

The Social Emotional Learning Achieved By

THE ALEX HOUSE PROJECT

JULY 2021 - JUNE 2022





The Alex House Project

envisioning a world in which low-income families benefit from comprehensive support. In particular, young women transition successfully into parenthood with peer-led parenting training, encouragement, and assistance to access higher education and employment.

"Alex House gave me a chance by hiring me to be a Health Navigator; this was my very first job. They took a chance on me when no one else would."

Youth Worker

WHAT WE DO

The Alex House Project (TAHP) is a Brooklyn-based, peer-led 501c3 social service support and leadership development organization for young expecting and parenting mothers, ages 15-25, who reside in economically depressed New York City neighborhoods.



Our Community

We support high need, underserved homeless youth and young adults, LGBTQ youth, young women in new immigrant communities, and parenting youth in foster care throughout the five boroughs of NYC. Our community is directly affected by poverty, homophobia, and racism.

We draw from mother-and-child group homes, family foster care, domestic violence shelters, as well as referrals from community-based organizations, city, and state-funded institutions. Our base in Red Hook, Brooklyn, is home to New York's largest NYCHA development, housing over 11,000 people in less than 3,000 apartments. Ninety percent of the tenants are people of color, as are most TAHP participants.

Nurturing Moms and Dads

Our TAHP parenting course increases the ability of young mothers to become family-sufficient. In addition to the benefits of peer-led training that supports their effective parenting, participants appreciate assistance to access education and employment opportunities throughout the year of enrollment, along with personalized supports that address their individual and family needs.

Our graduates feel empowered in their parenting and are able to build stronger relationships with their co-parents and children.

“When I was first referred to the program, I was not interested one bit! I began the classes, and I realized how wrong I was. I loved being in class and enjoyed the facilitator and the other moms who attended.”

Young mom

Peer Leadership

Upon graduation from parenting training, participants have the opportunity to deepen their learning through advanced leadership training. We train parents to lead Alex House outreach, intake and parent training, and to provide emotional supports to their peers. Nobody is better positioned for this work than young parents who themselves have known early parentification, external judgment, racial discrimination, economic hardship, gender bias, and personal isolation. Combining the wisdom of harsh life experience with the Alex House approach to parenting training and leadership development awakens participants' potential to thrive and serve as role models and community leaders.



We Maximize Two Reporting Cycles:

1. Our [annual report](#) is based on the calendar year. It tracks cumulative outcomes from 2017 forward, using SEED Impact's Theory of Change on Its Feet™ framework.
2. Our SEL report focuses on the Social-Emotional Learning of recent class participants and active alumni, July through the following June each year.

This is our SEL report: July 2021 – June 2022.

Results

The Alex House Project has prioritized outcomes measurement and reporting since its inception. We work closely with SEED Impact to reveal hard-to-measure outcomes, and we welcome introductions to foundations and other investors that value rigorous evaluation and accountability.

"I wanted to get my child vaccinated but was afraid. After speaking with the young lady and getting all the information, I finally got my son vaccinated today. Thank you for taking the time to give me the necessary information that assisted me in making my final decision."

Grateful Mom



THE DIFFERENCE WE MAKE

Participant Results, July 2021 - June 2022

WHO:

This report highlights SEL the growth of

36 participants, including

- » 17 young adults in parenting training,
- » 13 active alumni, and
- » 6 youth workers.

[The youth workers were hired and trained as Health Navigators. They provided vaccine information to community members in Brownsville, East Flatbush, Sunset Park, and Red Hook, Brooklyn during the summer of 2021.]

OUTCOMES:

SEL competencies increased **24 percent**
[average of three participant populations]

SO WHAT:

Individuals with stronger SEL are more likely to gain academic and career success, foster positive relationships, and attain better physical and mental health leading them to achieve more meaningful contributions to society. [1]



[1] Council of Distinguished Scientists National Commission on Social, Emotional and Academic Development. The Aspen Institute, September 2017.



How We Measure Social Emotional Learning (SEL)

Social-Emotional Learning (SEL) refers to the intentional development of attitudes, behaviors and skills that are fundamental for academic and life success. We have customized a stage-model framework that integrates assessment with visioning, program design and delivery to accelerate participant learning and credibly report results.

"Thanks to TAHP, I now have my first job, I am so excited, and I look forward to learning to facilitate and provide the incoming moms with the same experience I had. I want the new moms to feel the support and love I felt while in class, and I am happy to say I still feel that same love as a worker. The entire staff is so supportive, and I love coming to work every day."

TAHP Parent Educator-in-Training

As shown below, we use three developmental competency ladders to assess the SEL growth of Alex House participants. To support whole-person development, we measure and nudge SEL growth across three domains:

1) BEING

(comfort with self),

2) DOING

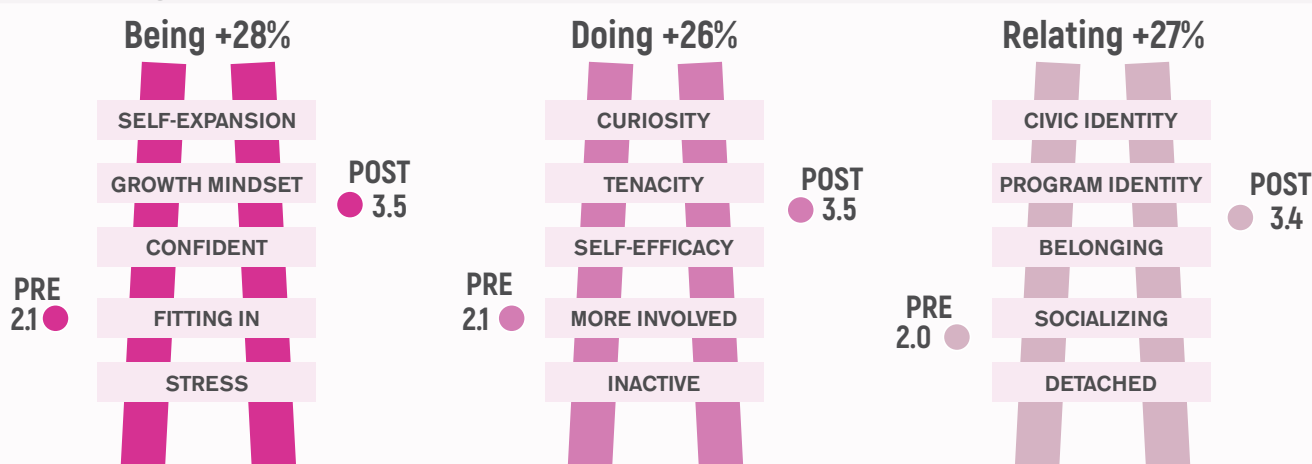
(aptitude with new skills),
and

3) RELATING

(interpersonal
relationships).

SEL GROWTH OF RECENT PARENTING CLASS PARTICIPANTS

17 Parenting Class Participants: 27% SEL Increase



AS SHOWN ABOVE, SEVENTEEN WOMEN IN THIS ANALYSIS ACHIEVED A 27 PERCENT INCREASE IN SEL COMPETENCIES.

This includes 14 women who attended and completed parenting classes despite the challenges of COVID, plus three women unable to complete training who benefitted from other services.

Everyone entered the program excited but somewhat tentative.
With training, they became:

BEING:

MORE CONFIDENT ABOUT
THEMSELVES AND THEIR
PARENT IDENTITIES,

DOING:

MORE COMFORTABLE AND
SKILLFUL IN PARENTING
PRACTICES, AND

RELATING:

MORE STRONGLY BONDED
TO CLASSMATES AND TAHP
STAFF.

Post-Graduation:

- Two completed leadership training and became Alex House Fellows.
- Two expressed interest in attending leadership training to become Parent Educators.
- Five signed up for future parenting classes as refreshers.
- Two enrolled in High School Equivalency classes.

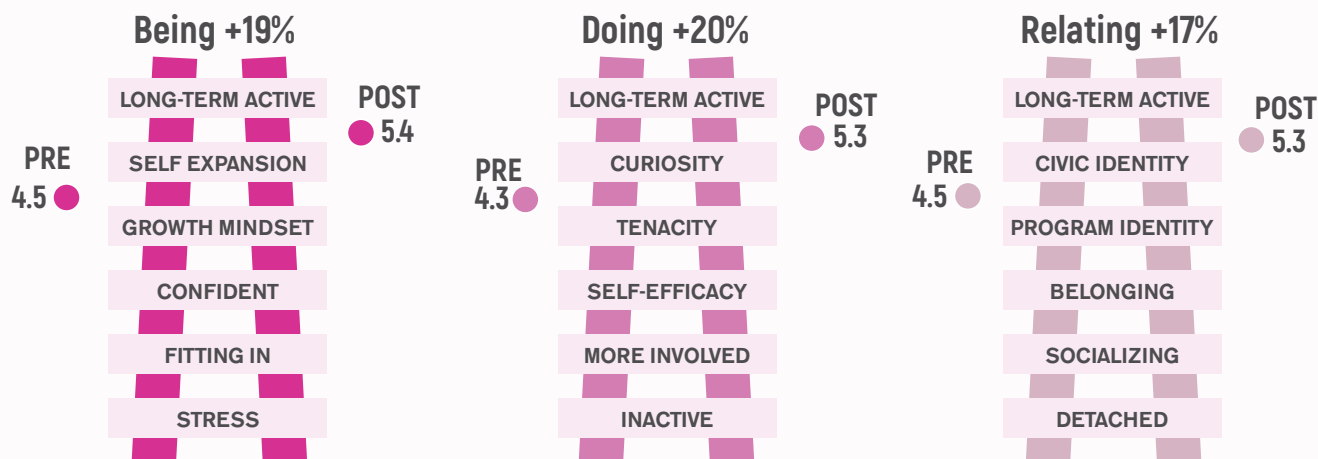
Alex House Parent Profile:

Sophie* is a single mother with no family or true support system. At the beginning of class, she was shy and didn't speak much, but by the end of the training, she had begun to open up to the class.

She stated, "I used to judge myself all the time, thinking I was setting a bad example for my daughter since I wasn't with her dad." She went on to say, "the support and honesty of the other moms in the group really gave me the strength to share my story, and the moms were so helpful. They told me to stop judging myself so harshly and that I was doing a great job. They really don't know how much this helped lift me up."

SEL GROWTH OF ACTIVE ALUMNI

13 Active Alumni: 19% Increase in SEL Competencies



AS SHOWN ABOVE, 13 ACTIVE ALUMNI ACHIEVED A 19 PERCENT INCREASE IN SEL COMPETENCIES.

These eight women and five men have remained in close contact since their prior Alex House training dating back as far as 2013. Nine alumni have completed the leadership training program.

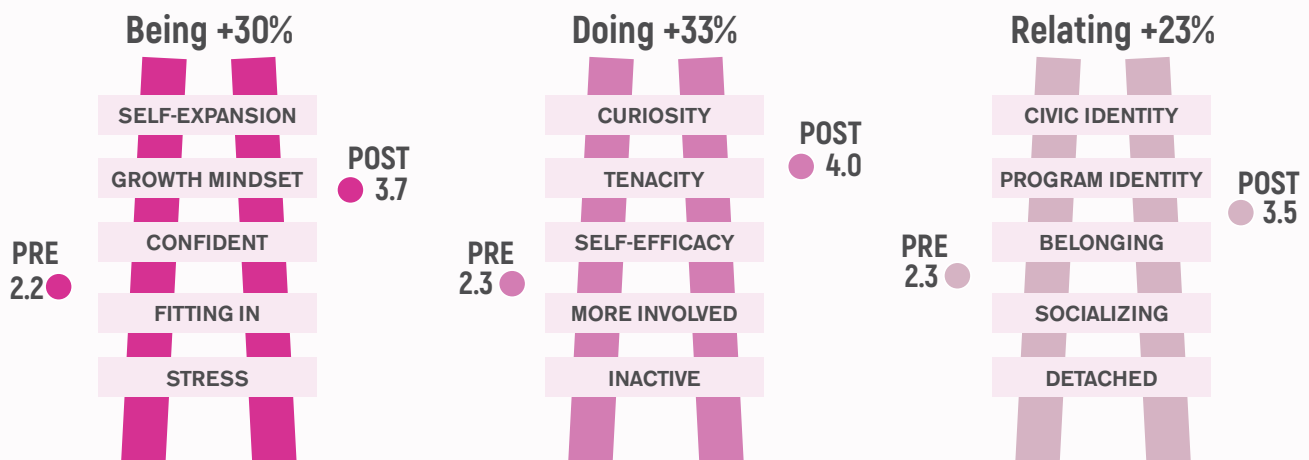
- **SIX ALUMNI** were employed at various positions at Alex House during the year.
- **SIX ALUMNI** reported stability and further employment, education, or housing gains.
- **ONE ALUMNUS** planned to return to Alex House for refresher parenting classes.

Alex House Active Alumni Profile:

Serena's story with TAHP began in the year 2015 when she became a participant in the Holistic Parenting class. Upon completing the class, she could not come aboard as a Parent Educator but never gave up on that dream. In February 2021, she began leadership training, finding it a bit harder as the facilitation was now being done via Zoom. Fast forward to February 22, 2022, we are excited to celebrate her first anniversary as a Parent Educator. Serena stated, "I am so happy, and I look forward to not only continuing in this role but to advance to an Ambassador in the near future."

SEL GROWTH OF YOUTH WORKERS

6 Youth Workers: 29% Increase in SEL Competencies



AS SHOWN ABOVE, SIX YOUTH WORKERS ACHIEVED A 29 PERCENT INCREASE IN SEL COMPETENCIES.

Our six young adults were trained as temporary youth workers to provide vaccination information within target communities. Over the summer of 2021, they helped engage residents at 23 community events resulting in 91 adults and 203 youth receiving vaccines.

Alex House Youth Worker Profile:

Jackson*, age 24 and a Red Hook East resident, was hired as a youth worker in July 2021. He was trained to speak to the public and provide education about COVID-19, the vaccination, and sites where people can be vaccinated. Jackson makes sure everyone knows that the vaccinations are free of charge. His work also involves sharing information about all the services TAHP offers to expectant and parenting moms 25 and under and to dads 30 and under.

After the summer, Jackson was retained as a media intern at The Alex House. This gave him exposure to interviewing people, gathering information and creating content for both written and social media outlets. He also learned how to create a layout for newsletters and other publications. These skills will open doors to numerous opportunities within the media and social media field.

Jackson now perceives more possibilities for himself and is optimistic about his future. He strongly identifies with our program and is appreciative of the opportunities it has afforded him.

*All names throughout this report have been changed to protect participant anonymity.



Two Mother's Stories

Jancie* is flourishing in her role as a Fellow. She has been very committed to learning to be a facilitator and providing encouragement, support and assistance to the new moms joining the program. Upon learning that she would be employed at Alex House, she began a weekly countdown to her start date. This was her first paying job. She had tried to get other jobs and was always turned away due to a lack of work experience. This had added to her depression and feelings of failure and defeat.

"I am thankful for TAHP because now I can get the help I have been looking for. They are willing to put in the work to help me find a school so I can take my HSE test. Thank you very much."



Belina* was 20 years old when she was referred to TAHP for parenting classes. She felt she didn't need a class and that it would be like being in school. However, before the first week was completed, she was singing the program's praises—about how informative and fun the class was, and how she was enjoying herself. She began to open up about herself and how she felt 'less than' because she did not have her high school diploma and had left school when she became pregnant. The other moms in the class encouraged her to think about enrolling in an HSE class and taking the test so that she could receive her diploma. By the conclusion of the class, she had made up her mind to not only enroll in an HSE program but to interview to become a Fellow at TAHP.

"I joined the program because I know they assist you with getting your HSE and I want to get my diploma, so I can get a good job."

alexhouseproject.org

[TAHP Impact Profiles](#)

[Before and After TAHP](#)

[Our Theory of Change
on Its Feet](#)

