



Mission: To intentionally provide hands-on service through school and community-based programs, to enhance quality of life for African American and low-income youth and families.

CEO: Michael Lofton

Team Members: Twaski Simmons, Elaine Lofton, and BiNi Coleman

Website: www.aayhf.org

Measuring What Matters Goal Statement:

To develop a universal assessment tool and system for measuring impact across programs.

Progress achieved to date:

- Developed questions related to 4 buckets: academic, physical, social/emotional health, social/civil engagement
- Ensured questions captured what was learned from programs/training attended
- Incorporated 'how are you doing' type questions (TIC)
- Consulted with data experts
- Data extern built tables in AAYHF database to capture and report performance measure data more easily

What key lessons did your team learn throughout the Measuring What Matters series?

- Found current database did not have capability to produce reports
- Ask the deeper questions to get the best results
- Consult with data SME for guidance
- Taking bigger steps now that guidance has been provided
- Online facilitation tools such as Miro; techniques used/shared in MWM
- We've been doing ok 😊 -- but continue striving for the "next level"

What challenges or roadblocks did your team encounter along the way? How were these addressed, or how do you plan to address them moving forward?

- **Key Challenge:** Time/capacity to dedicate to MWM, particularly due to unanticipated COVID pivots, dynamics created by racial issues, summer programs, and administrative projects (e.g., financial review, etc.) shared by a small team
- **Addressed this by:** leveraging in-session time to the fullest to knock out tasks; engaging a data extern via Capacity Catalyst partnership 😊; just hustled to do as much as we could, quickly and efficiently as possible, sometimes combining MWM into other meetings and conversations (i.e., two-fers).

Looking Ahead

Next steps toward achieving our evaluation and data goals:

- Have all data processes/policies documented by end of October
- Present data at staff meetings to inform ongoing efforts
- Provide needed training to staff to use system, tools and processes
- Translate written surveys into Spanish / provide interpreters as needed
- Share data with board and key stakeholders at least quarterly

AFRICAN AMERICAN YOUTH HARVEST FOUNDATION

A WHOLE-COMMUNITY APPROACH



WHO WE ARE

- Celebrating 13 years of serving the community
- 4 full-time workers, several part-time, and dozens of volunteers
- Just over 2,000 unduplicated clients served each year
- 82% of clients under 200% FPL
- Average household size = 4
- 72% under age 18
- 53% African American; over 40% Latinx or bi-racial

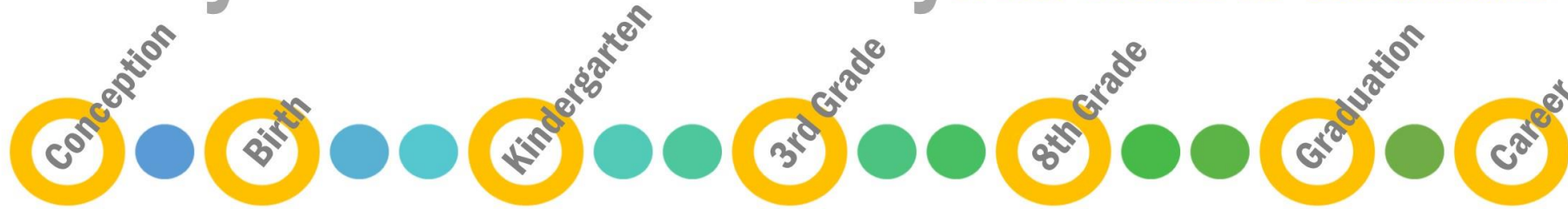


WHAT WE DO

- Holistic programs and wraparound services for the community
- Programs include:
 - AAYHF Conferences Mentoring / Austin CARES
 - STEM Learning
 - Urban University Summer Camp
 - Family Wraparound Support
 - Workforce Assistance & Readiness
 - Budding early childhood and health initiatives



Journey of a Black Family in Central Texas from Cradle to Contributor



The unique history of enslavement, traumatization, family separation and discrimination against Blacks in the U.S. has given rise to a legacy of significant issues that continue to be evidenced through disparities in outcomes between Blacks and other racial groups — as well as a distinctive resilience, faith and determination to achieve equity and positive results, not just for Blacks, but also other disenfranchised groups with their own unique stories. Because we have seen so many programmatic attempts to improve outcomes, with little or no positive or lasting impact, AAYHF has embraced a bigger, bolder approach to creating “the village” it takes to raise a child in the 21st Century — a full continuum of supports from the time a child is conceived, until he or she becomes a contributor in the workplace, family and society.

STRATEGY ISSUES

Low birth weight and infant mortality is 2x higher for Blacks than any other race. Only 69% of Black mothers received prenatal care in the first trimester, compared to 87% of Whites.

- Establish relationships early.
- Connect mothers to insurance and healthcare options.
- Emphasize good self care, nutrition and physical activity.

Only 30% of low-income children enter kindergarten with the basic social and academic skills needed to stay on track in school.

- Focus on social-emotional learning (SEL) and literacy.
- Equip parents to support their children’s development and love for learning.

Only 28% of 3rd graders are proficient in Reading — the most important predictor of high school graduation, career success.... and # of future prison beds.

- Continue SEL and literacy focus.
- Add career exposure through guest speakers and field trips.

50% of Black students pass 8th grade Math standardized tests — a predictor of college success and career pathways — versus 83% of Whites.

- Focus on science, technology, engineering & math (STEM).
- Provide mentors to youth.
- Continue career exposure.

86% of Black students graduate from high school in 4 years, versus 94% of Whites, and 96% of Asians.

- Continue STEM focus.
- Continue youth mentors, including peer-to-peer.
- Focus on career exploration (e.g., internships)

About 33% of Blacks complete college in 6 years, compared to 69% of Asians and 57% of Whites. Unemployment for Blacks is double that of Whites and Asians, and Blacks are sorely under-represented in high paying technical job fields.

- Workforce assistance and job placement for youth and adults.
- Training for careers in Technology related fields.

- Provide summer camps to accelerate learning and prevent summer learning loss.

Holistic, dual-generation support offered year-round via youth conferences and programs, parent support groups, social networking and wrap-around supports through the African American Youth Resource Center and referrals to dozens of community service providers.



Whatever it takes!

Data from various sources, cited on Ready by 21 Dashboard at readyby21dashboardatx.org and in E3 Alliance Blueprint for Educational Change

GOAL FOR MWM PROCESS

- To develop a universal assessment tool and system for measuring impact across all AAYHF programs, no matter the program or training attended.



PROGRESS SHARING/MINOR OBSTACLES



- Developed questions related to 4 outcome buckets: academic, physical, social/emotional health, social/civil engagement
- Ensuring questions capture what was learned from programs/training attended
- How to facilitate the survey
- Not wanting to burden people with surveys
- Wanted to also focus 'how are you doing' type questions (TIC)
- Consulted with data experts
- Data extern built tables in AAYHF database to capture and report performance measure data more easily

LESSONS LEARNED



- Found current database did not have capability to produce reports
- Ask the deeper questions to get the best results
- Consult with data SME for guidance
- Taking bigger steps now that guidance has been provided
- Online facilitation tools such as Miro; techniques used/shared in MWM
- We've been doing ok 😊 -- but continue striving for the “next level”

PROJECTED NEXT STEPS



- Maintain a holistic approach
- Have all data processes/policies documented by end of October
- Present data at staff meetings to inform ongoing efforts
- Provide needed training to staff to use system, tools and processes
- Translate written surveys into Spanish / provide interpreters as needed
- Share data with board and key stakeholders at least quarterly

THANK YOU!



www.aayhf.org