of depression than the average Head Start parent (9% vs. 17%, $p < .001$).
- CAP FLS parents also appear to have greater social support than average; 98% report having a person in their life who would provide them with emergency aid, compared to 89% of Head Start parents ($p < .001$).
- Head Start parents are highly involved in their children's learning and education, especially those in the CAP FLS sample.
 - While the vast majority of Head Start parents read to their children, an even larger proportion of CAP FLS parents do so (91% vs. 99%, $p < .001$).

- CAP FLS parents are also more likely to attend parent-teacher conferences (94% vs. 86%, $p < .001$).
- Sample members apply more positive parenting practices compared to the general Head Start population, including showing affection to their children (100% vs. 97%, $p < .001$) and using consistent discipline (12% vs. 1%, $p < .001$).

In addition, the academic skills of study children attending CAP Tulsa Head Start centers compare favorably to the national Head Start population; CAP FLS children display greater executive functioning and score much higher on cognitive assessments, placing around the national average.

- The average Head Start child responds correctly to 39% of pencil tap prompts, while the average CAP FLS child responds correctly to 44% of prompts ($p < .05$), demonstrating greater inhibitory control (a facet of executive functioning).
- The average Head Start child has a PPVT score that is 1.24 standard deviations below the national mean and a Woodcock-Johnson Applied Problems score that is three-quarters of a standard deviation below the national average.
- By comparison, not only are study children's PPVT and Woodcock-Johnson scores statistically significantly higher than the average Head Start child's scores ($p < .001$ for both), but CAP FLS children score only .15 standard deviations below the national mean on the PPVT and score at the national average on the Woodcock-Johnson.

Summary: The CAP Family Life Study Sample

Results indicate that families in the CAP Family Life Study are more economically disadvantaged compared to the rest of CAP Tulsa families not in the study and compared to a nationally representative sample of Head Start families (FACES 2009). However, relative to the national Head Start population, parents report healthier psychological functioning (e.g. lower levels of clinical depression) and more positive parenting practices (e.g. consistent discipline), and their children exhibit more developed cognitive skills, as measured by the Peabody Picture Vocabulary Test (PPVT) of receptive language skills and Woodcock-Johnson Applied Problems Test of math reasoning and problem-solving (measures not available for the full CAP Tulsa population). The average Head Start child has a PPVT score that is 1.24 standard deviations below the national mean, compared to PPVT scores only .15 standard deviations below the national average among CAP FLS children. Among the full Head Start population, the average child has a Woodcock-Johnson Applied Problems score that is three-quarters of a standard deviation below the national average, while CAP FLS children score at the national average on the Woodcock-Johnson.

Section 3: Participant Recruitment & Opportunities for Expansion

With an understanding of the families that are motivated to pursue educational and career advancement, in this section we use data from the CAP Family Life Study Education and Job Training Supplemental Survey to explore CAP Tulsa parents' interest in CareerAdvance® and gauge overall demand for program services. Our findings have implications for future CareerAdvance® program recruitment efforts.

CareerAdvance® serves between five and ten percent of CAP Tulsa's 2,000 families each year, and CAP Tulsa seeks to increase this rate of program enrollment. The CAP Family Life Study team has used a research tool—the Education and Job Training Supplemental Survey—that program staff could adopt to improve future CareerAdvance® recruitment efforts. Below we use our Supplemental Survey data, which was used to determine parents' motivation for careers in healthcare, to describe the general level of interest in career advancement among CAP Tulsa parents, and suggest how this tool might be adapted to support future CareerAdvance® recruitment practices.

Gauging Parent Interest in Educational & Career Advancement

As part of the CAP Family Life Study, we asked CAP Tulsa Family Support Specialists to administer a seven-question Education and Job Training Supplemental Survey to all CAP Tulsa parents served from fall 2010 through fall 2014 (Appendix D). The research goal was to identify a group of parents with similar interest in and motivation for education and training as parents participating in the CareerAdvance® Healthcare program. Family Support staff collected surveys from 3,665 parents that suggest high demand for career advancement services among the CAP Tulsa parent population that has been largely untapped to date. We find that:

Interest in educational and career advancement among surveyed CAP Tulsa parents¹ is high, especially in the healthcare field.

- 28% of parents had applied to or were planning to attend an educational training program in the next 3 months.²

¹ We restrict to the 2,116 parents with available demographic information; who answered three survey questions of primary interest: (1) How interested would you be in starting a job in the health care field in the next three months (ex. becoming a nurse, a health information technician, or a dental hygienist)? (2) How motivated would you be to join a 15-week training program at no cost to you that would prepare you for a job to make \$8-\$10 an hour? (3) How motivated would you be to join a 3- to 4-year training program at no cost to you that would prepare you for a job to make \$25-40 an hour?; and for whom a Family Support Specialist provided a recommendation for CareerAdvance®.

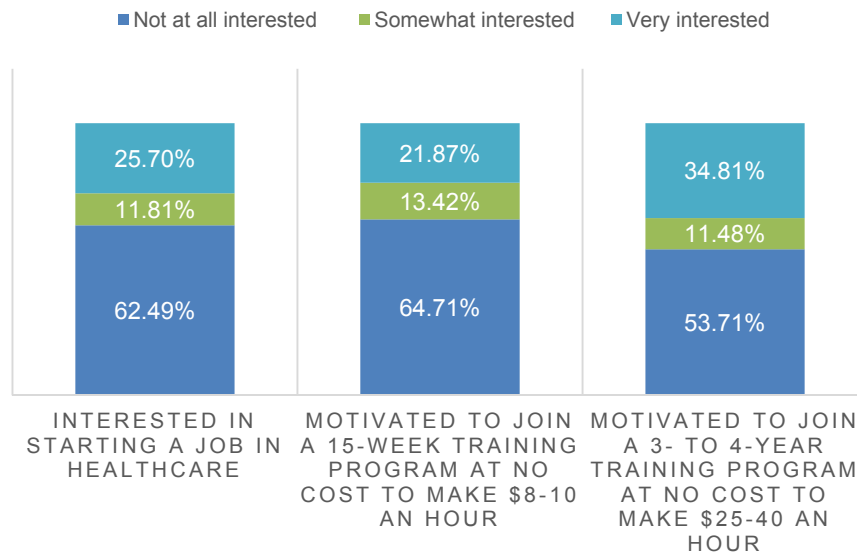
² For this statistic only, we further restrict to the 2,114 parents who answered the question: Have you recently applied to or do you plan to attend an educational or training program within the next three months?

- 30% were ready to make a shift in their education or work that would help them start a new career.³
- 38% reported interest in starting a job in the healthcare field (Figure 9).

Large numbers of CAP Tulsa parents would like to participate in a training program at no cost to them, even if training were to take a long time (Figure 9).

- 35% were motivated to join a 15-week training program that would ensure an hourly wage of \$8 - \$10 (e.g. CNA training).
- 46% would participate in a 3- to 4-year training program with an hourly wage of \$25 - \$40 (e.g. R.N. training).

Figure 9: Parent Interest and Motivation in CareerAdvance® Services



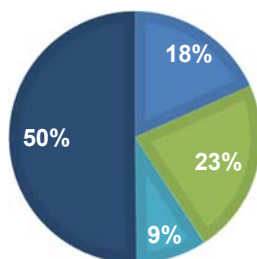
Family Support Specialists are able to identify many CAP Tulsa parents who appear well-suited for CareerAdvance® Healthcare.

- Family Support Specialists strongly recommended about 20% of parents for program admittance based on family background information and parents' survey responses (Figure 10).

³ For this statistic only, we further restrict to the 2,109 parents who answered the question: Right now, how ready are you to make a shift in your education or work that will help you start a new career?

Figure 10: Family Support Staff Recommendations to CareerAdvance®

■ Strongly recommend ■ Slightly recommend
■ Slightly do not recommend ■ Strongly do not recommend



- Family Support Specialists identified parents with high levels of interest in educational and career advancement in the healthcare field (Table 4). Of those parents strongly recommended to CareerAdvance®:
 - Nearly three-quarters were very interested in starting a job in the healthcare field.
 - 64% were very interested in joining a 15-week training program at no personal cost that would ensure an hourly wage of \$8 - \$10 (e.g. CNA training).
 - 86% of parents were very interested in participating in a 3- to 4-year training program at no personal expense with an hourly wage of \$25 - \$40 (e.g. R.N. training).

Table 4: FSS Assessments Based on Education & Job Training Supplemental Survey Responses

	Strongly Recommend n = 426	Slightly Recommend n = 311	Slightly Do Not Recommend n = 211	Strongly Do Not Recommend n = 1,168
<i>Interested in starting a job in healthcare</i>				
Very interested	73%	44%	21%	5%
Somewhat interested	17%	28%	26%	3%
Not at all interested	10%	28%	53%	92%
<i>Motivated to join a 15-week training program at no cost to make \$8-10 an hour</i>				
Very interested	64%	38%	18%	3%
Somewhat interested	19%	30%	27%	5%
Not at all interested	17%	32%	55%	92%
<i>Motivated to join a 3- to 4-year training program at no cost to make \$25-40 an hour</i>				
Very interested	86%	65%	42%	7%
Somewhat interested	11%	23%	30%	5%
Not at all interested	3%	12%	28%	88%

Implications for Recruitment

At present, CareerAdvance® recruits participants largely through Family Support referrals, recommendations from past participants, fliers and posters displayed at CAP Tulsa early

childhood education centers, and program information sessions. Later, career coaches interview *CareerAdvance*[®] applicants and assign each a score based on interest in healthcare, desire to participate in a job training or ESL program, and motivation for educational and career advancement. Program staff then select applicants with the highest scores for admittance.

Our research findings suggest that a more targeted recruitment process could lead to higher rates of enrollment, and among those best-suited for the program. CAP Tulsa's recruitment goal could be set at 20% of CAP parents—the proportion that Family Support Specialists would strongly recommend for *CareerAdvance*[®] Healthcare. Family Support Specialists could administer a short and simple survey (like the Education and Job Training Supplemental Survey) as part of the required Family Success Plan to identify large numbers of CAP Tulsa parents who are interested in educational and career advancement (Appendix E). The survey would include questions of relevance to English Language Learners and parents requiring coursework at the developmental level, similar to those already included in the Family Success Plan as part of the CAP Family Advancement Study. Details about the program as well as an application could be offered to these parents at the same time. Earlier identification of strong candidates would allow for efficient and effective targeted recruitment that would increase the likelihood of identifying potential candidates who are well-suited to *CareerAdvance*[®].

Section 4: CareerAdvance® on the Ground—Participant Persistence and Key Program Elements

We turn next to an exploration of CareerAdvance® Healthcare participants' educational and career achievements once admitted into the program. After describing participant success in program persistence and certification sixteen months after program entry, we present descriptive analyses of take-up of key program components—incentives, in-kind assistance, and partner meetings—that promote program success. We conclude the section with participant reflections on the value of incentives, as well as other key program elements: career coaching and peer cohorts.

The wealth of longitudinal, quantitative data collected during the first four years of the study provides a great deal of information about participants' CareerAdvance® Healthcare experiences. In addition to administering surveys and assessments to the full CAP FLS sample from CareerAdvance® Cohorts 4 – 10, we have now tracked Cohort 4 – 7 participants for more than one year. In this section, we present analyses that link Wave 1 parent survey data to CAP Tulsa progress data in order to describe the educational and career progress and utilization of program services of CAP FLS Cohort 4 – 7 CareerAdvance® Healthcare participants (excluding matched comparison parents; n = 92).

Applying the study's mixed methods approach, we complement these findings with analyses that capitalize on two sources of rich qualitative data to describe CareerAdvance® participant perspectives of key program components: career coaching, peer cohorts, and financial incentives. First, we use data gathered during annual in-depth interviews of randomly selected CareerAdvance® Healthcare participants from two study cohorts (n = 21). Northwestern University researchers conducted semi-structured, 60 – 90 minute interviews at baseline with 21 CareerAdvance® participants in the qualitative subsample—which has very similar characteristics to the full analytic sample—and these parents will be followed for up to three years. We have collected two years of interview data to date. Second, we use data gathered during twice-yearly focus groups with CareerAdvance® Healthcare participants (Cohorts 4 – 8), which were conducted over four years (2011-14) in conjunction with the University of Texas at Austin's CareerAdvance® implementation study.

Interviews and focus groups are digitally recorded, transcribed, and summarized respectively into longitudinal case summaries and memoranda to CAP Tulsa staff. The summaries and memos incorporate parents' experiences, attitudes, and perspectives on the program and its core components; their education, careers, family life circumstances, and balance among them; and how these have changed over time. In-depth interviews have also been coded into three major study areas of interest: parent participants' human capital, social capital, and experiences of the program. Coded interview transcripts (11 of 21 participants), longitudinal case summaries (all 21 participants), focus group memoranda, and implementation reports to date (2011-2014) were used for the analysis.

Parents' Persistence & Certification

As a whole, the package of supportive elements of CareerAdvance® components seem to be working. Analysis of CAP FLS parent survey and program progress data reveal that Cohorts 4 – 7 have persisted in CareerAdvance® Healthcare and obtained certification at rates that far exceed those demonstrated by other workforce development programs. Participants appear to be motivated towards persistence and certification by their families' economic needs and aided in their progress by protective psychological factors.

Program persistence and certification rates during the first sixteen months of CareerAdvance® participation are high (Table 5).

- Over half of participants (59%; 54 of 92) are still active in the program sixteen months after program enrollment.
- Three-quarters of CareerAdvance® participants (76%; 70 of 92) receive at least one new certificate within sixteen months of enrollment.
- Even among those who exit the program, a little over two-thirds (68%; 26 of 38) attain at least one certificate before exiting.
- The doubly successful group of participants who obtain certification and remain active in the program at 16 months is also the largest group (48%; 44 of 92).

Table 5: Enrollment and Certification 16 Months after Program Entry

	Active at 16 Months	Inactive at 16 Months	Total
Certification at 16 Months	44 (48%)	26 (28%)	70 (76%)
No Certification at 16 Months	10 (11%)	12 (13%)	22 (24%)
Total	54 (59%)	38 (41%)	92

CareerAdvance® persistence and certification rates compare favorably to other education and workforce training programs.

- Many past education and workforce training programs measured success as attainment of a diploma or GED certification within a multi-year time period (e.g. New Chance Demonstration: 52% attained within 42 months; Learning, Earning and Parenting Program: 46% attained within 36 months; Job Training Partnership Act Title II-A Programs: 32% attained within 30 months).
- CareerAdvance® certification rates are much higher within a shorter time frame; 76% of participants attained at least one workforce-applicable certificate within the first 16 months

of enrollment.

- The Opening Doors Program study of low-income students of two community colleges found that 32% of students were still enrolled one year after enrollment, while a higher proportion (59%) of CareerAdvance® participants are enrolled even longer, up to 16 months.

Parents facing greater material hardship at program entry persist in the program at higher rates than those with more economic security, and greater material hardship coupled with higher (baseline) psychological well-being is associated with greater success in obtaining certification compared to when parent participants are not motivated by financial pressures, i.e. face low material hardship, and are not bolstered by positive psychological functioning.

- Parents who demonstrate high material hardship at program entry (i.e. cannot pay a bill or go to a doctor due to financial reasons) are almost twice as likely to be enrolled in CareerAdvance® at 16 months compared to parents with low material hardship.
- Participants who obtain certification within 16 months of enrollment have similarly low levels of psychological distress and similarly high levels of optimism, self-esteem, and hope/goal efficacy at program entry as participants who do not obtain certification (Table 6).
- Parents with high material hardship but low levels of psychological distress (including mental health problems such as depression and anxiety) at baseline are more likely to attain at least one certificate within 16 months compared to those with low hardship and high distress.

Table 6: Psychological Well-Being and Social Support by Certification Status

	Measure Range	Attained a certificate (n=70)		Did not attain certificate (n=22)	
		M(SD)	Range	M(SD)	Range
Psychological Distress	0 to 4	0.99 (0.55)	0-2	1.18 (0.55)	0.33-2.67
Optimism	0 to 4	2.85 (0.54)	1.33-3.83	2.82 (0.56)	1.83-4
Self-Esteem	0 to 3	2.28 (0.34)	1.5-2.9	2.3 (0.34)	1.7-2.9
Hope/Goal Efficacy	1 to 4	3.26 (0.42)	2.5-4	3.30 (0.37)	2.83-4
Social Support	12 to 48	38.93 (5.22)	28-48	39.95 (5.69)	28-48

* p<.05; ** p<.01; *** p<.001

Participant Take-Up of Key Program Components

Parents' high rates of persistence and certification are possible in large part because of the significant supports provided by CareerAdvance®, including partner meetings that provide important skill-building opportunities and social support; performance and attendance incentives to motivate active program participation; and in-kind assistance to facilitate educational

advancement. Take-up of these key program components varies greatly across individuals, but the average parent participant attends 20 partner meetings and receives about \$2,800 in incentives and in-kind assistance during the first year of program participation.

We present additional analysis of program support take-up in Appendix F. We find that parents who persist through 16 months and/or receive certification within 16 months of program entry have attended more partner meetings and received more incentives and in-kind assistance during those 16 months on average. Certification may be a particularly useful marker of program success; early exiters with certificates appear to do well—with 46% leaving CareerAdvance® prior to the 16-month mark in order to work—and utilize less in-kind assistance than parents who persist through 16 months or those who exit without a certificate. Conversely, parents who persist without certification draw a great deal of program resources without evidence of educational advancement, and may require extra attention from program staff to promote their success.

Overall Utilization of Partner Meetings, Incentives, and In-Kind Assistance

Average partner meeting attendance among Cohort 4 – 7 participants is fairly high (20 within the first year of the program), though parents vary substantially in their participation. Receipt of incentive payments and in-kind assistance is also highly variable, with some parents receiving large amounts of program support (Table 7).

Table 7: CareerAdvance® Program Component Take-Up during the First Year of Participation

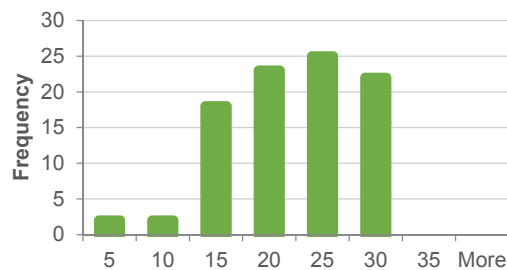
n = 92	Mean	Min	Max	# at Min
Number of partner meetings attended	20	4	29	2
Incentives				
Pay for performance	\$447	\$0	\$1200	14
Conditional cash transfers for attendance	\$1568	\$0	\$2400	1
TOTAL incentives	\$2015	\$200	\$3300	3
In-Kind Assistance				
Transportation	\$65	\$0	\$450	53
Child care	\$622	\$0	\$7803	53
Referrals to outside education services	\$45	\$0	\$260	46
TOTAL in-kind assistance	\$731	\$0	\$7893	8

The average CareerAdvance® participant attends partner meetings on a nearly biweekly basis across his or her first year in the program, though the frequency of partner meetings varies across individuals and by healthcare track and cohort.

- CareerAdvance® offers participants in different healthcare tracks and cohorts a varying number of partner meetings. For example, coaches offered Cohort 4 Nursing participants 35 partner meetings during the first year of CareerAdvance® and offered 26 meetings to HIT students, while offering Cohort 5 Nursing participants 24 partner meetings and 29 for HIT participants.

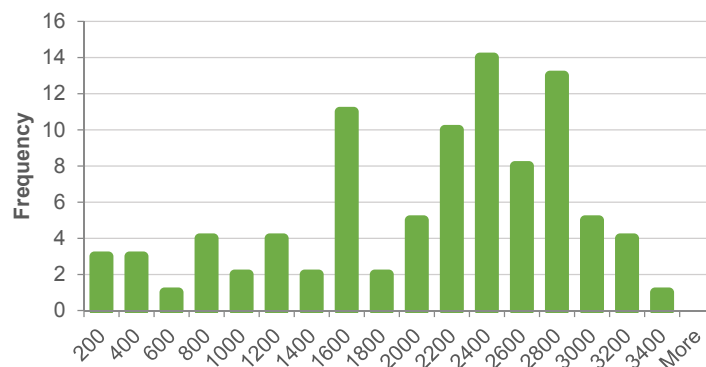
- In general, career coaches lead partner meetings on a weekly basis in the early stages of CareerAdvance® participation (the first four months). As students progress through the program, the frequency of partner meetings decreases to biweekly, and monthly by the end of the first year.
- Across tracks and cohorts, parents attend 20 partner meetings in the first year of CareerAdvance® on average (Figure 11), with Nursing participants attending an average of 19.8 partner meetings; HIT participants attending an average of 20.4; and Medical Assisting attending an average of 19.

Figure 11: Partner Meeting Attendance during the First Year of Participation



CareerAdvance® participants receive \$2,015 in attendance and performance incentives during the first year on average (with a great deal of variability across individuals), and the vast majority of payments go to attendance incentives (Figure 12).

Figure 12: Total Incentive Receipt during the First Year of Participation



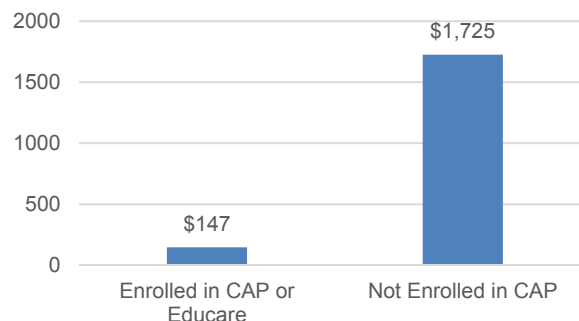
- In a parent's first year of program participation, CareerAdvance® spends close to the \$3,000 it anticipated on incentive payments, though a bit less on average.
- Of the \$2,015 in incentives that CareerAdvance® provides to the average participant in the first year of the program, more than three-quarters (78%) is from attendance incentives while the rest is from performance incentives.

- Fifteen percent of participants receive no performance incentives, while essentially all participants receive attendance incentive payments.

CareerAdvance® provides in-kind assistance (childcare, education services, and transportation) on an as-needed basis, and as such, its receipt varies dramatically across participants; some parents receive a disproportionate amount of in-kind assistance, largely driven by childcare expenses, and in particular, the cost of infant and toddler care.

- Total in-kind assistance receipt in the first year of participation ranges from \$0 to \$7,893, with an average of \$731, and 9% of participants receiving no in-kind assistance.
- The vast majority of spending is devoted to childcare provision for a small number of participants.
 - The average parent participant receives \$622 worth of childcare, but while 58% of parents do not take advantage of childcare assistance, participants receive up to \$7,803.
 - Participants receive an average of \$45 (ranging from \$0 to \$260) worth of outside education services, e.g. tutoring, and \$65 to defer transportation costs (with a maximum of \$450).
- Childcare costs are particularly high for families with infants and toddlers, age birth to three, who are not served by CAP Tulsa’s Early Head Start program.
 - CareerAdvance® devotes an average of \$1,725 to childcare assistance for participants with infants and toddlers not enrolled in a CAP Tulsa center, compared to an average of \$147 for parents without children aged 0 to 3 who are not served by CAP (Figure 13).

Figure 13: Childcare Assistance Provided to Participants with Infants & Toddlers



- Childcare assistance costs are more highly variable among participant families with infants and toddlers not served by CAP, ranging from \$0 to \$7,893, compared

to a range of \$0 to \$1,285 among families who do not have infants and toddlers, or whose infants and toddlers are enrolled in CAP.

Participant Perspectives on Key Program Components

Participant reflections on program experiences offer insight into the influence of key *CareerAdvance*[®] components on parent and family success. A team of qualitative researchers (Terese Sommer, Emily Ross, and Celia Gomez) used data from coded interview transcripts, longitudinal case summaries, focus group memoranda, and implementation reports to examine *CareerAdvance*[®] participants' experiences of coaching, peer supports, and financial incentives through an iterative process of identifying and quantifying common and unique parent experiences of each component; cataloguing interview and focus group quotes that represent these experiences; and eventually identifying analytic categories of support types. We then compared how these were similar, or not, across the three program components. Table 8 defines our analytic categories and presents exemplary quotes by program component.

Table 8: Parents' Experiences of CareerAdvance® Core Program Components⁴

		Types of Support: Analytic Categories			
		Relational		Problem Solving, Guidance, and Resources	Skill Building
		Support parents receive through relationships that help them persist through school			
		Motivational	Emotional		
		Encouragement to celebrate successes and persist through challenges	Emotional connectedness and feeling that others are invested in their success	Provision of support, advice and recommendations related to personal, family, school, work, and access to resources to support themselves and their families, and develop and achieve short and long term goals	Promote development of higher-order skills needed to succeed in multiple realms of life, both short and long-term.
Core Program Components	Career Coaching	<p><i>[The coaches are] constantly pushing you and like putting that demand on you. [They say], "you need to make this grade, you need to do this, you need to do that. Hey what's going on?" It helps, especially [for]...somebody like me that's... a procrastinator, or if it gets hard...</i></p> <p>Interview participant, 2014</p> <p><i>She believes in us- even when we don't believe in ourselves.</i></p> <p>Focus group participant, 2012</p>	<p><i>[My career coach] is really organized...she's more understanding [and] she just knows what she is doing. So she's easy to talk and easy to get a hold of....</i></p> <p>Interview participant, 2014</p>	<p><i>I'm glad I didn't take four classes because I was planning on taking four classes but I talked to [career coach] and she was kind of like you know, you know she was like I know you're technically not in CareerAdvance for this semester but I think it'd be better if you maybe didn't take all four classes because that's a lot of school and you still want to work and you do have a lot of court dates you're going to have to go to.</i></p> <p>Interview participant, 2013</p>	<p><i>In CNA with CareerAdvance®, they gave you... a big calendar that showed all the tests and everything you were going to do and they were really like on top of everything. When you go to the partner meetings, they knew when you were going to take a test. They'd remind you to study.... [Career Coach] was really like on top of you for everything. [W]hen I went to [school] by myself you know I had to do everything by myself. There was nobody that reminded me or anything like that. I had to keep on top of it on my own...I felt like I had gotten a lot of good training from [Career Coach].</i></p> <p>Interview participant, 2013</p>
	Peer Cohorts	<p><i>When we were all together, there was lots of motivation; we had study groups, everyone was always encouraging.</i></p> <p>Focus group participant, 2011</p> <p><i>It's a group mentality of success – we're going to do this together.</i></p>	<p><i>I like the support group. I like it. And just knowing, being able to network, know that whenever we do get out in the field, these are the ladies that I'll be working with. It's easier to trust your co-workers, whenever you've known them through nursing school. And know how they operate. And know that they have your back.</i></p> <p>Focus group participant, 2013</p>	<p><i>Well the group I had was very helpful. We all helped one another so get through our studies, and we all talked and tried to make time for study time like in the library, or anything like that. [...] A few times when actually during lunch me and my cohort would actually study during lunch (laughing) or like after school, and stuff like that.</i></p> <p>Interview participant, 2013</p> <p><i>I actually had a classmate that was actually really good in math, so we kind of just leaned on her to help us, and you know just guide us in what you know direction we needed to take.</i></p> <p>Interview participant, 2013</p>	
	Financial Incentives (Performance-Related)			<p><i>...School wise we get our incentives from class... I don't have to worry about putting gas in the car... to go to class I get that money goes toward the gas card and then my money I make goes toward my bills and personal things so that helps.</i></p> <p>Interview participant, 2013</p>	

⁴ Data sources: In-depth interviews with randomly selected subsample of two CareerAdvance® cohorts (n=21): analysis of wave 1 and wave 2 longitudinal case summaries (21) and coded transcripts (11 of 21). Focus groups with CareerAdvance® participants, Cohorts 4-8, by healthcare track: summaries of memorandums.

Our analysis led us to inductively identify three types of support experienced by CareerAdvance® participants: *relational*, *problem-solving*, and *skill-building*. We define *relational* as the support parents receive through relationships that help them manage school, work, and family. We divide these into two subtypes: *motivational* and *emotional*. Motivational is encouragement to celebrate milestones and persist through challenges, while emotional offers connectedness and feeling that others care for them and are invested in their success. The CareerAdvance® program also helps parents *problem-solve* through guidance, advice, and resources, including access to supportive services in the community and help in developing and pursuing short- and long-term goals for themselves and their families. *Skill-building* helps parent participants develop higher order skills needed to succeed in the multiple realms of their life (e.g. school, workplace, and family); examples include organizational and time-management skills.

Career Coaching

CareerAdvance® participants experienced career coaches as offering all three types of support: relational, problem-solving, and skill-building. Parents often described their coach's motivational support in ways that were transformative, "*She believes in us—even when we don't believe in ourselves*" (2012 Focus Group Participant). Motivational support from coaches also came in the form of tough love. Coaches—much like parents—provided firm but supportive reminders about how to succeed, and pushed participants to achieve their full potential:

[The coaches are] constantly pushing you and like putting that demand on you. [They say], 'You need to make this grade, you need to do this, you need to do that. Hey what's going on?' It helps, especially [for]...somebody like me that's...a procrastinator or if it gets hard..." (Interview Participant, 2014).

Parents and their coaches together seemed to foster relationships and lasting bonds, especially at the entry level, and most but not all parents expressed feelings of attachment to their first career coach. One participant said that her first coach called to check in on her and made sure that the parent was on track even after she temporarily stopped out of the program. A minority of parents who progressed to higher levels of education (and thus on to a new career coach) reported that they "still talk to" their old career coach, and the majority expressed that they knew the option to contact them was there should they need it.

The parent-coach relationship was delicate or tenuous for a few parents. In one instance, a parent described the feeling that her coach questioned her ability to pass an upcoming test:

[I felt successful] I passed this PCT. [At the end of the course] I was struggling so much working full time and trying to study and I didn't know if I was going to pass it or not and that's when I had with the [my] CareerAdvance® coach...That's when we kind of fell off because she was like 'Well you, you don't even know if you're going to pass or not and blah, blah, blah, blah.' And I'm like, 'Well, I'll prove you wrong, and I passed with a high'" (Interview Participant, 2013).

It is hard to assess such comments without knowing the larger context. The pressure parents put on themselves to advance quickly was sometimes tempered by the reality of their circumstances or skills, or by coaches who tried to offer parents a reality check.

A few participants also described that high coach turnover prevented them from getting to know their coach. A warm, trusting relationship with parents may be a key ingredient to effective coaching, suggesting that less intensive models, such as those with high caseloads and few individual interactions, may be less successful.

Coaches provided problem-solving guidance and referral resources, as reported by nearly all parents: "...*She just seemed like wow she's so smart. Like I could ask her anything and she would have a solution for me*" (Interview Participant, 2013). They also cited their career coach as the first person they would turn to if they needed help finding childcare or services for their children. Less frequently, participants described how career coaches helped them access other community resources, such as support paying a bill, information on social services, or housing support, presumably resources that Family Support Specialists are best-equipped to provide. A minority of participants described ways in which their career coach helped them to balance their many responsibilities, including parenting:

[CareerAdvance® has changed my parenting] in a positive way...Our CareerAdvance® coaches [tell us to] ...enjoy the little times, the little small moments [with our kids]... I haven't done it yet but I [want] to...bring them [with me]...when I have to study so they can see, you know. I guess it makes me more involved with them ... on an educational level" (Interview Participant, 2014).

Additionally, coaches provided scaffolding and information that helped parents develop new skills. A majority of participants described being especially grateful for organizational support. A small subset of more advanced CareerAdvance® participants described actively learning from their coaches' advice and being able to implement the strategies their coaches modeled. This may suggest that CareerAdvance® has been successful in helping some but not all parents develop skills to become independently successful in their educational pursuits:

In CNA with CareerAdvance®, they gave you... a big calendar that showed all the tests and everything you were going to do and they were really like on top of everything. When you go to the partner meetings, they knew when you were going to take a test. They'd remind you to study.... [My career coach] was really like on top of you for everything. [W]hen I went to [school] by myself...I had to do everything by myself. There was nobody that reminded me or anything like that. I had to keep on top of it on my own...I felt like I had gotten a lot of good training from [Career Coach]" (Interview Participant, 2013).

The vast majority of parents not only experienced a wide range of supports from coaches but also experienced these supports as consistent and specific, especially relative to the support received from peers. Coaches typically assisted parents in identifying and pursuing an educational pathway that best matched their unique circumstances and helped them to develop

strategies and make choices that were likely to promote success. For example, coaches helped parents determine a course load that was realistic in light of the multiple demands of work and family, and to select courses at the appropriate level:

I'm glad I didn't take four classes because I was planning on taking four classes but I talked to [career coach] and she was kind of like you know, you know she was like I know you're technically not in CareerAdvance® for this semester, but I think it'd be better if you maybe didn't take all four classes because that's a lot of school and you still want to work and you do have a lot of court dates you're going to have to go to" (Interview Participant, 2013).

Some coaches were *explicit and intentional* in their individual interactions, teaching participants higher order skills (e.g. organization and time use) that parents could apply across many areas of life (e.g. education, employment, and family life), although they were reported by a minority of participants. These included guidance in studying and staying organized (built-in time to study and how to remember deadlines):

Actually, [Career Coach 2] , she's - I guess she's been [in] school quite a few times and a lot... she will give us quite a few ideas, you know... study like this or study like that and you may want to do this, you may want to do this. Or just hearing it from other people that is already nurses and, you know, and one thing that [Career Coach 1] and [Career Coach 2] teach us is that you have to grasp - take your books with you everywhere any opportunity that you get to study, study" (CareerAdvance® and Focus Group Participant, 2014).

Some coaches also gave both macro-level advice about strategies about how to succeed and/or more immediate and specific academic support (providing extra work to give her more practice for a specific exam):

I could never pass the GED test... And I was just felt so dumb that I was like there is no need for me to take the GED test... And I just kept feeling that way. I will give up. But my career coach ... don't give up, never give up...And you know they talked and talked to me and just take your time... and I went to school every day and they gave me some extra work. Brought that home or at school and I learned that way. So they helped me a whole lot. A whole lot" (CareerAdvance® and Focus Group Participant, 2013).

Coaches directly incorporated skill-building into partner meetings, especially in the initial stages of the program when they helped map out participants' schedules and reminded them about ways to stay on track. Given the low rates of skill-building described by parents in their individual interactions with coaches, the program coaches may want to foster this type of learning more explicitly and directly. The new coaching model is likely to help to make this possible.

Peer Cohorts

The peer cohort model had high salience for parents relationally and in problem-solving. The majority of parents referred to their progress and struggles in the plural “we” rather than individually. Peers motivated and encouraged each other in the form of group accountability:

“It’s a group mentality of success—‘we’re going to do this together’” (Career Coach Focus Group Participant, 2014).

“When we were all together, there was lots of motivation; we had study groups; everyone was always encouraging” (CareerAdvance® and Focus Group Participant, 2011).

Participants also described building emotional bonds with peers based on their shared experiences as student-parents. Almost all parents talked about sharing similar challenges and goals with other parents due to that fact that they were all parents of young children, and that such commonalities helped build camaraderie. The majority of parents felt strongly that the bonds they developed with other CAP parents in the CareerAdvance® program allowed them to support each other in a way that other students could not:

[Everyone in our cohort], we were in the same position, we had kids, and you know we had not been in school for a while, so we kind of leaned on each other – for that. I feel like I can talk to them more so because they are in my position – so I could definitely come to them for some emotional support” (Interview Participant, 2013).

“We are all parents of young kids. We understand where we are coming from with kids the same age; we understand each other’s problems” (CareerAdvance® and Focus Group Participant, 2011).

Shared experience as students in the same program also seemed to improve connections, although it is hard to know by how much:

I like the support group. I like it. And just knowing, being able to network, know that whenever we do get out in the field, these are the ladies that I’ll be working with. It’s easier to trust your co-workers, whenever you’ve known them through nursing school. And know how they operate. And know that they have your back” (CareerAdvance® and Focus Group Participant, 2013).

Peer support differed from coaching in that in some cases it led to friendships that transcended a professional dynamic, and parents met outside the classroom and in study groups:

“We went out to dinner sometimes, maybe to the movies,” (CareerAdvance® and Focus Group Participant, 2013).

I'm close to two of them. One of them who I actually go to her house, she comes to my house for birthday parties... little cookouts, she'll invite us. We'll attend. A Halloween party we've attended too, and I know her family members, so we've become pretty close, and my other one I invited her to my wedding too" (CareerAdvance® and Focus Group Participant, 2014).

While such friendships did not happen for all or most participants, for those that did, these relationships seemed highly emotionally salient: *"We like to, we talk, and if they need to talk about something, I'm there to listen."*

Like coaches, peers helped with problem-solving, guidance, and resource referral, although they were focused predominantly on day-to-day academic support, including tutoring, help with homework, and study groups:

I actually had a classmate that was actually really good in math, so we kind of just leaned on her to help us, and you know just guide us in what you know direction we needed to take so" (CareerAdvance® and Focus Group Participant, 2013).

I'm there to help them or if I say, 'Hey, I really need help on this, will you please help me?' They'll come over and help" (Interview Participant, 2013).

Well the group I had was very helpful. We all helped one another so get through our studies, and we all talked and tried to make time for study time like in the library, or anything like that. [...] A few times when actually during lunch me and my cohort would actually study during lunch (laughing) or like after school, and stuff like that" (Interview Participant, 2013).

Activities and classes as a cohort seemed to help to develop a group identity for the majority of parents. As one of the career coaches described, "It's a group mentality of success—we're going to do this together," which seemed to promote staying in the program, although we cannot quantify the relationship between peer support and persistence. This generalized group support was most common in the initial stages of the program when parents had a regular and similar schedule of courses and partner meetings. Parents tended to report (and show in focus groups) close relationships with only one or two other parents once they had advanced beyond an entry-level certificate program. Some cohorts though reported maintaining group ties even beyond their first year:

I don't get to see them much. We still talk... because almost all of them went to PCT versus LPN... In fact, we still get together every once in a while if somebody needs help on a certain area, I'm there to help them or if I say, 'Hey, I really need help on this, will you please help me?' They'll come over and help" (Interview Participant).

On average, program participants reported having an easier time maintaining their relationships with their coaches than with their peers. For example, many participants described

how they “still” turned to or “still talked to” their first career coach even though they had moved on to a new phase. By contrast, other participants described how it was difficult to maintain emotional bonds and stay in touch with peers beyond the early stages of CareerAdvance®, suggesting that more intentional strategies to continue to foster peer connections over time may be warranted (e.g. mini-reunions).

Though less common, some participants described negative experiences with peers stemming from a lack of emotional connectedness to peers, or feeling different from peers (lack of shared experiences):

[I didn't connect with my cohort at first] Well I kind of stand out. First of all I'm older. So I'm pretty much the age of most of our instructors... most of these girls are like early twenties.... So I have some years on these girls. And some of them's mentality is a little different from mine. You know some of them have never had a real job. Maybe McDonald's or Sonic. But not like a real, real job. And at first they didn't know how to take me” (Interview Participant, 2014).

Other sources of differences like single parenthood, English fluency, or race were also discussed as potential limitations to group bonding. This may further support the need for a strong relational base for parents with both coaches and peers in order for them to be successful in problem-solving and skill-building together.

The peer cohort model as a source of instrumental and motivational support seemed to be working as intended: “*When we were all together, there was lots of motivation; we had study groups; everyone was always encouraging... We wouldn't let anyone go,*” and, “*[I] know that I have that extra push, if I needed it*” (CareerAdvance® and Focus Group Participant, 2011). Encouragement was mainly directed toward academics and persevering in the program: “*I think we all are there for one goal... and we all want to see each other get through it.*” One parent noted how insecure she was about her English when she first entered the program, but that parents in her cohort continually provided encouragement and compliments, which helped her to feel more confident about her language skills. This support also took the form of accountability to each other, with peers encouraging each other to meet program obligations (e.g. going to class). Other forms of instrumental support discussed by some parents included borrowing small amounts of money, transportation for kids, and shared childcare.

Yeah, there's a few of them that, that I can call, you know, like hey I need this I don't understand this do you got this, just like here recently I called one of my classmates because once they are literally behind me and the other ones stays less than a mile away from me. And you know here recently I called her to give me a ride to pick up my kids because my car was in the shop. And so she was there in less than five minutes” (CareerAdvance® and Focus Group Participant, 2014).

In summary, coaches generally provided support for both immediate needs and longer term goals. Support from peers tended to involve day-to-day help, specifically for school, such as

tutoring, help with homework, the formation of study groups, and sharing notes or study materials for a class.

Financial Incentives

While financial assistance was not explicitly probed in interviews with program participants, half of the parents interviewed (11 of 21) discussed the value of the program incentives to them as a helpful and much appreciated resources. Gas cards seem to be both a unique feature of the program to most parents and to make a big difference to them as coverage for transportation costs associated with their return to school:

“RN incentive gas card save my life... [they] make a big difference” (Interview Participant, 2014).

.. like a grocery card to go to the grocery store. So there are some perks with it that help you out. And that’s really helpful you know. Like even if you get a gas card that’s helping you get back and forth to school, pick up your kids. You’re not going to get that anywhere else” (Interview Participant, 2013).

School wise we get our incentives from class. That’s the only thing about that helps me because I get the gas card because I drive a huge Tahoe so that helps a lot. Now that I live by myself I don’t have to worry about putting gas in the car because to go to class I get that money goes toward the gas card, and then my money I make goes toward my bills and personal things so that helps” (Interview Participant, 2013).

While participants described how the suite of financial supports included with CareerAdvance®, namely the full tuition support, motivated them to enter the program, we do not know their relationship to parent certification or persistence. Some evidence does indicate that the performance incentives may have encouraged a few parents to take on financial obligations that they could not meet, although this was mentioned rarely:

...my husband wanted to get this car. It was his mom’s car and she kind of asked us if we wanted to take over the payments and I said no but he was like we should, you’re getting that incentive from CareerAdvance® and we can pay for it and blah, blah, blah but it was way too much money so we still have that thing. It’s like almost an apartment payment; it’s \$420 a month” (Interview Participant, 2013).

In some cases, incentives were discussed by parents as having potential drawbacks for some other parents, while highly positive for others like themselves:

I think the financial incentives have caused a dynamic that I think maybe misguide some people, and others are so thankful for every bit of help we give them” (Career Coach Focus Group Participant, 2011).

For the majority of parents, financial incentives seemed to ease daily burdens or worry for parents such as having enough gas in their car to take care of business, including getting to school or meetings for themselves and their children.

Summary: Promoting Participant Success with Social and Financial Supports

CareerAdvance® participants successfully persist and receive certification at high rates compared to other workforce development program, aided by a variety of program supports. Although take-up varies widely across individuals, overall use of CareerAdvance® program services is high, including partner meeting attendance, attendance and performance incentive receipt, and requests for in-kind assistance. Moreover, on average, parents who remain active in CareerAdvance® sixteen months after program entry and/or attain certification within sixteen months receive larger incentive payments and more in-kind assistance and attend more partner meetings compared to their less successful counterparts. Preliminary analysis suggests that certification may be a strong marker of success, as the largest proportion of early exiters with certificates leave the program for employment, and participants who remain enrolled in the program for a long time without certification require a large investment of resources without an evident boost to educational attainment or career potential (Appendix F). Across the variety of program offerings, participants explain that career coaches, peer cohorts, and financial incentives in particular offer important relational, problem-solving, and skill-building support that may help explain high participant persistence and certification.

Section 5: Recommendations for CAP Tulsa

Based on the analyses presented in Sections 1 – 4, we offer the following recommendations for CAP Tulsa as it considers the future of its innovative and essential two-generation program: CareerAdvance® Healthcare.

CAP Tulsa's Two-Generation Mission

Parents of children enrolled in CAP Tulsa's early education centers (and CAP staff) believe that supporting parents' educational and career advancement is good for both parents and their children.

- CAP Tulsa has successfully developed a two-generation mission that is valued by parents and staff and should, to the extent possible, continue to support two-generation strategies that promote positive child development. An exclusive focus on parenting programs, at the expense of supporting parents' career and earning prospects, is likely to be a less effective means of improving family outcomes and less attractive to CAP Tulsa's clients.
- CAP Tulsa's two-generation strategy could be even more effective with additional efforts to align parent and child curricula. CareerAdvance® has done a good job of contextualizing its ESL curriculum to parents' daily lives with their children, which, the parents report, has made their schoolwork particularly relevant and meaningful. A similar approach could be used in other CareerAdvance® tracks, and parent and child coursework could be coordinated whenever appropriate.

Parents' positive experiences with CAP Tulsa early childhood programming tend to make them feel comfortable placing trust in the agency while they set aside short-term employment opportunities for long-term career advancement.

- CAP Tulsa should continue, at some level, to capitalize on the trust it has fostered and encourage parents' investment in their own and their children's future economic opportunities. The agency is uniquely positioned to build on its strength as an early education provider and effectively promote the educational advancement of parents and children at the same time.

Parents' Interest in and Need for CareerAdvance®

CareerAdvance® participants are highly motivated to join the program and have a sense of urgency to succeed in the near-term for the benefit of their young children. CAP Tulsa families are generally willing to put in time and effort to reach their career goals while their children are

still young, and have a higher interest in longer training programs that offer higher wages over shorter-term programs.

- CAP Tulsa should consider lower-cost ways to support parents' advancement beyond entry-level certification (e.g. CNA) and into employment and wage growth.

Successful Program Recruitment

CareerAdvance® participants possess a combination of greater economic need and healthier psychological functioning and have generally been successful in the program to date. Overall, CAP Tulsa effectively recruits parents who are likely to do well in the program; they show both high economic need and the personal strengths and attributes associated with success.

- CAP Tulsa should continue to target CareerAdvance® to families who are economically disadvantaged and psychologically healthy. Earlier identification of strong candidates could allow for efficient and effective targeted recruitment, and could be facilitated with minor changes to the Family Success Plan (as described in Section 3) that would allow Family Support Specialists to better support identification and recruitment of parents into CareerAdvance®.
- CAP should maintain its “one-door approach” to participant recruitment, which encourages parents with a wide range of educational backgrounds to apply to CareerAdvance® and prepare for entry into its healthcare programming.
- CAP Tulsa might consider identifying parents who do not receive certification in a sufficiently timely manner and remain in the program (and are relatively expensive to serve over time), and provide them with other types of support (e.g. mental health counseling) that may need to be addressed before or in conjunction with future participation in education and career training.
- Given the high levels of psychological distress experienced by some program participants, and the importance of psychological well-being for educational and career success, CAP Tulsa should continue to include mental health assessment in its newly revised Family Success Plan. The agency should also consider offering in-house counseling services to parents with identified psychological distress (e.g. depression) before encouraging their application to CareerAdvance®.
- CAP Tulsa should consider offering a lower-cost career exploration program that combines short- and long-term goal-setting; financial advising and career-building (e.g. budgets, student loans, debt, and credit scores); and a realistic understanding of how to navigate the local postsecondary system, including the quality, opportunities/challenges, and prices of available programs. Program staff can help parents identify well-delineated career pathways and reasonable rates of progress and

associated costs (e.g. time and money), especially if CAP Tulsa does not continue to cover tuition fees for educational coursework.

CareerAdvance®: A Model Workforce Development Program

CAP Tulsa is highly successful in helping CareerAdvance® participants attain entry-level certification and launching them into healthcare careers. Key program elements—coaching, peer cohorts, financial assistance, and coordinated scheduling—seem, as a package, to be working for current and former participants, who experience them as important to their academic success.

- CAP Tulsa has been successful to date in supporting parents with its key components, which are highly valued by program participants. CAP Tulsa should continue these in-house services and supports to the extent possible given funding constraints.
- CAP Tulsa has refined its two-generation educational programming over time through enhanced coordination efforts (e.g. designated Family Support Specialists paired with career coaches by pathway and parent-child curriculum alignment), and should further improve coordination and communication between program staff, partner agency staff, and CareerAdvance® students.

Participants identify their career coaches—who offer essential academic, career, and employment guidance—as perhaps the central program element that promotes success in CareerAdvance®.

- Coach turnover has caused some problems to date. As one career coach reports, “The program has grown quite a bit from three coaches and strictly healthcare. I think that there are obvious growing pains that go with that.” Provide coaches with additional support so that they can best implement the new coaching model, including identifiable markers of progress and ways for coaches and parents alike to celebrate parents’ achievements. Continue to pair coaches and Family Support Specialists by educational pathway and consider adding financial coaching to this partnership. These efforts may help to increase coach retention and quality.

Participants receive social support from their peers, and student cohorts help each other academically.

- The agency might consider adding small reunions of peer cohorts and more formal peer-to-peer mentoring and tutoring by more advanced parents for less advanced participants, especially during breaks in school (e.g. summer), possibly providing incentive payments for peer mentors and tutors.
- CAP Tulsa should try to ensure that cohorts are enrolled in courses together to encourage peer support, even if the agency can no longer afford to purchase courses for CareerAdvance® participants.

- Partner meetings are an important forum for the exchange of social support, and may require a renewed focus to find the right balance between teaching content, developing skills, and fostering coach-parent and peer-to-peer relationships that are highly valued by parents and staff alike.

Financial incentives, in-kind assistance, and financial counseling help parents pursue their educational goals while meeting family needs.

- Try to encourage participants to meet with the financial coach by offering a partner meeting devoted to general financial advising and increasing Family Support referrals. Work to strengthen the three-way partnership between career coaches, Family Support Specialists, and the financial coach.
- Given the high cost associated with infant and toddler care for children not enrolled in CAP Tulsa's early childhood programs, the agency should consider prioritizing children whose parents are enrolled in CareerAdvance® when filling its limited Early Head Start slots.

Coordinated parent-child schedules—coupled with childcare assistance—allow parents to feel secure that their young children are well-cared for, and let them focus on school and career.

- If CAP Tulsa moves towards paying for individual slots in classes rather than purchasing classes, it should try to help parents find classes that are offered at times and locations that allow them to drop off and pick up their children from school.

Relationships with Local Program Partners

CAP Tulsa is having a positive impact on other educational providers by introducing new service delivery models (e.g. contextualized curricula) and recruiting high-quality students who are motivated, supported, and prepared for postsecondary education.

- CAP Tulsa can build on the strong partnerships it has created in the local education community to try to reduce program costs with outside referrals when appropriate and necessary.

Appendix A: Sample Integrity

Propensity score matching is a statistical technique used to select an appropriate comparison group that is, ideally, identical to the group receiving treatment (in this case CareerAdvance® services) in all ways other than program participation, such that differences in outcomes can be attributed to the program. The CAP Family Life Study research team recruited a matched comparison group with similar characteristics to CareerAdvance® participants using CAP Tulsa administrative (ChildPlus) data, supplemented by information from an Education and Job Training supplemental survey administered to CAP Tulsa parents by Family Support Specialists. ChildPlus, supplemental survey, and baseline CAP FLS parent survey data suggest that the study's comparison group is well-matched to the treatment group of CareerAdvance® participants; there are few statistically significant differences in parent, child, and family characteristics across the two groups.

CAP Tulsa collects administrative data from its families at the time that a child is enrolled in an early childhood program. Families' most recent ChildPlus data suggest that matched comparison parents have slightly higher levels of education than treatment group parents when they enroll their youngest child. Thirty-seven percent of CareerAdvance® participants do not have a high school diploma or GED, compared to the statistically significantly smaller proportion of 27% of matched comparison parents ($p < .05$). Correspondingly, significantly more matched comparison parents have a high school diploma or GED (41% vs. 27%, $p < .01$). However, treatment group parents appear to advance their educational attainment between the time of the youngest child's CAP enrollment and the time of the Wave 1 CAP Family Life Study parent survey. At the start of CareerAdvance® participation, treatment group parents are significantly *less* likely to be without a high school diploma or GED than matched comparison parents (3% vs. 14%, $p < .001$).

Study data also show that treatment group parents are less likely to be employed at the time of the Wave 1 survey than matched comparison parents (40% vs. 56%, $p < .01$). ChildPlus data do not indicate a difference in employment status between the two groups though, so it is highly likely that CareerAdvance® participants choose to attend school in lieu of working at the time of program entry (or shortly thereafter). Despite lower employment rates among CareerAdvance® participants, their families seem to be better off financially. Treatment group families are at 117% of the federal poverty line at program entry, while matched comparison families are at 102% of the poverty line ($p < .05$). Treatment group parents also display significantly higher hope/goal efficacy at baseline (3.26 vs. 3.00, $p < .001$), which is unsurprising given that they have recently begun an education and job training program.

Overall, then, while the data reveal a few differences between the treatment and matched comparison groups at baseline, (1) the overwhelming majority of their characteristics are strikingly similar; (2) some differences can be explained by the timing of data collection; and (3) given the number of characteristics being compared, at least three would be expected to be statistically significantly different at the 5% level by mere chance. Importantly, average scores on the five-

point scale used to assess parents' motivation and interest in education and training are essentially identical (4.06 vs. 4.05) across the treatment and matched comparison groups. Propensity score matching appears to have been successful at identifying a group of families similar to CareerAdvance® participant families on observable characteristics, against whom they can be compared to measure program impacts. The CAP Family Life Study's empirical strategy seems valid and sound.

Table 9: Comparison of Baseline Characteristics between Full-Sample (Cohorts 4 – 7) CareerAdvance® and Matched Comparison Families Using Administrative ChildPlus Data

(n = 337)	CareerAdvance®	Matched	Standardized Difference	Variance
	(n = 159)	Comparison (n=178)		
	M(SD)/%	M(SD)/%		
Parent				
Motivation and interest in education & training (Scale, 1-5)	4.06 (0.77)	4.05 (0.46)	0.02	0.60
Gender (% female)	97.48%	98.31%	0.02	1.22
Age (years)	29.75 (0.52)	28.62 (0.41)	0.46	1.20
Race (%)				
White	32.08%	30.34%	0.03	1.02
Black	40.25%	46.07%	-0.08	0.98
Hispanic	11.69%	8.43%	0.04	1.11
Other	16.98%	15.17%	0.03	1.05
Education (%) (CA: n = 155)				
No high school diploma or GED	37.42%	26.97%	0.15*	1.09
High diploma or GED	27.10%	41.01%	-0.20**	0.90
Advanced training	35.48%	32.02%	0.05	1.03
Relationship to study child (%)				
Natural/Step-Parent	97.48%	98.31%	-0.02	1.12
Foster Parent/ Legal Guardian	0.62%	0.00%	0.03	-
Grandparent	1.26%	1.12%	0.00	1.06
Custody (%) (CA: n = 144)				
Has custody of child	100.00%	98.31%	0.07	0.00
Does not have custody of child	0.00%	0.00%	-	-
Shares custody of child	0.00%	1.68%	-0.07	0.00
English is primary language (%) (CA: n = 158)	94.30%	94.94%	-0.01	1.06
English proficiency among non-native speakers (%) (CA: n = 48; MC: n = 68)				
None	0.00%	0.00%	-	-
Little	0.00%	0.00%	-	-
Moderate	2.08%	1.47%	0.02	1.19
Proficient	97.92%	98.53%	-0.02	1.19
Employment status (%) (CA: n = 156; MC: n = 177)				
Full-time & training	0.64%	0.00%	0.03	-
Full-time	28.85%	26.55%	0.03	1.03
Training or school	10.90%	12.43%	-0.03	0.94
Part-time	16.67%	14.12%	0.04	1.07
Not employed	42.95%	46.89%	-0.06	0.99
Family				
Income	\$17,543.03 (1,079.48)	\$16,835.47 (934.88)	6.20	1.09
Number in household (CA: n = 152)	3.87 (0.11)	3.84 (0.11)	0.03	0.88
Number in immediate family (CA: n = 145)	4.00 (0.12)	3.97 (0.12)	0.03	0.93
Number of children (CA: n = 110; MC: n = 110)	2.27 (0.12)	2.28 (0.11)	-0.01	1.10
Child				
Gender (% female) (CA: n = 144; MC: n = 170)	50.00%	51.18%	0.02	1.00
Age (years) (CA: n = 150)	6.79 (0.44)	6.07 (0.33)	0.33	1.22
CAP ECP Neighborhood (%) (CA: n = 133; MC: n = 135)				
Disney, Eastgate, ECDC Reed, Reed, Skelly, Educare 1-Kendall Whittie, Jefferson, Rosa Parks	45.11%	42.22%	0.04	1.01
Frost, Eugene Field, McClure, Hamilton, Educare 2-Hawthorne, Educare 3-MacArthur	39.10%	46.67%	-0.11	0.98
Sand Springs	12.78%	8.89%	0.07	1.17
Home-Based	3.01%	2.22%	0.02	1.16

* p < .05 ** p < .01 *** p < .001

Table 10: Baseline Demographic Characteristics, Financial Circumstances, and Psychological Functioning Among Full-Sample (Cohorts 4 - 10) CareerAdvance® and Matched Comparison Families, CAP Family Life Study Wave 1 Parent Survey

(n = 337)	CareerAdvance® (n = 159)		Matched Comparison (n = 178)	
	n	M(SD)/%	n	M(SD)/%
Family Background				
Parent gender (% female)	159	98.11%	178	98.31%
Parent age (years)	159	29.73 (6.55)	178	28.62 (5.81)
Parent race (%)	159		178	
White		28.30%		27.53%
Black		37.74%		43.82%
Hispanic		15.09%		10.11%
American Indian or Alaska Native		8.18%		6.18%
Other		10.69%		12.36%
Parent education (%)	159		178	
No high school diploma or GED		2.52%***		14.04%
High school diploma or GED		45.91%		38.20%
Tech certificate/AA/BA or above		51.57%		47.75%
Parent currently has a partner (%)	159	69.81%	178	66.85%
Child age (months)	159	46.54 (14.67)	178	46.67 (12.46)
Number of adults in household	159	1.83 (0.76)	178	1.84 (0.83)
Number of children in household	159	2.42 (1.16)	178	2.42 (1.20)
Financial Circumstances				
Parent is employed (%)	159	39.62%**	178	55.62%
Household income	151	\$26,043.05 (15,035.84)	171	\$23,307.02 (14,865.40)
Household income-to-needs ratio	151	1.17 (0.70)*	171	1.02 (0.63)
Material hardship (Scale, 0 - 6)	159	1.45 (1.32)	178	1.56 (1.51)
Financial worry (Scale, 1 - 5)	159	2.41 (0.99)	178	2.61 (1.14)
Another employed adult lives in the household (%)	159	59.12%	178	51.69%
Number of other employed adults in household	159	0.70 (0.67)	178	0.61 (0.67)
Psychological Well-Being				
Optimism (Scale, 0 - 4)	159	2.76 (0.57)	177	2.59 (0.61)
Conscientiousness (Scale, 1 - 5)	159	4.12 (0.54)	178	4.12 (0.54)
Hope/Goal Efficacy (Scale, 1 - 4)	158	3.26 (0.43)***	176	3.00 (0.48)
Self-Esteem (Scale, 0 - 3)	158	2.27 (0.37)	178	2.23 (0.39)
Psychological Distress (Scale, 0 - 4)	159	1.06 (0.57)	178	1.09 (0.69)
Perceived Stress (Scale, 0 - 4)	159	1.55 (0.63)	177	1.66 (0.69)
Work-Role Salience (Scale, 10 - 50)	159	3.42 (0.37)	177	3.34 (0.43)
Social Support (Scale, 12 - 48)	158	38.77 (5.69)	174	38.67 (5.56)

Note: Higher score indicates higher level of the construct/measure for all scales

* p < .05 ** p < .01 *** p < .001

Appendix B: The Full Study Sample at Baseline

Table 11: What do CAP Family Life Study families look like?

(n = 337)	M(SD)/%	n
CareerAdvance® participant (%)	47.18%	337
Adult Respondent Characteristics		
Gender (% female)	98.22%	337
Age (years)	29.14 (6.19)	337
Race (%)		337
White	27.89%	
Black	40.95%	
Hispanic	12.46%	
American Indian or Alaska Native	7.12%	
Other	11.57%	
English is first language (%)	90.50%	337
Currently has a partner (%)	68.25%	337
Current partner's relationship to child (%)		228
Biological father	63.16%	
Step/adoptive/foster father	14.04%	
Biological mother	1.75%	
Other	21.05%	
Employed (%)	48.07%	337
Number of jobs	1.12 (0.40)	162
Number of hours per week at job(s)	32.23 (13.91)	159
Works weekends (%)	75.31%	162
Hours or shift change day to day (%)	100.00%	159
Child Characteristics		
Gender (% female)	50.74%	337
Age (months)	46.61 (13.52)	337
Race (%)		337
White	18.99%	
Black	39.47%	
Hispanic	10.09%	
American Indian or Alaska Native	6.23%	
Other	25.22%	
Household Characteristics		
Number of adults in household	1.84 (0.79)	337
Number of children in household	2.41 (1.18)	337
Number of times moved in last three years	1.69 (1.76)	311
Primary language spoken in the household (%)		337
English	89.91%	
Spanish	4.45%	
Other	5.63%	
Household income	\$24,590 (14,985)	322
Sources of household income (%)		337
Earnings	80.12%	
Public assistance, welfare, and/or food stamps	66.77%	
Unemployment insurance, workmen's compensation, disability benefits, and/or social security benefits	21.66%	
Family and Friends	13.35%	
Child Support	26.11%	

Table 9: Family Functioning

(n = 337)	M(SD)/%	n
Family Routines		
Child has a regular bedtime during the week (%)	90.80%	337
Child's average number of hours of sleep per night	9.43 (1.20)	335
Weekly number of times parent and child eat dinner together	6.20 (1.61)	337
<i>Frequency with which parent reads to child (%)</i>		337
Never	1.19%	
A few times a year	0.59%	
About once a month	0.59%	
A few times a month	8.01%	
About once a week	9.79%	
A few times a week	46.59%	
Every day	33.23%	
Child receives regular non-parental care before CAP hours during the week (%)	10.68%	337
<i>Child's non-parental caregiver before CAP hours during the week (%)</i>		36
Daycare center, childcare center, nursery school, or preschool (not public)	22.22%	
A public pre-kindergarten program	2.78%	
CAP	47.22%	
Relative	27.78%	
Other	2.78%	
Child receives regular non-parental care after CAP hours during the week (%)	24.63%	337
<i>Child's non-parental caregiver after CAP hours during the week (%)</i>		83
Daycare center, childcare center, nursery school, or preschool (not public)	22.89%	
A public pre-kindergarten program	2.41%	
CAP	26.51%	
Babysitter or nanny (non-relative)	2.41%	
Relative	46.99%	
Other	3.61%	
Experiences as Parents		
Parenting Skills: Alabama Parenting Questionnaire* (Scale, 1 - 5)	4.11 (0.29)	329
Parenting Skills: Adult-Adolescent Parenting Inventory* (Scale, 1 - 5)	3.19 (0.67)	333
Parenting Stress* (Scale, 0 - 3)	1.23 (0.58)	331
Experiences and Expectations as Parents of Young Students		
Parent's formal involvement in child's education* (Scale, 1 - 6)	2.34 (0.52)	277
Parent's informal involvement in child's education* (Scale, 1 - 6)	2.62 (0.61)	225
<i>How far parent would like to see child go in school (%)</i>		337
Finish high school	2.08%	
Technical school after high school	0.59%	
Some college	0.59%	
Finish college	29.38%	
Advanced degree after college	67.36%	
<i>How far parent thinks child will go in school (%)</i>		337
Finish high school	5.64%	
Technical school after high school	2.37%	
Some college	5.64%	
Finish college	40.06%	
Advanced degree after college	46.29%	

* Higher score indicates higher level of the construct/measure

Table 13: CAP FLS Parents' Executive Functioning and Psychological Well-Being

(n = 337)	M(SD)	Scale	n
Executive Functioning			
Impulsivity	1.98 (0.35)	1 - 4	229
Applied Cognition	3.39 (0.54)	1 - 4	229
Psychological Well-Being			
Optimism	2.67 (0.60)	0 - 4	336
Conscientiousness	4.12 (0.54)	1 - 5	337
Self-Esteem	2.25 (0.38)	0 - 3	336
Hope/Goal Efficacy	3.12 (0.48)	1 - 4	334
Perceived Stress	1.61 (0.67)	0 - 4	336
Psychological Distress	1.08 (0.64)	0 - 4	337

Note: Higher score indicates higher level of the construct/measure

Table 14: CAP FLS Children's Academic and Social Skills

	M(SD)/%	Scale	n
Pencil Tap			
Percent correct (%)	49.62%		165
Bracken			
Standard Score	97.33 (15.01)		200
Percentile Rank	44.42 (29.44)		163
Peabody Picture Vocabulary Test (PPVT)			
Standard Score	97.87 (15.00)		166
Percentile Rank	46.98 (28.32)		166
Woodcock Johnson Applied Problems			
Standard Score	99.99 (13.18)		167
Percentile Rank	50.78 (25.93)		167
Social Skills and Problem Behaviors*	1.94 (0.36)	0 - 3	151
Child Behavior Questionnaire*	4.14 (0.41)	1 - 7	151
Preschool Learning Behaviors*	3.43 (0.53)	1 - 4	150

* Higher score indicates more positive behavior

Table 15: Parents' Educational Experiences, Past & Present

(n = 337)	M(SD)/%	n
<i>Educational Attainment</i>		
<i>Highest grade/level of education completed (%)</i>		337
Grade 6 - 8	1.19%	
9th grade	1.48%	
10th grade	2.67%	
11th grade	2.67%	
12th grade, no high school diploma or GED	0.59%	
High school diploma or GED	41.84%	
Diploma or certificate	35.01%	
Associate's degree	10.68%	
Bachelor's degree	2.97%	
Master's degree	0.89%	
Advanced degree	0.00%	
<i>Parent has ever started work towards a degree (%)</i>		337
None	22.55%	
Diploma or certificate	48.66%	
Associate's degree	37.09%	
Bachelor's degree	12.17%	
Master's degree	2.08%	
Other	1.48%	
<i>Classroom Experiences of Parents Currently Attending School</i>		
Weekdays in classes/training sessions	3.90 (1.30)	201
Hours per week in classes/training sessions	17.12 (8.20)	200
Hours per week studying outside of classes/training sessions	8.26 (6.49)	200
Attend classes/training sessions on the weekend (%)	5.97%	201

Table 16: Educational, Employment, and Career Motivation

(n = 337)	M(SD)/%	n
Educational Motivation		
Educational Attitudes Scale*	3.13 (0.42)	337
<i>Primary reason for enrolling in an educational program, among those enrolled (%)</i>		
Start a career/career change	26.50%	200
Get a better/higher paying job	23.00%	
Get a different job	0.50%	
Something to fall back on	3.50%	
Find a job/career that fits with family	3.50%	
Be a role model for my children	3.00%	
An opportunity for free education	15.50%	
Be a part of a supportive learning environment	2.00%	
Encouragement and support from my family/friends	0.50%	
Other	22.00%	
Employment and Career Motivation		
Work-Role Saliency Scale**	3.36 (0.35)	336
<i>Primary reason for starting current job, among those currently employed (%)</i>		
To support my family	25.31%	162
General financial reasons	33.95%	
It fits with my schedule	8.64%	
It was an important career step/move	5.56%	
I was also going to school in that field	2.47%	
The job is interesting	7.41%	
Other	16.67%	
<i>Relatedness of current job to future career aspirations (%)</i>		
Not at all related	37.27%	161
Somewhat related	31.06%	
Very related	31.06%	
I don't have plans for a career	0.62%	
<i>Primary reason for starting last job (%)</i>		
To support my family	25.08%	295
General financial reasons	35.93%	
It fits with my schedule	6.44%	
It was an important career step/move	5.42%	
I was also going to school in that field	2.71%	
The job is interesting	7.46%	
Other	16.95%	
<i>Relatedness of last job to future career aspirations</i>		
Not at all related	51.36%	294
Somewhat related	29.59%	
Very related	19.05%	
I don't have plans for a career	0.00%	
Material hardship (0 = none; 6 = high)	1.51 (1.42)	337
Financial worry (1 = "not at all"; 5 = "a great deal")	2.51 (1.08)	337
<i>At the end of the month, the household has...(%)</i>		
Some money left over	21.36%	337
Just enough to make ends meet	41.84%	
Not enough to make ends meet	36.50%	

* Scale 1 - 5, higher score indicates more positive attitude toward education

** Scale 1 - 5, higher score indicates higher importance placed on work and career

Appendix C: The Study Sample in Context

Table 10: Comparison of CAP Tulsa Families' Characteristics with those of the National Head Start Population

	CAP Tulsa Families (n = 5,694)		Head Start Families (n = 2,647)	
	M(SD)/%	Range	M(SD)/%	Range
Parent age (years)	31.31 (7.94)***	13.54 - 79.00	28.70 (5.75)	18.00 - 50.00
Parent gender (% female)	67.19%***		95.07%	
<i>Parent race (%)</i>				
White	25.20%		25.84%	
Black	26.71%***		31.52%	
Hispanic	35.86%		36.01%	
American Indian or Alaska Native	3.85%***		0.85%	
Other	8.38%***		5.78%	
<i>Parent's primary language is English (%)</i>	61.96%***		73.42%	
Single-parent family (%)	43.66%***		49.68%	
<i>Household income (%)</i>				
\$0 - \$10,000	36.44%***		14.74%	
\$10,001 - \$20,000	28.77%***		41.88%	
\$20,001 - \$30,000	21.64%**		23.69%	
\$30,001+	13.15%***		19.70%	
<i>Parental education (%)</i>				
12th grade or less (no diploma or GED)	46.12%***		36.42%	
High school diploma or GED	30.98%***		33.96%	
Any postsecondary education	22.9%***		29.62%	
<i>Parent employment status (%)</i>				
Employed full-time	38.27%***		25.87%	
Employed part-time	12.36%***		20.88%	
Not employed	49.37%***		53.25%	

* p<0.1, ** p<0.05, *** p<0.01

Table 11: Comparison of CAP FLS Sample Families' Characteristics at Baseline with those of other CAP Tulsa Families

	CAP FLS Families (n=328)	Rest of CAP Tulsa Families (n=5,283)
	Mean (SD)/%	Mean (SD)/%
Parent age (years)	29.64 (6.04)***	31.41 (8.05)
Parent gender (% female)	98.17%***	65.47%
<i>Parent race (%)</i>		
White	30.49%**	25.18%
Black	44.51%***	25.97%
Hispanic	8.84%***	36.99%
American Indian or Alaska Native	7.01%**	3.71%
Other	9.15%	7.76%
Parent's primary language is English (%)	94.82%***	60.86%
Single-parent family (%)	67.99%***	42.61%
Number of children in household	2.21 (1.19)	2.28 (1.25)
Household income	\$15,387.76 (13,456.59)	\$16,283.28 (13,147.27)
<i>Parental Education (%)</i>		
12th grade or less (no diploma or GED)	30.18%***	46.66%
High school diploma or GED	35.06%	30.95%
Any postsecondary education	35.76%***	22.39%
<i>Parent employment status (%)</i>		
Employed full-time	27.44%***	38.80%
Employed part-time	15.55%	12.25%
Not employed	57.01%***	48.95%

* p < .10 ** p < .05 *** p < .01

Table 12: Comparison of CAP FLS Sample Families' Characteristics at Baseline with those of the National Head Start Population

	CAP FLS Families (n = 328)		Head Start Families (n = 2,647)	
	n	M(SD)/%	n	M(SD)/%
Parent & Family Characteristics				
Parent age (years)	328	29.64(6.04)***	2647	28.70(5.75)
Parent gender (% female)	328	98.17%***	2647	95.07%
<i>Parent race (%)</i>				
White	328	30.49%*	2647	25.84%
Black	328	44.51%***	2647	31.52%
Hispanic	328	8.84%***	2647	36.01%
American Indian or Alaska Native	328	7.01%***	2647	0.85%
Other	328	9.15%**	2647	5.78%
Parent's primary language is English (%)	328	94.82%***	2647	73.42%
Single-parent family (%)	328	67.99%***	2647	49.68%
<i>Household income (%)</i>				
\$0-\$10,000	328	44.82%***	2647	14.74%
\$10,001-\$20,000	328	22.56%***	2647	41.88%
\$20,001-\$30,000	328	18.29%**	2647	23.69%
\$30,001+	328	14.33%**	2647	19.70%
<i>Parental education (%)</i>				
12th grade or less (no diploma or GED)	328	30.18%**	2647	36.42%
High school diploma or GED	328	35.06%	2647	33.96%
Any postsecondary education	328	34.76%*	2647	29.62%
<i>Parent employment status (%)</i>				
Employed full-time	328	27.44%	2647	25.87%
Employed part-time	328	15.55%**	2647	20.88%
Not employed	328	57.01%	2647	53.25%
Maternal Depression: Mother exhibits clinical levels of depression (%)	224	9.38%***	2619	17.25%
Social Support				
Parent has a trustworthy person in his/her life (%)	222	96.85%	2127	95.47%
Parent has a person to provide him/her with aid during emergency (%)	220	98.18%***	2126	89.01%
Parenting Practices				
Parent reads stories to child (%)	224	98.66%***	2647	90.94%
Parent attends parent-teacher conferences (%)	156	94.23%***	2134	86.06%
Parent participates in school fundraisers (%)	156	1.92%***	2131	28.84%
Parent participates in Head Start leadership activities (%)	154	8.33%***	2022	34.14%
Parent shows affection to child (%)	224	99.55%***	2608	96.71%
Parent threatens to punish child but does not punish (%)	224	87.95%***	2634	98.74%
Parent sends child to room as punishment/gives child timeouts (%)	223	80.27%***	2645	72.14%
Child Assessments				
Pencil Tap: Percent correct (%)	127	44.24% (30.35)*	1221	39.18% (32.22)
Peabody Picture Vocabulary Test (PPVT): Standard score	129	97.71 (15.31)***	2538	81.36 (20.05)
Woodcock Johnson Applied Problems: Standard score	130	100.33 (13.38)***	2,134	88.79 (14.87)

* p<0.1, ** p<0.05, *** p<0.01

Note: Child assessment figures for the CAP FLS sample apply to a sub-sample, restricting to children aged three or four, for comparability with the FACES 2009 sample.

Appendix D: Education and Job Training Supplemental Survey

Education and Job Training Supplemental Survey Family Needs Assessment

Directions: Supplemental Education and Job Training Questions

Parent's Name: _____	Child's Name: _____
FSS Name: _____	Site: _____ Date: _____

1) Please conduct this survey for any parent who is English proficient. (English does not need to be the parent's first language, but the parent should answer these questions in English).

Check one box for each question based on the parent's response. If there are multiple adults present, please interview one adult at a time.

Education and Work Questions

***Read Aloud:** Here are some questions about your education and training goals. Your answers will be shared with Northwestern University & University of Texas, Austin as part of their study of the experiences of families with young children and how they manage their lives.*

- 1) Have you recently applied to or do you plan to attend an educational or training program within the next three months? Yes No
- 2) Have you ever worked in the healthcare field, either working with patients or in an office? Yes No
- 3) How interested would you be in starting a job in the health care field in the next three months (ex. becoming a nurse, a health information technician, or a dental hygienist)?
Very interested Somewhat interested Not at all interested
- 4) How motivated would you be to join a 15-week training program at no cost to you that would prepare you for a job to make \$8-\$10 an hour?
Very interested Somewhat interested Not at all interested
- 5) How motivated would you be to join a 3 to 4 year training program at no cost to you that would prepare you for a job to make \$25-40 an hour?
Very interested Somewhat interested Not at all interested
- 6) Would you be able to attend classes during 9:00 AM – 2:00 PM Mon-Fri if needed? Yes No
- 7) Right now, how ready are you to make a shift in your education or work that will help you start a new career?
Very ready Somewhat ready Not at all ready

PLEASE DO NOT READ ALOUD:

- 1) Is this parent currently enrolled in *CareerAdvance*®? If yes, skip questions below. Yes No
- 2) Based on your knowledge of this parent and his/her attitude or commitment to educational attainment, how strongly would you recommend him/her within the next three months for *CareerAdvance*®?
Strongly recommend Slightly recommend Slightly do not recommend Strongly do not recommend
- 3) Check all that apply: FSS has recommended parent for *CareerAdvance*®
 Parent is applying or has applied to *CareerAdvance*®
 Parent's spouse is in *CareerAdvance*®

Any additional comments:

Appendix E: Suggested CareerAdvance® Recruitment Survey

Suggested CareerAdvance® Recruitment Survey (To Incorporate Into Family Success Plan)

1. What is the highest level of education you have completed? *(Slight modification to a question from Family Success Plan)*

- 8th grade or less
- 9th – 12th grade (no diploma)
- High school diploma or GED
- Career tech or vocational certificate or diploma
- Associate's degree
- Bachelor's degree

2. Would you say that you need or want to pursue more education? If so, which of the following? *(Slight modification to a question from Family Success Plan)*

- GED/HS Diploma
- English as a Second Language (ESL)
- Technical school or Trade
- College
- None

3. **Right now, how ready are you to make a shift in your education or work that will help you start a new career?** *(Addition to Family Success Plan)*

- Very ready
- Somewhat ready
- Somewhat unready
- Not at all ready

4. **How motivated would you be to enroll in a training program at no cost to you that would help prepare you to set and meet career goals while providing education?** *(Addition to Family Success Plan)*

- Very motivated

- Somewhat motivated
 - Somewhat unmotivated
 - Not at all motivated
5. How motivated would you be to enroll in a program at no cost to you to improve your English-language skills? *(Replaces a question from Family Success Plan)*
- Very motivated
 - Somewhat motivated
 - Somewhat unmotivated
 - Not at all motivated
6. Would you like information about ways that CAP Tulsa can help you advance your educational and career goals? *(Replaces a question from Family Success Plan)*
- No, not now
 - Not sure, maybe later
 - Yes, now

For Family Support Specialist to complete:

Based on your knowledge of this parent and his/her attitude or commitment to educational attainment and career advancement:

1. Which CareerAdvance® pathway or track would most appropriate for this parent?
 - English as a Second Language (ESL)
 - Pre-College (Skill Ready or College Bound)
 - Healthcare
 - Manufacturing
2. How strongly would you recommend him/her for CareerAdvance®?
 - Strongly recommend
 - Slightly recommend
 - Slightly do not recommend
 - Strongly do not recommend

Appendix F: Exploring the Relationship between Program Support and Participant Success

Program Support, Persistence, and Certification

On average, parents who remain active in CareerAdvance® sixteen months after program entry and/or attain certification within sixteen months have received larger incentive payments and more in-kind assistance and attended more partner meetings during those 16 months compared to their less successful counterparts. However, the relationship between parents' persistence and certification and their utilization of key program components is difficult to untangle because the amount of take-up that is *possible* for an individual—such as the amount of incentive payments received for certification, employment and partner meeting attendance—is tied to program persistence and certification.

Parents who remain active in the program at 16 months receive a statistically significantly greater amount of total incentives (attendance and performance) and attend significantly more partner meetings compared to parents who are inactive at 16 months on average, but early exiters still receive large amounts in incentives and in-kind assistance and attend many parent meetings (Table 20).

Table 20: Program Component Take-Up by Enrollment Status at 16 Months

n = 92	Enrolled at 16 Months (n = 54)		Not Enrolled at 16 Months (n = 38)	
	M(SD)	Range	M(SD)	Range
Total Incentives	\$2,912.04 (833.76)***	\$950 - \$4,200	\$1,726.32 (918.78)	\$200 - \$3,200
Total In-Kind Assistance	\$1,074.09 (2,199.22)	\$0 - \$10,115	\$591.34 (1,283.79)	\$0 - \$5,660
Partner Meetings Attended	24.97 (6.25)***	11 - 37	17.51 (5.92)	4 - 28

*p < .05 **p < .01 ***p < .001

- Participants who persist in CareerAdvance® for at least 16 months receive an average of \$2,912 in attendance and performance incentives, compared to a statistically significantly smaller—but still high—\$1,726 among exiters (p < .001).
- Parents who persist also receive more in in-kind assistance (\$1,074 vs. \$591), though the difference is not statistically significant.
- Participants who remain active at 16 months attend significantly more partner meetings on average (p < .001), but exiters attend an average of 18 meetings.
- There is substantial variation in incentive and in-kind assistance receipt and partner meeting attendance both among those who persist and those who exit.

Parents who obtain a certificate within 16 months of enrollment receive a statistically significantly greater amount in attendance and performance incentives compared to those who do not obtain a certificate within the time frame, and attend significantly more partner meetings, but in-kind assistance is similar across the two groups (Table 21).

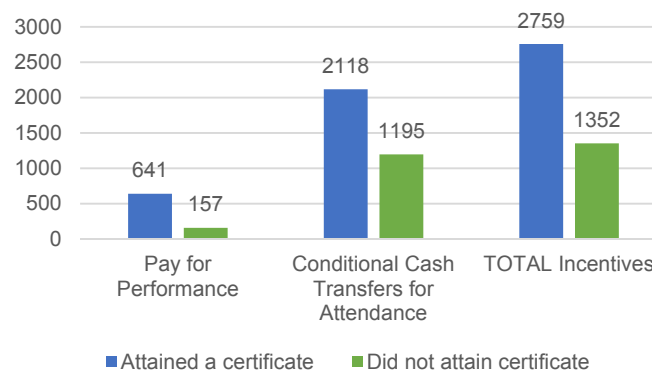
Table 21: Program Component Take-Up by Certification Status

n = 92	Attained a certificate (n = 70)	Did not attain a certificate (n = 22)
	M(SD)	M(SD)
Incentives		
Pay for Performance	\$640.71 (329.69)	\$156.81 (149.84)***
Conditional Cash Transfers for Attendance	\$2,117.86 (667.57)	\$1,195.46 (886.12)***
TOTAL incentives	\$2,758.57 (810.96)	\$1,352.27 (998.87)***
In-Kind Assistance		
Transportation	\$67.96 (150.28)	\$48.65 (84.43)
Child care	\$735.23 (1,979.64)	\$732.68 (1,499.71)
Educational support	\$74.00 (72.30)	\$85.45 (156.93)
TOTAL in-kind assistance	\$877.18 (1995.66)	\$866.78 (1,507.32)
Total Incentives & Assistance	\$3,635.76 (2,397.24)	\$2,219.06 (2,059.36)*
Partner Meetings Attended	23.3 (6.00)	17.41 (8.57)***

* p<.05; ** p<.01; *** p<.001

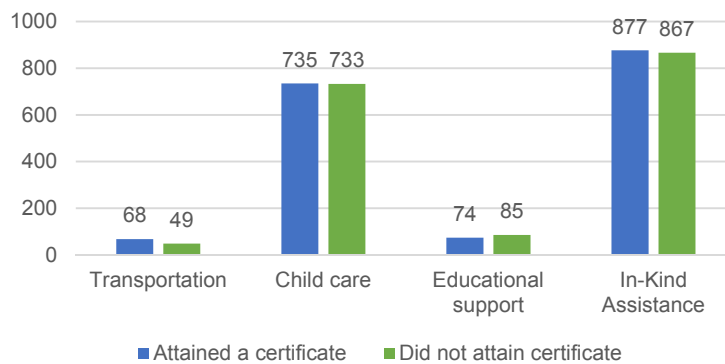
- Participants who obtain a certificate within 16 months of enrollment receive statistically significantly larger amounts in performance incentives (\$641 vs. \$157, $p < .001$) and attendance incentives (\$2,118 vs. \$1,195, $p < .001$) compared to those who do achieve certification (Figure 14).

Figure 14: Incentives Received by Certification Status



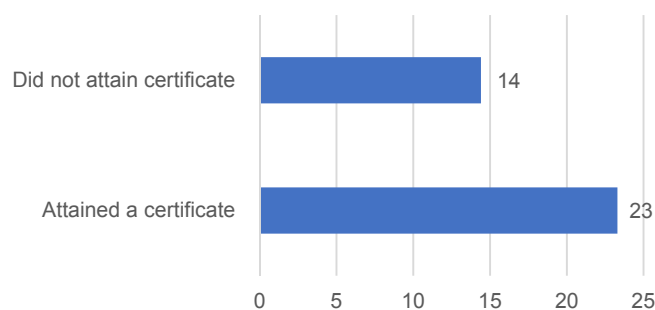
- While they receive the same amount on average in in-kind assistance, participants who obtain a certificate receive statistically significantly larger amounts in total incentives and in-kind assistance (\$3,636 vs. \$2,219, $p < .05$; Figure 15).

Figure 15: In-Kind Assistance Received by Certification Status



- Participants who obtain a certificate within 16 months of enrollment also attend more partner meetings (23 vs. 17, $p < .001$) on average (Figure 16).

Figure 16: Partner Meeting Attendance by Certification Status



Certified Early Exit & Uncertified Persistence

While program persistence may mean further educational and career advancement, early exiters with certificates seem to benefit from CareerAdvance®—with a large proportion leaving for employment—and cost the program the least in in-kind assistance. In contrast, parents who persist through 16 months without attaining a certificate enter with the highest level of risk (as indicated by their low levels of income); receive a smaller amount in performance incentives than parents who exit early with a certificate; and draw large amounts of program resources through attendance incentives and in-kind assistance. These findings suggest that certification may be a particularly significant marker of participant success.

Unsurprisingly, parents who have obtained a certificate and remain active in the program at 16 months receive large amounts in performance and attendance incentives and in-kind assistance; performance incentives are linked to certificate receipt and both attendance incentives and in-kind assistance are closely tied to the length of program participation.

- CareerAdvance® participants who obtain certificates within 16 months of program entry receive a statistically significantly larger amount in performance incentives than those who do not, in part because participants receive a performance bonus upon certification.
- Parents who exit the program prior to the 16-month mark without certification receive significantly less in attendance incentives compared to all other participants.

Early exiters with certificates appear to fare well in spite of the fact that they do not advance far in the program, with employment as the modal reason for program exit.

- Among this group, 46% exit CareerAdvance® prior to the 16-month mark in order to work, though an additional 27% exit for personal reasons including health issues and work/school-life balance.
- In contrast, the modal reason for early exit among those without certification is termination (33%).
- Early exiters with certificates are the most likely to have some postsecondary education attainment at program entry (92%); 75% have a technical certificate or associate's degree.
- Early exiters with certificates receive less in-kind assistance than other participants (though differences between groups are not statistically significant), suggesting that perhaps they enter the program with the financial and social support they need to successfully attain certification.

On average, parents who remain enrolled in the program for at least 16 months without obtaining certification enter with the most need and appear to face the greatest difficulty in the program, receiving less in performance incentives than parents who receive certification, regardless of whether they are still active at the 16-month mark, while drawing large amounts of program resources through attendance incentives and in-kind assistance.

- Parents who stay in the program for at least 16 months without receiving certification have either failed a certification exam or have not yet been prepared to take a certification exam.
- This group enters CareerAdvance® facing the most financial difficulty among the participants, with the lowest income-to-needs ratio at 92% of the Federal Poverty Line.
- They are also employed at the lowest rate among participants at program entry at 20% (compared to up to 43% employment among participants who are active at 16 months but have attained certification).
- Parents who persist without certification are the most likely to be without postsecondary education attainment at baseline (60%).