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A UTILIZATION FOCUSED EVALUATION OF 2ND CHANCE MISSISSIPPI

by:

Kathryn McCullouch

A thesis submitted to the faculty of The University of Mississippi in partial fulfillment of the requirements of the Sally McDonnell Barksdale Honors College.

Oxford

May 2022

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ABSTRACT

This study is a Utilization Focused Evaluation of 2nd Chance Mississippi, a local non-for-profit organization in Oxford Mississippi. The purpose of a Utilization Focused Evaluation is to provide key stakeholders with practical findings and recommendations that will be useful for future operations. The key stakeholders were identified as the administrators of 2nd Chance, Zach and Dickie Scruggs, Catti Beals, and Sarah Rose Lomenick. Research questions were developed with the stakeholders and were as follows:

- 1) What are the objectives of 2nd Chance Mississippi?
- 2) Are 2nd Chance Mississippi objectives being met? If so, how?
- 3) What are the demographic characteristics of 2nd Chance Mississippi's participants?

The objectives of 2nd Chance were evaluated using the S.M.A.R.T. Goals developed by Drucker (2020). These goals define objectives as being specific, measurable, achievable, realistic, and timely. The researcher found that 2nd Chance objectives are achievable and realistic, but can be improved in their measurability and timeliness. The demographic characteristics of 2nd Chance participants revealed key findings about the students being served by the organization, detailing that current students identify mainly as white and female, and the majority have earned a high school equivalency or work force certificate.

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CHAPTER ONE: INTRODUCTION TO THE STUDY

Introduction

In 2013 the National Assessment of Adult Literacy reported that 43 million adults in the United States possess low literacy skills (U.S. Department of Education, 2019). A potential reason for this large number of adults without proper literacy skills is that they dropped out of high school. The 2014-2018, average dropout rate for Mississippi was 6.9 percent higher than the national average, despite Mississippi's compulsory education laws (Digest of Education Statistics, 2020). In Mississippi, children from six to seventeen years of age must be enrolled in a school program, whether that be public, private, or homeschooled (Miss. Code Ann. §37-13-91). Even though compulsory laws are enforced, 13 percent of adults in Mississippi do not have a high school diploma (National Center for Education Statistics, 2019). Students that dropout of high school are known to have lower lifetime earnings and higher rates of unemployment, placing themselves into a marginalized group of adults without a high school education (Bowers & Sprott, 2012).

Frequently, adults without a high school diploma or General Education Development (GED) certificate, also have a criminal record, placing them at another disadvantage when looking for employment (Dewitt, 1974). According to Dewitt, the United States is home to 25% of the world's prison population, and trends have shown that uneducated, poor, and minority groups are targeted for criminal behavior. Although the U.S. is known for having one of the largest prison populations, the COVID pandemic has caused a decline in prison and jail populations (Kang-Brown et al., 2021). Many members of society have a criminal record and face barriers, such as: background checks, limitations on the type of job or license they can hold with a record, restrictions on government assistance, and restricted access to housing or

healthcare benefits (Fabelo, 2002). These barriers make it increasingly difficult for adults, without an education and perhaps with a criminal background, to secure and maintain gainful employment and be contributing members of society.

Adults who did not graduate high school have few options for continuing education, but some can still find success through GED programs, workplace certifications, and career readiness credentials. In 2012 the GED's Annual Statistical Report found that around 62 percent of test takers were seeking higher education and the majority were administered the exam to improve their ability to obtain and maintain employment (Bowen & Nantz, 2014). The GED has been found to be most helpful to people when they also pursue a further certification or training, such as a workplace certification or career readiness credentials (Brown, 2015). Research has shown that prisoners are one of the major groups possessing low education skills, and many GED programs have been started to encourage reintegration in society after prisoners are released.

While the percentage of the population that is uneducated, with a criminal record, is small, they are still a marginalized group in Mississippi in need of assistance. 2nd Chance Mississippi is a nonprofit organization that works to alleviate barriers for adult students by providing funding for adults to work towards a GED, workplace certification, or career readiness credentials (Scruggs, 2020). Hereafter 2nd Chance Mississippi will be referred to as 2nd Chance. This organization is unique in its goal to help adults find educational opportunities in the state. 2nd Chance has helped over 1000 adults in Mississippi since its inception in September of 2016. This study is designed to evaluate how 2nd Chance assists uneducated Mississippi adults. This Chapter will include a statement of the problem, the theoretical framework, the purpose of the study, and relevant key terms.

Statement of the Problem

Adults in Mississippi need better access to educational opportunities such as high school equivalency programs, workplace certifications, and career readiness credentials. Obstacles to these programs include expensive childcare, high tuition costs, lack of transportation, and more recently inadequate internet connection or devices (Scruggs, 2020). 2nd Chance Executive Director Zach Scruggs, Founder Dickie Scruggs, Director of Programs, Sarah Rose Lomenick, and Director of Development Catti Beals seek to eliminate those barriers that deter an adult student from obtaining a High School Equivalency and/or employable certification in Mississippi. The organization leaders work to ensure their participants have childcare, transportation, and ultimately a chance to earn a certification for meaningful employment, whether that be through a high school equivalency, career readiness or certified nursing assistant programs. While 2nd Chance is impacting communities around Mississippi, the data they have collected on how their programming impacts uneducated adults have not been evaluated. An evaluation of 2nd Chance's programming will provide insight into how the organization can continue to effectively serve the state and their targeted population.

Theoretical Framework

The evaluation of 2nd Chance Mississippi will be guided by the principals of a Utilization Focused Evaluation (UFE). A Utilization Focused Evaluation clearly identifies the intended users of the evaluation early on, and guides decisions throughout the evaluation process based on the intended use of findings (Better Evaluation, 2020). A UFE is similar to a process evaluation, focusing on how the programs are implemented and operated (Bess et al., 2004). A UFE assigns the responsibility of applying findings and implementing recommendations on the intended user, since the evaluation is created to answer questions of their values (Patton, 2015).

Michael Quinn Patton was greatly influenced by sociology while writing his first book on UFE, and recognized that the evaluation type was highly personal and situational. Drs. Suttmoeller and Keena conducted a UFE in 2011 to study treatment provider's perceived effectiveness of probation and parole. The methodology of the study was focused on the usefulness of the evaluation, and the questions were drafted from all viewpoints, improving the potential use of findings. A UFE evaluation is useful because it provides tangible recommendations and findings that are meant to be utilized by the intended user or organization. Non-profit organizations can benefit from a UFE because they should constantly be seeking to improve practices to remain consistent with their mission, values, and stake-holder's expectations (Herman & Renz, 2004). A UFE is helpful in continuing the evolution of an organization's policies by presenting conclusions that can be applied in future practices.

Purpose of the Study

The purpose of this study is to evaluate how 2nd Chance Mississippi assists uneducated Mississippi adults. Since the data at 2nd Chance has not been formally evaluated, the answers to the study's research questions will help guide the organization in strengthening the quality of their programs and improving outcomes for their targeted population.

The research questions for the current study are as follows:

- 4) What are the objectives of 2nd Chance Mississippi?
- 5) Are 2nd Chance Mississippi objectives being met? If so, how?
- 6) What are the demographic characteristics of 2nd Chance Mississippi's participants?

Definition of Key Terms

General Educational Development (GED) test. A series of exams offered to individuals who do not have their high school diploma and want to earn the equivalent certificate to continue on to a college education or workplace certifications (Mometrix, 2021).

High School Equivalency. A diploma that is equivalent to a traditional high school diploma, but achieved by passing a series of tests more extensive than the GED test (Lindsay, 2018).

Marginalized. A position within a group or community that is marginal, relegated to an unimportant or powerless position (Merriam-Webster).

Uneducated. A person or group that has or shows little to no formal schooling, a frequently used synonym is illiterate, meaning lacking basic literacy skills (Merriam-Webster).

Summary

This chapter first introduced the issues related to adults seeking education, and particular barriers for adults who also have a criminal record. The statement of problem elaborates on how this study will work to evaluate 2nd Chance and their community impact. Next, the theoretical framework outlines how to use a Utilization Focused Evaluation. The purpose of the study briefly states the focus of this study and the research questions. Finally, definitions of key terms are included to maintain consistency in the interpretation of phrasing.

Chapter 2 examines literature focusing on best practices for non-for-profit organizations, barriers to education and employment, and costs/benefits of educational programming. Chapter Three contains the study's methodological design, which includes the research questions, population sampling, data collection, and instrumentation. Next, Chapter Four explains the

results of data analysis. Finally, Chapter Five discusses the survey's results, implications of the study, and recommendations for future research.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

According to the Program for the International Assessment of Adult Competencies (PIAAC) data, 17 percent of Mississippi adults do not have a high school education (2020). Many of these adults are also below 100 to 150 percent of the Poverty Level or on SNAP benefits and food stamps (PIACC, 2020). There are various barriers that work against the success of adults seeking an education, many times it is financial barriers that impede adults from obtaining a high school or workplace certifications. As the United States continues to diversify, with over one third of the population identified as from an ethnic or racial group, the demographics of adults seeking education is also changing (Boucouvalas & Wicinski, 2013). The difficulties that adult students face today can be alleviated by non-profit organizations, like 2nd Chance, that offer financial assistance and counseling for specific educational programs.

The literature guiding this study focuses on (a) financial barriers to adult education, (b) demographic background, (c) education and training needs of felons and misdemeanants, (d) cost benefit analysis of adult education programs, and (e) best practices for non-for-profit organizations.

Financial Barriers to Adult Education

Adults who lack a high school diploma or equivalency have various options for how to attain a higher education, beginning with a high school equivalency. Mississippi utilizes the GED and HiSet Exams for adults seeking a high school equivalency, and adults can build on these test scores by continuing on to community college or a University (GED, 2021). However,

not all adults can pass these tests due to financial or other barriers. In 2013 the adults who took the GED test had a 92% completion rate, but only 65% passed and received their high school equivalency (NCES, 2015).

When adults would rather take another route to earn recognition in the workplace, they can participate in programs that offer a certificate, certification, or license. The programs for these designations demonstrate to employers that a person may not have a high school equivalency, but they offer a valuable skill that has been recognized by their certificate, certification, or license (Indeed Editorial Team, 2021). Adults can take advantage of both of these options if they so choose, and can also further their education, but financial barriers stand in the way. The following two sections detail the financial barriers of high school equivalency testing and certificate, certification, or license programs.

High School Equivalency Testing

Mississippi uses two options for the state's high school equivalency (HSE) testing. In addition to the GED test, the state acknowledges the HiSet exam for this purpose. The cost for the four separate subtests of the GED test in Mississippi is \$120-144 per test, depending on whether a person takes the test in person or online. Similarly, the fire subtest of the HiSet exam costs \$88.75-\$110 (GED, 2021).

The financial barriers facing adults seeking a high school equivalency diploma exceed the actual cost of the exam. An AARP study found that particularly older African Americans frequently missed educational opportunities because they had undependable transportation, and forced to balance work and family responsibilities (NCHEMS, 2008). Adults seeking to take a GED test or complete a workplace certification program must first pay the cost of the program

and then pay transportation costs, including fuel, vehicle maintenance, and/or public transportation.

Another aspect of the financial burden is finding childcare, as many adults seeking education are doing so because they want to set a good example for their child or children (Marandet & Wainwright, 2010). Parents seeking a high school equivalency have reported higher levels of stress, issues with time management, and extreme guilt about missing their kids while completing an educational program (Lovell & Scott, 2020). When balancing work, childcare, and class, adults can face barriers that will discourage them from seeking a GED or workplace certificate because it can be too difficult to maintain equilibrium.

As adult learners try to balance responsibilities of life to obtain an education, they also can struggle to increase their overall income. Those who have not graduated high school earn considerably less than adults with a high school or college education; in 2019 those without a high school diploma were paid approximately \$600 a week, whereas those with a high school degree earned \$749 (TED, 2019). The adults that have dropped out of high school are more likely to be from places of higher income inequality, and are placed in an even more difficult situation when they do not have a high school diploma to aid in finding meaningful employment (Kearney & Levine, 2016).

In a lifetime, a person who fails to graduate high school is only expected to earn between \$260,000 and \$569,000 less than a high school graduate (Hickox, 2015). In Mississippi and other states where the drop-out rates are the highest, the income inequalities are also the greatest, clearly correlating dropping out of high school to poverty (Berliner, 2013). Adults working through an HSE program or earning a workplace certification must be able to balance the budget of going to school, while also providing for themselves or family.

Certificate, Certification, and License Programs

In addition to high school equivalency testing, undereducated adults can enroll in workforce certification, certificate, and license programs. A workforce certificate indicates completion of an educational or vocational program, but it is not considered an academic degree. Workforce certifications recognize professional skills and education matching the needs of specific professional organizations. A license is awarded by the state governments to give a person authority to work in a professional field such as; a plumber, doctor, teacher, or electrician. (Indeed Editorial Team, 2021). A certificate, certification, or license are useful for adults when looking for employment, and typically earned after a person has a high school degree or equivalency.

There is a rising demand for adults to fill middle skill level jobs, and the Smart Start pathway course in Mississippi is one-way adults can earn a National Career Readiness Certificate (NCRC), which is recognized by employers to demonstrate a person has the skills needed to be successful in a job (MS Works, 2019). The NCRC is awarded based on the performance of an individual in the assessments for math, graphic literacy, and workplace documents. A person can be awarded bronze, silver, gold, or platinum levels of achievement on the test, with the rising levels corresponding to higher competency in the workplace and more preparedness for college (Langenfeld, 2019).

Most students are offered the ACT WorkKeys assessment in public high schools in Mississippi, and part of this test assesses the level to which students meet the NCRC achievements (Communications Team, 2020). However, for adults who have missed the opportunity to receive a NCRC or equivalency through the ACT WorkKeys assessment, the NCRC costs \$20 for registration, then \$20 per test except for the Business Writing test that is

\$30 (Northwest, 2019). The NCRC is valuable to adults seeking job opportunities without a high school equivalency, but many times adults use the NCRC and the GED to better their odds at finding work. There are over 40 federal programs that provide funding for educational and training programs, but the overall spending for career and technical education, welfare-to-work programs, and similar projects has dropped over time (Holzer, 2015).

The Career Readiness Certificate is a stackable credential, allowing individuals to earn a basic NCRC first, then to pursue specialized certificates based on the field they are entering (Bolin, 2011). The majority of people who take the NCRC are adults new to the workplace due to a lack of education or desire to work, but it is also helpful for transitional workers to add skills to their resume (Kaleba & Griffin, 2007) As adults seek to take high school equivalency or career readiness programs, they should consider the financial obligations of taking multiple courses, and their probability for program completion to ensure they will be able to succeed in attaining a certificate, certification, or license.

Demographic Background and Challenges

There are approximately 340,000 adults without a high school education in Mississippi (U.S. Census Bureau, 2018). A large portion of the under-educated adults in Mississippi are members of diverse ethnic and racial minority groups. The racial and ethnic differences among adults without a high school equivalency diploma in Mississippi are depicted in Table 1. Nearly all of those without the education credential identified as Black (45%), White (45%), followed by Hispanic (5%) and Asians (1%). This data can be compared to the generalized 2020 ethnic and racial population demographics of Mississippi in Table 2. The population of Mississippi reveals slightly different demographic data than Table 1, showing that far more Mississippians identified as White (59%), compared to Black (37%), Asian (1%), and Hispanic (3%). More than

half of Mississippians also marked other ethnicities or mixed racial background on their Census Report (56%).

Table 1

Number and Racial/Ethnic Identification of Adults in Mississippi Without a High School Equivalency Diploma

Race/Ethnicity	<u>Men</u>		<u>Women</u>		Total	%
	<i>n</i>	%	<i>n</i>	%		
White	82,600	53	71,700	47	154,300	45
Black	79,000	51	75,700	49	154,700	46
Asian	1,416	49	1,738	51	3,154	1
Hispanic	11,000	65	5,827	35	16,827	5
Other	6,831	60	4,487	40	11,318	3
Total	180,847	53	159,452	47	340,299	100

Table 2

Number and Percentage of Racial/Ethnic Identification of Mississippi's 2020 Population

Race/Ethnicity	<u>Total</u>	<u>Percentage of Population</u>
	<i>n</i>	%
White	1,758,904	59
Black	1,124,984	37
Asian	32,738	1
Hispanic	101,189	3
Other	1,738,071	56
Total	2,976,149	100

In respect to gender differences between adult men and women without a high school equivalency diploma, Table 1 reveals slightly more than half identified as males (53%). The racial and ethnic differences between the genders were noteworthy. There were nearly 11,000 (7%) more adult White men than women without a diploma. Comparatively, the gap between Black males and women was not as wide, only 2% more men than women. The largest racial and

ethnic disparity existed, however, between Hispanic males and females. In 2018, there were 30% more adult Hispanics without a high school equivalency diploma than female Hispanics.

The workforce is not as diverse as the growing population in Mississippi and the United States, which gives educational programs the chance to bridge the gap and work to educate ethnic and racial minority groups to increase workplace competition (Boucouvalas & Wicinski, 2013). The adults who identified as Black in Mississippi make up 37% of the population, compared to 59% of the population identifying as White, as seen in Table 2. However, the number of Black and White adults who are under-educated are essentially the same, revealing that Black adults are over-represented in the data and in more need of access to educational programs than their White counterparts. There are also differences rooted in the gender of under-educated adults in Mississippi, presenting another opportunity to diversify the educational community and workplace to bring in more women.

The demographics of educational achievement in Mississippi reveals that adult women are much more likely than men to have a high school equivalency diploma (U.S. Census Bureau, 2018). Although women are more educated than men in the State, the women who do not have a high school education face unique challenges often not faced by men. Women face more health and reentry needs compared to men in almost every category, including needs for educational programs (Keena & Hulska, 2018).

When examining the women and men who pursue higher education, women tend to have a lower economic status than men at all levels of education, presenting a financial barrier unique to women pursuing a degree (Deutsch & Schmertz, 2011). Women also face traditional gender stereotypes that have been implemented into vocational and educational programs and hinder them from pursuing a field of study or quality employment, this is particularly common for

women reentering society after a prison sentence (Keena & Hulska, 2018). Negative stereotypes of Black women reveal another aspect of barriers to high school equivalency programs that are rooted in gender and racial bias. Black women have consistently been judged for acceptance into programs or employment based on racist and sexist ideas that women lack workplace productivity and should not receive educational or work opportunities (Walkington, 2017). These stereotypes affect the likelihood of a woman being accepted to a program over a man with the same credentials and certifications.

Cost Benefit Analysis of Adult Education Programs

The demand for adult education programs is high, and around 160,000 people are on waiting lists for academic programs in every state (Foster & McLendon, 2012). The adults in these programs must work through various barriers to reach their program of choice, and then must be able to consistently work towards a high school equivalency or workplace certification. Unlike other states, Mississippi does not use state funding to keep the GED tests affordable.

The upfront costs of GED programs are not extremely expensive in Mississippi, but it is the financial barriers that present the true problems for adults. The larger financial barrier for adults would be the opportunity cost of giving up time for work and family to take classes and study (Treskon, et al., 2020). The cost of missing shifts at work or having to pay for childcare may be too much for some adult students, but the benefits of obtaining a GED diploma or workplace certificate are worth the initial investment.

Programs that provide a high school equivalency diploma or higher-level degree may be expensive for participants in concerns to time, fees, and other associated costs, but the research shows these degrees are worth the cost (Baum et al., 2010). After an adult receives their GED diploma, it is proven that their overall earnings increase over time. For men who earn their GED

diploma, their wages grow significantly after five years, and women see a greater wage difference compared to women who do not have their high school diploma or equivalency (Tyler, 2003). HSE programs are proven to help increase the income for adults seeking an education and a diploma can open new opportunities for work or post-secondary education, but a high school diploma is still taken more seriously by employers (Tuck, 2012).

Research also shows that confidence and self-esteem play a major role in determining financial success of adults, with or without a high school equivalency diploma. Adults with a high school diploma and high self-esteem showed the highest wage increase over time, and wages were seen to be dependent on the characteristics of individual workers, educated or not (Kim & Baker, 2015). This shows that if an adult learner is determined and confident in their ability to learn and complete a program, they are likely to succeed in future endeavors, whether that be more education or employment. The financial benefits from having a high school equivalency are certainly worth the initial costs, if a person is willing to wait to see results and confident in their abilities.

Best Practice for Non-For-Profit Organizations

Non-for-profit organizations have grown in the last 30 years, increasing the need for policies and oversight to ensure that organizations are operating efficiently and in line with their mission (Carman, 2011). As non-for-profit organizations continue to appear around the county, many people opt for creating a 501(c)(3) organization, receiving tax-exempt donations and evaluations from the IRS to confirm donations are used according to the mission. (Foundation Group, 2020). These organizations are seen as more credible by potential donors because of their status and are also more likely to receive grants from foundations. Non-for-profit organizations benefit communities by bringing a service that would have otherwise been unavailable or

attainable for the target participants, and it is important that they have policies and practices that promote growth of their organization and a clear mission.

The purpose of non-for-profit organizations varies based on the organization, but the mission must be clear so that stakeholders can comprehend how performance of the organization will be measured and how trade-offs will be made (Meehan & Jonker, 2014). However, it is difficult for non-profits to create a comprehensive mission statement that will encompass all stakeholders' expectations and guide future business decisions, leading to more generalized mission statements for many non-profit organizations. Organizational commitment bridges the gap between mission statements and organizational performance, and non-profit employees and stakeholders have the chance to draft a mission statement that is motivating and impactful (Patel, et al., 2015). The mission statement of a non-for-profit organization must be compelling to draw in potential donors while also motivating the organization to continue reaching for its goals.

The mission statement of an organization should guide decision making and daily practices, but evaluations are also an important aspect of non-for-profit best practices. Evaluations have become integral parts of non-profit organizations, and provide persuasive information that promotes transparency to the public and stakeholders (Carman, 2011). An evaluation offers a level of accountability for non-for-profit organizations, and can improve organizational performance and mission fulfillment (Geer, et al., 2008). A utilization focused evaluation specifically targets the users of the evaluation to provide an organization or person with practical evaluation findings that will be useful in future practices (Patton & Campbell-Patton, 2008). This type of evaluation is useful for non-for-profit organizations because it provides them with tangible conclusions or findings that have potential to improve mission statements, organizational performance, and overall operations.

All organizations need to be developing new standards of social performance to judge their work against something, and evaluations are a useful way to do that (Raynard, 1998). In addition to evaluations, it is also important for non-for-profits to have internal controls and a framework to assure their mission is carried out in collaboration with stakeholders' expectations (Greiling, 2016). The stakeholders for an organization must first be identified, and then analyzed to determine their expectations of the organization and their time spent working. Grant recipients, donors, and influencers are all stakeholders for a given non-for-profit organization, as they all are investing time and money towards the mission (Knox & Gruar, 2007). Non-profits need to adopt an entrepreneurial approach to balancing organizational concerns of carrying out the strategic mission in line with stakeholder expectations (Greiling, et al., 2016).

A worthy approach to consider running a non-for-profit organization with is utilizing SMART goals. The SMART acronym stands for Specific, Measurable, Assigned, Realistic, and Timed, and is used in reference to goal or objective setting for businesses and organizations since publication by George T. Doran in 1981 (Ogbeiwi, 2021). These goals are useful because they can address process, impact, outcome and personal objectives of an organization and can be used to improve the operations and outcomes of a program (Lawlor & Hornyak, 2012).

A non-for-profit organization should have written policies based on SMART goals that guide everyday practices and are taught in training for employees. Utilizing SMART goals is important for an organization to use when planning results-oriented action, and written statements for each organization should have a conceptual template that encompasses the framework of intervention, output, objective, and aim goals (Ogbeiwi, 2018). The goal setting of an organization sets the stage for its future outcomes and performance, so it is important to

utilize a framework like SMART goals to effectively guide the development of policies and procedures.

Summary

Adult education programs are beneficial to those enrolled, despite the various barriers they face. The research on GED programs and barriers faced by racial/ethnic groups, prisoners, and women reveals hinderances to adults seeking a high school equivalency, and also the potential benefits of completing a program. It takes considerable time for the benefits from earning a GED certificate to impact an individual. The potential payoffs for continuing education after earning a high school equivalency are also highly beneficial, but most students do not take advantage of this (Tyler, 2003). Under-educated adults face many difficulties in seeking a high school equivalency and finding meaningful employment after completing a program, leaving an opportunity for non-profit organizations to help provide educational courses for adults in need.

As non-profit organizations continue to grow and expand in capabilities, it is important that they develop strong mission statements that will guide workplace practices and implementation of goals. Use of SMART goals is particularly beneficial for non-profit organizations seeking to grow their operations and strengthen existing programs.

The recent development of the non-profit sector includes the development of 2nd Chance, an organization devoted to adult education in Mississippi. This study of 2nd Chance will examine the practices and organization of the non-profit and the data related to participants in adult education programs.

The following Chapter Three contains the study's methodological design, which includes the research questions, population sampling, data collection, and instrumentation. Next, Chapter

Four explains the results of data analysis. Finally, Chapter Five discusses the survey's results, implications of the study, and recommendations for future research.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Introduction

As the literature review developed, it became apparent that there is a lack of research and compiled data on the adults in Mississippi without a high school diploma or equivalency. The present research study helps to fill the void. 2nd Chance Mississippi works to alleviate financial barriers for adults seeking an education and have been able to reach a specific population within the state. The study design was based upon mixed-method research principles to examine the objectives of 2nd Chance and characteristics of its participants. This chapter includes a discussion of the study's (a) methodology, (b) population and sample, (c) data collection and instrumentation, and (d) data analysis.

The purpose of the study was to evaluate how 2nd Chance Mississippi assists uneducated Mississippi adults. This formal evaluation of 2nd Chance data will provide useful findings to improve program operation and management in the future.

The following research questions served as a guide:

- 1) What are the objectives of 2nd Chance Mississippi?
- 2) Are 2nd Chance Mississippi objectives being met? If so, how?
- 3) What are the demographic characteristics of 2nd Chance Mississippi's participants?

Methodology

This study incorporated Patton's (2008) Utilization-Focused Evaluation (UFE) methodology and was organized by solid organizational learning principles. Preskill and Torres, evaluative inquiry experts, explain that evaluations begin with wanting to "explore the need for a

particular program, or a desire to understand the effects or impact of an important process or program.” (1999, p. 76). Because of this belief, the first step in this UFE evaluation required the 2nd Chance administrators to determine the reasons for the evaluation. The researcher asked, “Tell me what you want to know, what are you interested in evaluating? What would you like to know about your program that would make a difference in what you do?” The final question was important in determining the utility of the findings, and how the evaluation may be useful.

Determining who would benefit from this evaluation was the second UFE stage. Mendelow referred to these people as “stakeholders” (1997, p. 177), or those who have a stake in the evaluation findings (Patton, 2008). For this study, 2nd Chance administrators were identified as the critical stakeholders. The next stage involved the development of a set of evaluative questions. In order to develop the data collection for this evaluative study, project administrators considered what they wanted to learn, what particular data they wanted analyzed. Patton (2008) explained that by involving primary stakeholders in the development of the study design, opposing views can be considered and evaluated. By including opposing viewpoints, the probability of considering all possible viewpoints is increased, which leads to improved utilization of the findings.

Population and Sample

The population for this study was 2nd Chance Mississippi’s participants and program data because evaluating this data is relevant to the research questions. The participants that have received assistance from 2nd Chance have completed 1,170 high school equivalency, workforce certification, or career readiness certificates (Z. Scruggs, personal communication, October 20, 2021). The recipients of assistance from 2nd Chance are first selected by advisors at community colleges in Mississippi, and then selected by 2nd Chance to receive financial assistance to

complete a program of their choice. 2nd Chance works to alleviate the costs of tuition, transportation, technology, and they also provide a \$250 bonus incentive upon program completion. Program data details the funding spent on specific programs and how organization objectives are being met.

Data Collection and Instrumentation

After the study was approved by Institutional Research, data collection was conducted by the primary researchers, who are certified by CITI Human Subjects Research Educational Program. The CITI online educational program is sponsored by the Collaborative IRB Training Initiative (CITI) and the University of Miami (See Appendix A). Data was collected by examining the current records of 2nd Chance. The Master Participant Data-Student Information documents of 2nd Chance contain information on the employment status, sex, race, age, and program. The demographic information was supplied to 2nd Chance from fifteen community colleges in Mississippi and compared to a Checklist. The objectives of 2nd Chance were analyzed against a five criteria checklist first to examine the outcome of the first five years of assisting adults seeking a high school equivalency, workforce certificate, or career readiness certificate.

The survey instrument used for data collection was developed by the researcher (See Appendix B). The checklists on the survey instrument provided a more objective way to measure concepts quantifiably. In order to fully answer the research questions, two checklists were used to evaluate the objectives of 2nd Chance and the demographic information of 2nd Chance participants. The final research question was answered by evaluating the programming and budget documentation of 2nd Chance.

The first part of the instrument was a checklist, developed by the researcher, based upon The SMART acronym (Drucker, 2020). SMART is a tool designed by Peter Drucker, the

father of modern management, to help nonprofit organizations set objectives in an effective manner. According to Drucker, objectives are 'SMART' if they are specific, measurable, achievable, (sometimes agreed), realistic (or relevant) and time-bound, (or timely). Table 3 displays the checklist used for each objective of 2nd Chance. The five criteria of SMART were used to evaluate the objectives of 2nd Chance, which were gathered in documentation from Executive Director, Zach Scruggs.

Each objective was first evaluated to see if it was specific, meaning detail focused and well defined. The researcher looked for action-oriented words in objectives, which strongly lead the goals of an organization instead of using ambiguous language (Drucker, 2020). The objectives must also be measurable. 2nd Chance should have a system in place to track and record the outcomes of an objective and how the organization is working to meet it, and how to tell when goals have been met and need to be re-designed. The goals of an organization must also be achievable. The staff, funding, and time management of an organization are vital to its success and objectives should be challenging and agreed upon by staff and management. They must also be realistic to create a clear understanding of how an objective will be accomplished. If an objective is realistic it is also appropriate to the specific job roles and staff to promote effectiveness at the organizational level, focusing on reaching the outcome of goals. Finally, objectives must be time-bound and have a particular date or time to reach goals or milestones. Deadlines promote urgency and keep staff accountable for responsibilities they have to meet organizational goals. The criteria of SMART in this checklist help to quantify data concerning 2nd Chance's objectives to form useful conclusions.

Table 3 displays the Organizational Objectives Checklist with the five criteria objectives will be judged upon. Each objective will receive a score of one to ten based on the definitions of

each SMART criteria outlined by Drucker (2020). For example, a score of one to four in the Specific category would mean an objective fulfills less than half of the definition, and the objective would be defined, but too ambiguous and unfocused on real organizational goals. If an objective scored a five to seven as Specific, it would be well defined and focused, but lacking correct verbiage or details. For an objective to score an eight to ten on the checklist it would need to fulfill nearly all (8/9) to all (10) of the parts to Drucker's SMART definitions. The total column after the objectives will give the total of objectives that have met the SMART goal on the corresponding row. The total row on the bottom of the table will give the percentage to which the Objective met the SMART goals combined. The total column and row will aid in interpreting the data and seeing which Objectives have met SMART criteria and which SMART goals were fulfilled the most and least.

Table 3

SMART Organizational Objectives Checklist Example

S.M.A.R.T. Goals	Objective 1	Objective 2	Total
Specific	/10	/10	/30
Measurable	/10	/10	/30
Achievable	/10	/10	/30
Realistic	/10	/10	/30
Timely	/10	/10	/30
Total	/50	/50	/200

The second part of the survey instrument was developed by the researcher to describe the 2nd Chance participants. Displayed in Table 4, the checklist depicts eight demographic categories of which data was collected. The demographic information of participants was provided to 2nd Chance through local Community Colleges that picked the students to participate in the program.

Information for each participant varied according to what information each school collected, and if a part of the checklist was not answered by the data already collected, the checklist was marked N/A. There are also Unknown Options for specific categories, including Gender, Race, and Age, which were categories whose data was collected by the community colleges, and not readily available for each participant. The data concerning programming and completion was collected by 2nd Chance and is complete for each participant. The data from this instrument will be useful in drawing conclusions about the participants of 2nd Chance and in formulating organizational plans for the future. If the topics on the survey instrument were included in 2nd Chance publications their presence was denoted in the “present” column in a table next to the specific category.

Table 4

Participant Demographic Information Checklist Example

Participants	Gender	Race	Age	Community College	Program Type	Type of Workforce Certification (If applicable)	Post-Completion Employment Status
Participant 1							
Participant 2							
Participant 3							
Participant 4							
Participants Continued..							

Data Analysis

Once the survey instrument was completed, the data was then condensed into tables, (See Table 5-8) detailing the information related to each category. Qualitative data (2nd Chance objectives) were analyzed to assess SMART criteria. The Demographic Information Checklist

was completed by the researcher, utilizing a numerical system to fulfill each category and simplify data for interpretation.

The gender category on the Demographic Checklist has three possible options: Male (1), Female (2), or Unknown (3). The Race category has seven options: White (1), Black (2), Hispanic (3), Asian (4), Mixed Race (5), Other (6), or Unknown (7). The numbering in these sections and the following ones was utilized to simplify the data set and make trends clear. The age of participants will vary or remain unknown and will be categorized further after data collection into age groups of unknown, younger, middle-aged, and older adults. Participants attended various community colleges in Mississippi, which were numbered 1-15 in alphabetical order and marked for each participant. The total participants for each community college will be listed in a table Chapter 4, displaying the trends of participants for specific schools.

Each 2nd Chance participant participated in a high school equivalency program, workforce certification program, or career readiness program. These three programs were the options for the Program Type column of Table 4 and were represented by: High School Equivalency (HSE/1), Workforce Certification (WFC/2), or Career Readiness Certificate (CRC/3). There are various types of Workforce Certifications, and the Type of Workforce Certification column gives the opportunity to specify which type of certification program a participant completed. If trends arise in the answers for this column, answers will be assigned a number similarly to other categories. The Completed column will be a yes or no answer, marked by a 1 for yes and a 2 for no. The Post-Program Employment Status will be marked by a yes (1), no (2), or unknown (3). The numerical values of the Demographic Checklist made the survey instrument simple to use and the interpreted patterns and themes were examined to explore how 2nd Chance compared and contrasted.

Descriptive Statistics were conducted in Excel to summarize quantitative results in a manageable form. Univariate analysis was conducted to examine one topic at a time. The distribution was determined by listing every item on the Checklist and the number of participants. Frequency distribution charts were used to depict the results. Finally, the mean was calculated to describe central tendencies. Once all the data was analyzed, the researcher shared results with the primary stakeholders.

Summary

The purpose for this study's design was to compile demographic information of 2nd Chance participants and to examine the objectives of the organization. The following chapter explains the results of data analysis. Research questions were developed in collaboration with 2nd Chance Founder and Directors to establish the relevance of the study and data was collected from their online records. This data was evaluated based on the survey instruments so that participant demographics could be compared and contrasted and so that objectives could be ranked based on their score from the checklist.

Chapter Four will include a more in depth look at the data analysis and provide responses to the research questions. Chapter Five discusses the survey's results, implications of the study, and recommendations for future research. Chapter Five will also include any limitations to the study and how they could have impacted the findings or implications.

CHAPTER 4: ANALYSIS OF DATA

Introduction

The existing research on adults seeking an education is lacking, and there is little to none on the adult population in Mississippi. The current educational research in Mississippi focuses on the impact of virtual community college on students and faculty (Pollard, 2018). One recent

study focused on adult learners in the state, but was narrow in its scope, only researching the perceptions on a method of instruction (Hall, 2020). The purpose of this study was to conduct a Utilization-Focused Evaluation of 2nd Chance to research their impact on adult learning in Mississippi and collect qualitative data to answer the research questions:

- 1) What are the objectives of 2nd Chance Mississippi?
- 2) Are 2nd Chance objectives being met? If so, how?
- 3) What are the demographic characteristics of 2nd Chance Mississippi's participants?

This chapter presents the organization of data analysis and the findings.

Organization of Data Analysis

To analyze the first research question, 2nd Chance administrators provided two main objectives that target raising funds and awareness about educational opportunities for low income adults in Mississippi and providing aid in their journey through academic programs (Personal communication, December 13, 2021). In order to assess the second research question, the SMART methodology guided the survey instrument for evaluating how the written objectives of 2nd Chance are specific, measurable, achievable, realistic, and time-bound (Drucker, 2020). Finally, the third research question was analyzed by evaluating seven main categories to provide demographic characteristics of program participants. The seven categories are as follows: gender, race/ethnicity, age, community college, program completed, type of workforce certificate, and post-completion employment status. These categories were sufficient in providing general information about participants and allowed the researcher to deduce established patterns and themes. Once completed, these themes and patterns were compiled by the researcher and shared with 2nd Chance stakeholders to satisfy the utilization-focused evaluation.

Results

The three research questions and their corresponding findings are presented in order to increase understanding. The questions produced data that was used by the researcher to discern themes and trends to assist 2nd Chance in continuing operation.

Research Question 1: What are the Objectives of 2nd Chance Mississippi?

This research question was answered through personal communication of the researcher with 2nd Chance administrators, Sarah Rose Lomenick, Zach Scruggs, and Catti Beals. The data revealed that the objectives of 2nd Chance are as follows:

- 1) “To raise awareness and funds for adult education and vocational skill training programs for lower income adults in Mississippi, and
- 2) Provide support to the lower income adults participating in such programs, for the purpose of helping these adults get and keep a good, stable, non-minimum wage-earning job” (Personal communication, December 13, 2021).

Research Question 2: Are 2nd Chance Mississippi Objectives Being Met? If so, How?

The two core objectives of 2nd Chance were evaluated using the ‘SMART’ tools from Drucker and scores from the evaluation tool checklist and are displayed in Table 5.

Specific

The first objective was evaluated to determine if it clearly defined desired outcomes, explained how the goal would be achieved and strategies that would be followed (Drucker, 2020). The researcher found that this objective defined the organization’s goal as advocating for educational opportunities by spreading awareness and fundraising as their primary strategic plan. According to Drucker, an organization should “use action-oriented verbs which describe what needs to be done to achieve the objectives.”. 2nd Chance is working to “raise” awareness and

implies that they would like to change the adult education process by fundraising. This demonstrates how 2nd Chance will perform and differentiate themselves from other non-for-profit organizations. While the first objective is general, it identifies a specific scope of the organizational mission. Since this objective was vague and lacked descriptions of how objectives will be achieved, it was given a score of 6 out of 10.

The second objective was found to be more specific and began with action by describing how 2nd Chance will change the process of adult education in Mississippi. The fundraising mechanism stated in the first objective is further explained, by defining that lower income adults will receive support in pursuing educational programs. In personal communication with 2nd Chance, the researcher established three main categories of programs that adults may receive funding from 2nd Chance for: High School Equivalency programs, Workforce Certificate programs, and Career Readiness Credential Programs. This objective outlines the ultimate goal of 2nd Chance, to help adults who complete their programs find gainful employment, hopefully more sustainable than previous jobs. The second objective was given a score of 8 out of 10 because it specifically gave more details on how the first objective could be achieved.

Measurable

The objectives were then examined to determine measurability. The researcher found that the first objective did not describe how achieving increased awareness for adult education would change the opportunities for those adults. It is implied that by raising funds and improving the perception of adult education, 2nd Chance will be able to change the perception of adult education and make it more feasible for low-income adults to pursue a program. This objective did not include an explanation of how change will occur when the objective is met, nor outline how 2nd Chance could measure their potential outcomes. This objective received a 5 out of 10 for

the measurable category, due to its general language and lack of a measurement tool or system with which to judge if the objective has been obtained.

2nd Chance explained in their second objective that their purpose is to support low income adults while they pursue educational programs, which should ultimately lead to a substantial form of employment. This objective is measurable because it is possible to determine how many program participants were able to find employment after completing a program. 2nd Chance has existing data collected about the employment status of some participants, but no data determining the state of participant employment compared from before and after program completion. The combination of both objectives outlines a vague system 2nd Chance uses to meet their organizational mission, and demonstrates that by raising funds and awareness they are able to provide low income adults with educational opportunities that will lead to future careers or improved job placement. The second objective was more descriptive than the first, and received a score of 7 out of 10 because it clearly defines a way to measure objective success. However, there is no functional measurement tool or system to determine what employment is “good and stable”, only a way to measure if employment is non-minimum wage earning.

Achievable

Drucker explained that an objective is achievable “if the necessary resources are available or similar results have been achieved by others in similar circumstances” (2020, p. 3). The first objective addresses the resources necessary for 2nd Chance to fulfill their purpose, including: a platform to raise awareness and funds, the implication that 2nd Chance employees will be carrying that out, and that the target population of participants being low-income adults in Mississippi. The platform for 2nd Chance to promote their mission is readily available, as administrators have publicized their organization and promoted it yearly at the 2nd Chance Gala.

The funds generated from the Gala and other donations provide available funding, and assure that future funding will be attainable. This objective was given a 6 out of 10 by the researcher because it is certainly achievable for 2nd Chance to raise awareness and funds, but does not detail who will be actively fulfilling the objective and the skills they would need to do so.

The second objective recognizes a certain level of commitment from administrators to serve as the active funding partner for adults participating in educational programs. With the assumption of this responsibility it is implied they have the skills necessary to organize and maintain the operations of 2nd Chance consistent with their objectives. They commit to providing support and removing “barriers that can keep an adult student from obtaining a High School Equivalency and/or Employable Certification” (Scruggs, 2020, Para. 4). The programs that 2nd Chance offers provide “tuition assistance, transportation assistance, stipends for good attendance, and a completion cash bonus”. These objectives demonstrate how aiding low-income adults will be accomplished and clarifies that funding and available programs are primary resources. The researcher ranked this objective an 8 out of 10 because it outlines that 2nd Chance is the primary source of funding for the programs that adult students will take, but again it does not include who will take on responsibility for program implementation and the skills set that person or people should have.

Realistic

The first objective was also evaluated by the researcher to determine if it was realistic. The researcher found that the objective was realistic because it describes the first key component of their mission, and it is appropriate to the goals of the organization. Despite this, the objective is more theoretical since it does not detail how fundraising or raising awareness will impact low income adults or what the organization will physically do after raising funds. This objective

received a 7 out of 10 in the realistic category because it is relevant to 2nd Chance's mission, but does not give "a clear understanding of how the objective might be reached", or describe how the organization would handle potential obstacles (Drucker, 2020, p. 3).

The descriptive language in the second objective makes it more realistic because it gives a better understanding of how the objectives will be met. The researcher found that 2nd Chance will use their funds, donated or raised, to provide support for low-income adults earning a High School Equivalency or Employable Certification to ultimately assist them in finding a better opportunity for employment. This relevantly introduces the operational processes of the organization but does not explain how support will be determined appropriate for each adult student. It also does not illustrate what would delineate a good and stable job beside the fact that it is not minimum wage earning. For these reasons, the objective was given an 8 out of 10.

Timely

2nd Chance's first objective does not present a time frame or date by which to complete objective goals, which leaves room for the organization to grow, but also lessens urgency. As the organization aids adult students, it would be beneficial to identify milestones or key steps to follow as the operation grows and receives more funding. The researcher inferred that a general timeline would be raising awareness, which leads to increased funding, and then that funding would be distributed to adult students pursuing education and vocational skill training programs. Since there is not a specific deadline in this objective, it was ranked a 2 out of 10 by the researcher. This objective better fulfills other aspects of the S.M.A.R.T. criteria and does not outline specific steps in the process of assisting adult students, leaving room for delayed action or failure to meet an objective.

An objective that is timely should “prompt action and focus the minds of those who are accountable for the commitments that they have made in agreeing to the objectives” (Drucker, p. 3, 2020). The second objective of 2nd Chance is somewhat timely and received a score of 5 out of 10 since there is no specified timeline or plan to meet with objective. The researcher inferred from this objective that a plan would be that 2nd Chance will first communicate the importance of adult education in the state, then receive funding, and then work to provide support. This is a vague timeline, and only outlines the major parts of the organizational process. A timely objective would not be extraneous, and should include general time frames for programs and specific deadlines for major projects.

The researcher was provided Memorandums of Understanding (MOU) between 2nd Chance and participating Community Colleges. The objectives listed on the MOUs were more specific, measurable, achievable, realistic, and timely, fulfilling S.M.A.R.T. goals more than their overarching organizational objectives.

Table 5

SMART Objective Evaluation

S.M.A.R.T. Goals	Objective 1	Objective 2	Total
Specific	6/10	8/10	14/20
Measurable	5/10	7/10	12/20
Achievable	6/10	8/10	14/20
Realistic	7/10	8/10	15/20
Timely	2/10	5/10	7/20
Total	26/50	36/50	124/200

In Table Five, the objective evaluation revealed that 2nd Chance Objectives were reasonably realistic, achievable, and specific, but were weak in timeliness and measurability. The second objective fulfilled more aspects of the S.M.A.R.T. goals than the first, scoring best in the specific, achievable, and realistic categories. The first objective scored best for being realistic, specific, and achievable.

Research Question 3: What are the Demographic Characteristics of 2nd Chance

Mississippi's Participants?

Over 1,170 adults in Mississippi have participated in educational programs through 2nd Chance, and of these participants, 2nd Chance has complete demographic information for 61% of them. Data from the 625 participants were analyzed according to the Participant Demographic Information Checklist and is displayed below in Tables 6-8 and Charts 1-5, in Appendix C. This data was given to the researcher by the stakeholders, 2nd Chance administrators. The Demographic Checklist was completed by the researcher using a numerical system to determine percentages of participants for each category, and this information was translated into Tables 6-8 and Charts 1-5.

The targeted participant demographic of 2nd Chance is “any individual that is low income or vulnerable that is undereducated and/or underemployed” (S.R. Lomenick, personal communication, December 13, 2021). The data in Tables 6-8 display the demographic characteristics evaluated by the researcher, and the exact percentage of participants that fit into each category. Percentages were calculated using the total number of participants for each category compared with the total number of participants overall, and were rounded to the nearest whole number except in the case of percentages less than 0.5.

Table 6*Participant Demographic Findings*

Demographic Characteristic	<u>Participants</u> n	<u>Percentage</u> %
Gender		
Male	135	22
Female	258	41
Unknown	232	37
Ethnicity		
White	168	27
Black	109	17
Hispanic	6	1
Asian	1	0.2
Mixed	2	0.3
Other	5	1
Unknown	334	53
2 nd Chance Programs		
High School Equivalency	255	41
Work Force Certificate	333	53
Career Readiness Credential	26	4
Unknown	11	2
Employment		
Post-Program Employed	254	41
Post-Program Unemployed	127	20
Post-Program Unknown	244	39
Age		
Young Adults (18-35)	190	30
Middle Aged Adults (36- 54)	50	8
Older Adults (55+)	5	1
Unknown	380	61

As depicted in Table 6, the majority of participants were female, with nearly one-fourth male and the rest unknown. Participants' Race/Ethnicity was not recorded for all students, but the data still showed that white participants make up 27% of 2nd Chance students, followed closely by Black participants at 17%. Very few students were recorded as Hispanic, Asian, Mixed or Other Race/Ethnicity.

Of the programs that 2nd Chance offers, participants were recorded for their participation in one program, although many times they will complete multiple programs at once. In the case where participants were recorded by 2nd Chance as participating in multiple programs, the Workforce Certificate programs were recorded in lieu of high school equivalency programs. The researcher did this in order to record the highest achieving program for each participant. Over fifty percent of participants completed Workforce Certificate programs, as seen in Table 6. Many students also took High School Equivalency classes, slightly less than fifty percent. It is important to note that most participants in Workforce Certificate or Career Readiness programs are currently earning or already have a high school degree or equivalency.

Table 6 reveals that most participants were employed after completing their program, but again, much of the data for this category was not recorded and remains unknown. The researcher marked any participant who was continuing their education with another program or school as unemployed. Finally, Table 6 depicts the adults who have been most served by 2nd Chance were younger adults, ranging in ages from 18-35. Few adults over the age of 55 have taken programs with support from 2nd Chance, and middle-aged adults only made up a small percentage of overall students.

Table 7

Participant Community College Findings

Name of Community College	<u>Participants</u>	<u>Percentage</u>
	n	%
Hinds Community College	4	1
Burns/Lafayette County Literacy Council	9	1
Lamar Collaborative	12	2
Starkville Collaborative	13	2
East Mississippi Community College	30	5

Name of Community College	Participants	Percentage
	n	%
Mississippi Gulf Coast Community College	52	8
Coahoma Community College	56	9
Pearl River Community College	68	11
Copiah Lincoln Community College	75	12
Itawamba Community College	81	13
Northeast Mississippi Community College	85	14
Unknown	141	23

As depicted in Table 7, 2nd Chance students attended courses through various community colleges in Mississippi. Northeast Mississippi Community College assisted nearly fifteen percent of all 2nd Chance participants, and Itawamba and Copiah-Lincoln Community Colleges followed close behind. Few students attended classes through Burns/LCC, Lamar Collaborative, Starkville Collaborative, or Hinds Community College. Lamar and Starkville Collaborative programs offered certificates through local Pre-Kindergarten Collaboratives and programs were developed through local community colleges and school teachers (S.R. Lomenick, Personal Communication, February 16, 2022). Pearl River Community College assisted 68 students through 2nd Chance. The other schools listed in Table 7 had less significant percentages of students, but still extended the physical scope of 2nd Chance's programs. 2nd Chance was able to offer courses across the state, from Mississippi Gulf Coast Community College in Gulfport, Pascagoula, Lucedale and other coastal towns, to Northeast Mississippi Community College in New Albany and Booneville.

Table 8*Participation in Workforce Certificate Programs*

Type of Workforce Certificate Program	<u>Participants</u> n	<u>Percentage</u> %
Manufacturing Certifications		
Electrical	1	0.3
Structural Fitting	2	1
Pine Belt Works Manufacturing		
Skills	2	1
Welding	4	1
Manufacturing	25	7
Manufacturing Skills Basic	35	11
Medical Certifications		
Licensed Practical Nurse	1	0.3
Occupational Safety and Health		
Administration	1	0.3
Medical	3	1
Business Medical Systems	3	1
Pharmacy Technician	4	1
Trauma Registries	5	1
Cardiopulmonary Resuscitation	7	2
Electronic Medical Records	14	4
Emergency Medical Technology	15	5
Certified Clinical Medical Assistant	18	5
Certified Nursing Assistant	146	44
General Certifications		
Culinary Arts	1	0.3
Truck Driving	1	0.3
Nail Technician	1	0.3
Business	2	1
Fork Lift	2	1
Servsafe Retail Food Safety	5	2
SCLEOTA Refresh	11	3
Business Office Systems	17	5
Program Supplies	24	7
Unknown	48	14

A full list of Workforce Programs completed is displayed in Table 8. This table illustrates that nearly fifty percent of students in Workforce Certificate programs earned a Certified Nursing Assistant Certificate. Overwhelmingly students favored medical and manufacturing programs, with fewer students taking courses on truck driving, culinary arts, or food safety. In total, about sixty four percent of 2nd Chance participants took medical certificate programs including classes on occupational safety and health, trauma registries, and pharmacy technology. The manufacturing certificates made up around fourteen percent of total Workforce Certificates, and 2nd Chance assisted students in pursuing welding, electrical work, and general skills.

The researcher found a considerable variety of Workforce Certification programs offered by 2nd Chance that are available for students, and the unknown fourteen percent imply that other programs were also implemented. Few students took courses to become certified as a nail technician or fork lift driver, but their participation broadened the range of program options for 2nd Chance. Three percent of students took SCLEOTA Refresh, the Simpson County Law Enforcement Officer Training Academy.

Seven percent of the students in Workforce Certificate programs received funding for program supplies, listed at the bottom of Table 8. This can include but is not limited to: “school supplies, internet access, computer tablets, child care, utilities, car repair, food vouchers, and apartment deposits” (Scruggs, 2020, Para. 5). 2nd Chance not only provides funding for students to participate in Workforce Certificate programs, but also assists them in other areas of financial need to ensure their classroom success.

Summary

In this chapter, the findings were displayed in order of the research questions, beginning with 2nd Chance’s objectives. The objectives were recorded and then evaluated according to

Drucker's S.M.A.R.T. goals (2020). The researcher used each category of S.M.A.R.T. to organize data, detailing the reasoning for each score recorded in Table 5. The sections of Specific, Measurable, Achievable, Realistic, and Timely explain how the objectives were measured and why each objective received a specific score.

The participants of 2nd Chance were evaluated according to the Participant Demographic Checklist, and a numerical system was utilized to determine trends among participants. The data revealed that 2nd Chance participants are mostly younger adults and women, who also identify as having a white race/ethnicity. The researcher also found that a large portion of data remains unknown. The category with the most reported data was found to be the Participant Program, where most students completed a Workforce Certificate or High School Equivalency Program. The students who participated in Workforce Certificate Programs were further analyzed to determine which programs students chose to take.

In Chapter Five the conclusions drawn from the preceding findings will be presented. The discussion of these conclusions will include a comparison of how these findings compare to previous studies. After the conclusions are presented the implications for future research and practice will be detailed.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

Introduction

The purpose of this study was to conduct a utilization focused evaluation of 2nd Chance Mississippi to provide key stakeholders with useful results and conclusions. A summary of the study is provided along with a comparison between this study's results and previous research explaining the demographic characteristics of Mississippi adults and available education or

workforce programs. Implications for 2nd Chance are detailed, and potential topics for future research are discussed.

The purpose of this Utilization Focused Evaluation was to provide 2nd Chance stakeholders with useful results to guide future program development. 2nd Chance administrators were primary stakeholders in the study and worked with the researcher to develop the research questions which guided the study. Three research questions were determined:

- 1) What are the objectives of 2nd Chance Mississippi?
- 2) Are 2nd Chance objectives being met? If so, how?
- 3) What are the demographic characteristics of 2nd Chance Mississippi's participants?

To measure the objectives of 2nd Chance, the S.M.A.R.T. Checklist was created by the researcher based on the S.M.A.R.T. Goals detailed by Drucker (2020). The demographic characteristics of participants were collected by the researcher and statistical analysis was performed by utilizing descriptive statistics. This worked to quantitatively analyze the data and depict relationships between characteristics.

Discussions

The evaluation of 2nd Chance data examined its organizational objectives and demographic statistics for students. The researcher analyzed this data to deduce meaningful findings and conclusions that will be useful in guiding future 2nd Chance programs and organizational goals. The first research question was answered promptly and more detailed data analysis was conducted for research questions two and three. The organizational objective of 2nd Chance were thoroughly evaluated to answer research question two, and the S.M.A.R.T. Criteria developed by Drucker (2020) was utilized as the evaluation tool. The demographic information

of 2nd Chance students was analyzed by the researcher to discern trends and areas of disparity in order to answer research question three.

2nd Chance Objectives

The researcher utilized Drucker's (2020) S.M.A.R.T. Goals to evaluate objectives and answer research question two, and an objective checklist was developed as seen in Table 3.

Descriptive analysis was conducted on the two objectives, and the researcher presented results from the checklist in Chapter Four. The significant ratings from the objective evaluation were detailed in Table 5.

Drucker's standards for evaluating objectives were compared and contrasted with the 2nd Chance objectives. The objectives were rated on a scale of ten based on their similarity to goals outlined by Drucker (2020). The researcher found that the general language of both objectives increased their ability to be realistic, but significantly lacked a timeline for organizational goals. The addition of documentation for each objective could provide the specific language needed to improve timeframes for 2nd Chance objectives.

2nd Chance Memorandums of Understanding (MOUs) were presented to the researcher and further described objectives as they related to specific programs with Community Colleges or educational partners. However, the overarching organizational objectives need further explanation to fulfill the criteria of the S.M.A.R.T. Goals. This documentation should explain how 2nd Chance will measure the mobility of their programs and students to meet objectives, and clarification of how goals will be met, with what system, and who will be involved. By improving the depth of each objective, 2nd Chance will be able to engage, direct, and implement more program success and better track their achievements.

The objectives of 2nd Chance can also be thought of in terms of being user or institution oriented. Dr. Jody Holland utilized this language to discuss how an organization structures their objectives and to which audience they are centered. The researcher found that 2nd Chance objectives were more user centered, and focused on providing funds and support for education or vocational skills training to lower income adults in Mississippi. The targeted user of the objectives is primarily the students who are chosen and utilize the funding and support mechanisms of 2nd Chance. Joseph Neubauer (2003) outlined the five pillars that administrators should follow to lead a client or user focused organization. 2nd Chance can utilize these pillars to improve the focus of their organization and ensure that the students will remain at the center of the objectives.

Neubauer first detailed how an organization should analyze their leaders to ensure that they are effectively working for the organization and are upholding a certain level of talent. In order to maintain that talent, an organization should constantly be investing in leadership and staff to keep the team motivated. As an organization is able to surround itself with good people and invest in them, the administration should also facilitate an environment of communication, where staff feel they are listened to. When employees feel that they can voice criticisms and support, an organization will be able to better align their mission through leadership development.

A constructive working environment will allow staff to learn and grow into leaders for the organization's future. This development also facilitate debate, which keeps an organization focused on improving and meeting their objective as time passes. The final pillar presented by Neubauer is that an organization remain committed to their clients to continue investing in the partnership. In combination with the other pillars, this framework can help an organization like

2nd Chance to strengthen their organizational objectives to better address the strength of the internal staff while remaining focused on the students or clients of the non-profit. This framework can be utilized in the main goals of 2nd Chance, but also in the specific MOU's for community colleges, where the administrators could more specifically outline partnerships with community college personnel.

When analyzing the MOU's for 2nd Chance, they were found to be more institution oriented than the organizational objectives, and specifically outline how 2nd Chance will provide services through local community colleges. These documents are still intended to serve the students, but also define how community college personnel are active partners in the implementation of 2nd Chance programs. The MOU's are, in tandem, user and institution oriented, and there is an opportunity to strengthen the focus on users or students.

The MOU's could be strengthened by adding language to explain the success coaches in place at community colleges. These coaches are actively working at multiple community colleges across Mississippi, including Northwest Mississippi Community College, which has four success coaches and additional success team staff (Northwest, 2019). This staff works to provide support for community college students as they pursue a certification or equivalency and they can be utilized to further accomplish the objectives of 2nd Chance. The administrators could insert language into MOU's to direct success coaches for 2nd Chance students, and could either use existing coaches at schools, or fund their own. This addition to the MOU's would strengthen the objectives focus on the users (students), and would create a direct link between 2nd Chance, the community colleges, and students.

Demographic Characteristics

The researcher utilized descriptive statistics to quantify the demographic statistics of participants. Out of the 1,170 total program participants, 625 were evaluated for the purpose of this study. The administrators of 2nd Chance collected demographic information for these participants and the researcher collected this data and compiled it into a concise table. The researcher was able to discern trends from the completed table and manipulated the data to determine relationships between characteristics. Table 6 displays the condensed data from the researcher. The data results for the demographic characteristic checklist were compared and contrasted with existing data on Mississippi residents.

The U.S. Census Bureau found in 2021 that 47% of Mississippi residents without a High School diploma or equivalency were female, and 53% identified as male. The 2nd Chance participants were recorded as 41% female and 22% male. This number is close to the rate of females who need a high school equivalency or degree in Mississippi. However, fifty three percent of adults without a high school diploma or equivalency identified as male, and 2nd Chance participants are only 22% male. The researcher deduced from the data that the number of female 2nd Chance participants closely resembles the percentage of female adults in need of a high school equivalency. 2nd Chance male students do not significantly correlate with the number of male adults in need of a high school equivalency. It is important to note that 37% of participants were not identified by gender, and obtaining additional data could change the results of this study.

The researcher also evaluated participants based on race/ethnicity, and compared the collected data to the 2021 U.S. Census Bureau Report (Table 1). The report found that the majority of adults in need of a high school equivalency in Mississippi identified as Black (46%)

and White (45%). These percentages were compared with the racial/ethnic results for 2nd Chance participants. The researcher found that the majority of participants did not report a racial/ethnic identification, but those who did revealed that 27% identified as White and 17% identified as Black. These percentages are disproportionate with the number of adults in need of high school equivalencies in Mississippi. Black adults are most in need of high school equivalencies in Mississippi, followed closely by White adults. However, the demographics of 2nd Chance students revealed significantly more White than Black students. The racial/ethnic identifications of participants that chose Asian, Hispanic, Mixed Race, and Other were consistent with the existing data of adults who need an equivalency in Mississippi. The Census Report recorded that the third highest group in need of an equivalency was Hispanic Adults (5%), which correlated with the third highest group of 2nd Chance Hispanic participants (1%).

Table 2 details the racial/ethnic characteristics of Mississippi's population as whole, and this data was also compared to 2nd Chance demographic information. In 2020, Mississippi's population identified as 59% White and 37% Black. This data was similar to the identification of 2nd Chance students, who were 27% White and 17% Black. The percentages are not the same, but they reveal that 2nd Chance demographics are more similar to the overall racial/ethnic characteristics of the population rather than the racial/ethnic characteristics of adults in need of a high school equivalency.

The existing data from the Census Report was only focused on adults in Mississippi without a high school diploma or equivalency, implying the importance of holding an equivalency and its potential to increase employment opportunities. Workforce Certificate Programs are also useful in obtaining meaningful employment, and are many times utilized once an adult has already obtained a high school equivalency. The researcher evaluated 2nd Chance

data by recording any person enrolled in both an equivalency and workforce program as being only in a workforce program. This allowed for analysis of which adults solely took a high school equivalency program. The researcher determined from the data that High School Equivalency Programs have had the greatest impact on 2nd Chance students, since the fewest number of students have obtained a Career Readiness Credential and the greatest number of students (53%) have obtained a Workforce Certificate or High School Equivalency (41%). Since the greatest number of students have completed Workforce programs, it is inferred that they have also received a high school diploma or equivalency. So, the equivalency programs have the greatest impact on students, followed closely by Workforce Certificate Programs. This conclusion is consistent with the existing data showing that Mississippi adults are most in need of equivalency courses, and in tandem Workforce Certificate Programs that will improve their employment credentials.

Implications for Practice

The objectives of 2nd Chance scored fairly well on the S.M.A.R.T. Objective Checklist, but improvements can be made to improve the efficacy of the organization. The objectives both lacked explanation for how organizational goals would be measured and a timeframe in which objectives would be achieved. Additional documentation for each objective will aid in expanding and detailing the goals of 2nd Chance, and provide stakeholders and participants with deadlines and a system to measure success. It is important for an organization to have a time frame for specific projects, but also for overarching goals. The inclusion of a way to measure objectives and a timeframe for them to be met will help administrators and other stakeholders to better understand the focus of the organization and the means with which they will accomplish their goals.

The general goal of 2nd Chance is to provide adult students with financial support so that they can complete an education or workforce training program. This goal could be measured by looking at the completion rate of programs, the length of each program, or the employment status of students compared to before and after their program of choice. 2nd Chance administrators can elaborate on their goals for specific programs and increase their data collection on students to more effectively monitor their progress as an organization.

The researcher also found that 2nd Chance objectives can be improved in terms of achievability and specificity. The first organizational objective is general, and administrators could place additional language in objective documentation to further explain their goals and mission. As the objectives are described more specifically, it will show stakeholders who will be implementing programs and overseeing activities, as well as how the objectives will be achieved. An organizational chart or documented system could be utilized to determine how programs will be implemented and by whom. This will help improve the timeliness, achievability, and measurability of programs.

The MOU's presented to the researcher better fulfilled the S.M.A.R.T. criteria from the checklist, and provided specific outlines of funding, staffing, and program implementation. The core objectives of 2nd Chance should be designed to reflect an MOU for the entire organization. This would provide more explanation for the overarching goals of 2nd Chance, and combined with the MOU's will provide key stakeholders with an explanation of general and specific goals including: timelines, potential benefits, costs, roles of administrators and staff, and distinct program goals. The MOU's could be amended to include a clause about success coaches for students, which would further provide them with support and create more user focused objectives while working with the community college institutions.

As 2nd Chance continues their programs in the future, it is important to continue evaluating the demographic information of students and compare that to the current demographics of Mississippi residents. The researcher found that currently 2nd Chance's largest group of participants identify as White Females, whereas the Census Report found that Black Men are most in need of a high school equivalency. The Census Report also found that the White and Black adults that need a high school equivalency are quite close in percentages, and that the adults in need of an equivalency are majorly male. This disparity is important to recognize so that 2nd Chance can alter their organizational objectives to better target the portions of the population that are most in need of their help.

Although 2nd Chance data lacked complete demographic information for many participants, data analysis revealed that the organization helps nearly 20% more women than men, and 10% more White than Black students. 2nd Chance administrators can use this information to improve the diversity of their students by including more men and particularly more men that identify as Black. This population is the most in need of their educational and workforce programs, and it would be beneficial to 2nd Chance and the community to pursue more Black Males to participate in programs to gain an equivalency or certificate. 2nd Chance objectives can utilize new language and documentation to detail how they will improve their selection process for students and how they will work to serve the disadvantaged communities most in need of assistance.

Implications for Future Research

The next Utilization Focused Evaluation of 2nd Chance should place the participants as key stakeholders, shifting the purpose of the study and examining the organization from a different perspective. This UFE focused on the administrators of 2nd Chance as the key

stakeholders, and worked to provide them with useful conclusions and data analysis that will provide guidance in future operations. By switching focus from the administrators to the students, a second UFE study would expand the conclusions from this evaluation and better address disparities that students experience and aid in understanding how students utilize 2nd Chance resources.

In a future study where participants are the stakeholders, it would be beneficial to improve the collection of demographic information. This can be done by creating a uniform intake document, asking each student to report the same information to 2nd Chance. This would aid in making more accurate conclusions about participant demographics, specifically their identified gender, ethnicity, age, and employment status. The demographic category that collected the most information from current 2nd Chance students was their completed program. However, two percent of students were not recorded for their program. The use of a uniform intake document will help 2nd Chance to accurately collect and analyze data about their students, and decrease the margin of error. The other demographic categories had larger disparities in terms of unknown student answers, with the largest unknown group (61%) being participants' age.

A uniform intake document could also address the criminal convictions of 2nd Chance students. The status of students' criminal convictions is currently unknown and would require extensive research into criminal records of the state. If 2nd Chance would like to collect data concerning the criminal records of students, they should collect this data when a student first begins working with the organization. Administrators could also create a follow-up document to collect information about post-completion employment or new criminal convictions. This data could help 2nd Chance see if their programs are helping to reduce recidivism and increase

individual's likelihood to find meaningful employment. 2nd Chance administrators could track students with this data and know if the certificates earned from their programs are being utilized for students looking for new employment.

A future study of 2nd Chance could add to the existing research concerning individuals with a criminal conviction. There is little current data on students with criminal convictions, and 2nd Chance participant data has the possibility to increase the knowledge on convicted adults seeking an equivalency or certificate. People who have a criminal record are known to have difficulties with access to public housing, financial aid, welfare benefits, and voting rights, depending on the severity of the crime committed (Kurlychek et al., 2007). A criminal record also affects the likelihood of a person to pursue education, particularly post-secondary, as administrators view students with a record as unsafe (McTier et al., 2020). The initial barriers of pursuing an education as an adult can be difficult enough, but if a person also has a criminal record, more barriers arise.

If a felon or misdemeanor can enter a high school equivalency program and complete it, their equivalency diploma corresponds with lower rates of recidivism and improved employment outcomes post-release (Roessger, et al., 2021). More than 600,000 men and women are released from prison each year, and research shows that the costs to educate inmates post-release is more cost effective than not, as rates of recidivism increase when there is a lack of education programs available (Esperian, 2010). When prisoners are released, high school equivalency programs have the potential to change lives and improve communities by providing educational opportunities for individuals that otherwise have very limited options.

A high school equivalency program is likely the last chance for a felon or misdemeanor to obtain an education if they do not hold a high school diploma. Men and women who have

been incarcerated are more likely to hold a GED certificate than a traditional high school diploma, and the majority of those GED certificates are earned in prison (Couloute, 2018). Although the GED programs are beneficial for inmates before and after release, there are clear differences in the attainment of a GED certificate inside of prison versus outside. There are also barriers that face the formerly incarcerated when pursuing higher education after achieving a high school equivalency.

Future operations of 2nd Chance should include data on the criminal convictions of participants, particularly their conviction status before program enrollment. Follow up surveys can also be distributed post program completion to keep track of students' conviction and employment status. The collection of this data will provide administrators with data to use in measuring objective goals by seeing which students have found academic or workforce success. It is clear from previous research that many incarcerated or formerly incarcerated adults need a high school equivalency or workforce certificate. A future study of 2nd Chance could examine the conviction status of students and collect the information with the demographic characteristics of students. Future research on the criminal convictions of 2nd Chance students will increase the available research on adult education, and provide useful information concerning the adults seeking education in Mississippi.

Conclusion

This utilization-focused study was developed to evaluate the objectives and participant demographics of 2nd Chance Mississippi. The administrators of 2nd Chance, Dickie and Zach Scruggs, Sarah Rose Lomenick, and Catti Beals, were identified by the researcher as the primary stakeholders of the study and consulted with them to develop research questions. The S.M.A.R.T. criteria developed by Drucker (2020) was utilized to evaluate the two core objectives

of the organization. The researcher collected and analyzed the demographic information of 2nd Chance students and to develop a concise spreadsheet for administrators. The data analysis revealed areas of improvement for the core objectives and disparities among 2nd Chance participants compared to adults in need of a high school equivalency in Mississippi.

The organizational objectives can be made more measurable and timelier by introducing timelines and tools to measure program success. The individual program memorandums of understanding fulfilled the criteria of S.M.A.R.T. and over-arching objectives could follow this format to create stronger goals. 2nd Chance is primarily a user focused organization, and can utilize the five pillars detailed by Neubauer (2003), to further align their organizational objectives and MOU's to better serve the students and low-income adults that are the primary audience of the organization.

2nd Chance participant data can be improved by creating a uniform intake document for all students to complete. The data collected and condensed into Table 6 will help 2nd Chance administrators identify future participants and better understand their current students. Future research about adult education is needed to further understand the relationship of high school equivalencies, workforce certificates, and career readiness credentials compared to the adults in Mississippi. This research can include further studies of 2nd Chance, by changing the selection the primary stakeholders, examining the criminal convictions of students, and utilizing new tools to understand the organization and their targeted audience of low-income adults in need of a high school equivalency or certificate.

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APPENDIX A: CITI Certification

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

Name: Kathryn McCullouch (ID: 9729714)

• **Institution Affiliation:** University of Mississippi - Oxford (ID: 542)

• **Institution Email:** kbmccull@go.olemiss.edu

• **Institution Unit:** Criminal Justice

• **Phone:** 601-850-7322

• **Curriculum Group:** Human Research

• **Course Learner Group:** Group 4A SBR Undergraduate Students at the University of Mississippi.

• **Stage:** Stage 1 - Basic Course

• **Description:** SBR Undergraduate Students at the University of Mississippi. Complete all required modules and associated quizzes.

• **Record ID:** 40155978

• **Completion Date:** 25-Mar-2021

• **Expiration Date:** 24-Mar-2024

• **Minimum Passing:** 80

• **Reported Score*:** 95

REQUIRED AND ELECTIVE MODULES ONLY

Belmont Report and Its Principles (ID: 1127)

Students in Research (ID: 1321)

History and Ethical Principles - SBE (ID: 490)

Defining Research with Human Subjects - SBE (ID: 491) The Federal Regulations - SBE (ID: 502)

Assessing Risk - SBE (ID: 503)

Informed Consent - SBE (ID: 504)

Privacy and Confidentiality - SBE (ID: 505) University of Mississippi (ID: 834)

DATE COMPLETED

18-Jan-2021 18-Jan-2021 30-Jan-2021 30-Jan-2021 30-Jan-2021 09-Feb-2021 09-Feb-2021 02-Mar-2021 25-Mar-2021

SCORE

3/3 (100%) 4/5 (80%) 5/5 (100%) 5/5 (100%) 5/5 (100%) 5/5 (100%) 4/5 (80%) 5/5 (100%) No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k65450c24-0d39-4460-86c6-3cb0548525d4-40155978

Collaborative Institutional Training Initiative (CITI Program)

Email: support@citiprogram.org Phone: 888-529-5929

Web: <https://www.citiprogram.org>

NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Kathryn McCullouch (ID: 9729714)
- **Institution Affiliation:** University of Mississippi - Oxford (ID: 542)

- **Institution Email:** kbmccull@go.olemiss.edu
- **Institution Unit:** Criminal Justice
- **Phone:** 6018507322

- **Curriculum Group:** Human Research
- **Course Learner Group:** Group 4A SBR Undergraduate Students at the University of Mississippi.

- **Stage:** Stage 1 - Basic Course
- **Description:**
SBR Undergraduate Students at the University of Mississippi. Complete all required modules and associated quizzes.

- **Record ID:** 40155978
- **Report Date:** 15-Apr-2021
- **Current Score**:** 89

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES

Students in Research (ID: 1321)
 Consent Tools Used by Researchers (ID: 16944)
 Consent in the 21st Century (ID: 17060)
 Defining Research with Human Subjects - SBE (ID: 491)
 The Federal Regulations - SBE (ID: 502)
 Belmont Report and Its Principles (ID: 1127)
 Consent and Biobanks and Associated Databases (ID: 17254)
 Consent and Cultural Competence (ID: 17263)
 Assessing Risk - SBE (ID: 503)
 Informed Consent - SBE (ID: 504)
 Privacy and Confidentiality - SBE (ID: 505)
 Consent and Subject Recruitment Challenges: Therapeutic Misconception (ID: 17259) History and Ethical Principles - SBE (ID: 490)

University of Mississippi (ID: 834)
 Consent with Subjects Who Do Not Speak English (ID: 17260)
 Phase I Research: Understanding Phase I Research (ID: 16873)
 Phase I Research: Protecting Phase I Subjects (ID: 16874)
 Mobile Apps and Human Subjects Research (ID: 19728)
 Ethical and Appropriate Uses of Administrative Data for Research and Evaluation (ID: 19826)

MOST RECENT

18-Jan-2021 31-Jan-2021 31-Jan-2021 30-Jan-2021 30-Jan-2021 18-Jan-2021 25-Mar-2021 25-Mar-2021 09-Feb-2021 09-Feb-2021 02-Mar-2021 25-Mar-2021 30-Jan-2021 25-Mar-2021 25-Mar-2021 30-Jan-2021 31-Jan-2021 25-Mar-2021 25-Mar-2021

SCORE

4/5 (80%) 4/5 (80%) 3/5 (60%) 5/5 (100%) 5/5 (100%) 3/3 (100%) 5/5 (100%) 4/5 (80%) 5/5 (100%) 4/5 (80%) 5/5 (100%) 4/5 (80%) 5/5 (100%) No Quiz 5/5 (100%) 5/5 (100%) 4/5 (80%) 4/5 (80%) 4/5 (80%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k65450c24-0d39-4460-86c6-3cb0548525d4-40155978

Collaborative Institutional Training Initiative (CITI Program)

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 Web: <https://www.citiprogram.org>

APPENDIX B: Checklist Instrument

Instrument 1

Objective Checklist

	Objective 1	Objective 2	Total
Specific	6/10	8/10	14/20
Measurable	5/10	7/10	12/20
Achievable	6/10	8/10	14/20
Realistic	7/10	8/10	15/20
Timely	2/10	5/10	7/20
Total	26/50	36/50	124/200

Instrument 2

Participant Demographic Information Checklist 1

Demographic Characteristic	<u>Participants</u>	<u>Percentage</u>
	n	%
Gender		
Male	135	22
Female	258	41
Unknown	232	37
Ethnicity		
White	168	27
Black	109	17
Hispanic	6	1
Asian	1	0.2
Mixed	2	0.3
Other	5	1
Unknown	334	53
2 nd Chance Programs		
High School Equivalency	255	41
Work Force Certificate	333	53
Career Readiness Credential	26	4
Unknown	11	2
Employment		
Post-Program Employed	254	41
Post-Program Unemployed	127	20
Post-Program Unknown	244	39
Age		
Young Adults (18-35)	190	30

Demographic Characteristic	Participants	Percentage
	n	%
Age		
Middle Aged Adults (36- 54)	50	8
Older Adults (55+)	5	1
Unknown	380	61

Instrument 3

Participant Demographic Checklist 2

Name of Community College	Participants	Percentage
	n	%
Hinds Community College	4	1
Burns/LCC	9	1
Lamar Collab	12	2
Starkville Collab	13	2
East Mississippi Community College	30	5
Mississippi Gulf Coast Community College	52	8
Coahoma Community College	56	9
Pearl River Community College	68	11
Copiah Lincoln Community College	75	12
Itawamba Community College	81	13
Northeast Mississippi Community College	85	14
Unknown	141	23

Instrument 4

Participant Demographic Checklist 3

Type of Workforce Certificate Program	Participants	Percentage
	n	%
Manufacturing Certifications		
Electrical	1	0.3
Structural Fitting	2	1
Pine Belt Works Manufacturing Skills	2	1

Type of Workforce Certificate Program	Participants	Percentage
	n	%
Manufacturing Certifications		
Welding	4	1
Manufacturing	25	7
Manufacturing Skills Basic	35	11
Medical Certifications		
Licensed Practical Nurse	1	0.3
Occupational Safety and Health Administration	1	0.3
Medical	3	1
Business Medical Systems	3	1
Pharmacy Technician	4	1
Trauma Registries	5	1
Cardiopulmonary Resuscitation	7	2
Electronic Medical Records	14	4
Emergency Medical Technology	15	5
Certified Clinical Medical Assistant	18	5
Certified Nursing Assistant	146	44
General Certifications		
Culinary Arts	1	0.3
Truck Driving	1	0.3
Nail Technician	1	0.3
Business	2	1
Fork Lift	2	1
Servsafe Retail Food Safety	5	2
SCLEOTA Refresh	11	3
Business Office Systems	17	5
Program Supplies	24	7
Unknown	48	14

APPENDIX C: Demographic Checklist Charts.

Chart 1. Participant Gender.

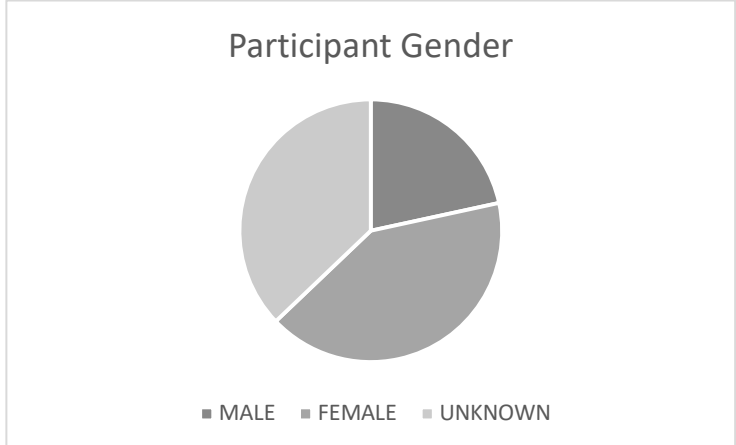


Chart 2. Participant Race/Ethnicity.

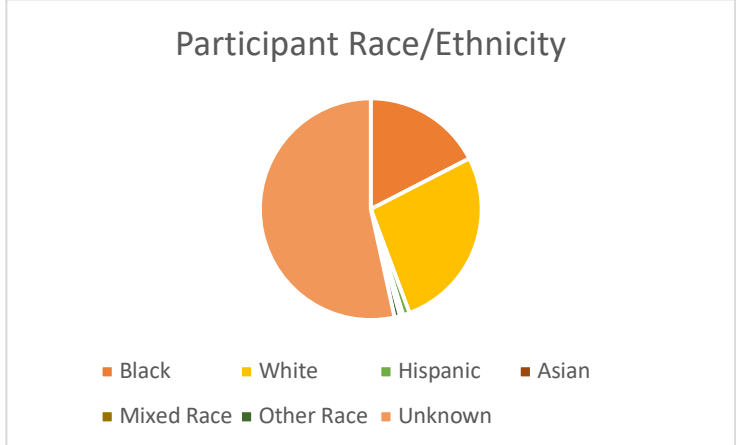


Chart 3. Participant Age.

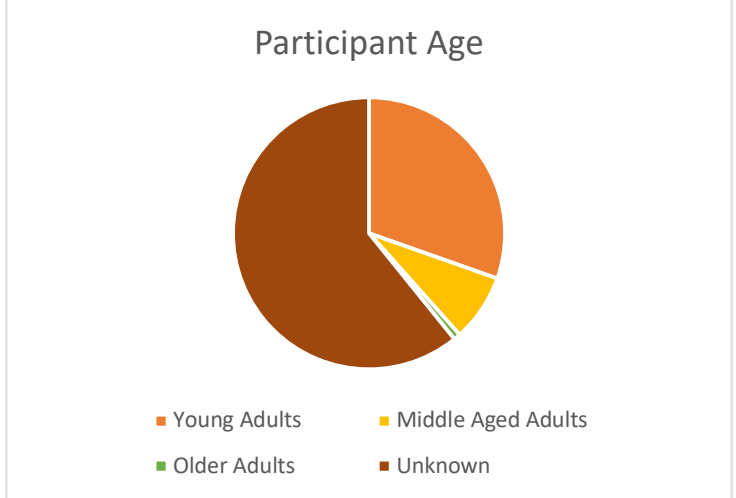


Chart 4. Participant Program.

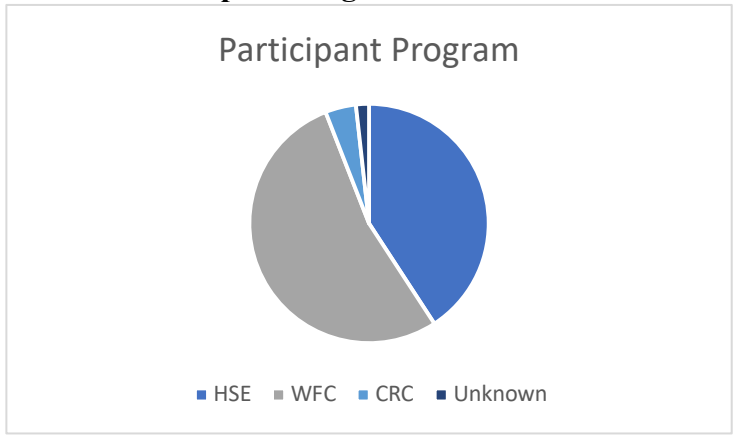


Chart 5. Participant Employment Status After Program Completion.

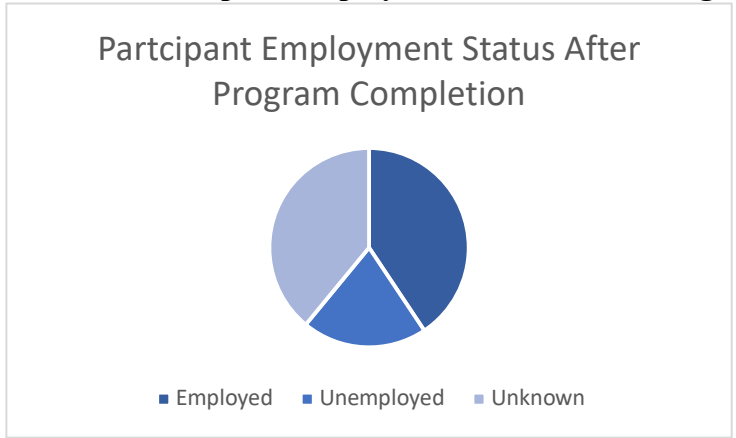


Chart 6. Workforce Certificate Programs.

