



MOBILITY MENTORING® OUTCOMES REPORT 2017 — 2018



WASHINGTON STATE
Department of
Children, Youth, and Families



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CONTENTS

ACKNOWLEDGMENTS.....	1
MOBILITY MENTORING®: A SNAPSHOT	2
MOBILITY MENTORING® IN ECEAP	3
THE PATH TO SUPPORTING FAMILIES THROUGH POVERTY	4
DATA AND OUTCOMES ANALYSIS	5
FAMILY VOICE.....	10
2018 — 2019: STATEWIDE IMPLEMENTATION	13
WHAT'S NEXT.....	13

This report highlights outcomes and data analysis for the third year implementation of the Mobility Mentoring®-informed approach¹ pilot that ECEAP (Early Childhood Education and Assistance Program) launched in 2015.

Learn more about the previous years of pilot implementation in the following reports:

[ECEAP Family Support Pilot Report Year One: 2015 – 2016](#)

[ECEAP Family Support Pilot Report Year Two: 2016 – 2017](#)

¹ At the time of implementation, the Department of Children, Youth, and Families was not yet certified in Mobility Mentoring®

ACKNOWLEDGMENTS

The project leads at the Department of Children, Youth, and Families (DCYF) would like to express their sincere appreciation to the following organizations and individuals:

Participating Families and Contractors

DCYF extends a special thanks to the ECEAP families who shared their needs and strengths, set goals, and celebrated their progress as they partnered with ECEAP contractor family support staff in this work. The input they provided in the moment and through annual surveys greatly influenced implementation and transformed ECEAP Mobility Mentoring® statewide.

Recognition is also in order for the ECEAP contractors and staff who worked to reshape ECEAP family support services using the Mobility Mentoring® coaching approach. Their feedback changed policies, procedures, documentation, and resources for ECEAP's family support approach. Without their hard work and input, this extensive pilot would not have been possible.

Bright Beginnings for Kittitas County	ESD 123
Catholic Family & Child Services	Kennewick School District
Centralia College	Kiona Benton School District
Children's Home Society of Washington	Lower Columbia College
Community Child Care Center	NEWESD 101
Community Colleges of Spokane	Okanogan County Child Development Association
Enterprise for Progress in the Community	Olympic Community Action Program
ESD 105	Snohomish County
ESD 112	South Bend School District
ESD 121	

Leaders at Economic Mobility Pathways (EMPath), Founders of the Mobility Mentoring® Approach, Piloted from 2015 — 2018:

Elisabeth Babcock, MCRP, Ph.D., President and CEO

Jennifer Lowe, Ph.D., Vice President of Shared Learning and Member Networks

And all of the incredibly supportive staff at EMPATH who provided key ongoing technical support throughout this process.

MOBILITY MENTORING®: A SNAPSHOT

Mobility Mentoring® is a family engagement approach that uses coaching methods rooted in the latest brain science. Mobility Mentoring® aims to overcome the extreme stresses of poverty by improving focus, planning, and decision-making. It is designed to help people set and achieve future-oriented goals, despite the immediate challenges and weight of poverty.
— EMPATH

Partnering with Economic Mobility Pathways (EMPATH) to implement the Mobility Mentoring® approach provided ECEAP contractor family support staff with a clarified pathway in their strength-based work with families. Once staff increased confidence in the application of this coaching model, they reported increased depth of conversations with families. These deeper conversations led to more specific needs, individualized family goals, and family support services that DCYF ECEAP staff consistently see in data collected through monitoring.



Mobility Mentoring® Approach

Based on neuroscience and executive function research, Mobility Mentoring® has five underlying principles:

- **Individualization** There is no “one size fits all” path to economic independence.
- **Horizontality** The path to economic independence cannot be found in any one health or human service silo; effective service delivery must “bridge” silos.
- **Time** There is no quick journey from poverty to economic independence.
- **Co-investment** An individual can only fully achieve success when they are invested in that success.
- **Networking** No one gets to economic independence alone.

Mobility Mentoring® embraces these principles by partnering trained ECEAP family support staff with families to support them in acquiring the resources, skills, and sustained changes necessary to progress in each bridge pillar and to attain and preserve progress toward greater economic self-sufficiency.

For more information, please visit <https://www.empathways.org/approach/mobility-mentoring>.

MOBILITY MENTORING® IN ECEAP

The latest brain science research shows that living in crisis and poverty causes chronic stress, which can act as a roadblock to growth and prevent people from planning for future success. Coaching families using the Mobility Mentoring® approach allows for an opportunity to provide some relief from the institutional and interpersonal stressors that families may face. Additionally, research continues to show that building adult capabilities, self-sufficiency, and executive functioning skills contributes to helping families overcome the complex challenges of poverty.

Mobility Mentoring® is a coaching-based model that uses a metaphor of a bridge to achieve economic stability. The bridge provides a strong foundation that helps families navigate their way as they plan their crossing to economic stability. This strength-based approach is intended to meet families where they are, follow their lead, use culturally-competent approaches,

and work collaboratively with each family as they journey across their pathway to self-reliance. As a result, each journey is individualized with goals that are reflective of each individual versus striving to be at the top of each pillar.

During its pilot years, DCYF ECEAP staff worked with participants and EMPATH staff to create an individualized version of [EMPATH's Bridge to Self-Sufficiency®](#). ECEAP's version of the bridge, called the *Bridge to Child and Family Self-Reliance*, consists of five pillars and eight sub-pillars which help families reflect on their self-sufficiency in areas that have shown through research to increase family and financial stability.

The five pillars are shown below in dark blue, while the sub-pillars are light blue. The version below is an introductory version for families coming into ECEAP family support for the first time.

ECEAP Bridge to Child and Family Self-Reliance



Family Stability		Well-Being		Financial Management		Education and Training	Employment and Career Management
Housing	Family and Dependents	Health and Mental Health	Networks	Debt	Savings	Education	Earnings Levels
Having a safe, affordable stable place to call home.	Making sure that your family's needs are met so you can focus on your goals.	Feeling physically and emotionally healthy so you can participate fully in work, school, or family.	Having people in your life who give you personal support and who also have the knowledge and connections to help you achieve your goals.	Being up-to-date on any debt payments.	Having enough money in the bank to meet your family's needs and afford more than the basics.	Having enough education and training so that you can choose a well-paying and satisfying career.	Being employed in a career that pays enough so that you can support your family.

THE PATH TO SUPPORTING FAMILIES THROUGH POVERTY

Since 1985, ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education, and family support services. ECEAP reaches 3- and 4-year-old children most in need of these foundations for learning. Family engagement is an essential component of ECEAP comprehensive services. It includes individualized family support services: working with families to increase their economic security and resilience, providing referrals and community resources, opportunities to volunteer in the classroom, parent education, and parent leadership development activities.

In the years 2014 — 2018, DCYF coordinated a pilot to test a statewide approach to family support for two main purposes. First, to offer differentiated services to families through evidence-based family support practices. Second, to be able to tell the story both qualitatively and quantitatively about the life-changing work ECEAP contractors achieve with families through family support services. The graphic below shows the general timeline of the pilot during these years. Within these phases of implementation, DCYF worked with partners to form and prototype the pilot, gather feedback from participants, adjust the pilot's essential elements according to that feedback, and re-implement the pilot to test the changes. The result, based on the years of hard work and pilot outcomes, is statewide implementation in the school year 2018 — 2019, which you can read more about at the end of this report.

Family Support Pilot — Five Phases



Mobility Mentoring® Outcomes 2017 — 2018

This report focuses on year three of the pilot, 2017 — 2018, when ECEAP continued to implement [EMPath's Mobility Mentoring®](#) approach. There were 19 self-selected ECEAP contractors who participated in the pilot. Other activities included updating the Family Strengths and Needs Assessment, increasing training opportunities such as webinars for leads and direct service staff, and developing data gathering and reporting capabilities in the Early Learning Management System (ELMS).

ECEAP trained family support lead staff to become Mobility Mentoring® coaches. They partnered with families to help them acquire resources and skills to sustain changes needed for economic mobility. Using the ECEAP Bridge to Child and Family Self-Reliance to frame a deliberate one-on-one partnership between families and staff, families set goals based on their self-assessment of the five critical pillars: family stability, well-being, education and training, financial management, and employment and career management.

DATA AND OUTCOMES ANALYSIS

In the 2017 — 2018 Mobility Mentoring® pilot in ECEAP, 3,098 families participated for the full year, completing both pre- and post-assessments. Pre- and post-assessments consist of 17 assessment topics around parent and family functioning, organized into five overarching domains represented in the Bridge to Child and Family Self-Reliance.

In addition to pre- and post-assessments, data was gathered around the goals Mobility Mentoring® participants set. They set a total of 4,516 family-centered goals and completed 2,081 of these goals during the school year. Families made progress in areas such as housing, meeting basic household needs, family conflict resolution, parenting skills, and earnings.

Key Findings: Highlights

- Family assessment pre-post scores show significant changes in family functioning across all 17 items.
- Analysis of family assessment pre-post scores revealed that key demographic and programmatic characteristics were not strongly predictive of pre-post change on the family assessment.



“The family support helped my family set goals and gave my family the tools and resources to continuously keep trying to meet our goal.”

— ECEAP Parent

FAMILY ASSESSMENT ANALYSIS

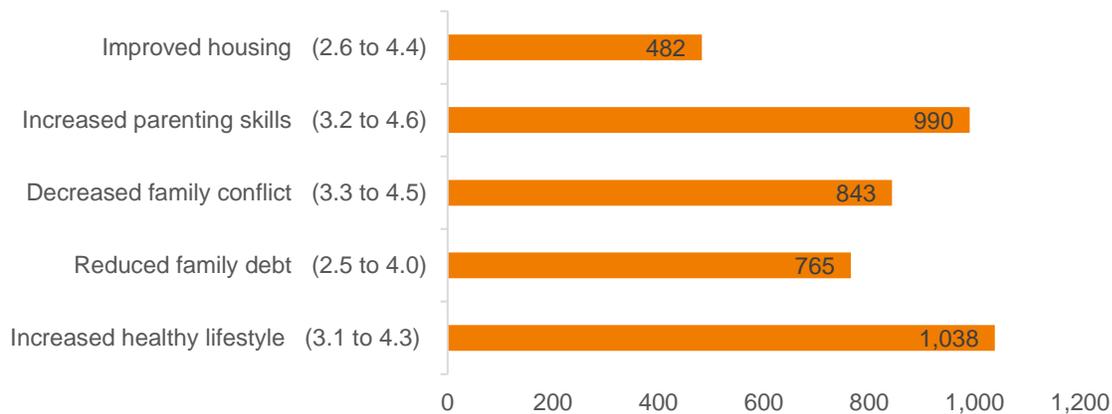
Family Assessment Pre-Post Growth

The family assessment analysis compares pre-assessment responses to post-assessment responses across all 17 assessment items. When the pre- and post-assessments are administered at the beginning and end of each school year, caregivers and direct service family support staff work collaboratively to choose answers that are reflective of the caregiver’s current family and personal situations, which are captured in ratings from one to five, with five being the highest.

As highlighted in the graph below, family assessments show significant changes in family functioning from before to after Mobility Mentoring® services occurred. This table details actual growth made within these five areas by participants. It should be noted that in the full data analysis on the following pages, the researcher uses averages of the construct while this is looking at only the families that made gains.

ECEAP Sample Growth in Mobility Mentoring® Ratings

Number of Families with Positive Changes
(with average rating changes on scale of 1-5)



“ECEAP has helped me with resources and to get the things together that I need to. It is the first time our family has had someone really believe in us.”
— ECEAP Parent

“I love that I was able to identify many resource benefits in my community through ECEAP.”
— ECEAP Parent

AVERAGE FAMILY ASSESSMENT ITEM CHANGE BY RACE AND ETHNICITY

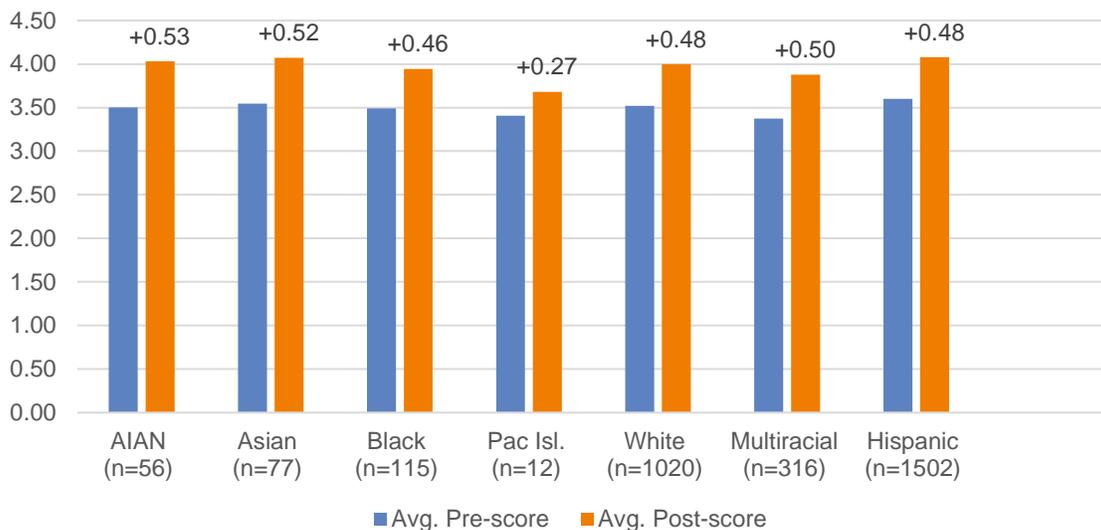
DCYF is committed to Washington’s children and youth growing up safe, healthy, and thriving. Currently, children of color are underrepresented in the percentage of children entering kindergarten with the skills they need to be successful. Underlying systems, policies, and practices are driving disparate outcomes and experiences. DCYF will transform the way we operate to promote racial equity, diversity, inclusion, and justice, so each and every child, youth, and family can thrive. As a piece of this work, DCYF ECEAP is committed to analyzing data related to ECEAP services disaggregated by race and ethnicity. This helps inform DCYF and its partners about needed adjustments to systems, policies, and practices that can better ensure they work for all families across Washington.

Year three data analysis found that race and ethnicity are not a strong predictor of positive family outcomes in the Mobility Mentoring® family assessment. In other words, initial data shows that no matter what race or ethnicity, families succeed at very similar rates in ECEAP’s family support using the Mobility Mentoring® approach.

Table 1 below shows the Average Item Outcome of all Family Assessment domains and items combined, with average pre-post scores and gains by race and ethnicity.

Tables 2, 3, and 4 on the following pages highlight three graphs of pre- and post- assessment information in the well-being, financial, and earnings domains.

Table 1: Average Item Outcome
(All Domains/Items)



Note: while Pacific Islanders show smaller growth on this and the following graphs, analysis contributes this smaller growth to the significantly lower participants, representing less than one percent of the study sample. DCYF will continue to analyze Mobility Mentoring® outcomes by race/ethnicity as statewide information becomes available.

AVERAGE FAMILY ASSESSMENT ITEM CHANGE BY RACE AND ETHNICITY, CONTINUED

Table 2: Well-Being Domain

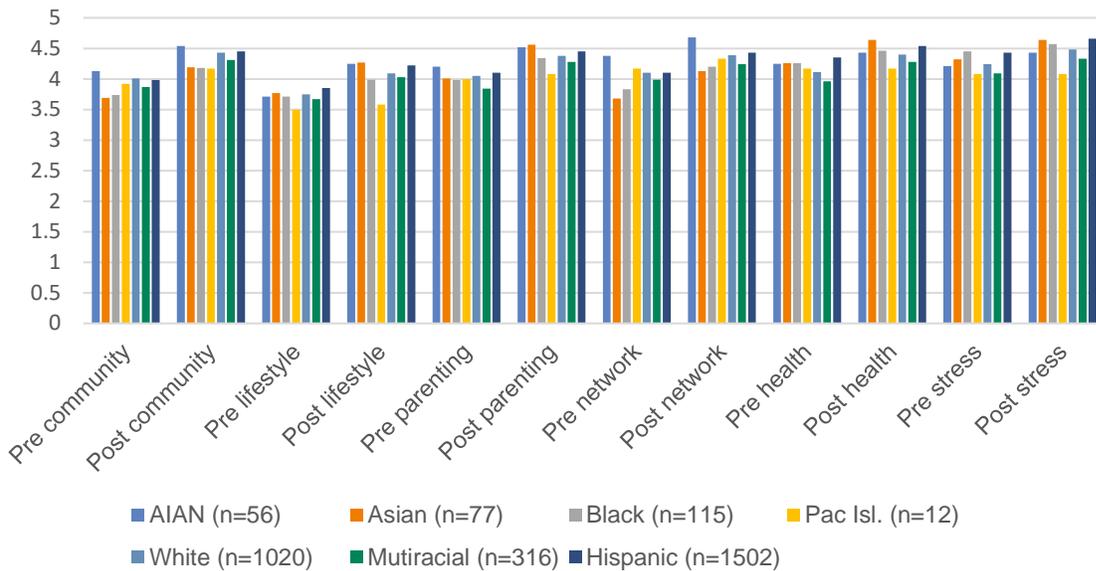


Table 2

Table 2 shows average pre- and post-assessment analysis for each of the assessment areas under the Well-Being domain by race and ethnicity, starting first with the pre-assessment level, then moving to the post-assessment level. The assessment areas are (in order):

Community Resources Knowledge: knows what is needed, where resources are, and how to access them.

Healthy Lifestyle: participates regularly in physical activities and eats healthy, nutritious foods.

Parenting Skills: has or knows where to get information and supports when needed.

Personal/Professional Networks: can regularly rely on their networks to provide useful guidance, advice, and support.

Physical and Mental Health: fully able to engage in school, work, and family life.

Managing Parenting Stress: has the ability to stay calm when feeling frustrated.

“When looking at one grouping of pre-post data, compare the “pre” level with the “post” level. For example, in the first two columns, when focusing on the light blue line (AI/AN), one can see that the post-assessment level of community resources knowledge is higher than the pre-assessment level at the beginning of the year.”

AVERAGE FAMILY ASSESSMENT ITEM CHANGE BY RACE AND ETHNICITY, CONTINUED

Table 3: Financial Domain

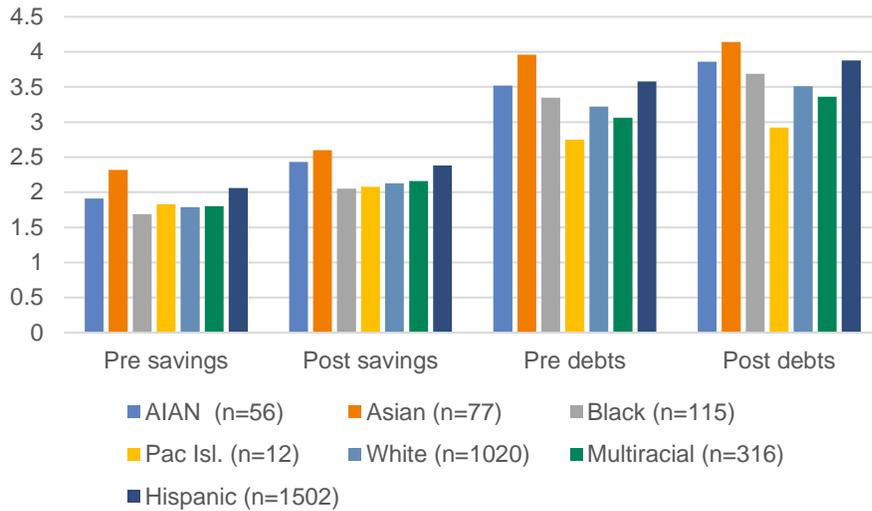


Table 3

Table 3 shows the average pre- and post-assessment analysis for each of the assessment areas under the Financial domain. The assessment areas are savings and debts.

Table 4: Earnings Domain

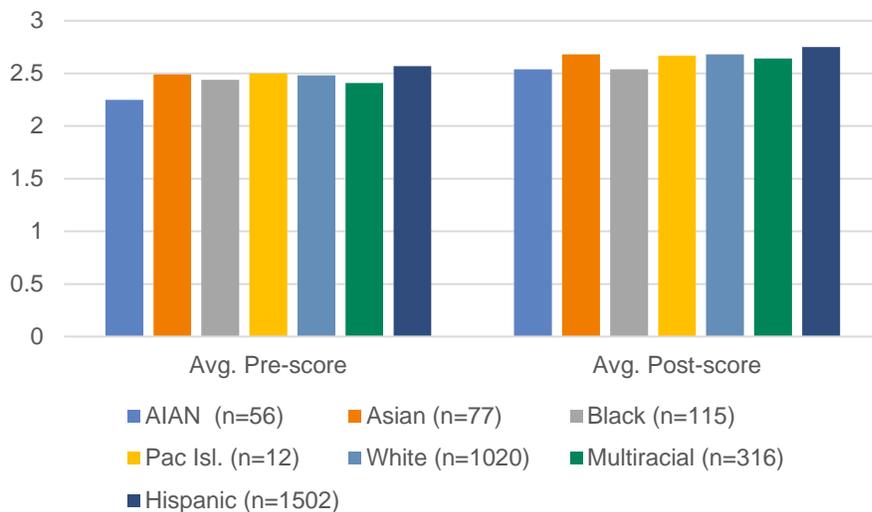


Table 4

Table 4 shows average pre- and post-assessment analysis under the Earnings domain, which asks families to assess their financial earnings growth if any.

FAMILY VOICE

ECEAP recognizes that families’ individual experiences are all very different. ECEAP requirements include ensuring that family partnerships are built on relationships based on mutual respect and equality that acknowledges parents as resources to themselves and others and that respect family beliefs, culture, language, and child-rearing practices.

According to the 2018 – 2019 ECEAP Performance Standards, a family support staff must have knowledge, skills, and abilities such as: building relationships with families that are positive and goal-directed, coaching families toward self-sufficiency, working with families as systems, recognizing influences of diversity and culture, establishing mutual trust with families, and more.

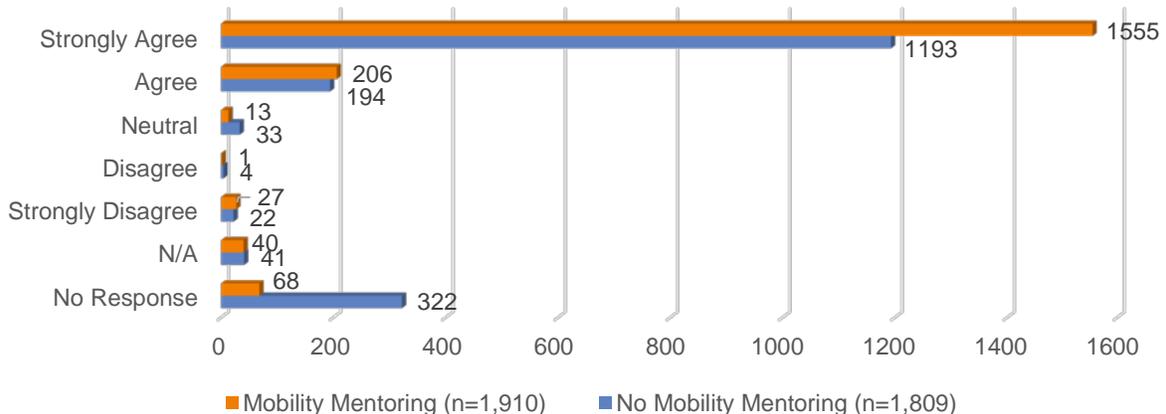
In order to help DCYF and its partners ensure families are receiving the best services possible according to these

principles, DCYF administers the annual Family Customer Satisfaction Survey. This feedback methodology was implemented by Governor Jay Inslee’s strategic framework, with the goal of improving outcomes for state agency services to constituents. [Click here for more information on the Governor’s Strategic Framework.](#)

ECEAP’s Family Customer Satisfaction Survey asks specific questions about how services were received and evaluated by families, including several questions about Mobility Mentoring®. Some examples are listed in the following pages.

In 2017 – 2018, a total of 3,719 ECEAP caregivers answered a family customer satisfaction survey. Of those 3,719 participants, 1,910 identified themselves as Mobility Mentoring® participants. Tables A, B, and C graph information collected from families about family support principles and services.

Table A: ECEAP Staff Respected My Family Beliefs, Culture, Language, Child Rearing Practices



*More than **92 percent** of families who responded to the survey strongly agreed or agreed that they were treated with respect compared to **77 percent** from families not participating in Mobility Mentoring®.*

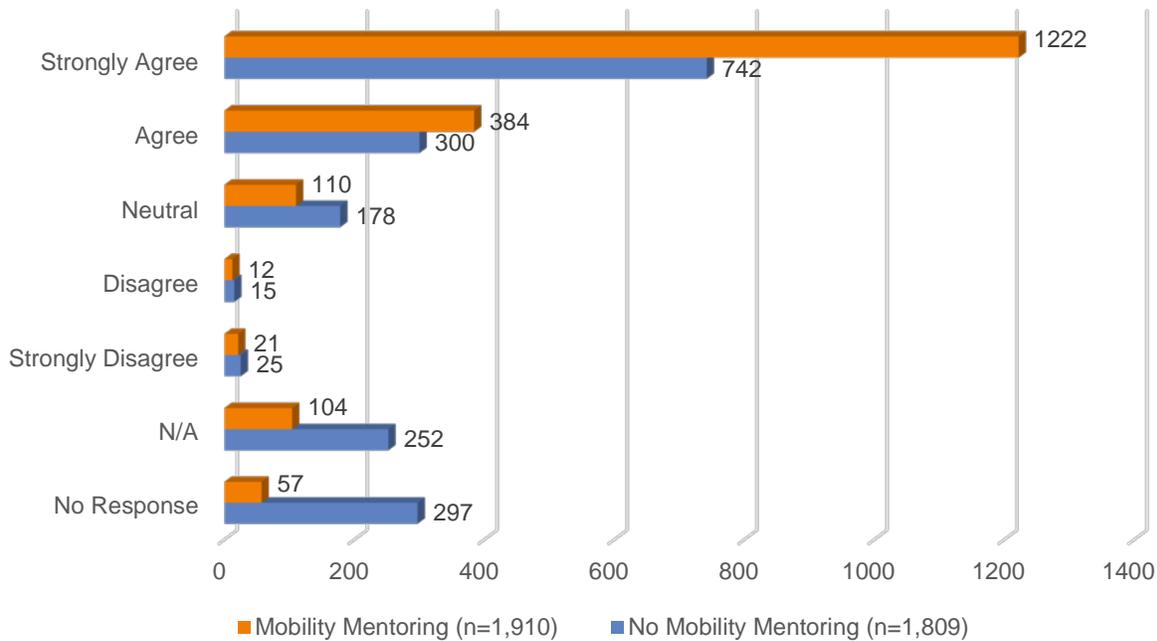
FAMILY VOICE, CONTINUED

Executive Function

The Mobility Mentoring® coaching framework and principles help families move from crisis management toward goal attainment by focusing on increasing adult capabilities and executive functioning. The basic Executive Functioning skills are working memory, impulse control, and mental flexibility. These skills are what enable participants to problem solve and set future-oriented goals.

For more information on executive function, please visit DCYF's website and click on the drop-down menu titled "Executive Function" <https://www.dcyf.wa.gov/services/earlylearning-profdev/support-early-learning-provider/educator-resources>.

Table B: After ECEAP Support This Year, it is Easier For Me to Slow Down and Think My Problems through to a Solution



After participating in Mobility Mentoring®, families report being **26.5 percent more able** to find a solution to a problem than non-participants.

“I have been very happy with the ECEAP services that have helped me in so many ways, especially to reach some of my goals.”
 — ECEAP Parent

FAMILY VOICE, CONTINUED

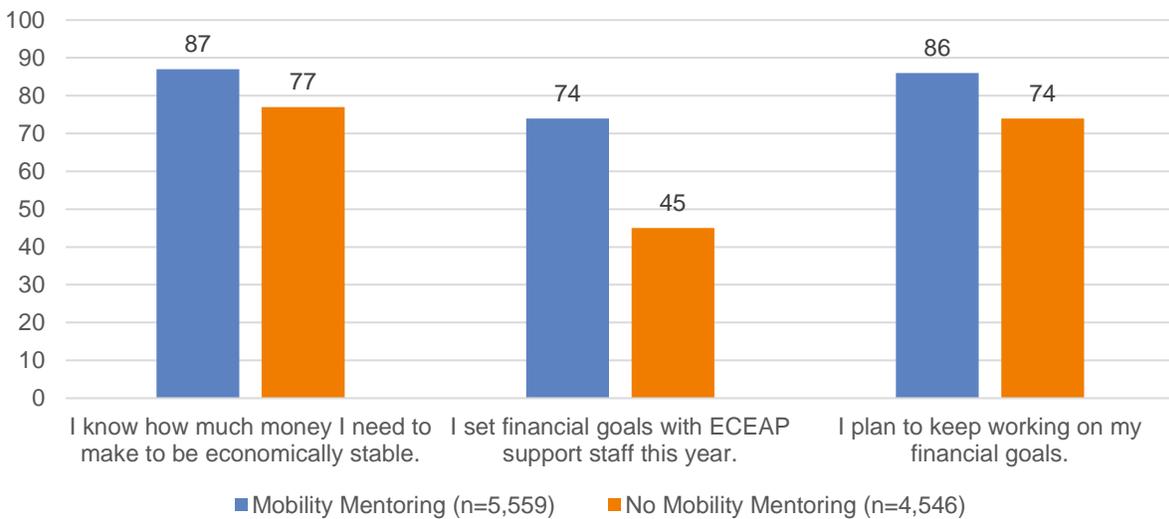
Financial Literacy and Goals

While ECEAP has implemented family support services since 1985, Mobility Mentoring® brought a specific focus to family financial stability, a topic often avoided due to staff discomfort in engaging with families about personal finances.

However, as Table C below shows, families who participate in coaching through Mobility Mentoring® increase their focus on financial literacy and goals.



Table C: Financial Questions, Parents Who Agree or Strongly Agree



*Mobility Mentoring® participants report that they are **33.8 percent** more likely to set financial goals and **21.2 percent** more likely to continue to work toward those goals than ECEAP families who were not involved in Mobility Mentoring®.*

Please note: the n-value for Table C is the number of total responses, not respondents. Because this was a “mark all that apply” question, there are more than 3,719 responses.

2018 — 2019: STATEWIDE IMPLEMENTATION

After three years of developing, piloting, gathering feedback, and adjusting this family support approach, ECEAP is currently working to implement Mobility Mentoring® across Washington state. This work will continue to focus on the pilot's initial goals of supporting families with evidence-based family support practices, providing differentiated services, and ensuring both data and stories are available to validate this crucial work.



In the spring of 2018, all ECEAP contractors identified a staff member who would be trained in the Mobility Mentoring® approach. These identified leads trained approximately 400 family support staff to ensure full implementation for the 2018 – 2019 school year. DCYF and EMPATH continue to support the field with monthly webinars for Mobility Mentoring® leads and direct support staff on topics such as goal setting, challenging conversations, and executive function development.

In July 2018, six Mobility Mentoring® leads were selected to pilot EMPATH's Mobility Mentoring® train-the-trainer model. These six regional leads will be able to conduct training throughout the state, allowing ECEAP to have a more sustainable training plan moving forward. This plan includes regionalized learning communities and more frequent training and technical assistance, as needed.

As statewide implementation enters its first phase, DCYF has received ongoing feedback around Mobility Mentoring® and the responsibility we all have to ensure it is responsive to the racial and ethnic diversity of families and communities served in ECEAP. In recognizing the rich diversity of communities in Washington state, DCYF is committed to working with our partners to ensure family support services can be delivered in an equitable and culturally responsive way and will be leading a process over the next year to explore this in deeper ways with the ECEAP contractors.

WHAT'S NEXT?

To further explore and understand the concerns of ECEAP contractors and other partners related to the implementation of Mobility Mentoring® with racial and ethnically diverse families, ECEAP is implementing two workgroups scheduled to begin in March 2019. One workgroup will bring together tribal early learning leaders (including tribal ECEAP contractors and subcontractors) to learn about implementation of Mobility Mentoring® in the context of tribal culture and values, including specific concerns identified by some tribal providers. The other workgroup will include ECEAP contractors who have expressed an interest in sharing their ideas and concerns related to Mobility Mentoring® implementation in relation to the wide variety of families and communities they serve. DCYF's Office of Tribal Relations will work to convene tribal related workgroup meetings and with the National Equity Project for support in continuing conversations with ECEAP contractor staff around equity and Mobility Mentoring®. These groups will meet on a regular basis in 2019 with the goal of achieving a clear understanding for concerns and issues expressed by the field and how to work in partnership to determine solutions that ensure ECEAP contractors have the tools and resources they need for implementing anti-bias and responsive approaches to family support services in the program.