


Creating Peer Networks and Increasing Social Capital

January 24, 2018
2:00 – 3:30 PM EST



ADMINISTRATION FOR
CHILDREN & FAMILIES

Welcome

- James Butler, Family Assistance Program Specialist, Office of Family Assistance (OFA), Administration for Children and Families (ACF)



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Learning Objectives



- ❑ Explore how increasing social capital can support low-income parents' resilience and attainment of education and employment goals
- ❑ Consider approaches to facilitating new peer networks created in the context of employment and education goals, learning about specific examples from presenters
- ❑ Reflect on how peer networks could be incorporated into their own TANF program's approach



Presenters



- ❑ *Mariana Chilton*, Professor of Health Management and Policy, Dornsife School of Public Health at Drexel University
- ❑ *Erin Oalican*, Director, Reach Up TANF Program, Vermont Department for Children and Families
- ❑ *Christine Smith*, Health Equity and Tribal Grants Supervisor, Office of Statewide Health Improvement Initiative, Minnesota Department of Health



Webinar Logistics

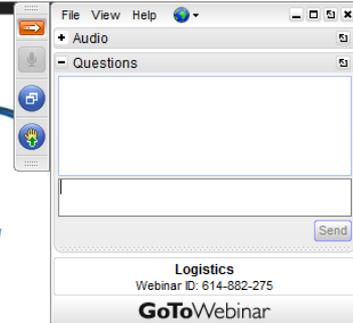
To access or hide the control panel, click on the red arrow.

To place the screen in fullscreen mode, click on the square within the blue circle.

maintaining Two

Generation Community
Partnerships

To ask a question, press the plus sign next to "Questions," type into the text box, and then press send.



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Poll Question #1

- ❑ How familiar are you with the concepts of trauma, trauma-informed practice, and Adverse Childhood Experiences (ACEs)?
 - Very familiar
 - Somewhat familiar
 - Not familiar



Peer Support and Financial Empowerment in TANF

Building Wealth and Health Network

A FREE program for your financial self-empowerment



Mariana Chilton, PhD, MPH



DREXEL UNIVERSITY

Dornsife

School of Public Health



Overview



- **TANF, Health, and work**
- **Getting on the same page**
 - **Definitions**
 - peer support, social capital, trauma, trauma-informed practice
- **Building Wealth and Health Network**
 - Description of the program
 - Benefits of the program
 - Tips for getting started

TANF & Challenges to Economic Success

Work participation requirement has mixed success¹

- **Return to TANF** / Churning

Barriers to Work among TANF participants

- **33%** report work-limiting **health condition**²
- **43%** report **disability**³
- **74%** report **Intimate Partner Violence**⁴
- **High** involvement with criminal justice system⁵

1. Ctr Study of Social Policy, 2016: *20 Years of TANF*
2. Kneipp et al 2011: *Public Health Nursing Case Management*

3. Loprest & Maag 2009: *Disabilities among TANF recipients*
4. Cheng 2013: *IPV & Welfare Participation*
5. Bloom et al, 2011: *TANF recipients w. barriers to employment*



"Your willingness to look at your own darkness is what causes you to change."
-Tjanta Vonson

Power of the group

Background: What is a Peer Network?

- A group of people who have shared experiences where they can tap into and stimulate the resilience in each other
- **Peer support**
 - Ppl who have common experiences that can offer support to others to help with personal growth, recovery and wellbeing
 - Instrumental, emotional, informational, and affiliative support
- **Social support**
 - Family, friends, neighbors and peers that can provide instrumental, emotional or resource support
- **Social capital**
 - Social assets that can operate through bonds, bridges and linkages



Background: What is Trauma?

Toxic Stress (kids)

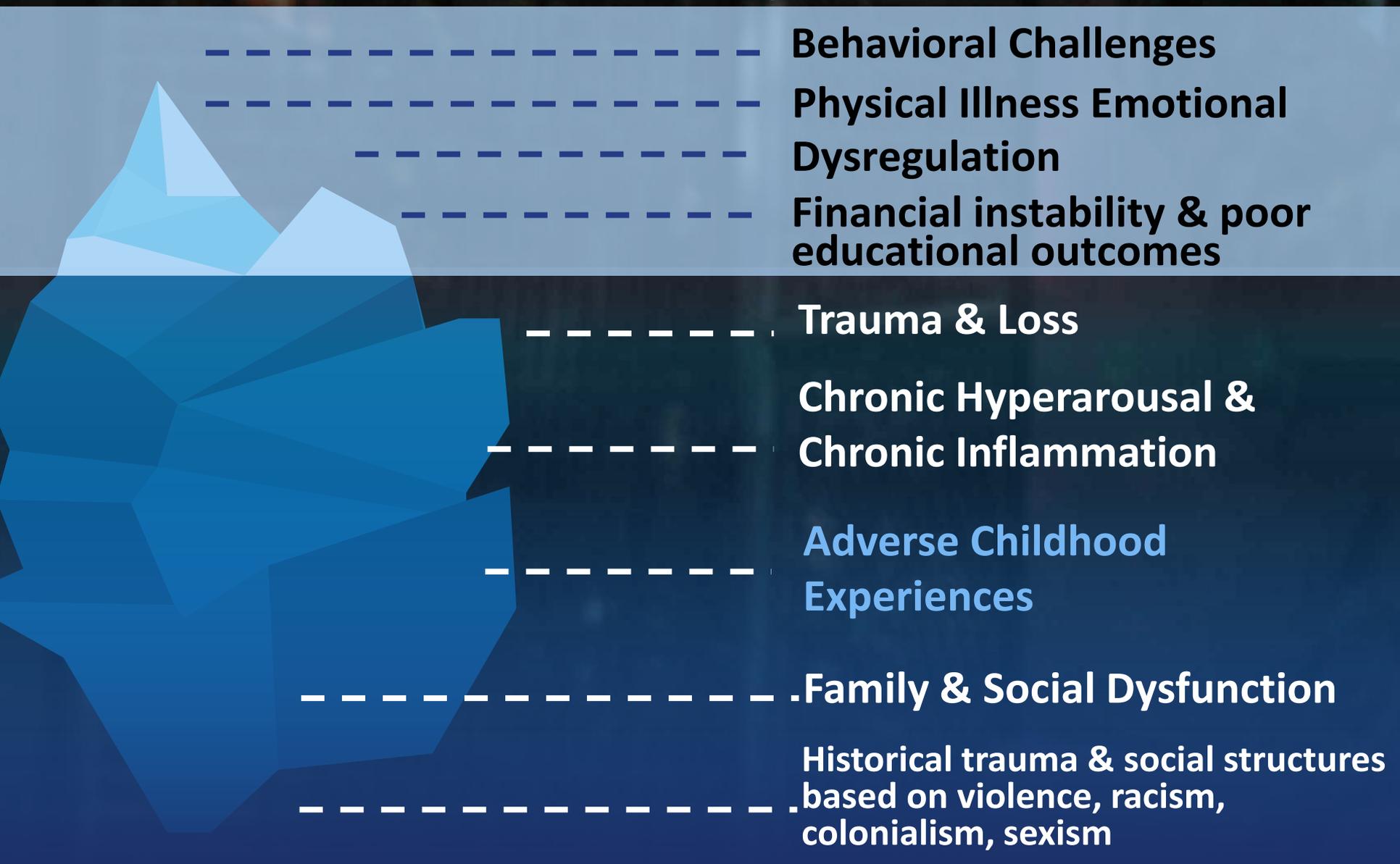
- Overwhelming relentless stress for young children without adequate support to overcome it
- Homelessness / poverty
- Adverse Childhood Experiences

Traumatic Stress (adults)

- Internal and external factors insufficient to cope with external threat
- Central nervous system overwhelmed
- Helplessness

Background:

Trauma -> What's visible | What's underneath





Background:

What is Trauma-Informed practice?

Realizes

- Widespread **impact** on trauma; paths to **recovery**

Recognizes

- **Signs & Symptoms** of trauma in clients, families, staff, and systems

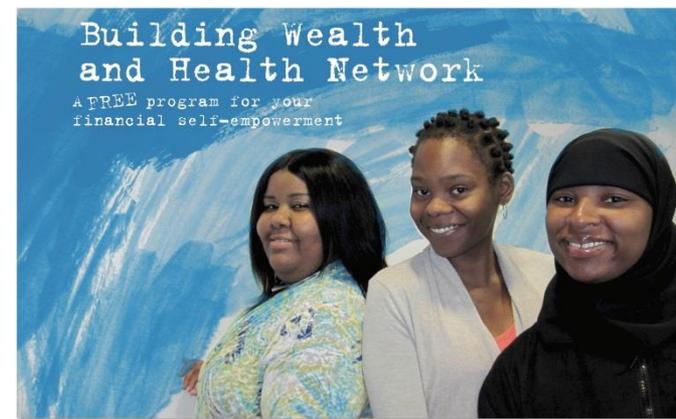
Responds

- Fully **integrate** knowledge **policies**, procedures/practice

Resist

- Actively **resists** “re-traumatization”

The Sanctuary Model[®] *by Dr. Sandra L. Bloom*



**Network
Member
Advisory Board
Ongoing Evaluation**

**Social Work
Referral**

**Financial
Coaching**

**Group Classes & Peer Support
Financial SELF Empowerment
16 sessions**

**Matched Savings Accounts
(up to \$20 per month provided)
12 months**

Major Components of Building Wealth and Health Network

Curriculum

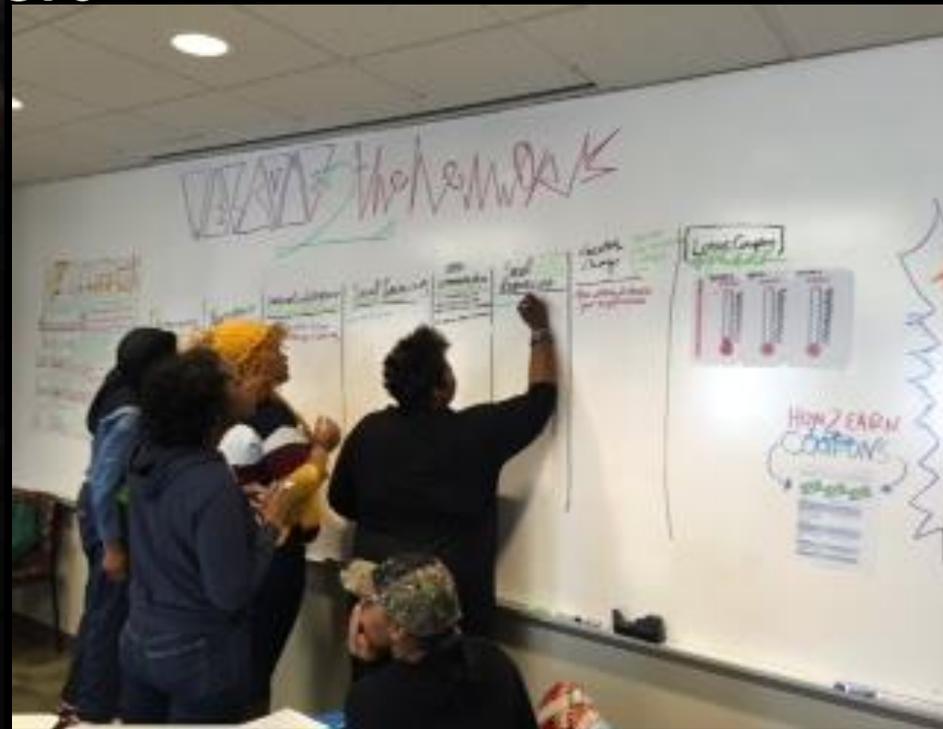
Financial SELF Empowerment

Trauma-Informed Peer Support

- **S** - Safety
- **E** - Emotions
- **L** - Loss
- **F** - Future

Financial Empowerment

- **M** - Manage money
- **O** - Own a business
- **N** - Negotiate good wages
- **E** - Earn money & build credit
- **Y** - Yield benefits



Matched Savings

- **1:1** Match up to **\$20** per month for **1 year**
- Credit Union **bankers on site** to open accounts, collect deposits
- **Group and individual savings goals**
- **Branch visit and tour**



SELECTED CLASS TOPICS

What's Your Financial & Personal Reputation?

Protect your financial reputation. This class teaches members how to read a credit report, while also discussing the control they have over their image and personal reputation.

Financial Services & Understanding Systems

Being banked can help cover many of your current expenses. Our coaches teach members how to avoid paying money for things that banks do for free and discuss other risky financial institutions.

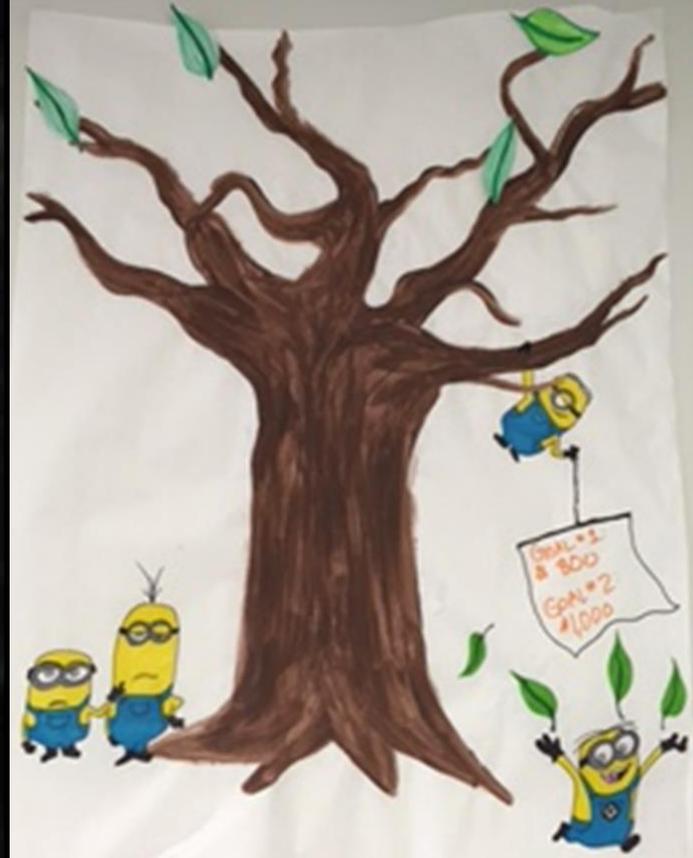
Managing Work & Communication

How to stay employed. Our coaches discuss the three main reasons why employees are fired from their jobs, and ways to avoid them. Members also learn ways to speak your mind and take action in your life and community.

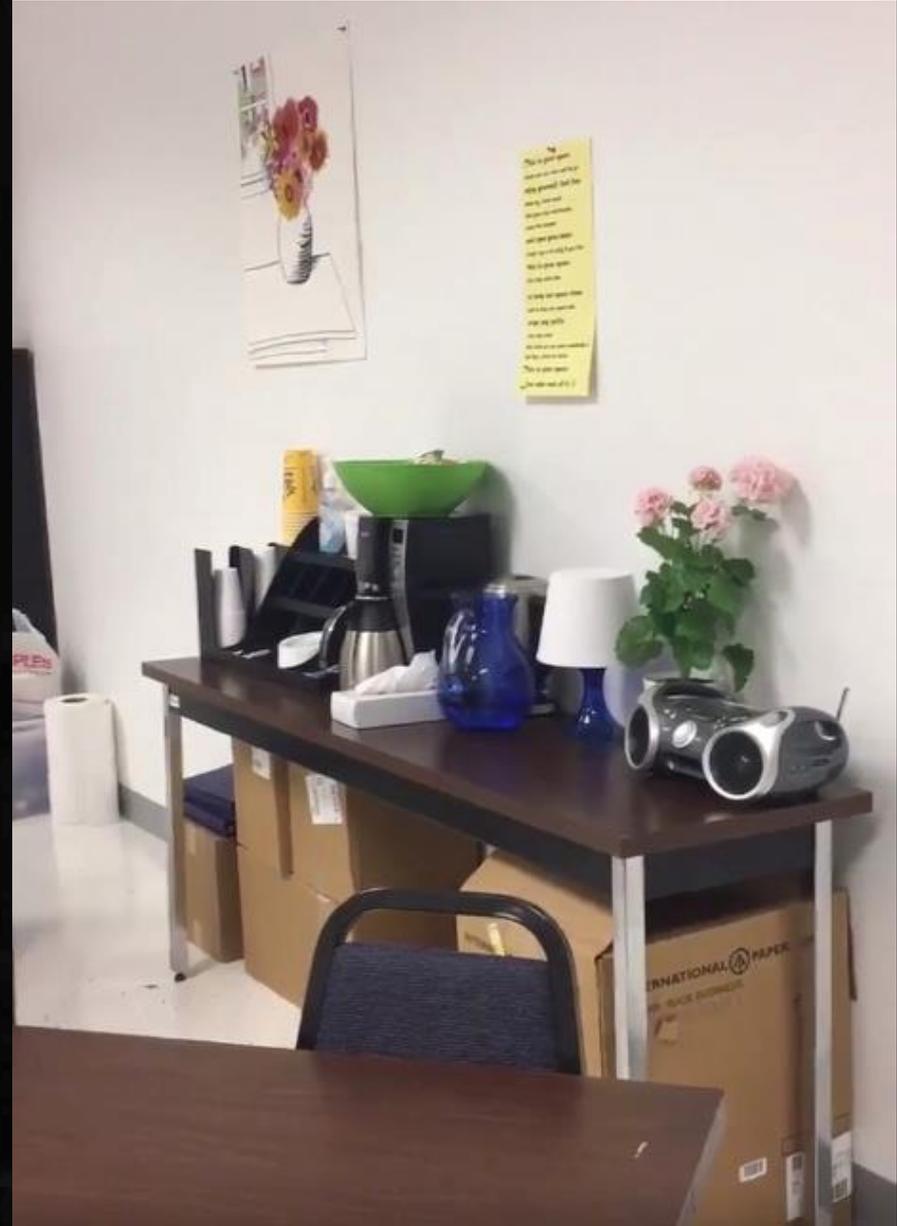
Create your Future: Entrepreneurship & Creativity

Start your own business. We want to help members gain the SELF confidence needed to become an entrepreneur by teaching the basics of starting a business.

At baseline & Every day Group Goals



Network Tip: Classroom Setup



Network Tip: Advisory Board



All participants become
Network MEMBERS



Member Advisory Council (20+ members)

Provides ongoing feedback on program & dissemination



Rolling recruitment

Cohort model: 30 ppl per cohort

Over 500 served so far....

- **Newest Partnership with PA CareerLink**
 - Launched w. 2 cohorts at CareerLink in October 2017
 - January 2018 scale up

~ Sneak Peak of CareerLink Outcomes ~	
Building Wealth & Health Network	Regular TANF Programming
27% gained employment	16% gained employment
11% terminated from EARN program	26% terminated from EARN program

Outcomes Measured (Self-Report)

Baseline, 3 month intervals to 12 months

Basic Characteristics

- Demographics
- Benefits
- Household characteristics

Exposure to Violence and Adversity

- Adverse childhood experiences
- Community violence
- Interaction with criminal justice

Maternal & Child Health and Development

- CES-D (Center for Epidemiologic Studies - Depression)
- Self-Rated Health
- PEDS (Parents' Evaluation of Developmental Status Survey)
- Caregiver-Rated Health of Child

Economic Security

- Food Insecurity
- Housing Insecurity
- Energy Insecurity

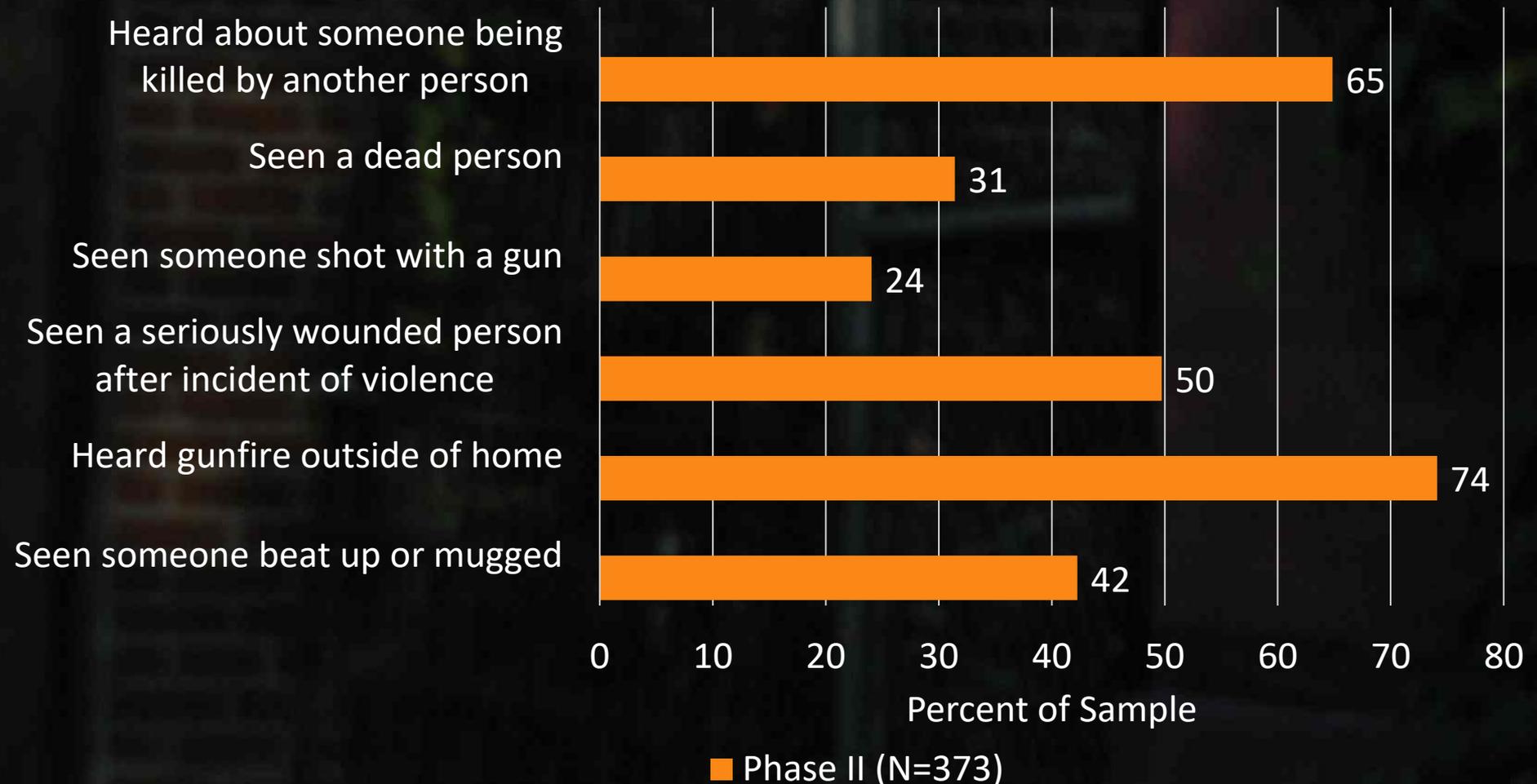
Financial Wellbeing

- Unofficial work/self employment
- Employment Hope
- General Self-Efficacy
- Financial behaviors and knowledge

[See Sun et al \(2016\) BMC Public Health](#)

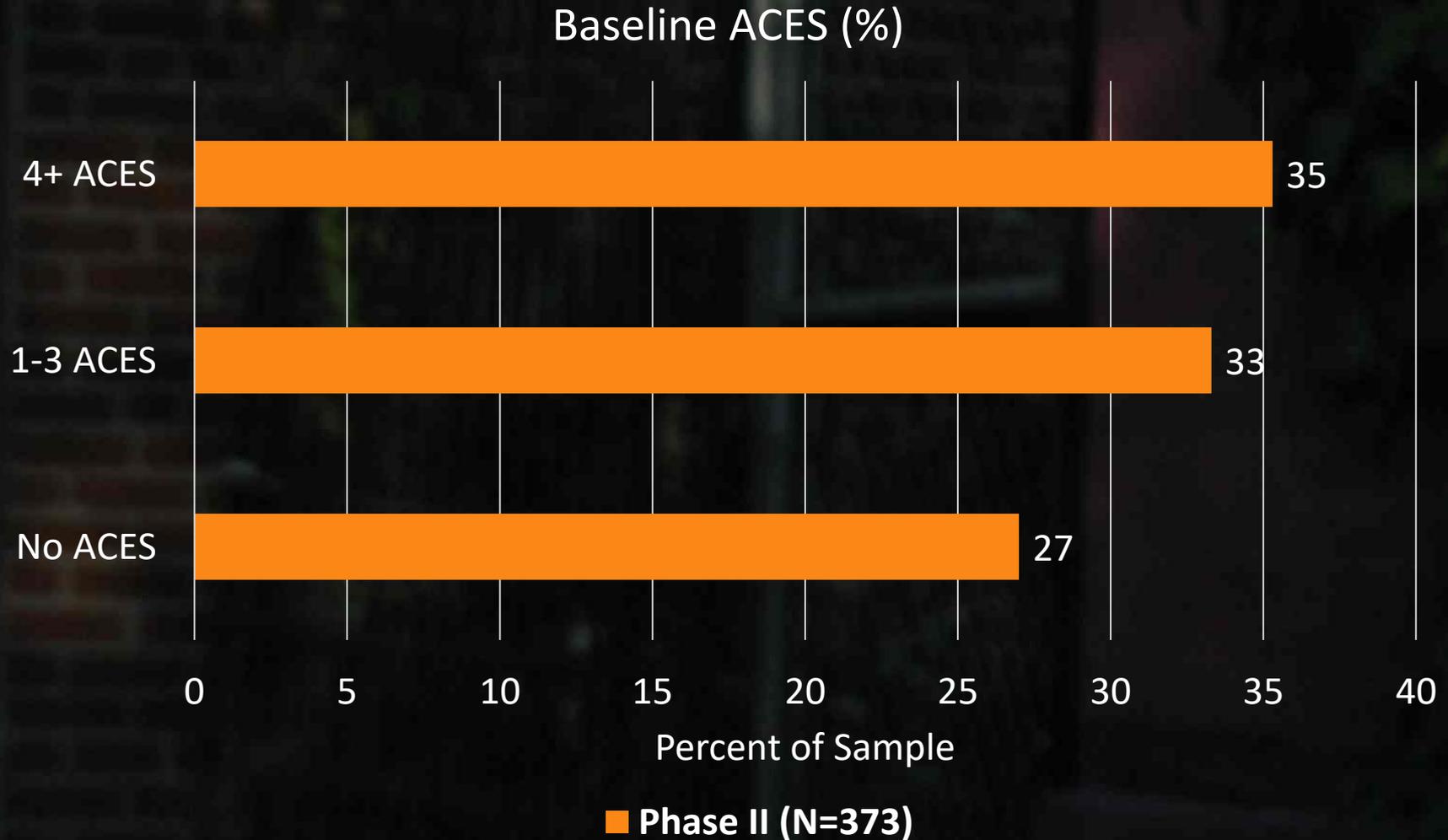
Baseline Violence Exposure

Baseline Violence Exposure (%)

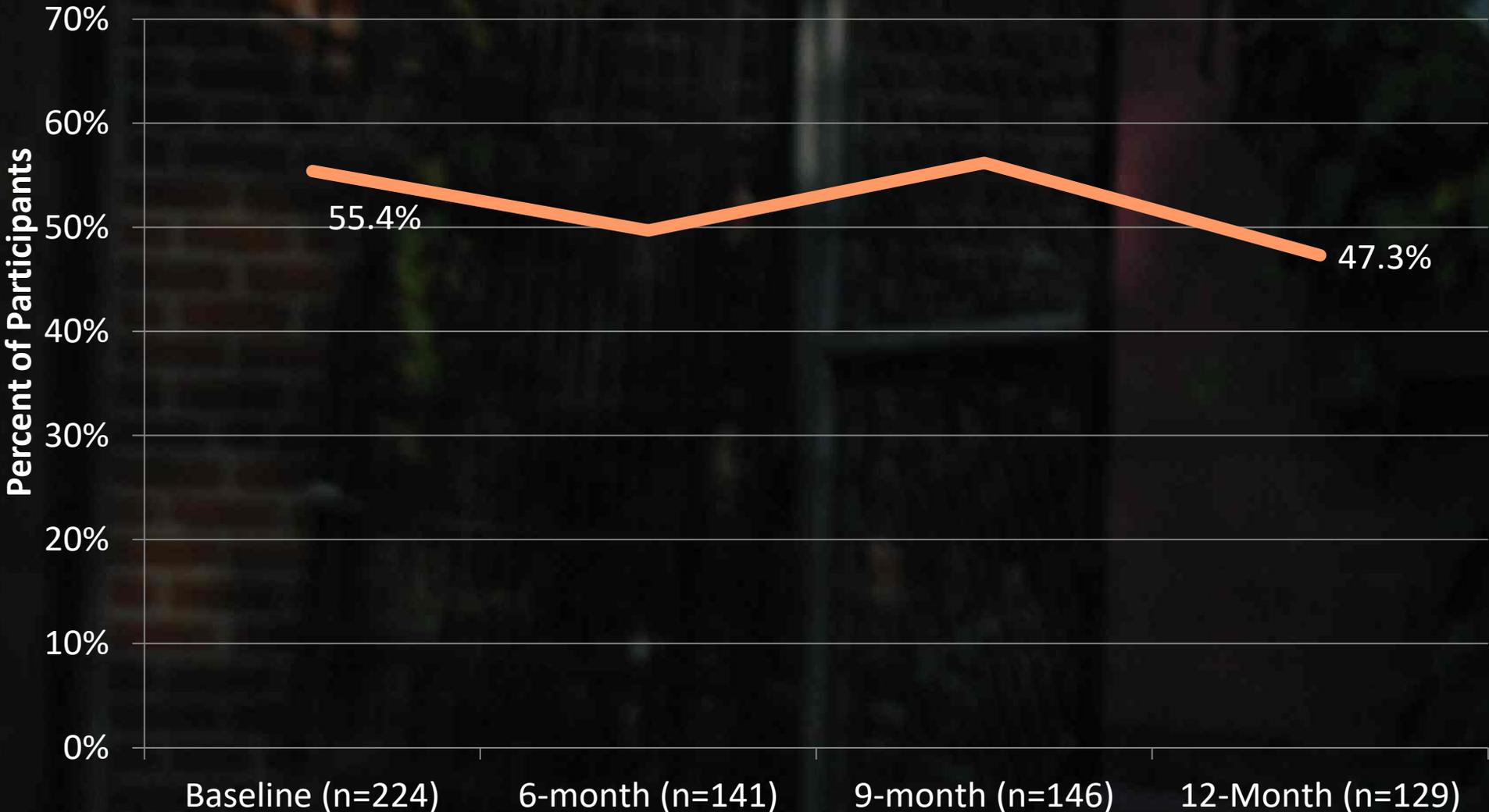


Baseline

Adverse Childhood Experiences (ACEs)

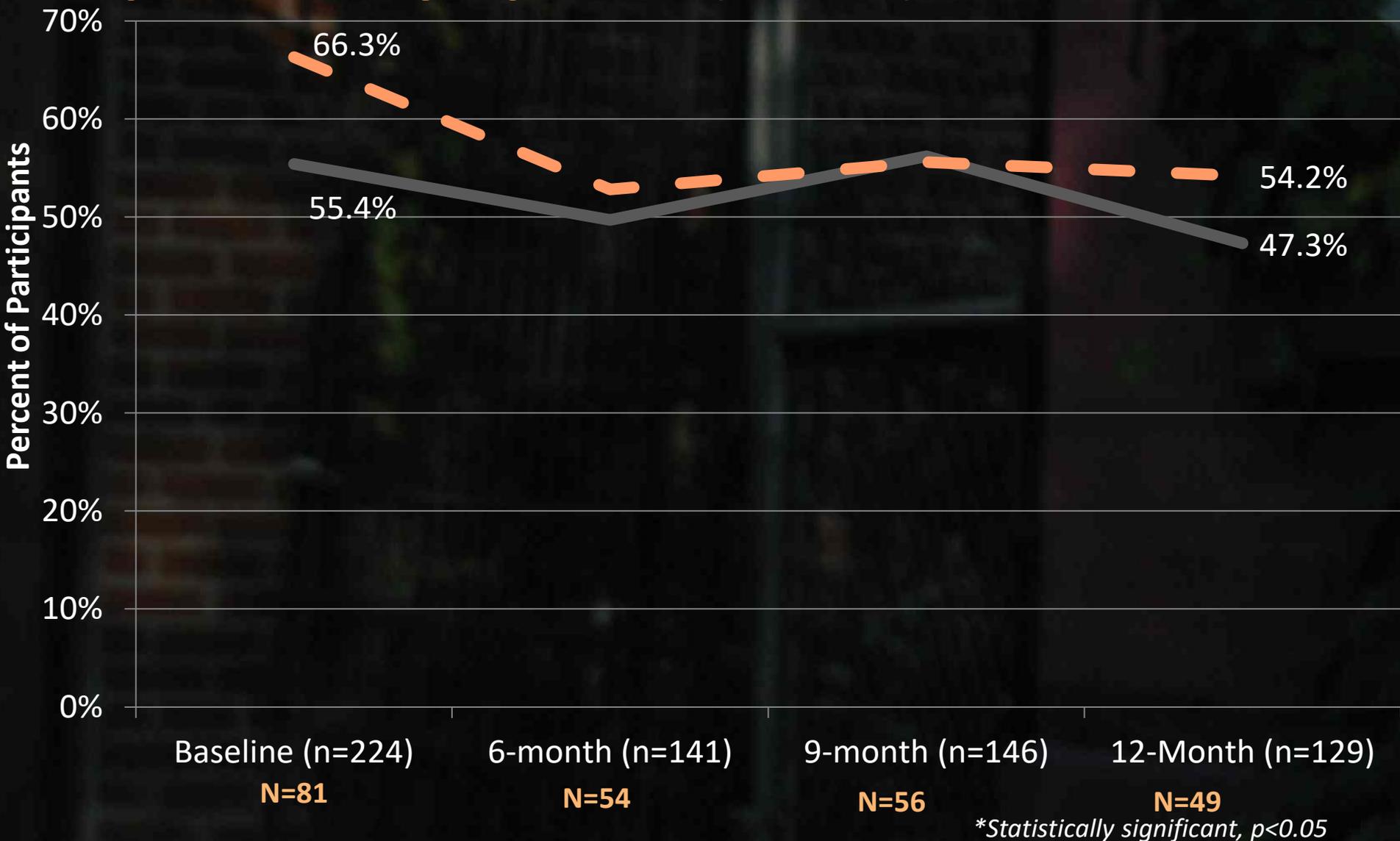


Preliminary Outcomes Depressive Symptoms (CES-D)



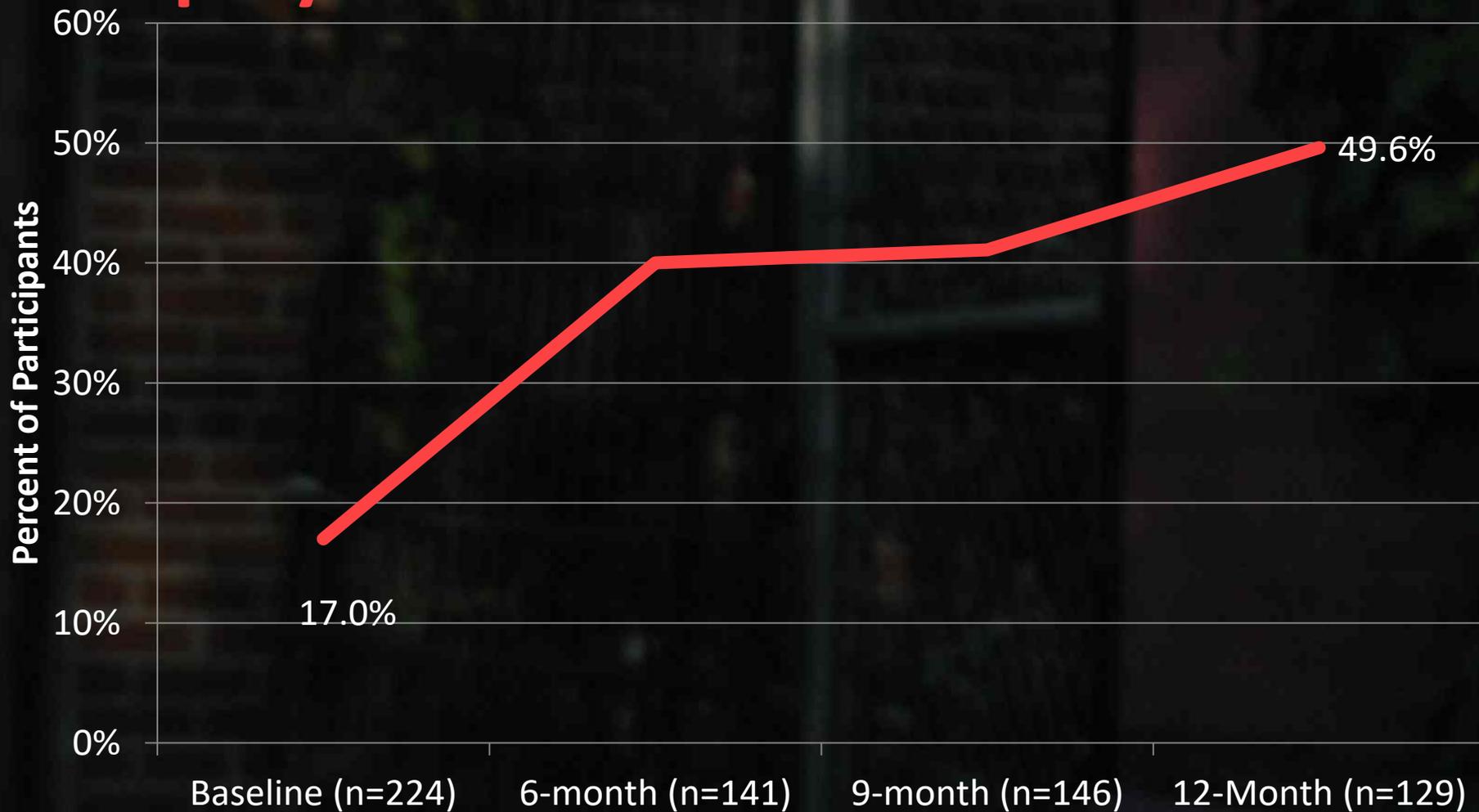
Preliminary Outcomes

Depressive Symptoms (CES-D) w. 4+ ACEs



Preliminary Outcomes

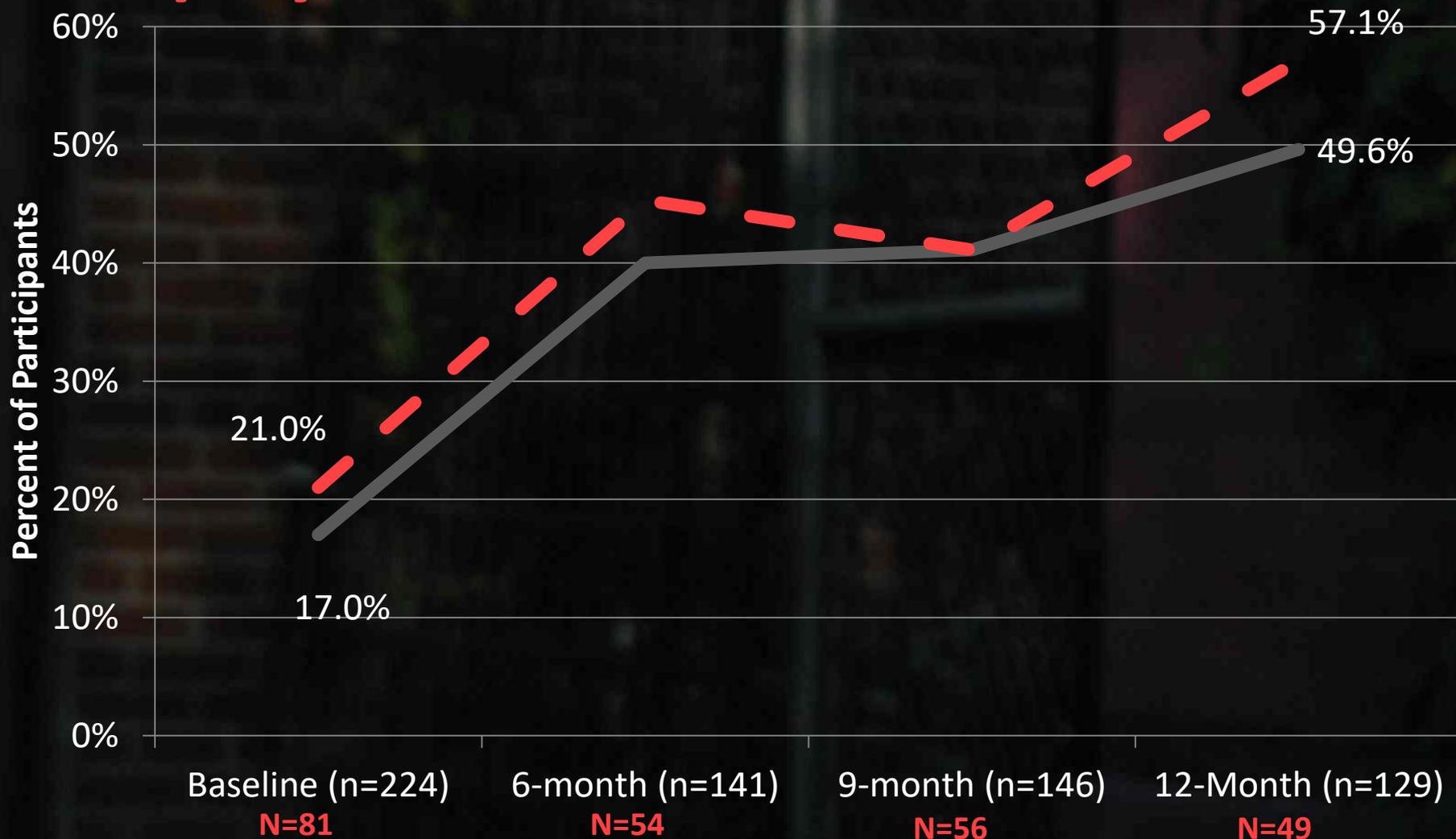
Employment



**Statistically significant, $p < 0.01$*

Preliminary Outcomes

Employment with 4+ ACEs



**Statistically significant, p<0.01*



You can get started!



- Orient classrooms/lobby areas to promote social connection and peer support
- Encourage opportunities for sharing resources & provide financial incentives for group participation
- Train all staff on how trauma affects behavior & adopt trauma-informed approaches
- Promote banking and saving money

Stay tuned for our Network Manual
Stay in touch on social media

@TheBWHNetwork



DREXEL UNIVERSITY

Center for

Hunger-Free
Communities

solutions based on science
and the human experience

Mariana Chilton, PhD, MPH

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Poll Question #2

- ❑ How does your TANF program help participants build social capital?
 - Our TANF program does not currently offer these opportunities.
 - We connect participants to mentors and/or coaches.
 - We help participants build peer networks with other individuals participating in the TANF program.
 - We help participants build peer networks with other individuals who may or may not be participants in the TANF program.





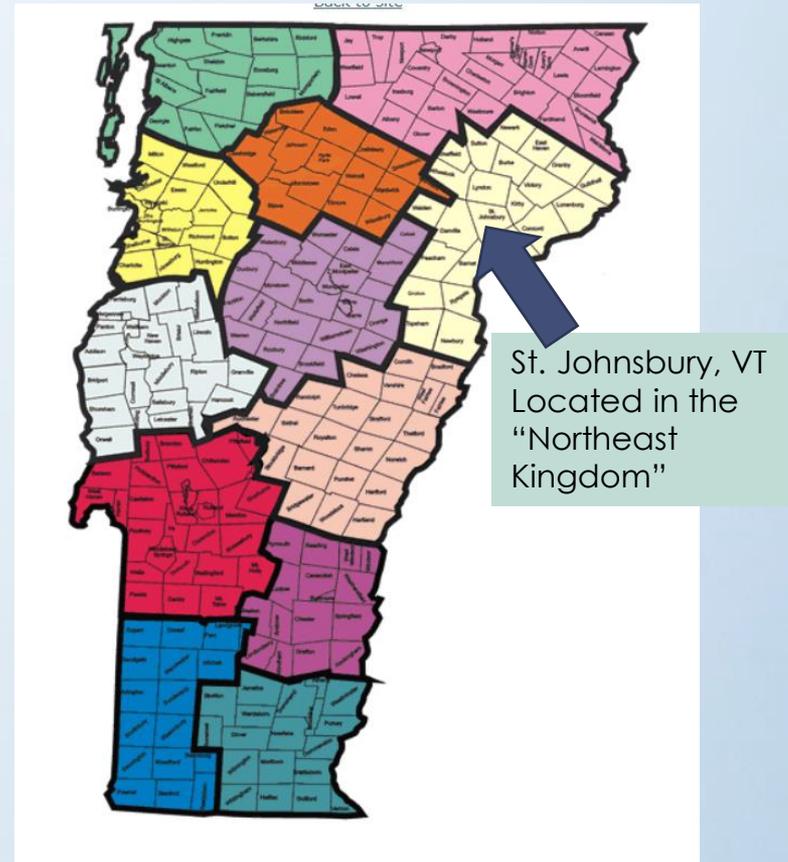
PREP

Post-secondary Readiness and Engagement Program



PREP Background

- CCV strives to reach students who may not have considered college
- The “Northeast Kingdom” is rural and remote
- Vermont’s child poverty rate is approximately 14%, but in Northeast Kingdom counties the rate is 21-27%
- 12% higher rate of first generation students in this area of state
- Opportunity for Reach Up (TANF) participants to explore college as an option



PREP Program Overview

- Collaboration between Northeast Kingdom Community Action (NEKCA), Community College of Vermont (CCV), and Reach Up (Vermont's TANF program)
- Anonymous donor funded two free college courses for a cohort of 12 Reach Up participants
- Designed specifically for Reach Up participants, to introduce them to college and new opportunities
- Cohort model – participants learned together, made new connections, and supported each other as parents and college students

CCV - The Classes

- First course – *Working in a Professional Environment* – designed specifically for this cohort
- Courses were free – 3 credits each
- CCV Learning Center –
 - Tutoring
 - Career Planning
- Faculty coach and peer mentor available and embedded in class
- Second course available - *Dimensions of Self and Society*



NEKCA Support

- Wrap around services –
 - transportation
 - child-care
 - help with homework
 - job coaching
 - encouragement and community



Reach Up – Vermont's TANF program

- Case management and help with setting goals
- Support services -
 - Incentives for finishing classes
 - Money to buy books, laptop
 - Transportation costs, such as gas money or car repairs
- Hours participating in program counted towards participants' work requirement



Testimonials

"Now that I've done the PREP program, I'm **determined**, I'm **ready**, and I'm **not afraid**"

"I feel the **respect** of being a college student"

"I was very scared before. This gave me the extra **motivation**... it woke my brain up to **new things**"

"I learned how to be a better person and work as a **team**. **Confidence** is the biggest thing"

"Honestly, since I started, so many **doors have opened** for me I wouldn't want to stop!"

"Before the PREP course, I didn't think about **college**. Now I'm definitely going"

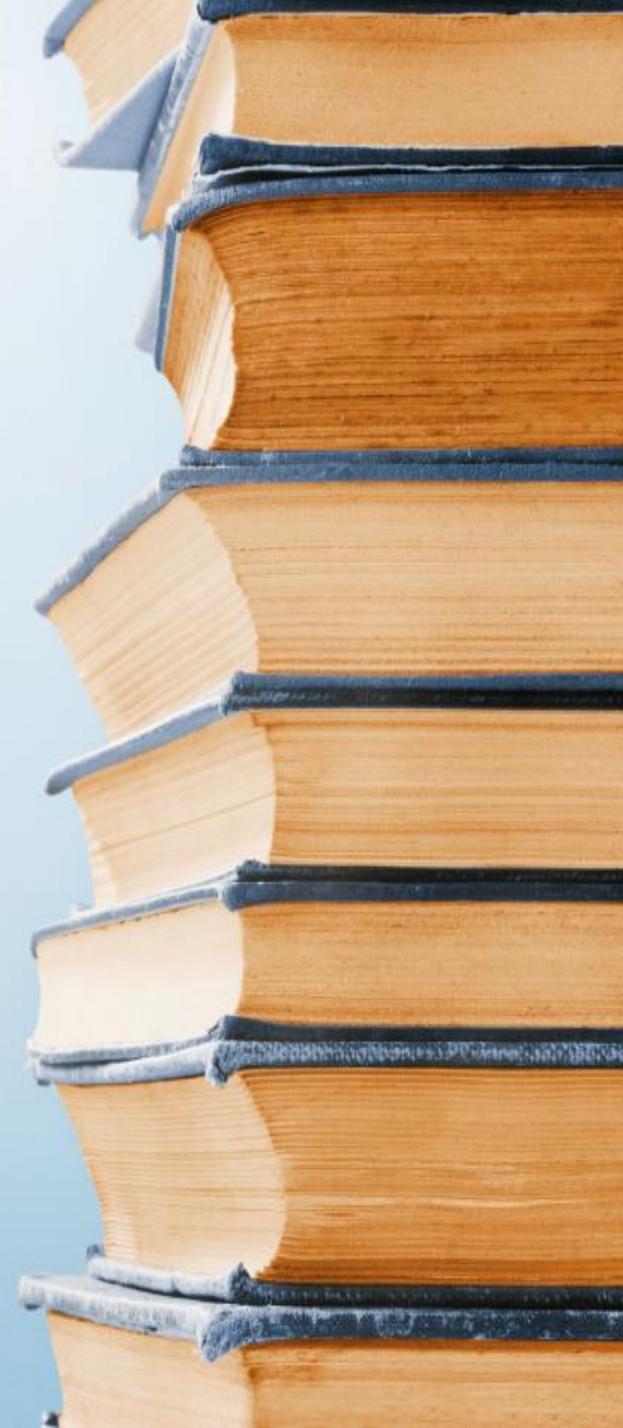


"This has helped me be more **positive** about the future... learn what I need to do to take care of my family"

"It gave me an outlook on something I never thought was **possible**"

Outcomes

- 9 out of 12 participants finished the first course, earning 3 credits
- 3 completed both courses, earning 6 credits
- 2 went on to college full time, in Vermont's Post-secondary Education (PSE) program
- 7 are now employed
- Participants reported:
 -  increased confidence and less anxiety about college
 -  new possibilities
 -  excitement, connection, and ambition



Many Thanks

Alexis Prioa – NEKCA Job Coach
Jenny Gundy – CCV Coordinator of Academic Services
St. Johnsbury Reach Up case managers
Brian Lafferty – CCV Faculty
Jan Rossier – NEKCA Parent Child Center Director
Heather Weinstein – CCV Dean of Students
Joe Patrissi – NEKCA Executive Director
Shelly Jungwirth – CCV Faculty



Poll Question #3

- What partners might you engage to help TANF participants create peer networks and build social capital?
- None
 - Educational institutions
 - Other public sector agencies
 - Private sector partners (CBOs, FBOs, philanthropic)
 - Other



Christine Smith, MA

"A journey of a thousand miles starts
with one step." –Lao Tzo



Generations





“People subconsciously
recreate the emotional
patterns of their past”

-Anne Roephe



New direction



“But seek the welfare of the city where I have sent you into exile, and pray to the LORD on its behalf, for in its welfare you will find your welfare.” Jeremiah 29:7

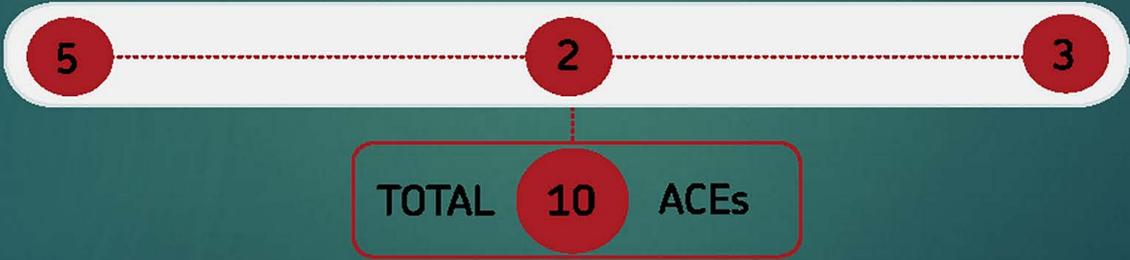


Adverse Childhood Experiences ARE COMMON

Household Dysfunction	
Substance Abuse	27%
Parental Sep/Divorce	23%
Mental Illness	17%
Battered Mothers	13%
Criminal Behavior	6%

Neglect	
Emotional	15%
Physical	10%

Abuse	
Emotional	11%
Physical	28%
Sexual	21%



Core Protective Systems

Capabilities

Attachment
&
Belonging

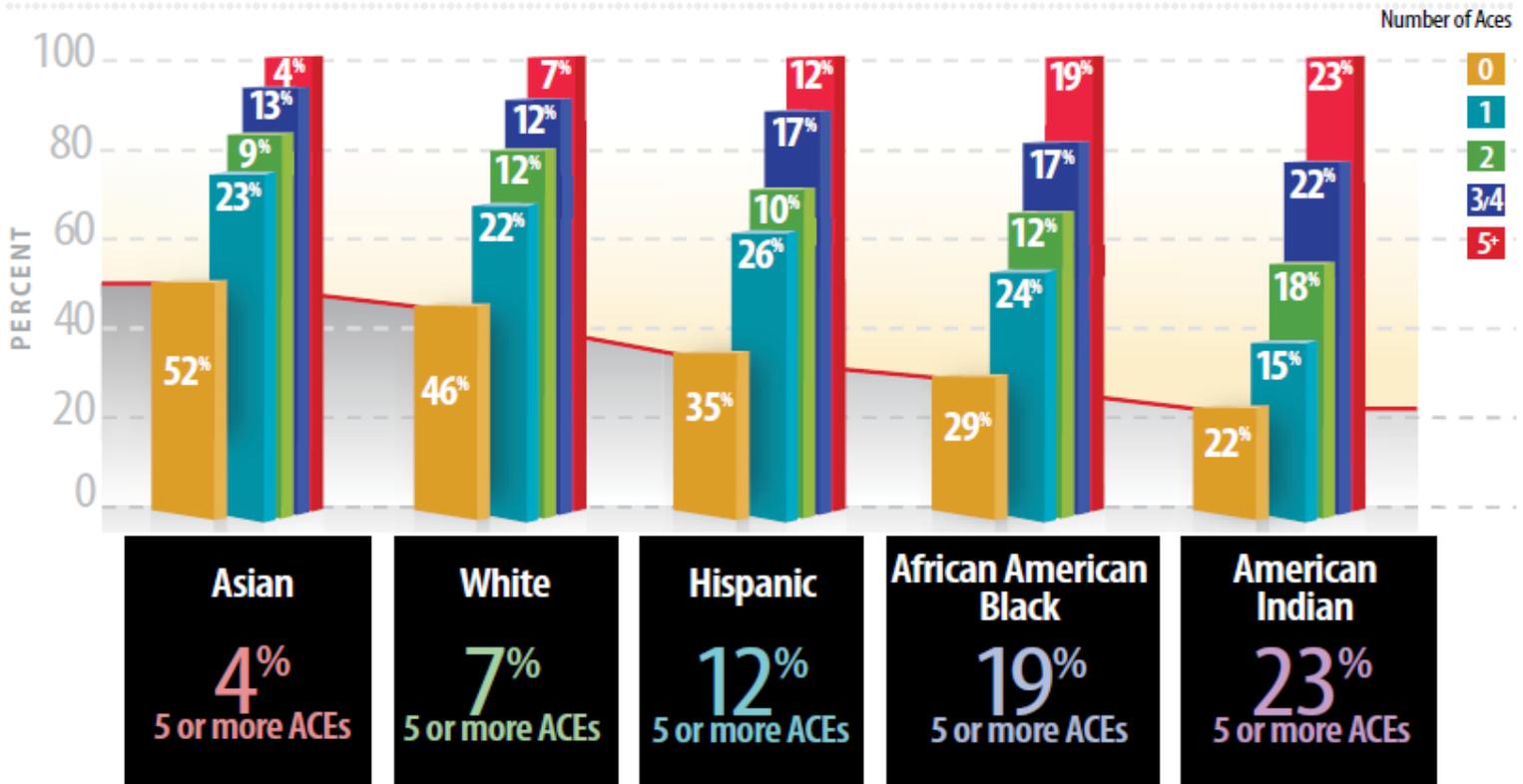
Community
Culture
Spirituality

“Nurturing the healthy development of these protective systems affords the most important preparation or ‘inoculation’ for overcoming potential threats and adversities in human development. Similarly, damage or destruction of these systems has dire consequences for the positive adaptive capacity of individuals.”

Ann Masten, 2009

TABLE 5: ACEs BY RACE/ETHNICITY

MINNESOTA 2011



Due to rounding, the numbers may exceed 100%.

New chapter



Success!



Poll Question #4

- As a result of this webinar, what is one thing you will do to help TANF participants create peer networks and build social capital?





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Poll Question #5



What topics would you like to see in future webinars?



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Additional Information

- ❑ OFA PeerTA website (<http://peerta.acf.hhs.gov>)
- ❑ Webinar transcript and recording
- ❑ Future webinar topics (peerta@icf.com)



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Webinar Feedback

- Please remember to provide your feedback using the brief survey that will launch when the webinar ends.



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