EARLY INSIGHTS FROM PROJECT 500: SAN FRANCISCO'S HOME VISITING INITIATIVE

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PROJECT 500 OVERVIEW

- Local initiative developed at the behest of late SF Mayor Edwin Lee

- Seeks to disrupt the intergenerational transfer of poverty by supporting families on the path to self-sufficiency and well-being

- Key program design elements:
  - Packages evidence-based/promising service interventions
  - Two-generation focus
  - Mentoring (i.e., coaching) approach utilizing CalWORKs 2.0 goal-setting tools

- First cohort of families enrolled July 2016

Families Served

- Eligibility: Co-enrolled in CalWORKs and nurse home visiting program; all children in household < age 3

- Caseload: capacity to serve 160 families; 111 currently enrolled; will expand with CWHVI allocation

- Demographics:
  - 81% single parent families
  - 37% of mothers are age 18-25
  - 28% have a primary language other than English
  - 38% African-American, 33% Latino, 11% white, 9% API, 9% other

PROGRAM MODEL

- Team-based service model helps families navigate multiple systems of care
- Key partners: Behavioral Health, CalWORKs Eligibility, CalWORKs Employment & Training, Early Care & Education, Child Support
- Program is fully staffed by county employees, but referrals are also made to community-based service providers
- Two home visitors (a nurse and a mentor) assigned at intake to each family
- Mentors utilize a goal-setting framework and use Bridge to Well Being as the primary assessment tool
- Dedicated clinicians provide case consultation to home visitors, offer group services to clients and carry small caseloads
- Staff engage in reflective supervision

Performance Measures

- Operational metrics
  - Program uptake rate; reasons for decline to enroll
  - Program retention rate; reasons for exit
  - Family demographics
  - Caseload sizes; frequency of home visitor contacts
  - Referrals from nurse home visiting to CalWORKs and vice versa; other systems integration metrics under development

- Family progress across 13 life domains
  - Employment, income, WTW status, financial management
  - Participation in education/training and educational attainment
  - Use of licensed/quality-rated child care; parental engagement in early learning
  - Social support, parental involvement, parenting skills
  - Health, mental health, safety and housing status
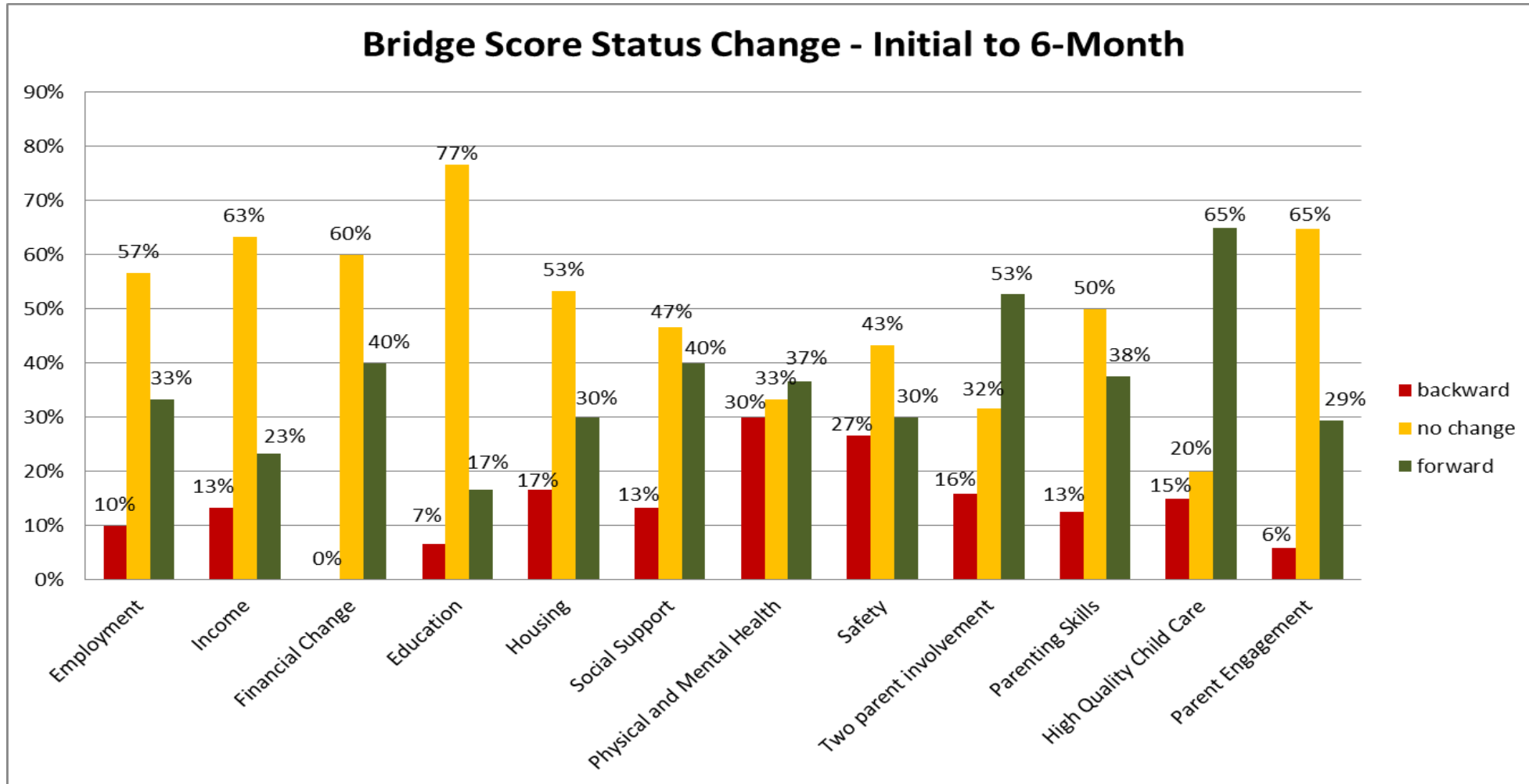
EARLY OUTCOMES

- Family retention is high
  - 20 exits since inception (12 left SF, 4 lost contact, 4 voluntarily exited)
- WTW status: 45% exempt, 28% exited CW, 14% registered, 11% ineligible, 3% sanctioned
- 65% of non-exempt caseload is employed and/or in education
- Of children in care, 58% are in a licensed setting, 32% are in subsidized care with friend/family, 10% are in unsubsidized care
- Families regularly earn financial incentives for progress
- Strong cross-program partnership at management and line staff levels
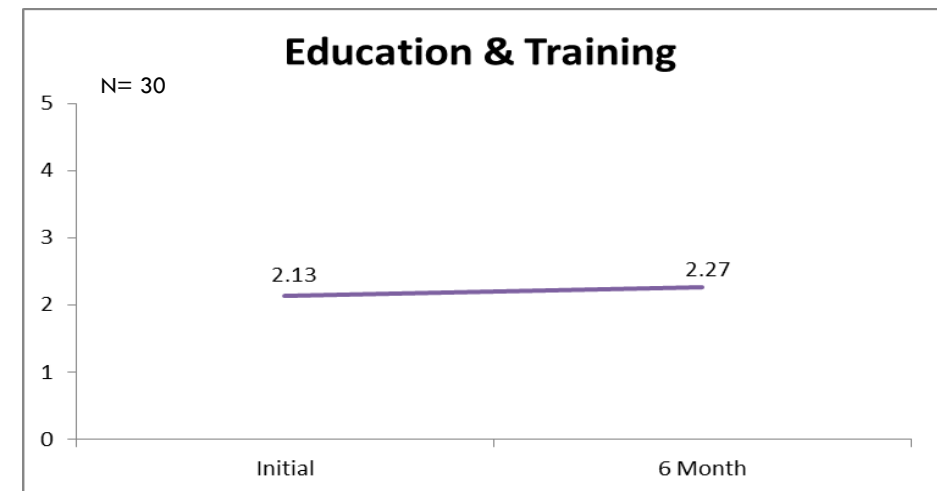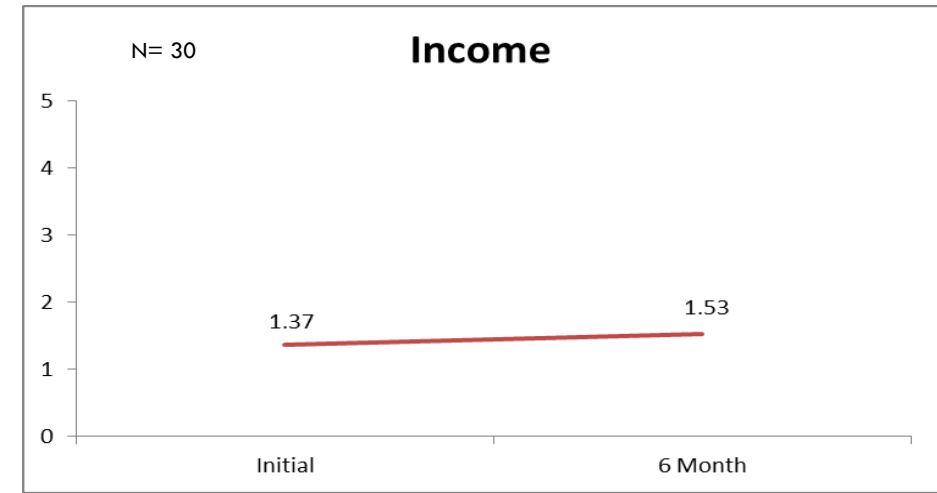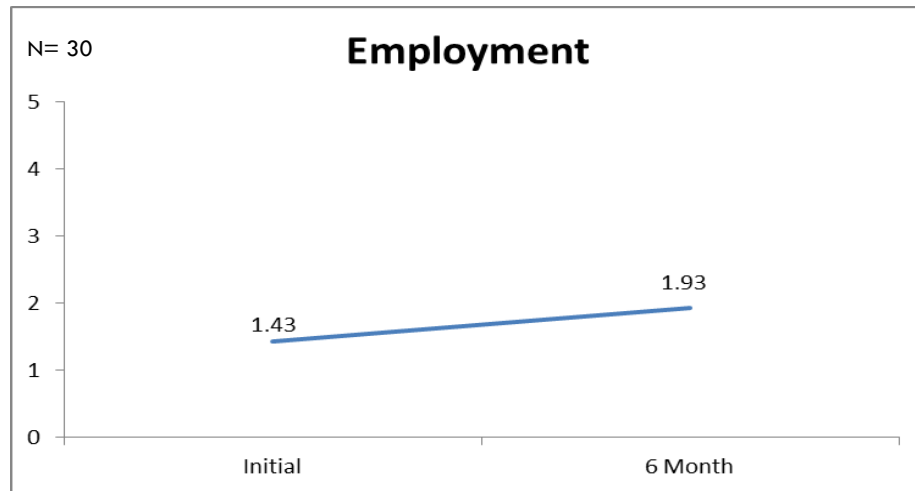
P500 Bridge to Self-Sufficiency

Economic Security

Employment	Not working and/or in job training	Working part time or seasonally	Working full-time in subsidized employment	Working full-time in unsubsidized employment	Working full time in a stable job and I see a future here
Income	No wages from a job	33% of the CA Self-Sufficiency Standard $_____ per year	33 and 65% of the CA Self-Sufficiency Standard $_____ per year	65 and 99% of the CA Self-Sufficiency Standard $_____ per year	Greater than the CA Self-Sufficiency Standard $_____ per year
Financial Planning	Not interested in developing a financial plan with an adviser	Interested in developing a financial plan with an adviser, but haven't done so yet	Developed a financial plan with an adviser, but haven't made any progress on that plan	Developed a financial plan with an adviser, and made some progress on that plan	Developed a financial plan with an adviser, and have met the goals of that plan
Education & Training	No high school diploma or GED	High School Diploma or GED	Job training or certificate complete (beyond high school)	Associates degree or professional certification or enrolled in higher education	Bachelor's degree or higher complete

Stable & Nurturing Environment

Housing	In shelter, unsure of where I will sleep today, being evicted or sleeping on couch	In a transitional housing program (up to 24 months)	Living in housing with a time-limited rent subsidy	Living in stable permanent housing but rent exceeds 50% of my income	Living in stable permanent housing that costs less than 50% of my income
Social Support	Can never rely on a support system to provide advice, guidance and/or support	Can rarely rely on a support system to provide advice, guidance and/or support	Can sometimes rely on a support system to provide advice, guidance and/or support	Can often rely on a support system to provide advice, guidance and/or support	Can always rely on a support system to provide advice, guidance and/or support
Two-Parent Involvement	Single parent with no support from the other parent	Other parent is inconsistently present in child's life, and interactions are not positive for our child when they occur	Other parent is consistently present in child's life, but is not a positive influence on our child	Other parent is inconsistently present in child's life, but interactions are positive for the child when they occur	Other parent is consistently present in child's life, and is a positive influence on our child
Parenting Skills	Parent is too overwhelmed to think about why they parent the way they do AND does not know why child behaves the way they do.	Parent either has ideas about why they parent the way they do OR why the child behaves the way they do.	Parent has ideas about why they parent the way they do AND why the child behaves the way they do AND they both still have difficulty calming down when upset.	Parent has ideas about why they parent the way they do AND why the child behaves the way they do AND parent is *occasionally* able to use this knowledge to help both calm down when upset.	Parent has ideas about why they parent the way they do AND why the child behaves the way they do AND parent is *usually* able to use this knowledge to help both calm down when upset.

Bridge Scores Over Time

Bridge Score Status Change - Initial to 6-Month

Bridge Scores Over Time

Employment (N= 30)
- Initial: 1.43
- 6 Month: 1.93

Income (N= 30)
- Initial: 1.37
- 6 Month: 1.53

Financial Planning (N= 30)
- Initial: 1.87
- 6 Month: 2.67

Education & Training (N= 30)
- Initial: 2.13
- 6 Month: 2.27

INSIGHTS & LESSONS LEARNED

- Successful cross-program partnerships require persistent effort
  - Role clarification at the management and line staff level is key
  - Having written case coordination protocols is advised

- CalWORKs and home visiting program may have different "cultures" that need to be bridged
  - Joint training can provide a good foundation for partnership between two or more programs
  - Establish consistent messaging to families across partners

- Use of evidence-based models offers welcome structure but also limits program flexibility

INSIGHTS & LESSONS LEARNED

- If you use CalWORKs staff as your home visitors:
  - Expect new service needs to become evident – going into people's homes reveals more about their situation than you previously knew
  - Think about the different competencies and training your staff may need

- Cross-program data sharing is a must-have but challenging to implement
  - Clearly define what data needs to be shared by whom for what purpose
  - Train all staff on data collection and entry protocols
  - Think through data systems issues; how will case files be updated and viewed by multiple program partners?

- Establishing a continuous improvement process helps facilitate culture change and innovation in service delivery through small scale "incubation" of ideas

FOR MORE INFORMATION

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