



# WHY WE DID IT?

## Goal #1:

Address questions from our organizational learning agenda:

- What impact are we having with young people over time in achieving our core four? With whom are we having greatest/least success?
- What youth characteristics facilitate or preclude engagement in services?
- What interventions are successful in promoting engagement and successful outcomes among youth with different risk characteristics?
- What factors indicate a young person is ready for program exit?



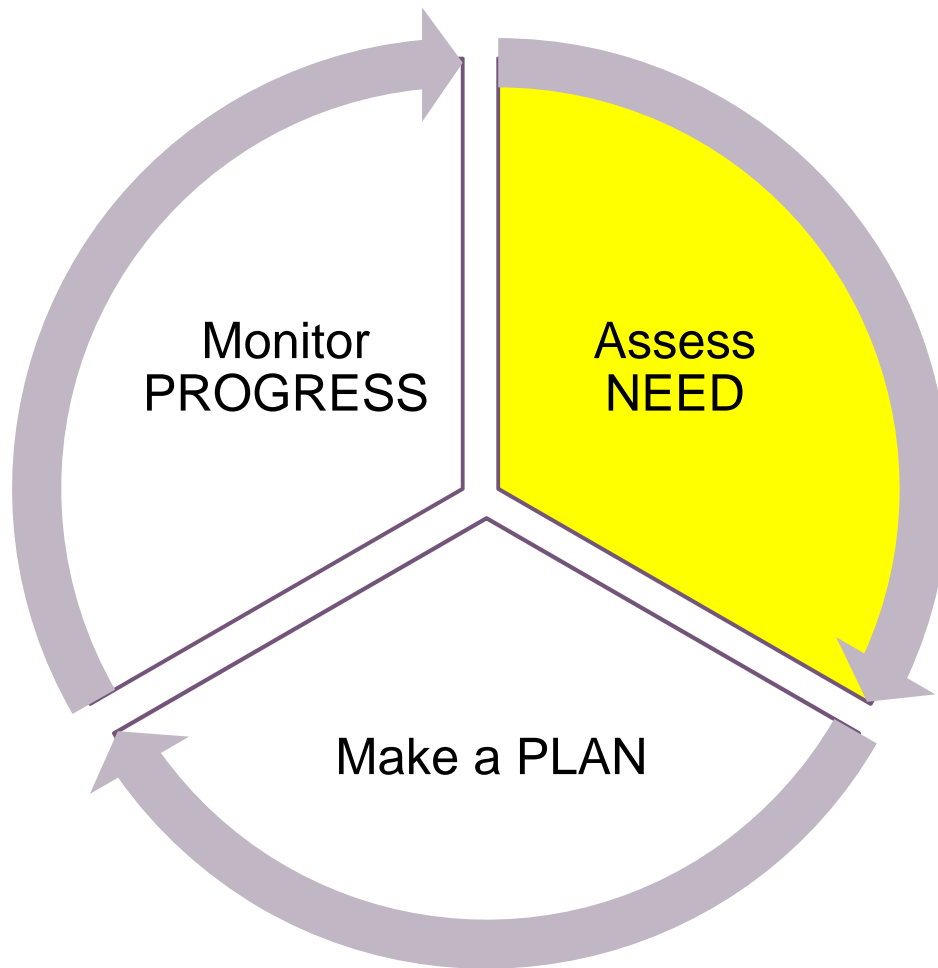
# WHY WE DID IT?

## Goal #2:

Explore alternative methods for assessing and documenting our impact:

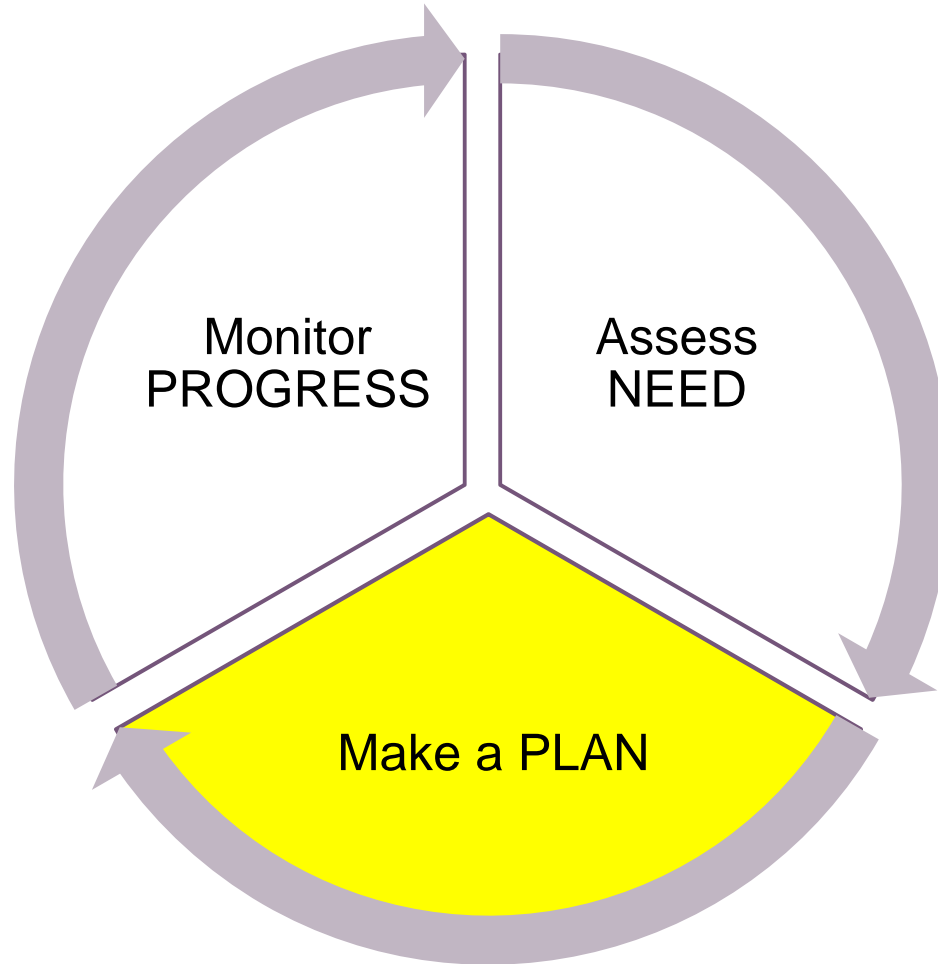
- Significant barriers to implementing RCT
- Desire to generate evidence from within that informs the field and drives shifts in policy and practice in the areas of effectiveness research and practice within youth-serving populations.

# TRANSLATING OUR LEARNINGS INTO PRACTICE



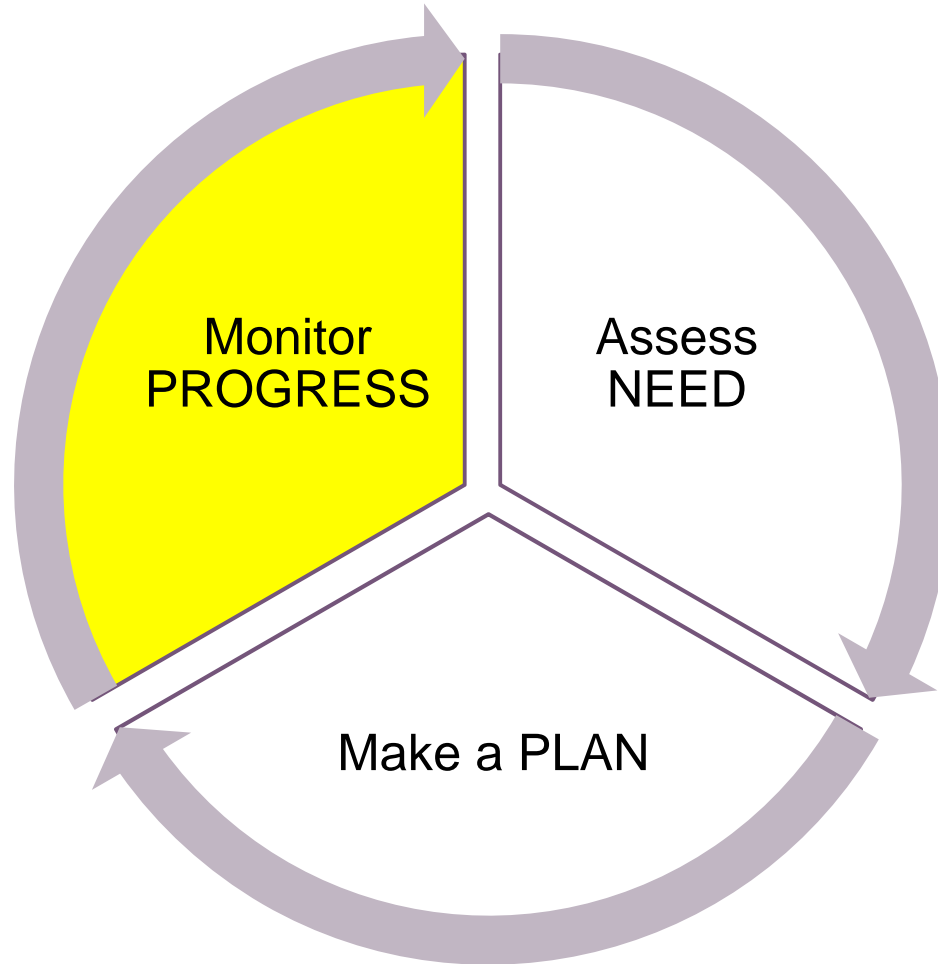


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# WHAT IS THE ILEARNING SYSTEM?

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The FPFY ilearning system is a **web-based tool** that supports supervisors and direct service staff to formulate **interventions** that are most likely to increase a youth's **chance of success** in our program



# WHAT DOES A SUCCESSFUL YOUTH LOOK LIKE?







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**Stable  
Housing**

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**HSD/GED at  
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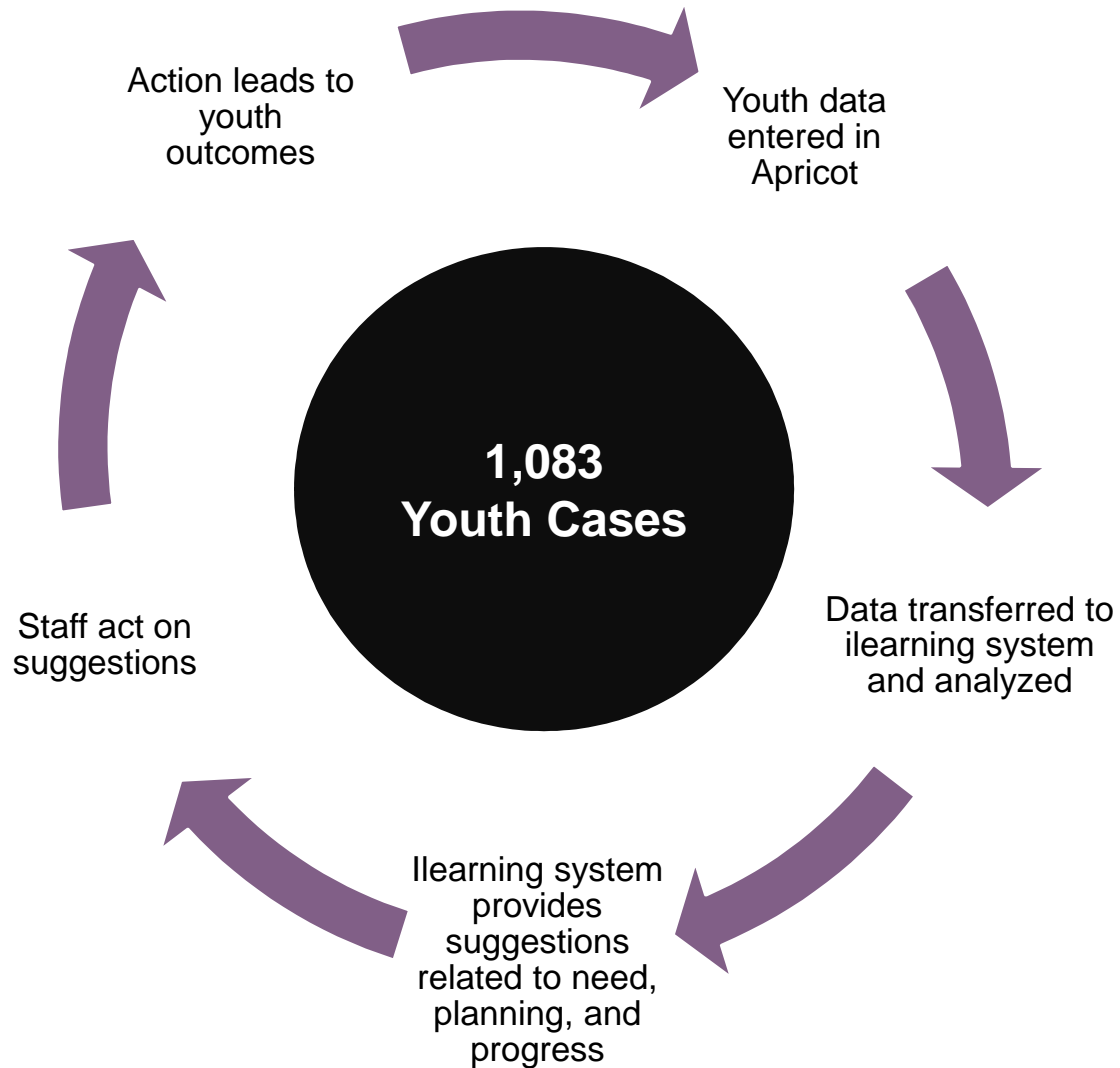


**HSD/GED at  
Exit**



**Pursuing/Maintaining  
vocational training,  
employment, or PSE**

# HOW IT WORKS



# FPFY ILEARNING SYSTEM

## USER INTERFACE





# FPFY ILEARNING SYSTEM: NEED

Informed by pre-enrollment intake data

Region: Los Angeles | Staff: Charlie Leer | Youth Name - Record ID: James Fallon - 2568315 | Pre-Enrollment Date: October 22, 2016 | NEED PLAN PROGRESS

### Level of Need at Program Entry

Based on analysis of background and baseline risk and protective factors, James has a **moderate-high need** for participating in the intervention.

For youth with moderate-high levels of need, the history and current presence of consistent and supportive adult relationships, perceptions of safety in the home and community, and the absence of mental health symptoms upon entry are particularly meaningful in predicting their likelihood of success in achieving self-sufficiency. These youth are more likely to report lower rates of substance use and repeat entries to the pre-housing process before entering MFP, which serves as a strength for them. These youth may be within a pre-contemplative or contemplative stage of change in identifying and implementing self-sufficiency goals.

James

Low Moderate-Low Moderate Moderate-High High

The protective and risk factors most predictive of James' level of need at program entry are shown below. This list is not inclusive of all risk and protective factors.

Protective Factor	Risk Factors
No reported mental health symptoms at entry	History of four or more foster family placements
	Living situation at entry is renting own or shared housing (paying rent)
	Feels unsafe in the current living situation at entry

# FPFY ILEARNING SYSTEM: PLAN

Region  
Los Angeles ▾
Staff  
Charlie Leer ▾
Youth Name - Record ID  
James Fallon - 2568315 ▾
Pre-Enrollment Date  
October 22, 2016 ▾
NEED PLAN PROGRESS

## Intervention Plan

For youth like James, including steps in an intervention plan to achieve the goals listed below have shown to increase their likelihood of leading a self-sustaining adulthood.

The goals below have been shown to increase the likelihood of achieving a self-sustaining adulthood for youth similar to James in various baseline and background factors. These goals are ordered by the weight of their impact on increasing the likelihood of a youth's success. Note that these are not the only factors to consider in an intervention but just those shown to be most salient in impacting youth similar to James.

1  
Youth is Regularly Attending Vocational Programs

2  
Youth has Stuck with the MFP Program for At Least 15 Months

3  
Youth has Received at Least 60+ Face-to-Face Meetings

### Youth is Regularly Attending Vocational Programs

★★★★★  
Potential for Impact
CURRENTLY ATTENDING  
Current Status

Within six months, youth will (1) describe and write down his/her motivation for educational goal that helps build independence, (2) identify at least one on campus support program and/or person, and/or (3) practice a minimum of three school success strategies (e.g. calendaring, meeting with instructor) on a quarterly basis in order to increase his/her attendance in vocational programming.

**A** \_\_\_\_\_  
The Employment and Education Specialist (EES) helps the youth to identify his/her core motivation and how school will benefit him/her.

The youth should understand and be able to express the connection between increased pay and level of education, as well as how education fits into his/her career ladder. Use the Individual Youth Career Ladder template and motivational interviewing as a resource for completing this activity.

**B** \_\_\_\_\_  
The EES supports the youth in developing an academic plan.

Best Practices:  
 ➤ Provide support to identify an education level and goal  
 ➤ Determine a program that is a good fit in terms of location, class times, cost, and

Includes best practices and strategies from the research and years of MFP practice



# FIFY ILEARNING SYSTEM: PROGRESS

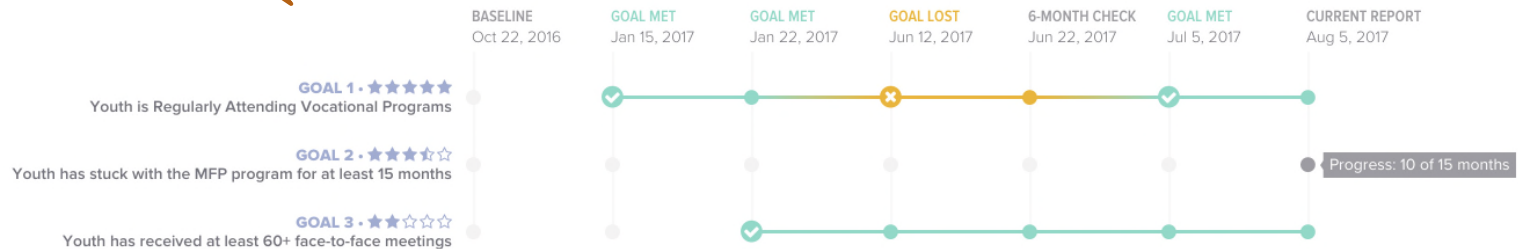
Region Los Angeles ▾	Staff Charlie Leer ▾	Youth Name - Record ID James Fallon - 2568315 ▾	Pre-Enrollment Date October 22, 2016 ▾	NEED PLAN PROGRESS
Youth has Received at Least 60+ Face-to-Face Meetings		<p>The EES supports the youth in developing an academic plan.</p> <p>Best Practices:</p> <ul style="list-style-type: none"> <li>» Provide support to identify an education level and goal</li> <li>» Determine a program that is a good fit in terms of location, class times, cost, and</li> </ul>		

Used in supervision and team meetings to monitor achievement of milestones

## Intervention Progress

James has currently met two of three intervention goals.

The diagram below shows James' progress on the goals key to the intervention. Points in time are noted at specific check-point intervals (6-month, 1-year, etc.), when a goal is met, or when a goal is lost after previously being met.





# STATUS AND NEXT STEPS

## MAKING IT USEFUL





# MAKING THE SYSTEM USEFUL

- Program design team
- Developed practice guidelines
- Piloting feasibility in one site in LA
- Apply learnings from the pilot in September
- Implement within the remaining MFP sites in October.