

THE
UNIVERSITY
OF RHODE ISLAND

GENESIS CENTER GREATER PROVIDENCE HEALTHCARE CAREER PATHWAYS EVALUATION

Produced for:

Genesis Center

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Executive Summary

Project Overview

This study evaluated three Genesis Center healthcare training programs: pharmacy technician, medical assistant, and certified nursing assistant. We specifically examined the additional supports that were provided to offer an enhanced level of service to participants. We worked to answer research questions about how the additional supports influenced training completion, employment, and wages; ability to complete the training program; and perceived impacts for participants to improve their economic situations. We also examined changes made to the training due to the pandemic.

Methods

This study was a mixed methods, partnership-based evaluation that included three components: 1) Examination of quantitative data from existing forms and surveys collected by the Genesis Center and supplemented with online surveys for training participants; 2) Analysis of administrative wage and employment data from the Department of Labor and Training for Genesis training participants; and 3) Qualitative exploration using phone interviews with Genesis training participants.

Findings

About $\frac{2}{3}$ of all Genesis training program participants 1) completed their respective training programs, and 2) reported having a job or receiving additional education

following program completion. Genesis participants who received any amount of emergency or participation supports were more likely to complete the program. Further, those who completed the program had higher wages post-participation than those who left the program, and receiving a participation stipend was associated with higher wages following participation. Nearly all participants reported feeling more confident with getting a job in the healthcare field and with their skills to keep a healthcare job post-program completion. Many Genesis participants now have savings accounts and are building their credit, and the Genesis program contributed to life satisfaction for participants, including increased motivation, stability, mental health, and overall confidence. Genesis participants had mostly positive experiences with online programming, and suggest retaining the use of Google Classroom in the future.

Recommendations

Based on study findings, we recommend that Genesis market their program as being specifically beneficial for single parents, and we suggest informing current and future participants that those who complete the program tend to have higher wages than those who do not complete the program. We also recommend retaining the use of emergency supports to support participant program completion and the use of participation stipends, as long as participants understand when they will receive the stipends, since the stipends were connected with higher wages post-program completion.

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Background

Led by the Genesis Center, The Greater Providence Healthcare Career Pathways partnership is part of the Governor's Workforce Board (GWB) Real Jobs Rhode Island (Real Jobs RI) Initiative through the Rhode Island Department of Labor and Training (DLT). The Genesis Center's employer-centered training program is designed to address employment challenges for those with barriers to employment, including those with low levels of literacy and those who speak limited English. The Genesis Center provides an array of services for adults with low income, including adult education and workforce development opportunities, while also supporting over 50 children in high quality early childhood education and care services. This healthcare training program provides instruction, industry-recognized credentials, work experience/internships, and job placement services for individuals within the Providence metropolitan area. Training is augmented by basic skills education and extensive support services. In recent years, some additional funding, supported by the Real Jobs RI Initiative, was provided to expand the services and supports available to Genesis training participants.



Study Purpose

A University of Rhode Island (URI) Social Science Institute for Research, Education, and Policy (SSIREP) team from the Department of Human Development & Family Science completed an analysis of The Greater Providence Healthcare Career Pathways partnership at the Genesis Center. This study was a mixed-methods, partnership-based evaluation of the Genesis healthcare training programs, including the pharmacy technician, medical assistant, and certified nursing assistant (CNA) trainings, specifically examining the additional supports that were provided to offer an enhanced level of service to participants. The following questions, generated by DLT and the Genesis Center, guided the study design and data analyses:

1. Did participants who received the additional supports have measurable increases in training completion, employment, and wages?

2. Did the availability of the additional support services have a real or perceived impact on participants' ability to complete the program?
3. Did the availability of the additional support services have a real or perceived impact on participants' ability to take actions to improve their economic situation?
4. What aspects of the changes made to the training due to the COVID-19 pandemic were valued by participants?

To address these research questions, we conducted a study with three components:

1. Examination of quantitative data from existing forms and surveys collected by the Genesis Center and supplemented with online surveys for training participants (addressing research questions 1 and 2)
2. Analysis of administrative wage and employment data from the Rhode Island Department of Labor and Training (DLT) for Genesis training participants (addressing research questions 1, 2, and 3)
3. Qualitative exploration using phone interviews with Genesis training participants (addressing research questions 3 and 4).

Healthcare Trainings for Low Income Populations

In this section, we briefly describe some of the literature related to the value of healthcare training programs for disadvantaged populations. Many adults in the United States do not have the education or experience required to obtain jobs that pay well, provide benefits, and offer opportunities for advancement. For individuals with low income, healthcare training offers a valuable opportunity to learn new skills and also help to find employment in an area of work that often offers benefits and opportunities for advancement. Individuals from a lower socioeconomic status are often enrolled in not-for-profit (noncredit) programs. These programs offer shorter training sessions, which leads to them becoming employed faster. These training programs aim to improve the education and earnings of adults with low income by providing well-articulated training steps tailored to the local job market and accompanied by guidance and other supports (NCSL, 2015). Noncredit programs are often created based on specific potential employer needs. This allows for the students to learn skills that are applicable to jobs in their local areas and also get them into the workforce quicker and easier as they are not subjected to a time-consuming curriculum (Walizer, 2016). Conducting research on these programs helps to contribute useful knowledge to the healthcare and program evaluation fields to understand the benefits of these programs and what key elements are needed to make them successful.

Previous program evaluations have shown the benefits of training programs for low-income populations and why they are important. Training programs for low-income populations are important in order to recognize and remove barriers to employment and help provide access to higher quality jobs (Moran, 2018). Barriers such as lack of training or experience make it more difficult for low-wage workers to find higher-paying jobs that have advancement opportunities (Moran, 2018). Researchers evaluated the Health Profession Opportunity Grant (HPOG) Program to determine whether or not the program positively impacted participants economically and mentally (Peck et al., 2018). The program evaluation results showed improved educational progress for participants, a higher number of individuals in the healthcare field, increased earnings, increased job quality, and helped to decrease participants barriers to employment as compared to a control group (Peck et al., 2018). Training programs for low-income individuals are crucial to increase employment in these populations.

Genesis Center Healthcare Training Programs

The following section includes a description of each training program included in this evaluation, a description of the additional supports, and a discussion of some impacts of COVID-19 on these trainings.

Medical Assistant

The Genesis Center Medical Assistant program is a 6-month program that individuals join to obtain skills to get a job as a Medical Assistant in the healthcare field such as physician's offices, hospitals, and other healthcare facilities. Participants in this program take classes and complete an internship with local health centers at the end of their training experience. The registration fee for this program is \$165, and the estimated tuition cost is \$5,077. For participants in the Genesis program, most of the fees and tuition costs are waived if the individual is unable to afford the costs. Through the training program, participants are taught customer service skills (welcoming patients), the use of electronic medical records, and how to utilize scheduling systems. Training participants also learn how to take medical histories, measure and record vital signs, perform heart assessment and other assessments, and administer injections. Participants also become First AID/Cardiopulmonary resuscitation (CPR) certified. Two cohorts of Medical Assistant training participants were included in this study.

Pharmacy Technician

The Pharmacy Technician program is an 8-week program that provides training participants with skills and certifications they need to get a job at pharmacies throughout

Rhode Island; this program has a partnership with CVS Pharmacy. Those who enter into this program have a registration fee of \$65 and tuition cost of \$3,757. However, most of the fees are waived through scholarships if the individual is unable to pay the fees. Some of the skills pertinent to being a Pharmacy Technician include working in customer service and preparing and handing out prescription medication in accordance with both Rhode Island law and pharmacy company policy. In addition, pharmacy technicians need to be able to properly count pills, measure medication, label medications, take and give instructions about prescriptions to customers, and take payments. Training participants also take part in a 60-hour CVS externship where they continue to develop their skills. This program is entry level, and each individual has the ability for job and wage advancement after graduation. Three cohorts of Pharmacy Technician training participants were included in this study.

Certified Nursing Assistant (CNA)

The CNA program is a 12-week program in which training participants learn the mechanisms of providing personal care to patients in different settings, including but not limited to hospitals, long-term care facilities, and in homes. CNAs are focused on patient care and comfort, and CNAs are needed 24 hours a day in most organizations. Those who enter into this program have a registration fee of \$65 and tuition cost of \$4,500. However, most of the fees are waived through scholarships if the individual is unable to pay the fees. The individuals who are in this program learn how to help individuals with their activities of daily living, including bathing, dressing, and toileting. The participants take classes and go through clinical rotations and worksite visits. Three cohorts of CNA training participants were included in this study.



Financial Opportunity Coaching (FOC)

In addition to the healthcare training content specific to each program, all Pharmacy Technician, Medical Assistant, and CNA training participants also receive Financial Opportunity Coaching (FOC) throughout their training programs. FOC includes both group sessions as part of the classes and one-on-one assistance with students. Group sessions include topics such as basic banking, budgeting, the difference between wants and needs, fixed expenses versus flexible expenses, and the importance of building credit. As part of FOC, every participant completes a monthly budget, which provides a helpful baseline for each participant and for Genesis to understand what staff can work on with the training participant. One of the main elements of FOC includes helping participants to learn about credit. As part of this, the financial coach meets with all participants and shows them their credit report, which is then used to help identify personal credit building strategies. Throughout their time in the training program, participants meet with Genesis staff to discuss financial goals, obstacles, and challenges. These conversations help Genesis staff identify if additional financial support or resources would be helpful to participants in ensuring success in the training program, in securing employment, or in retaining employment. Genesis staff continue to offer FOC even after participants complete their training program, and monetary incentives (known as retention supports) are given to encourage participants to continue receiving FOC. Receiving the retention support is contingent on meeting with the financial coach (either in person or online) and completing some type of financial task, such as updating the budget and balance sheet.

Additional Supports

During Fiscal Year 2020 (FY2020), the Genesis Center was funded to provide additional supports or an enhanced level of support services to training participants beyond what Genesis had provided to training participants in past years. Once qualified adults were screened and accepted into the Genesis Center healthcare training programs, the program planned to provide these additional supports to participants in order to help these individuals increase their likelihood of training program completion and job attainment. Five of the cohorts from FY2020 (1 Medical Assistant cohort, 2 Pharmacy Technician cohorts, and 2 CNA cohorts) were provided additional supports that we will refer to as “limited supports” throughout the report, and three of the cohorts from FY2020 (1 cohort each for Medical Assistant, Pharmacy Technician, and CNAs) received “enhanced supports” from Genesis.

Limited Supports included emergency support funds. Emergency supports were provided to training participants if Genesis staff (often during FOC sessions) identified that participants could utilize financial assistance to meet basic needs, for work-related reasons such

as interview clothes or transportation costs, or help pay for bills or other necessary expenses. This type of assistance was often provided if training participants would tell a staff member they might need to drop out because of a basic need. To help with bills, for example, individuals would meet with the Genesis financial coach and discuss the situation; then they would supply a letter from the landlord to obtain some financial assistance with rent. For example, if they wanted rental assistance (total of \$500), they would pay a portion themselves (\$200) & then ask Genesis to pay the remaining (\$300). The participant would have to send details from the landlord. Genesis would also sometimes factor in how many people were in the household to help determine the amount of emergency support.

Enhanced Supports included emergency support funds plus participation stipends. Participation stipends involved providing participants with a check payment during the training program. Participants received these monetary payments up to three times throughout the training program when pre-determined outcomes were met. Participants were eligible at the half-way point for the training (all training types), upon graduation (all training types), after attaining a job (Medical Assistants & Pharmacy Technicians), or after completing an internship (Certified Nursing Assistants). The Medical Assistant stipend amount was \$500, the Pharmacy Technician stipend amount was \$250, and the CNA stipend amount was \$250. Genesis staff met with training participants during their classes to tell them when the payments were coming, and checks were mailed to participants' personal mailing address. Additionally, emergency supports for any cohorts in the enhanced supports groups were also bolstered. This involved Genesis staff informing the teachers that emergency supports were available as needed, so teachers began referring more training participants to meet with Genesis FOC staff to identify needs.

Impact of the COVID-19 Pandemic

The COVID-19 pandemic took a major toll on the Genesis Center healthcare training programs. Each cohort included in this study was affected in some form by the pandemic. On March 4, 2020, the Genesis Center instructed teachers to consider remote teaching resources as COVID began to spread more across the country. The Genesis Center closed all on-site classes on March 16, 2020. Every in-person class that was currently in session was immediately transitioned to remote learning. Resources for participants in the classes varied depending on how far along in the class they were, and what was best suited for their personal class. In general, students taking remote Genesis classes were provided Chromebooks and internet connection through Hotspots as needed. The pandemic also directly impacted students' abilities to start and to complete the program due to a mix of issues, including students or family members' sickness; re-considering a healthcare career; fewer externship, internship, or clinical training options; and delays in programming.

The first Medical Assistant cohort ended their training program in March 2020 right as the pandemic was beginning to be recognized and impact the ways businesses, organizations, and schools operated. In-person attendance towards the end of this cohort's training declined, and job searches for the first Medical Assistant cohort became difficult due to schools and non-essential businesses closing. The second Medical Assistant cohort completed all of their training remotely.

The first Pharmacy Technician cohort ended their training in November 2019, so their in-person, training program was not directly affected by the pandemic, but their job search and employment outcomes were impacted by the pandemic. The second cohort ended at the end of March right after the Genesis Center was forced to close in-person programming. This cohort completed their training remotely for the last week of training, and the participants' job searches were drastically impacted by the nature of the pandemic at the time. The third Pharmacy Technician cohort's training was held fully online.

The first CNA cohort finished their training in October 2019, so their actual training program was not affected; however, their job search and employment were impacted. The second CNA cohort ended in February 2020, so while they did complete their training in-person, these participants experienced difficulties in completing and passing their state licensing exams and finding employment. The third CNA cohort's training was held remotely.

For all cohorts whose in-person training was impacted, Genesis staff and instructors contacted participants through phone calls and email to check to help meet academic and emotional needs. Technology supports were also provided as needed to training participants, including Chromebooks and Hotspots for internet connection. Some of the platforms used were Google Classroom and Google Meet. Some of the training programs did have to extend the training and end on a later date than planned initially. For example, the third CNA cohort was planned to end in June 2020 but ended up running through the beginning of August 2020.

Participant Terminology

In this report, we refer to individuals in the Medical Assistant, Pharmacy Technician, and CNA programs mostly as "training participants" throughout the report. During the qualitative portion of the report, we refer specifically to the training participants who were interviewed as "interviewees." Finally, we attempt to use gender-neutral pronouns throughout the report (i.e., they, their, them) to be gender-inclusive and also to help with ensuring confidentiality of training participants.

Methods

This mixed methods evaluation study included three components: 1) examining data from existing forms and surveys collected by the Genesis Center and supplementing with online surveys to training participants collected by our team, 2) examining administrative employment data from DLT for training participants, and 3) conducting phone interviews with training participants. This study was approved through the University of Rhode Island Institutional Review Board (IRB). This report is organized based on the findings for these three components.

Sample

This evaluation was focused on analyzing the following training and cohorts (N=127 participants). This included Genesis Center trainings from Fiscal Year 2020 (July 1, 2019-June 30, 2020). A couple of the final cohorts completed trainings in July and August of 2020, so technically this was Fiscal Year 2021; these cohorts were included in this study. We also included Fiscal Year 2019 participants when possible as a comparison group. See Table 1 for details about each training cohort, support category, program dates, and number of participants. Secondary analysis was performed using DLT wage and employment data including Genesis participants from 2019 and 2020 (n=195). The qualitative phone interviews were conducted utilizing a sub-sample of Genesis training participants from mostly the Medical Assistant and Pharmacy Technician programs from Fiscal Year 2020 (n=19).

Table 1. *Genesis Healthcare Training Program Details*

Training/Cohort	Supports	Program Dates	Number of Participants
CNA I	Limited	7/15/2019 - 10/15/2019	16
CNA II	Limited	11/4/2019 - 2/20/2020	19
CNA III	Enhanced	3/16/ 2020 - 8/9/2020	19
Med. Asst. I	Limited	9/23/2019 - 3/6/2020	20
Med. Asst. II	Enhanced	2/24/2020 - 7/24/2020	18
Pharm. Tech. I	Limited	9/9/2019 - 11/11/2019	14
Pharm. Tech. II	Limited	1/21/2020 - 3/27/2020	14

Pharm. Tech. III	Enhanced	5/11/2020 - 7/17/2020	8
TOTALS: 8 cohorts	2 support types	9/2019 - 8/2020	127

Component 1 Methods

For component 1 of the study, we analyzed outcomes for participants in the three training programs (Medical Assistant, Pharmacy Technician, and CNA), using available administrative data collected by the Genesis Center prior to and after training participation. URI obtained all of the available data from Genesis, and spent much time entering data, cleaning data, and merging datasets in order to complete the analysis.

Online surveys were developed that assessed client satisfaction with the program and wrap around supports, stress with their economic situations, life satisfaction, and confidence with their ability to secure employment or retain a job, and related concepts. Due to the changes in the program timelines, we had participants complete the survey after the training program ended rather than at the end of the training and two months later. The online survey was presented to those who participated in Genesis training programs during FY19 and FY20. Participants who completed their program in the summer of 2020 were surveyed immediately following the end of training. Those who completed training in 2019 or early 2020 were sent the online survey in June 2020. The online survey consisted of quantitative items with a mix of standardized measures and specific close-ended questions (e.g., Likert scale) tailored to the program experience. Participants received a \$30 Amazon gift card for each completed online survey.

We started collecting data through the online survey in June of 2020, and responses were collected until October of 2020. During the first two months, response rates were lower than expected. In an attempt to increase response rates, we reached out to the Genesis Center staff to help us contact participants. Seeing as this was beyond the scope of Genesis Center staff's usual work duties, we provided them with a \$100 Amazon gift card incentive for their time. Response rates more than doubled after getting the Genesis Center staff involved in the recruitment process, with a final response rate of 41%.

Measures

For this component, several existing scales, project-developed scales, and individual items to assess financial outcomes, job and employment outcomes, and life satisfaction were

utilized. Respondents also responded to questions about their perceptions of the Genesis training and the supports provided, and the impact of COVID-19 had on the program experience. We note when the measure was administered below.

Employment Status and Job Confidence (post)

Participants were asked to describe their employment status on the post-program online survey. Participants selected one of the following: self-employed, work full-time for an employer, work part-time for an employer, homemaker, full-time student, permanently sick, disabled or unable to work, unemployed or temporarily laid off, and retired. Two items were developed by the project team to assess whether the training program increased participant confidence in ability to obtain and maintain employment. Using a 5-point Likert response scale, participants rated how much they agreed or disagreed with the following two statements: The Genesis healthcare training increased my confidence that I will be hired for a job in that health field; The Genesis healthcare training increased my confidence that I have the skills to keep a healthcare job. These items were examined individually.

Financial Outcomes (pre and post)

Genesis staff administered two financial scales when participants enrolled in their training programs. The *Financial Well-Being Scale* (Consumer Financial Protection Bureau, 2017) consists of 10 items designed to assess perceptions of financial stability and health (e.g., I could handle a major unexpected expense; my finances control my life). Six items are reversed coded and then all items are added to create an initial scale that varies from 0-40. These response scores are then matched to established financial well-being scores (Consumer Financial Protection Bureau, 2017). This survey was self-administered for all respondents. Higher scores indicate greater financial well-being. Cronbach's alpha for the post-program version = .800. The second scale, the *Financial Capability Scale* (Collins & O'Rourke, 2013), consists of 6 items that assess recent financial behavior (e.g., do you currently have a personal budget, spending plan, or financial goal; in the last two months, have you been charged a late fee on a loan or bill). Scores on this scale can range from 0 to 9, with higher scores indicating better financial capability. Both measures were re-administered in the post program online survey.

Financial Anxiety (post)

Participants completed the *Financial Anxiety Scale* (Achuleta, Dale, & Spann, 2017) which assesses financial concerns. Participants used a 7-point Likert response scale (1 =

strongly disagree to 7 = strongly agree) to rate the extent to which they agreed with the following 3 items: I worry about running out of money, Thinking about my personal finances can make me feel anxious; Discussing finances can make my heart race or make me feel stressed. Higher scores indicate greater financial anxiety. Cronbach's alpha was high (.808) for this scale.

Other Financial Indicators (post)

Participants were asked about other relevant personal finance indicators. Those items were adapted from different waves of the National Financial Capability Study fielded by the Investor Education Foundation at the Financial Industry Regulatory Authority (FINRA 2019). Financial indicators questions included self-assessed credit rating, financial satisfaction, financial planning and money management items.

Quality of Life (post)

Participants also completed a quality of life measure, the *Riverside Life Satisfaction Scale* (Margolis, Schwitzgebel, Ozer & Lyubomirsky, 2019). Using a 7-point Likert scale (1=strongly disagree to 7 = strongly agree), participants rated six items that assessed current satisfaction with life (I am satisfied with where I am right now). After reverse coding three items, responses were summed into a scale with higher scores indicating greater satisfaction. This scale achieved acceptable internal reliability in this sample (Cronbach's alpha = .696).

Program Experience (post)

Participants were asked a variety of questions in order to assess their experience within their training program. Using a 5-point Likert scale (1= strongly disagree to 5= strongly agree), participants rated 13 items that evaluated their perception of training (The training I received has been worthwhile). Responses were summed into a scale with higher scores indicating a higher perception of the training. This scale produced acceptable internal reliability (Cronbach's alpha = .970).

Program Supports (post)

Genesis Center provided 5 extra supports to participants during their training program. The supports were bus passes, emergency support funds, the Genesis Early Learning Center, payments to help the program costs, and technological devices/internet connection capability. Participants were asked to select all the supports they used while at the Genesis Center. Participants then evaluated the helpfulness of used supports using a 5-point Likert scale (1=very unhelpful to 5=very helpful).

Impact of COVID-19 (post)

Participants were asked if their training program was impacted by the Covid-19 pandemic. Those whose programs were impacted by Covid were asked to report their satisfaction with the switch to online training using a 10 point Likert scale (1=extremely dissatisfied to 10=extremely satisfied). Participants were then asked if the switch to online training made a difference in their ability to obtain/retain a job, and if they felt unprepared in their job search due to Covid (yes/no).

Demographic and Service Characteristics (pre)

Initial participant demographic information and service characteristics was collected by the Genesis Center at enrollment. All participants have the opportunity to participate in the Financial Opportunity Center (FOC) while in the program. Participants completed the FOC intake form which collected data on household and family information and demographics, such as race, ethnicity, primary language spoken, employment status, and health insurance status. In collaboration with Providence Housing Authority (PHA) the Genesis Center also administered general enrollment forms (GEF). The GEF also collected demographic data including household income, use of public assistance, education experience, and life circumstances. Initial analyses revealed that some data, such as initial employment status, conflicted across these two forms (FOC and GEF) for some individuals. Discussions with Genesis staff indicated that the FOC form was more reliably administered. For descriptive analyses, we rely primarily on the FOC data.

Component 2 Methods

Wage and employment data were obtained from the Department of Labor & Training (DLT) for training participants using information supplied by Genesis records. These data included training participants from the second half of 2018 until the most recent 2020 cohorts. Wage and employment data start from the first quarter of 2018 until the third quarter of 2020. This dataset included three fields relevant to our evaluation plan: job placement wage per hour, quarterly wages, and job placement industry. As expected from this type of data involving a match of program, participant and administrative records, there were a number of missing or empty fields. For example, the job placement industry field was identifiable for 102 participants but only 93 of those included job placement wages.

Despite the challenges in matching the participants and missing data, this dataset is of great value to compare wages and employment outcomes to enhanced support cohorts to other training participants. A total of 195 training participants were included in the DLT dataset

where 60 did not complete the training; with help from Genesis staff, we were able to identify 38 participants that were assigned to the Enhanced Supports group.

The first step of the component 2 analysis compared income outcomes between those that dropped out and those that completed the training. Next, we focused on the employment outcome to those that completed the training with or without enhanced supports. The last set of analysis further divided our available data by the three training program types: CNA, Pharm Tech and Medical Assistant. In each step of the process, our sample of analysis was slightly reduced due to the characteristics of the dataset.

Component 3 Methods

We completed phone interviews with Genesis training participants (n=19) after their training program and after completing the online survey. Survey participants indicated on one of the online survey questions if they were willing to take part in the interview, and they provided a phone number and email address to contact them. Once compiling the list of those willing, researchers called participants to schedule a time for the interview. In addition, follow-up phone calls were made, and emails were sent to encourage participation. Many participants required 4 or more contacts or re-scheduling attempts in order to obtain this study sample. Participants received a \$40 Amazon gift card for participating in the interview.

We completed interviews with participants until reaching the point of saturation, meaning the point at which we heard little to no new information from interviewees about their experiences. We also worked to identify a balanced sample of participants from each of the training programs and each of the cohorts; however, we were unable to get ideal representation from the CNA participants despite numerous attempts. One training participant did take part in two of the training programs, one of which was the CNA training.

All interviews were conducted by trained URI students under the supervision of a URI faculty member who specializes in qualitative research methods. The interview guide included twenty-six open-ended questions with probing questions. The interview guide included questions about the reasons for Genesis training participation, the benefits of Genesis training participation, participants' financial situations before and after Genesis, how the project contributed to employment preparedness and life satisfaction, changes made to the due to COVID-19, and any suggestions for the program. The interview guide was developed after reviewing the literature for qualitative studies of training programs and consulting with Genesis staff about the program. The URI faculty member piloted the interview guide with one participant prior to being fully implemented. The ordering of questions was changed, and some questions were moved from being probe questions to main questions following the pilot

interview. Since the content did not change, the participant was retained in the study. The interviews lasted between 15 minutes and 36 minutes, with the average time being 23 minutes.

All interviews were recorded after obtaining informed consent for the study and asking for the interviewees' permission to be recorded. Interviewees were assured that their participation in this study would be kept confidential and that any quotes used in the final report would be de-identified to ensure individual anonymity. The interviewers uploaded the audio files from the recorder, and we sent the audio files to be professionally transcribed. Once we received the transcripts, we uploaded them to NVivo (a qualitative software package).

To analyze the transcripts, two researchers (one student, one faculty member) initially read through the first three transcripts to identify key themes. We met to discuss the initial transcripts and decide on the key themes. These themes were then used by the student researcher and the faculty researcher to code the first three transcripts. We reached over 90% agreement, so we met to discuss our coding processes and any disagreements to reach consensus on the coding process and themes. The student researcher then systematically coded the remaining transcripts using the key themes and adding new codes if and when they were identified. Some comments were coded into multiple themes depending on the nature of the response. The faculty researcher then reviewed the finalized codes and created sub-codes within each key theme, and the student researcher reviewed these additions and went through all the transcripts one more time to ensure all comments were appropriately coded into the key themes and sub-codes. The two researchers met to discuss the final list of codes and discuss how to present the findings in the report.

Findings

Component 1: Genesis Data & Online Surveys

This section first presents the results of our preliminary analyses that address who enrolled in the training programs, who was eligible for the enhanced supports versus the limited supports, whether those who completed the Genesis programs looked different from those who did not, and whether those who completed the post-program online survey were similar or different from those who did not. We then turn to the primary analyses to assess the overall impact of the training programs on completion rates, employment and job confidence, financial outcomes, and quality of life, and whether these impacts vary by receipt of support (enhanced vs limited supports).

Who Enrolled in the Genesis Training Programs?

The sample for the current study ($M_{age}=25.8$, $SD=6.8$) consisted of 127 participants (91% women, 9% men) across the three programs (CNA=53, PT=36, MA=38). The majority of participants were Hispanic (70%). Eighty-four percent of participants reported living in an urban area, with an average household size of two people. More than half of the participants ($n=78$) reported an education level of high school or less, with 63% unemployed at the time of enrollment.

The Genesis Workforce Training programs were designed to provide individuals in need of steady and sustainable employment with the necessary tools to successfully enter three career tracks: Certified Nursing Assistant, Pharmacy Technician, and Medical Assistant. To see how well Genesis recruited its target population, we first examined the demographic profile of participants in each of the programs. As shown in Table 2, Genesis met this goal. Across the three programs, most participants were unemployed or underemployed (i.e., part-time), single and living without a partner, receiving health insurance through a government program, and had neither an associate's nor a bachelor's degree. In addition to these markers, participants in all programs were overwhelmingly female, identified as Hispanic/Latinx, and lived in an urban area. On average, participants were in their mid-20s and had one child in the household.

We also looked to see if the participant profile varied by program type. Analyses showed no significant differences between programs.

Table 2. Demographic Characteristics by Genesis Training Program (n=127)

	CNA (n=53)	Pharm. Tech (n=36)	Med. Asst. (n=38)	TOTAL
Demographic Attribute	% (n)	% (n)	% (n)	% (127)
Gender				
Male	9.6 (5)	17.9 (5)	2.8 (1)	9.5 (11)
Female	90.4 (47)	82.1 (23)	97.2 (35)	90.5 (105)
Race				
African American/Black	20.9 (9)	19.4 (7)	33.3 (12)	24.3 (28)
American Indian/Alaskan	4.7 (2)	2.8 (1)	2.8 (1)	3.5 (4)
Asian	0.0 (0)	0.0 (0)	2.8 (1)	0.9 (1)
Bi-Racial	0.0 (0)	0.0 (0)	2.8 (1)	0.9 (1)
Caucasian/White	16.3 (7)	5.6 (2)	8.3 (3)	10.4 (12)
Multiple Races	9.3 (4)	16.7 (6)	8.3 (3)	11.3 (13)
Other	48.8 (21)	55.6 (20)	41.7 (15)	48.7 (56)
Ethnicity				
Hispanic	34 (75.6)	21 (80.8)	28 (75.7)	83 (76.9)
Non-Hispanic	11 (24.4)	5 (19.2)	9 (24.3)	25 (23.1)
Primary Language				
English	60.9 (28)	51.4 (18)	66.7 (24)	59.8 (70)
Spanish	37.0 (17)	45.7 (16)	30.6 (11)	37.6 (44)
Other	2.2 (1)	2.9 (1)	2.8 (1)	2.6 (3)
Education				
No HS Diploma	13.3 (6)	0.0 (0)	0.0 (0)	5.2 (6)
HS Equivalency	4.5 (2)	5.7 (2)	11.1 (4)	7.0 (8)
HS Diploma	40.9 (18)	57.1 (20)	44.4 (16)	47.0 (54)
Some College	40.9 (18)	25.7 (9)	44.4 (16)	37.4 (43)
AA Degree	0.0 (0)	5.7 (2)	0.0 (0)	1.7 (2)
Bachelor's Degree	0.0 (0)	5.7 (2)	0.0 (0)	1.7 (2)
HS or less	62.3 (33)	63.9 (23)	57.9 (22)	61.4 (78)
Some college or more	37.3 (20)	36.1 (13)	42.1 (16)	38.6 (49)
Marital/Partner Status				
Single	80.4 (37)	80.0 (28)	80.6 (29)	80.3 (94)
Married, Living Together	6.5 (3)	14.3 (5)	2.8 (1)	7.7 (9)
Married, Living Separate	4.3 (2)	2.9 (1)	2.8 (1)	3.4 (4)
Divorced	4.3 (2)	0.0 (0)	5.6 (2)	3.4 (4)
Domestic Partner	4.3 (2)	2.9 (1)	5.6 (2)	4.3 (5)
Common Law	0.0 (0)	0.0 (0)	2.8 (1)	0.9 (1)

Single Parent				
Yes	45.3 (24)	29.4 (10)	44.4 (16)	40.7 (50)
No	54.7 (29)	70.6 (24)	55.6 (20)	59.3 (73)
Employment Status				
Full-Time	7.5 (4)	0.0 (0)	13.9 (5)	7.3 (9)
Part-Time	34.0 (18)	20.6 (7)	25.0 (9)	27.6 (34)
Unemployed	58.5 (31)	76.5 (26)	58.3 (21)	63.4 (78)
Not in Labor Force	0.0 (0)	2.9 (1)	2.8 (1)	1.6 (2)
Diagnosed Disability				
Yes	3.8 (2)	0.0 (0)	0.0 (0)	1.8 (2)
No	96.2 (50)	100.0 (25)	100.0 (36)	98.2 (111)
Health Insurance				
Government Program	82.6 (38)	82.9 (29)	83.3 (30)	82.9 (97)
Private Through Employer	6.5 (3)	11.4 (4)	11.1 (4)	9.4 (11)
Private unsubsidized	4.3 (2)	0.0 (0)	0.0 (0)	1.7 (2)
No Insurance	6.5 (3)	5.7 (2)	5.5 (2)	6.0 (7)
Living Area				
Urban	89.7 (26)	69.6 (16)	92.0 (23)	84.4 (65)
Rural	10.3 (3)	30.4 (7)	8.0 (2)	15.6 (12)
Receive Public Assistance				
Yes	73.1 (38)	59.4 (19)	69.4 (25)	68.3 (82)
No	26.9 (14)	40.6 (13)	30.6 (11)	31.7 (38)
WIC				
Yes	28.6 (14)	21.2 (7)	22.9 (8)	24.8 (29)
No	71.4 (35)	78.8 (26)	77.1 (27)	75.2 (88)
SNAP				
Yes	64.7 (33)	55.9 (19)	62.2 (22)	61.2 (74)
No	35.3 (18)	44.1 (15)	38.9 (14)	38.8 (47)
<i>m</i> Age (<i>SD</i>)	26.8 (8.2)	25.3 (6.2)	25.1 (5.2)	25.8 (6.8)
<i>m</i> Household Size (<i>SD</i>)	2.4 (1.2)	2.5 (1.5)	2.1 (1.1)	2.3 (1.2)

+ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Analyses exclude those with missing data.

Table 2 also reveals little variability in several baseline characteristics across the three programs, with 80% or more of participants sharing that characteristic. As a result, those characteristics (gender, diagnosed disability, health insurance status, living area) were dropped from further analyses. To create appropriately sized comparison groups, we also recategorized several demographic variables. Education status was recoded as high school or less vs. some

college or more; race and ethnicity were combined into one variable with 4 categories (Hispanic, African American, White, Other); marital/partner status was recoded into partner status consisting of single vs. not single; and employment status was recoded to full or part-time employment vs. unemployed.

Who was Eligible for Enhanced Supports?

The Genesis Workforce Training programs used extra funding received in 2020 to provide “enhanced supports” to three groups of participants, representing each of the career tracks (e.g., CNA, Pharm Tech, Med Asst). The enhanced supports, as originally planned, consisted of participation stipends of \$250 given at limited intervals across the trainings (e.g., mid-way, end, post-internship) to those who remained in the program. The maximum possible amount was \$750. Genesis staff explained the enhanced supports process to participants either at program enrollment or within a few weeks of program initiation. The stipend amount did not vary across the programs, though the timing and frequency of stipends did. Participants who enrolled prior to 2020 received “limited supports,” and had the opportunity to receive emergency funds if they were identified as in need of assistance to remain in the program. The enhanced supports group also had access to these limited supports’ sources.

The goal of providing enhanced supports was to increase participant success in the program. Before we can assess whether this goal was met, we first need to determine whether participants in the enhanced supports group looked demographically similar to those in the limited supports group when they entered the program (i.e., baseline). Table 3 presents the significant results from this comparative analysis and shows two important differences. Pharm Techs represented a smaller portion of the enhanced supports group vs. the limited supports group, while Medical Assistants were a higher percentage of the enhanced supports group as compared to the limited supports group ($p = .077$). The enhanced supports group consisted of a significantly higher percentage of those with a high school degree or less (76%) as compared to the limited supports group (55%); relatedly, college attendance was higher in the limited supports group (46%) as compared to the enhanced supports group (24%). No other differences approached significance, including scores on the FCS and FWB (See Appendix A for full results).

Table 3. *Baseline demographic comparisons between participants assigned to enhanced supports versus limited supports (n=127).*

Demographic Attribute	Enhanced Supports (n=45) % (n)	Limited Supports (n=82) % (n)	Chi-Square or t value
Program Type			5.12 ⁺
CNA	42.2 (19)	41.5 (34)	
Pharm. Tech	17.8 (8)	34.1 (28)	
Med. Asst	40.0 (18)	24.4 (20)	
Education			5.88*
High School or less	175.6 (34)	53.7 (44)	
Some college or more	24.4 (11)	46.3 (38)	

+ $p < .10$

Who Completed the Genesis Workforce Training Programs?

Overall, about two-thirds of participants completed the Genesis training programs (68%) while just under one-third left early (31%). We examined whether any baseline attributes differed between those who completed training and those who left early (see Appendix A for full results). As shown in Table 4, significant demographic differences emerged between these groups. In terms of demographic baseline differences, participants who finished the program had higher levels of education than those who left early, $p = .004$. Partner status also mattered as participants who were single represented a significantly higher percentage of those who completed as compared to those who dropped out, $p = .002$. The two groups did not significantly vary on Hispanic ethnicity, unemployment status, primary language, receipt of public assistance, household size, or participant age. Baseline financial capability also varied by completion status. A trend difference emerged as completers averaged about 1 point higher on the baseline Financial Capability Survey (FCS) as compared to those who left early, $p = .065$. In contrast, both groups had similar scores on the baseline Financial Well-Being Survey (FWB).

Table 4. Baseline Comparison of Program Completers vs Early Leavers (n=127)

Baseline Characteristics	Completers (n=87) % (n)	Early Leavers (n=40) % (n)	Significance <i>t</i> or χ^2 value
Education Level			8.5**
≤ High School Degree	52.9 (46)	80.0 (32)	
Some or more college	47.1 (87)	20.0 (8)	
Partner Status			9.8**
Single	85.1 (74)	60.0 (24)	
Financial Capability			
<i>m</i> T1 FCS (<i>SD</i>)	4.4 (1.9)	3.5 (1.7)	1.8 ⁺

+ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Analyses exclude those with missing data.

Who Participated in the Post-Program Online Survey?

As one method to assess the impact of the Genesis training programs, all participants were asked to complete an online survey after the training had ended. The post-program online survey included the two financial measures (FCS; FWB) that were administered at program entry, and additional measures of financial capability and well-being, life satisfaction, and personality. Participants also were asked about their perceptions of the training, use of available supports, and impact of Covid-19 on their training experience (see methods section for details). Overall, 52 of the 127 Genesis participants completed the online survey, representing 41% of all participants. As this percentage was lower than expected, we first examined whether those who completed the online survey resembled those who did not.

Table 5 reveals several important baseline demographic and service differences between those who completed versus those who did not complete the online survey (for full results, see Appendix A). Participants in the Medical Assistant training program were significantly more likely to complete the online survey (46%) compared to those in the CNA training program (23%). Those who completed the online survey were more likely to be low-income (60%) compared to those with no post-program data (36%). Participants who completed the online survey included a significantly higher percentage of those who received emergency funds (25%) compared to those not completing the survey (7%), and also were more likely to receive participation stipends. Lastly, the majority of participants who completed the online survey also completed their training program (88%) as compared to those who did not respond (55%).

Table 5. Baseline demographic and service comparisons between those who did and did not complete the post-program online survey (n=127).

Demographic Attribute	Completed Online Survey		Chi-Square Value
	No (n=75) % (n)	Yes (n=52) % (n)	
Training Program			15.28***
CNA	54.7 (41) ^a	23.1 (12) ^b	
Pharm. Tech.	26.7 (20) ^a	30.8 (16) ^a	
Med. Asst	18.7 (14) ^a	46.2 (24) ^b	
Low Income			7.11**
Yes	35.6 (26)	60.0 (30)	
No	64.4 (47)	40.0 (20)	
Supports Received			0.05
Enhanced	34.7 (26)	36.5 (19)	
Limited	65.3 (49)	63.5 (33)	
Emergency Funds			8.49**
Yes	6.7 (5)	25.0 (13)	
No	93.3 (70)	75.0 (39)	
Participation Stipend			5.10*
Yes	18.7 (14)	36.5 (19)	
No	81.3 (61)	63.5 (33)	
Dropped Program			16.26***
Yes	45.3 (34)	11.5 (6)	
No	54.7 (41)	88.5 (46)	
m Participation Stipend (SD)	63.3 (142.92)	168.2 (241.12)	-2.81**
m Emergency Funds (SD)	8.1 (38.83)	81.5 (192.32)	-2.72**

* $p < .05$, ** $p < .01$, *** $p < .001$

Note. Analyses exclude those with missing data.

Did Program Status Influence Completion of the Post-Program Survey?

Table 5 also shows that receipt of enhanced supports versus limited supports was not associated with completion of the post-program survey, suggesting that program status did not bias the online survey participation rates. We also compared the baseline attributes between the enhanced supports and limited supports online survey respondents. Here we found one notable difference as single parents represented a larger proportion of the enhanced supports group (95%) as compared to the limited supports group (76%), $\chi^2 = 3.04$, $p = .08$ (table not shown).

Impact of Genesis Training Programs

Additional Supports and Program Completion

To assess whether limited or enhanced supports provided by Genesis were associated with program completion, we compared receipt of these supports by completion status. As explained earlier, Genesis originally planned to give all participants in the enhanced supports group participation stipends; however, only 73% actually received this type of stipend. We also assessed emergency fund access and usage. Emergency funds were somewhat evenly distributed by services status (18% of enhanced group vs. 12% of the limited group) though relatively few participants received any emergency funds (14%, $n = 18$).

As shown in Table 6, participants assigned to enhanced supports represented a significantly higher percentage of early leavers (57.5%) as compared to completers (25%), $p < .001$. This makes sense considering how the pandemic directly impacted students' abilities to complete the program due to a mix of issue including sickness, re-considering a healthcare career, and less availability for hands-on training. The participation stipend amount received by participants did not vary between the groups, but completers received significantly more in emergency funds (\$52) as compared to early leavers (\$8), $p = .017$. Relatedly, receipt of any emergency funds was significantly associated with completion, $p = .04$.

Table 6. Receipt of Program Supports by Program Completers versus Early Leavers

Service Characteristics	Completers ($n=87$) % (n)	Early Leavers ($n=40$) % (n)	Significance t or χ^2 value
Group Status			12.4***
Enhanced	25.3 (22)	57.5 (23)	
Limited	74.7 (65)	42.5 (17)	
Other Supports			
m Participation Stipend Amount (SD)	112.07 (208.0)	93.75 (166.9)	0.5
m Total Emergency Funds (SD)	52.05 (153.4)	8.13 (47.5)	2.4*
% Any Participation Stipend	25.3 (22)	27.5 (11)	0.1
% Any Emergency Stipend	18.4 (16)	5.0 (2)	4.0*

Note. Analyses exclude those with missing data.

* $p < .05$, ** $p < .01$, *** $p < .001$

Post-Program Employment Status and Job Confidence

Overall, a high percentage of Genesis participants (64.6%) reported that they were either working or in school after completing the training programs. This group was evenly split between those working or going to school full-time (31%) or working part-time/self-employed

(33%). In contrast, 35% reported being currently out of work or disabled. We examined whether post-program employment status varied for participants who received enhanced supports versus limited supports (Table 7). Although a higher percentage in the enhanced supports group (37%) reported full-time employment or schooling as compared to the limited supports group (28%), these differences were not significant. In terms of change in employment status, discrepancies across the initial reports of employment status on the FOC and GEF forms prevented the use of statistical analyses. However, the post-program employment percentage (64.6%) is substantially higher than the baseline employment/school enrollment rates reported by those same participants on the FOC form (25.5%) or the GEF (30%). Thus, overall employment rates appeared to have doubled for participants completing the online survey.

Table 7. *Post program Employment Status by Receipt of Support*

Post program Employment Status	Enhanced Supports (n = 19) % (n)	Limited Supports (n = 29) % (n)
Full-time worker or student	36.8 (7)	27.6 (8)
Part-time worker or self-employed	26.3 (5)	37.9 (11)
Unemployed or out of the labor force	36.8 (7)	34.5 (10)

The Genesis program strives to increase job readiness among its clients. Post-program online surveys revealed high confidence ratings in this area (Table 8). For example, 94% of participants either strongly agreed (80%) or somewhat agreed (14%) that the Genesis health care training had increased their confidence that they could obtain a job in the healthcare field. A slightly higher percentage (96%) agreed that the training had increased their confidence that they had the skills to keep a health care job. Although participants with enhanced supports posted slightly higher mean confidence scores than those receiving limited supports, the differences were not significant.

Table 8. *Job Confidence Ratings by Receipt of Supports*

Job Confidence	Enhanced Supports % (n)	Limited Supports % (n)	Total % (n)
Training increased confidence will be hired in health field			
Strongly agree	84.2 (16)	78.1 (25)	80.4 (41)
Somewhat agree	5.3 (1)	18.8 (6)	13.7 (7)

Neither agree or disagree	0.0 (0)	0.0 (0)	0.0 (0)
Somewhat disagree	0.0 (0)	3.1 (1)	2.0 (1)
Strongly disagree	10.5 (2)	0.0 (0)	3.9 (2)
Training increased confidence have skills to keep health care job			
Strongly agree	89.5 (17)	81.3 (26)	84.3 (43)
Somewhat agree	5.3 (1)	15.6 (5)	11.8 (6)
Neither agree or disagree	0.0 (0)	3.1 (1)	2.0 (1)
Somewhat disagree	0.0 (0)	0.0 (0)	0.0 (0)
Strongly disagree	5.3 (1)	0.0 (0)	2.0 (1)

Post-Program Financial Outcomes

We looked at the relationship between the Genesis training program and several financial outcomes in a few ways. First, we used the post-program online survey responses to compare the enhanced supports to the limited supports group on three financial scales: financial anxiety, financial capability, and financial well-being (Table 9). After the Genesis trainings had ended, the enhanced supports group reported slightly higher financial anxiety but better financial capability as compared to the limited supports group. Scores on the financial well-being survey were the same across the two groups. None of these comparisons were significant.

Table 9. *Post program Financial Measures by Receipt of Supports*

Financial Measures	Enhanced Supports (<i>n</i> = 19) <i>m</i> (SD)	Limited Supports (<i>n</i> = 33) <i>m</i> (SD)	<i>t</i> -statistic
Financial Anxiety Scale (range: 7-21)	14.5 (4.7)	13.5 (4.8)	1.2
Financial Capability Survey (range: 2-8)	5.8 (1.1)	4.9 (1.8)	1.5
Financial Well-being Survey (Range: 35-81)	53.7 (10.7)	53.5 (9.3)	0.1

The online survey also included individual items that assessed a range of financial circumstances and skills. Comparisons on two of these items significantly varied between the groups (Table 10). The enhanced supports group were more likely to report having an average credit rating ($p = .069$) and more stable income ($p = .099$) as compared to the limited supports group. Responses on remaining indicators did not vary by group status so we report the overall response here. On average, participants rated themselves as slightly satisfied with their current

financial condition (5.5 out of 10). Just over one-third (36.6%) stated that it was not at all difficult to pay their bills, 45.9% had not experienced a drop in income in the previous 12 months, 43.6% reported that they could probably or certainly come up with \$2,000 for an unexpected need, and 87.8% reported having a current financial goal.

Table 10. *Significant differences on individual financial items by receipt of supports*

Financial questions	Enhanced Supports (n=19) % (n)	Limited supports (n=31) % (n)	Chi-square statistic
Credit rating			5.36 ⁺
Bad	26.3 (5)	38.7 (12)	
Average	57.9 (11) ^a	25.8 (8) ^b	
Good	15.8 (3)	35.5 (11)	
Stability of income			4.63 ⁺
Same each month	64.3 (9) ^a	29.2 (7) ^b	
Occasionally varies	21.4 (3)	50.0 (12)	
Often varies	14.3 (2)	20.8 (5)	

⁺ $p < .10$

As shown in Table 11, we assessed change in FWB scores for participants with baseline and post-program data ($n = 40$). Overall, participants significantly improved their financial well-being score, with an average increase of 7.3 points between the start and end of the program ($p = .000$). We found that this improvement did not vary by group status, as both the enhanced and limited supports groups averaged a 7-point gain on this measure. In contrast, scores on the FCS remained fairly similar overtime. For the FSC analysis, we eliminated item 2 (How confident are you in our ability to achieve a financial goal you set for yourself today) as the full set of response choices was inadvertently left off of the online survey.

Table 11. *Change in Financial Outcomes over time*

Repeated Financial Measures	Program Start <i>m</i> (SD)	Post program <i>m</i> (SD)	<i>t</i> statistic
Financial Well-being ($n=40$)	47.0 (10.1)	54.4 (9.8)	3.92***
Financial Capability Scale (5 items $n=38$)	3.28 (1.6)	3.34 (1.5)	0.24

*** $p < .001$

Post-Program Quality of Life

Finally, we examined whether participant satisfaction with their quality of life varied across the two groups. For this assessment, we used the Riverside Life Satisfaction scale (Margolis et al., 2019). Higher scores indicate greater life satisfaction, with a maximum possible

score of 39. Although the limited supports group reported slightly better scores ($m = 26.1$, $SD = 5.6$) as compared to the enhanced supports group ($m = 24.8$, $SD = 7.6$), the difference was not significant.

Experiences with the Genesis Workforce Training Programs

To further understand the Genesis Training Programs, we used online survey questions to gather participants' experiences. To evaluate experience, we looked at perceptions and recommendations for the training programs, as well as an evaluation of the supports used by participants while enrolled in the training program. Due to the small sample size, our ability to test for significant differences by type of training received was limited.

It is important to note that 41% of survey participants reported COVID-19 impacting their training program, which may have impacted their program perceptions. As shown in **Table 12**, 55% of participants who were in the enhanced supports group were impacted by Covid-19, compared to 33% in the limited supports group. This difference, while large, was not statistically significant.

Table 12. *Training Impacted by COVID-19*

Training Impact	Enhanced ($n=18$) %(n)	Limited ($n=33$) %(n)	Total ($n=51$) % (n)
Impacted by COVID-19			
Yes	55.6 (10)	33.3 (11)	41.2 (21)

Table 13 provides a general comparison of the participants' experiences with the Genesis Center. Overall, the enhanced supports group reported significantly more favorable perceptions of the training compared to the limited supports group, $t = 2.2$, $p = .033$. In contrast, the number of supports used was similar for each group. Within the training programs, the Medical Assistant program reported the most favorable perception of training and the Pharm Tech participants gave the lowest ratings. On average, each training program (CNA, PT, and MA) used around two supports each. The program comparisons were not significant.

Table 13. Participant Experience with Genesis Training Programs

Perceptions and Supports	Enhanced Supports (n=19) m (SD)	Limited Supports (n=33) m (SD)
Perception of Training	62.9 (4.4)	57.5 (10.0)*
# of Supports Used	2.0 (1.1)	2.1 (.81)

Perceptions and Supports	CNA (n=10) m (SD)	Pharm. Tech. (n=16) m (SD)	Med. Asst. (n=23) m (SD)	Total (n =49) m (SD)
Perception of Training	60.3 (5.9)	55.56 (12.7)	60.9 (5.6)	59.1 (8.6)
# of Supports Used	2.1 (1.5)	1.9 (.61)	2.1 (.81)	2.06 (.93)

* $p < .05$

Table 14 compares the supports used by group status and training program. More than half of the enhanced supports group (52%) reported utilizing the emergency support funds provided by Genesis, compared to 26% of the limited supports group. The two most utilized supports were the payments (53%) and technology (67%) that was provided by Genesis, compared to the early learning center, which only two individuals utilized (4%).

Table 14. Comparison of type of support used by group status and by training program

% Using that support	Enhanced (n=18) %(n)	Limited (n=33) %(n)	Total (n=51) % (n)
Type of Support			
Early Learning Center	5.9 (1)	3.2 (1)	4.2 (2)
Emergency Support Funds	52.9 (9)	26.7 (8)	36.2 (17)
Bus Pass	17.6 (3)	25.0 (8)	22.4 (11)
Stipends	66.7 (12)	45.2 (14)	53.1 (26)
Technology	66.7 (12)	67.7 (21)	67.3 (33)

% Using that support	CNA (<i>n</i>=10) %(<i>n</i>)	Pharm Tech (<i>n</i>=17) %(<i>n</i>)	Med Asst (<i>n</i>=23) %(<i>n</i>)	Total (<i>n</i>=50) % (<i>n</i>)
Type of Support				
Early Learning Center	10.0 (1)	0.0 (0)	4.3 (1)	4.2 (2)
Emergency Support Funds	33.3 (3)	33.3 (5)	39.1 (9)	36.2 (17)
Bus Pass	20.0 (2)	37.5 (6)	13.0 (3)	22.4 (11)
Payments	50.0 (5)	40.0 (6)	62.5 (15)	53.1 (26)
Technology	80.0 (8)	66.7 (10)	62.5 (15)	67.3 (33)

To further evaluate the supports used, we asked participants to rate how helpful they found each support provided by Genesis (Table 15). The enhanced supports group reported the payments as the most helpful ($m = 4.4$), whereas the limited supports group reported the technology provided to be the most helpful ($m = 4.5$). Within training programs, the Pharmacy Technician training program also found the technology provided to be the most helpful ($m = 4.6$). Overall, the most helpful support was the technology ($m=4.5$) and the least helpful support were the emergency support funds ($m = 4.0$). These differences were not significant.

Table 15. *Helpfulness of support used by group status and by training program*

How Helpful was support (5=very helpful)	Enhanced (<i>n</i>=18) <i>m</i> (SD)	Limited (<i>n</i>=33) <i>m</i> (SD)	Total (<i>n</i>=51) <i>m</i> (SD)
Type of Support			
Early Learning Center	4.2 (1.4)	4.0 (1.3)	4.1 (1.4)
Emergency Support Funds	3.9 (1.4)	4.1 (.99)	4.0 (1.2)
Bus Pass	4.3 (1.0)	4.1 (1.3)	4.2 (1.1)
Payments	4.4 (1.1)	4.4 (.80)	4.4 (.94)
Technology	4.3 (1.1)	4.5 (.74)	4.5 (.89)

How Helpful was support (5=very helpful)	CNA (n=10) m (SD)	Pharm Tech (n=17) m (SD)	Med Asst (n=23) m (SD)	Total (n=50) m (SD)
Type of Support				
Early Learning Center	3.7 (1.6)	4.2 (1.3)	4.3 (1.2)	4.1 (1.4)
Emergency Support Funds	4.1 (.83)	4.3 (1.1)	3.7 (1.5)	4.0 (1.2)
Bus Pass	4.3 (1.1)	4.3 (1.4)	4.0 (1.0)	4.2 (1.1)
Payments	4.5 (.75)	4.5 (.78)	4.4 (1.1)	4.4 (.94)
Technology	4.5 (.72)	4.6 (.69)	4.3 (1.0)	4.5 (.89)

* p < .05

The online survey also asked participants for their feedback on the training programs as a whole (Table 16 and Table 17). Of note, 98% agreed with keeping the Genesis training program as is, with about three-quarters of participants strongly agreeing. There was, however, one significant difference between programs in the level of their support. Almost all of the Medical Assistant participants (91%) strongly agreed with the Genesis Center keeping their training programs as is, whereas about 60% of CNA and Pharm Tech participants strongly agreed with this statement (Table 16). A larger majority of the enhanced supports group (84%) strongly agreed that the Genesis Center should keep their current training program as is as compared to 67% of the limited supports group, but this difference was not significant (Table 17).

The online survey also sought to examine whether or not participants would recommend the training they have received from the Genesis Center to other people. Again, the Genesis training programs received high marks from its participants, with 96% stating that they would recommend the program. Participants in the Medical Assistant program were more likely to strongly recommend their training (83%) compared to CNA (75%) and Pharmacy Technician programs (56%, Table 16). The enhanced supports group also was more likely to strongly recommend their training program to other people (84%) compared to those in the Limited supports group (66%, Table 17). These comparisons were not significant.

Table 16. Recommendations regarding training by Specific Genesis Programs

Training Recommendation	CNA (n=12) %(n)	Pharm Tech (n=15) %(n)	Med Asst (n=24) %(n)	Total (n=51) % (n)	Chi-Square Value
Keep					7.04*
Strongly Disagree	0.0 (0)	6.7 (1)	0.0 (0)	2.0 (1)	
Disagree	0.0 (0)	0.0 (0)	0.0 (0)	0.0	
Neither	0.0 (0)	0.0 (0)	0.0 (0)	0.0	
Agree*	41.7 (5) ^a	33.3 (5) ^a	8.3 (2) ^b	23.5 (12)	
Strongly Agree*	58.3 (7) ^a	60.0 (9) ^a	91.7 (22) ^b	74.5 (38)	
Would Recommend					3.61
Strongly disagree	0.0 (0)	6.3 (1)	0.0 (0)	1.9 (1)	
Disagree	0.0 (0)	0.0 (0)	0.0 (0)	0.0	
Neither	0.0 (0)	6.3 (1)	0.0 (0)	1.9 (1)	
Agree	25.0 (3)	31.3 (5)	16.7 (4)	23.1 (12)	
Strongly Agree	75.0 (9)	56.3 (9)	83.3 (20)	73.1 (38)	

* $p < .05$ **Table 17. Recommendations regarding training by Support Group**

Training Recommendation	Enhanced (n=19) %(n)	Limited (n=32) %(n)	Total (n=51) % (n)	Chi-Square Value
Keep				1.50
Strongly Disagree	0.0 (0)	3.1 (1)	2.0 (1)	
Disagree	0.0 (0)	0.0 (0)	0.0	
Neither	0.0 (0)	0.0 (0)	0.0	
Agree	15.8 (3)	28.1 (9)	23.5 (12)	
Strongly Agree	84.2 (16)	68.8 (22)	74.5 (38)	
Would Recommend				1.89
Strongly disagree	0.0 (0)	3.0 (1)	1.9 (1)	

Disagree	0.0 (0)	0.0 (0)	0.0
Neither	0.0 (0)	3.0 (1)	1.9 (1)
Agree	15.8 (3)	27.3 (9)	23.1 (12)
Strongly Agree	84.2 (16)	66.7 (22)	73.1 (38)

How COVID-19 Impacted the Genesis Training Experience?

The emergence of the Covid-19 pandemic forced Genesis to switch from in-person classes to online learning platforms in the middle of some training programs. The pandemic also occurred around the time Genesis implemented its enhanced supports program. Overall, 41% of online survey participants were impacted by Covid, including 56% of the enhanced supports group and 33% of the limited supports group. For these reasons, we wanted to see whether participants felt adversely impacted by Covid-19 or the switch to online training as that was not part of the original plan. First, we investigated whether post-program employment varied by COVID impact. While not significantly different, 43% ($n = 12$) of those reporting that COVID impacted their training in some way reported that they were out of work on the post-program survey, compared to 21% ($n = 4$) whose training was not impacted by COVID.

Among those who reported their training program being impacted by Covid ($n = 21$), participants were somewhat satisfied (6.4 out of 10 points) with the switch to online training due to Covid (**Table 18**). Notably, only 14% reported feeling underprepared for a job. Results showed significant differences between those who were in the Pharmacy Tech program (28%) compared to those in the CNA (0%) and the Medical Assistant program (9%) when it came to feeling underprepared for a job. Importantly, the majority of participants whose training program was impacted by Covid (81%) reported that the switch to online training did not affect their ability to obtain or retain a job.

Table 18. Impact of Covid 19 by Genesis Training Program (n = 21)

Covid-19 Impact	CNA (n=3) m (SD)	Pharm Tech (n=7) m (SD)	Med Asst (n=11) m (SD)	Total (n=21) % (n)
Satisfaction with Switch to Online (10=extremely satisfied)	8.3 (2.8)	6.8 (2.1)	5.6 (2.8)	6.4 (2.6)
Underprepared for Job due to Covid-19*				
Yes	0.0 (0) ^a	28.6 (2) ^{a,b}	9.1 (1) ^b	14.3 (3)
No	100.0 (3)	71.4 (5)	90.9 (10)	85.7 (18)
Online switch affected ability to obtain/retain job				
Yes	33.3 (1)	14.3 (1)	0.0 (0)	9.5 (2)
No	66.7 (2)	71.4 (5)	90.0 (10)	81.0 (17)
Prefer not to answer	0.0 (0)	14.3 (1)	9.1 (1)	9.5 (21)

p < .10*, < .05**, < .01***

Limitations to the Online Survey Analyses

When considering these results, it is important to keep in mind some study limitations. Although all training programs were represented in the online data sample, only 41% of Genesis participants overall completed the post-program online survey. This small sample size reduced the ability to find significant differences between the enhanced and limited support groups. In order to detect weaker but important effects, we reported differences that occurred at a significance level of $p < .10$. However, failure to find significant differences between the groups may reflect lack of statistical power. We also identified some significant demographic and service differences between those who participated in the online survey and those who did not, so these findings may not generalize to all Genesis training participants. Variation in administration of the online survey represents the final study challenge. Some participants completed the survey immediately following the end of the training program while others completed the survey weeks or months after program completion. Longer versus shorter time since program completion may impact responses in systematic ways.

Component 2: DLT Wage & Employment Data

We furthered our analysis by exploring employment outcomes from current and previous participants of healthcare-related Genesis training programs. From data received from the DLT, we were able to identify 195 individuals who enrolled in one of the Genesis healthcare programs. In this dataset, we have participants starting as early as September 2018 until the most recent cohort starting in July 2020. Out of the 195 who signed up for the program, 60 did not complete their training. Early leavers reported income was significantly lower than those who completed the training when comparing the total reported aggregated wages from 2018 until the third semester of 2020.

Table 19 reviews the differences between Completers and Early Leavers using the DLT data. The reported wages for each year were established by summing up four quarters of wages from the DLT data (only three quarters were available for 2020 at the time of this report). We find that completers earned more wages than early leavers in all three tracked years, a difference that is statistically significant for 2020 Wages and Aggregated Wages for the full period. These results are an average of all income reported regardless of time of training.

Table 19. Income Comparison Completers and Early Leavers

Wages by Year	Completers (n=135)	Early Leavers (n=60)	p value
Reported Wages 2018	\$6,810	\$5,448	0.284
Reported Wages 2019	\$6,857	\$5,846	0.403
Reported Wages 2020^a	\$3,604	\$2,094	0.035*
Avg. Wages 2018-2020	\$17,271	\$13,389	0.063 ⁺

+ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$ a - data for Q1-3 2020

From the DLT data, we were able to identify 38 participants who received enhanced support services. Out of those, 16 did not complete their training at the time these data were generated, for a completion rate of 58%. This ratio is significantly lower than the completion rate of 80% from previous Genesis participants included in our data. This is potentially another piece of evidence of the impact of COVID in the program. The switch to online distance learning might have been particularly difficult for this population due to their own experiences and barriers to access technology. Genesis provided laptops and Hotspots to participants to overcome this issue; however, some of the early leavers might have preferred in-person training and decided to drop out. We find some evidence of this possibility during the phone interviews where participants expressed a preference for in-person classes.

The 22 participants who completed their training under enhanced supports were compared to previous completers in Table 20. While this dataset is limited in size and scope (training had been recently completed to most trainees in the enhanced supports group), a few interesting trends emerged. Those who received enhanced supports reported initial job placement wages roughly \$1.50/hourly higher than those in the limited supports cohort. While the difference seems small, it is both statistically and economically significant since this extra dollar and fifty cents hourly represent over \$3,000 in one year¹. Those in the enhanced supports group were also more likely to have obtained a job in healthcare or social assistance ($p < .10$).

Table 20. Employment Outcomes Enhance and Limited Supports, Completers

	Enhanced Supports (<i>n</i>)	Limited Supports (<i>n</i>)	<i>p</i> value
Job Placement Wage (hourly)	\$16.24 (15)	\$14.82 (76)	0.043*
Reported Wages Q3 2020	\$203 (8)	\$200 (82)	0.756
Health Care or Social Assistance	64% (15)	43% (113)	0.082*
Placed into Job	68% (22)	67% (113)	0.931

+ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

The last step of this section of the analyses reviews differences among the three types of healthcare training programs offered – CNA, Pharm Tech, and Medical Assistant - based on their placement in either the enhanced or limited support groups. Again, only those who completed the training are included in Table 21. Two statistically significant group differences are revealed. CNAs in the enhanced supports group had hourly job placement wages over \$3.00 higher than CNAs that finished their training under limited supports. In addition, Medical Assistants from the enhanced supports group are twice more likely to find work in the Healthcare or Social Assistance industries compared to those Medical Assistants graduating in the limited supports cohort.

¹ Back-of-the-envelope calculation: \$1.50 times 40 hours per week times 52 weeks = \$3,120

Table 21. *Employment Outcomes Enhance and Limited Supports, Completers by Training Type*

	CNA (n)		Pharm Tech (n)		Med Assistant (n)	
	Enhanced Supports	Limited Supports	Enhanced Supports	Limited Supports	Enhanced Supports	Limited Supports
Job Placement Wage (hourly)	\$16.87** (4)	\$13.63** (17)	\$13.33 (3)	\$13.04 (20)	\$17.02 (8)	\$17.06 (32)
Health Care or Social Assistance	57% (7)	69% (23)	75% (4)	66% (24)	63%* (11)	30%* (46)
Placed into Job	57% (7)	74% (23)	75% (4)	83% (24)	72% (11)	68% (46)

$p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Limitations to the DLT Data Analysis

Despite our best efforts and the assistance of both the DLT and Genesis, the administrative data contain a significant amount of missing information on wages and employment. It is difficult to determine if the missing data represent somebody not currently working or their current work is not captured administratively. Out of the 195 individuals included in the initial matched dataset, approximately 100 observations included wages for any given quarter. Additionally, 42 participants were listed as healthcare occupational training, but the specific program type was not matched. This was of minor concern on Tables 19 and 20 but affected our sample size on Table 21. Like the previous section of this report, this small sample size reduced the ability to find significant differences between the three training programs.

Component 3: Phone Interviews

The sample for the phone interviews ($M_{age} = 25.8$, $SD = 6.8$) consisted of 19 participants (85% women, 15% men) across the three programs (PT = 11, MA = 7, CNA = 2). A participant who enrolled in two programs was counted for both programs, which is why the total adds up to 20. About half of the participants were in the limited supports group ($n = 10$) and half were in the enhanced supports group ($n = 9$). More than half of the interviewees (63%) reported an education level of high school diploma or less, with 47% unemployed at the time of enrollment, and 26% had at least one child.

In this section, we describe the findings identified through the phone interviews. We first highlight the key themes of how the program contributed to *Personal Economic Growth*, *Job Attainment*, and *Life Satisfaction*. Next, we discuss key themes related to *COVID-19-Related Changes* and *Program Suggestions*. We include additional qualitative analyses in Appendix B related to the Genesis Center's service and supports, including participants' *Motivations* for joining the program; how participants described their *Use of Genesis Supports*, and the *Uniqueness of Genesis*. During the interviews, participants discussed the program and its supports at length, so we decided the Genesis program would value this information even though it does not directly pertain to the research questions for this study.

In each section, we include a table, organized by training type (Medical Assistant and Pharmacy Technician) and support group (limited supports and enhanced supports), that includes the number of comments for the various sub-codes within the key theme. We did not include the CNA training type in the tables due to low numbers for that group. These numbers are provided simply to offer some context related to the various sub-codes; they are not to be over-interpreted quantitatively.

How Program Contributed to Personal Economic Growth

Throughout the interviews participants often referred to how the Genesis training program has contributed to their economic growth. Most of the participants mentioned finances as being their primary reason for pursuing the Genesis program. The following information relates to participants' economic situation before and after participating in the training program.

Table 22. Number of Comments related to Contribution to Economic Growth

Contribution to Economic Growth	Training Type		Support Group	
	Medical Assistants	Pharmacy Technicians	Limited Supports	Enhanced Supports
Finances Before Genesis				
Before Had Major Challenges	3	9	7	7
Was Okay Before Program	5	4	5	4
Finances After Genesis				
Now on Positive Long Term Pathway	4	5	6	4
Have Seen Some Financial Success	6	8	8	7
Continued Struggles	0	5	4	1
Total # of Comments	11	6	10	9

Finances Before Genesis

The Genesis training program is designed to support lower income individuals. During these interviews, we asked participants to provide details about their financial situation prior to the Genesis program. We asked these questions to assess where they started financially to be able to understand how Genesis contributed to economic growth or understand actions participants have taken to improve their economic situations. Most of the individuals interviewed communicated very difficult economic situations prior to their Genesis participation. Eight of the interviewees reported not having a job prior to joining the program. Multiple participants even reported experiencing homelessness before taking part in the Genesis program:

"I was going through homelessness and I lost my car. Everything happened with domino effect, so I was lost. I was bouncing around from place to place just trying to find a steady home" -Pharmacy Technician participant

Many participants were unemployed and struggling with their finances. A few interviewees mentioned having difficulty paying bills on time.

"It's always been a challenge for me, especially with hard times, being on time with rent and bills like that." -Pharmacy Technician participant

Some participants were employed prior to joining and considered themselves doing okay financially. Although they were employed, they expressed hopes of finding a career and receiving better pay after participating in the program.

"I wasn't earning much, and I wasn't getting many hours. I had to make my money stretch." - Medical Assistant participant

Overall though, these interviews show evidence of the serious financial challenges and difficulties had by most Genesis participants prior to enrolling in the program.

Finances After Genesis

After gathering information on participants' finances prior to joining the program, we then asked interviewees about their finances after the program. One question we asked participants is "How do you feel Genesis has contributed to your financial situation?" Many participants expressed that the Genesis program has greatly contributed to their economic growth and has helped them to take actions to improve their economic situations. For example, many participants discussed how they were now on a positive long-term pathway to financial success:

"My partner and I, we're both saving up. We're looking forward to our future, we're planning on buying a house. That seems more in our capability now than it did when I was working retail and I was earning \$10 an hour and it wasn't cutting it for anything really. It's looking a lot better." -Medical Assistant Participant

Several participants expressed how Genesis has contributed to their financial goals. Some participants mentioned specific goals such as putting money into a savings account, saving for a car, buying their first home, and building their credit.

"I opened up a savings account. I'm still trying to work on putting money into it because I haven't started really working yet. I should be able to put money away and stuff. That's one goal that I have. Now I want to work on my credit." -Pharmacy Technician participant

"I'm in the process of buying a new vehicle and I definitely feel more confident with that. My savings and everything are aligning with what I want." -Medical Assistant participant

As shown in Table 22, most of the interviewees were experiencing short-term economic gains, with many also looking to see positive long-term growth.

How Program Contributed to Job Attainment & Employment Longevity

A primary outcome for participants of the training programs is job attainment and retention, and this is the primary action most participants work towards in trying to improve their economic situations. During the interviews, we asked respondents a number of questions pertaining to how they feel the Genesis program has prepared them to secure and maintain a job. We identified key themes across the interviews, as shown in the table below.

Table 23. Number of Comments Related to Job Attainment & Employment Longevity

Contribution to Job Attainment & Employment Longevity	Training Type		Support Group	
	Medical Assistants	Pharmacy Technicians	Limited Supports	Enhanced Supports
Confident about Job Search in Healthcare	14	8	11	12
Plans for Further Education/Training	3	3	7	3
Got Healthcare Job	2	2	7	1
Confident about Retaining Job	1	5	4	3
Currently In Holding Pattern	2	2	4	1
Not Working in Healthcare but Feels Good About Education Received	1	1	4	1
Still Has Concerns About Job Prospects	1	1	3	2
Total # of Comments	24	22	40	23

Confident about Job Search in Healthcare

In discussing job attainment, many of the interviewees were at the beginning stages of looking for a job or preparing to apply for jobs. Most of the comments from participants discussed feeling confident about their job search due to their Genesis experience:

"I feel like I'm confident just because- I know I don't have experience in working in the medical assistant field, but I feel like the training did help out and also my internship, that helped me a lot." -Medical Assistant participant

A participant in the CNA program discussed feeling quite prepared, while also recognizing the difficulty of the job:

"I'm 80% confident. Because being a CNA is hard work. There's a lot of things that we had to do. I didn't know, but when I went to the clinical, I was able to see that we had to do a lot. I just try to prepare myself to work." -CNA participant

One participant expressed confidence in searching for a job due to the internship:

"I feel pretty confident. The ladies that we were with during the internship, they helped us out a lot and they helped us network a lot with people in the medical field. I feel like even if I don't get a job right now, I have those connections." -Medical Assistant participant

Participants also mentioned how the support they received from Genesis helped to grow their confidence:

"They gave us mock interviews. I don't really go shy when it comes to interviews anymore, because they helped me a lot. I feel very prepared" -Medical Assistant participant

Have Plans for Further Training or Education

In support of findings found from the online surveys, a number of interviewees mentioned looking into additional training programs and wanting to advance their education even more. Participants mentioned that receiving further training within their current employment would allow them to hopefully receive higher pay:

"They offer these training courses. For my location, they'll pay for the classes I guess for me to basically step up to a pharmacy two, and to get a higher pay and stuff like that." -Pharmacy Technician participant

"Later on, I would like to become a pharmacy tech two. That would be my only thing. As well with pharmacy tech school, I know I will get paid more." -Pharmacy Technician participant

Multiple participants also mentioned furthering their education, some in healthcare:

"I want to finish school. I want to do something and Human Services, like social work or therapy, like clinician-type fields." -Pharmacy Technician participant

"I just know I want to work a little bit in the Medical Assistant position, and then just go back to school and try to go for something higher." -Medical Assistant participant

"I am currently taking a phlebotomy class, and I took a CNA class, also, offered by the State. I am going to maybe stick around in the healthcare field for some time." -Pharmacy Technician participant

"My teacher was talking about a college that you drive to. It's in Boston. You drive there, and you get two classes a week. Even if it takes a little while, at least you're still back in school." - Pharmacy Technician participant

Got a Job in Healthcare

Since this study was interested in seeing how the Genesis training aided in receiving and retaining a job, we asked participants to tell us about their current employment status. Many communicated positive news about getting a job in healthcare; however, two of these participants did mention that they had gotten a job in healthcare but subsequently lost their jobs due to the COVID-19 pandemic. Importantly, at least ten of the participants interviewed had obtained a job in healthcare after completing their training:

"After I applied for Walgreens, a couple of days later they got back to me, so I took the opportunity." -Medical Assistant Participant

"I got hired at a CVS Pharmacy before the program actually ended, before I graduated... I just got a call and then it was like a week or two before the program ended. I went in and she hired me on the spot." -Pharmacy Technician participant

Several participants mentioned that they got hired at their internship site:

"The first day of my internship they sent me to Rhode Island Hospital. I ended up loving it so much the first day that I spoke to my teacher, the program director, the managers, I spoke to everybody I could at the Cancer Center. They allowed me to stay at the Cancer Center and they offered me a job. I've been working there for a month and I love every minute of it." - Medical Assistant participant

"I had talked to 40 places and I tried getting calls just on other places, but most of the places, they want people with experience. I got lucky that the place I did my internship, they called me, and they wanted to hire me" -Medical Assistant participant

"It [job search] actually went really well. I got hired on my internship site." -Medical Assistant participant

Confident about Retaining Job

Not only did many participants feel confident in obtaining a job, but many participants also felt confident in keeping their job. A few participants mentioned feeling very confident in keeping their jobs in the healthcare field:

"I feel pretty confident in keeping my job because I feel like they trained us on how to work with people, how to be compassionate, empathetic." -Pharmacy Technician participant

A Pharmacy Technician participant stated feeling confident about job retainment due to being more qualified after participating in the Genesis program:

"I do feel like being a Pharmacy Technician makes me more qualified. That's how I feel. I'm able to do things that a lot of people aren't able to do. " -Pharmacy Technician participant

Currently in Holding Pattern

A few participants noted that they were currently in a holding pattern, meaning they did not have a job in healthcare for various reasons. One participant stated how she cannot begin working until childcare centers are fully running again. Regrettably, a few participants did not get hired in the healthcare field after completing their training program, possibly due to the pandemic.

"The lady that was in charge of hiring people, I asked her, "Is there a possibility I could get hired?" She said yes, and then we did an interview. I thought it went well, and then I don't hear from her ever again after that." -Pharmacy Technician participant

"Right now, I'm just training, shadowing. I've just been shadowing really but they've been letting me do it and they're like if you feel comfortable and as long as you're doing it right, check after me or whatever." -Medical Assistant participant

Not Working in Healthcare but Feel Good about What Learned

Three interviewees did note that they are not currently working in healthcare. Although they have not yet obtained a job in healthcare, they still feel more fully prepared for the workforce due to the training they received at Genesis.

"My career goals aren't really related to the medical field or anything that I was going to the Genesis Center for. I want to get into some sort of programming because I really like working

with technology. If I get good with technology, I feel like I'll be set up for a good future, and the skills that I learned at the Genesis Center, being efficient, having confidence, never giving up, is going to help me achieve that.” -Pharmacy Technician participant

Still Have Concerns about Job Prospects

Unfortunately, a few participants did mention they continued to feel discouraged in their job search following participation in the Genesis training program. These issues seemed mostly related to the COVID-19 Pandemic or personal complications.

“I didn't [feel confident], but that's only because I didn't have the hands-on experience that I needed. That was due to COVID, that wasn't Genesis HealthCare's fault. I wish I had more hands-on training, so that I could understand.” -Pharmacy Technician participant

“Right now, I'm on unemployment, so I'm not working right now. Because I'm waiting to take the exam for the CNA program so I can start working.” -CNA participant

“In my case, I didn't feel confident. I knew I didn't have enough English, enough knowledge or enough money.” -Pharmacy Technician participant

How Program Contributed to Life Satisfaction

Another focus for the interviews was understanding how participants’ experiences with Genesis contributed to life improvements, and after reviewing responses, we identified life satisfaction as the common theme. Participants mentioned various ways in which Genesis contributed to improved life situations, with the key themes highlighted in the table below.

Table 24. *Number of Comments Related to Life Satisfaction*

Contribution to Life Satisfaction	Training Type		Support Group	
	Medical Assistants	Pharmacy Techs	Limited Supports	Enhanced Supports
Enhanced Opportunities in Life	4	11	11	7
Increased Motivation & Plans for the Future	3	3	3	7
Increased Stability	3	4	4	3
Enhanced Mental Health	3	2	4	4
Increased Confidence	0	5	5	5
Proud of Accomplishments and Abilities	1	1	0	0
Total # of Comments	14	26	27	26

The Genesis Center training programs aim to help its participants in their careers and with finances, but while doing that they are also impacting the lives of their participants. Many participants feel that the Genesis Center has contributed to their life satisfaction as a whole.

"I really can't stress enough how they have had a positive impact in my life, and I know in the life of all the other girls that were there, as well. I can't thank them enough for taking a chance and helping me out. They've helped me out in my personal life, in my career, just really in all aspects of my life, I'm so grateful to them. They have gone as I told you above and beyond for me, and I really think that they would do that for anyone, really." -Medical Assistant participant

Enhanced Opportunities in Life

Many participants felt that participating in the Genesis training program has increased opportunities for them. Interviewees mentioned that taking part in these programs has given them options for careers in the future:

"I'm more satisfied with myself. When I used to be in my country, I used to work in banks and those kinds of things. Coming here, cleaning houses was my option. So, I said 'I have to study.' Now, I'm okay. Now I feel like I have a better life [after Genesis program completion]." - Pharmacy Technician Participant

"The opportunities that I have now, I wouldn't have if I didn't go to the Genesis Center." - Medical Assistant participant

Not only did the programs assist in career opportunities, but many participants also discussed general life improvements. Participants felt as though they have more financial freedom to achieve the things they want in life.

"The credit guy, he talked to me about everything so whatever you're looking for. Now I'm looking to fix my credit because I want to buy a home. He's helping me out with that so that's already towards my long-term goal." -Single parent, Medical Assistant participant

"I wouldn't be here [without Genesis], with a brand-new car, a 2021 car, a job at Rhode Island Hospital." -Medical Assistant participant

Increased Motivation and Plans for the Future

Several participants expressed being in difficult spots in life prior to joining their training program. Participants mentioned feeling lost, and unsure what to do or what their purpose was before completing the program. The Genesis Center helped to change that for them:

"I feel like before going there, I was not really looking forward too much, because nothing was working out in my favor... having something to look forward to, that really helped." - Pharmacy Technician participant

"They helped me a lot with motivation. It did impact my life because I was like, 'I'm just going to go for it. I'm just going to go back to school and see what happens and keep trying.' I think they helped me with that part of my life." -CNA participant

The Genesis Center helped participants gain motivation to plan for their future:

"I really thought I wasn't going to be [anything] in life. I didn't think that I would be here a year and a half later, would finish school and stuff like that, and even motivated to go back to school, because I don't want to stop here now, I want to continue going." -Medical Assistant participant

"I feel like the talk that I had with the teacher, she really helped me open up my eyes and figure out what I wanted to do." -Pharmacy Technician participant

Increased Stability

A feeling of stability was mentioned by participants when describing post-program life satisfaction. Before joining the Genesis Center, many participants did not have a stable job or even have the option of obtaining a stable job. Interviewees felt that Genesis enabled them to get reliable employment:

"I feel less worrying, more stable because I have a pharmacy tech license. I can now use that if I can find something to go with that." -Pharmacy Technician participant

"I do feel more stable, because it was really hard for me to get a good job a long time ago, and now, I have a good job." -Pharmacy Technician participant

In addition to a stable job, participants felt as though the Genesis Center aided them in having a stable mindset as well.

"I definitely am more stable than I was when I entered the program, but yes, I definitely feel mentally like, 'Okay, you know what, yes, today's a bad day, or this week or month hasn't been good, but I could get back up'." -Pharmacy Technician participant

Enhanced Mental Health

Some participants went beyond feeling more stable to state they felt Genesis contributed to enhanced mental health. Many interviewees mentioned that the Genesis Center helped to change their outlook on life. For example, two participants expressed increased happiness after completing their program. Some participants mentioned how their mood improved following the program, and others specifically said that the program helped them out of depression.

"It's just amazing what the Genesis Center did for me and I really appreciate it and I'm truly happy right now. Before, I really was not happy with my life, with myself. I wasn't happy with my career, I wasn't happy with anything. I needed a change and Genesis Center did that for me." -Medical Assistant participant

"I was depressed and then I got out of it because, going to school every day, having something to look forward to, that really helped." -Pharmacy Technician participant

One participant mentioned that the Genesis Center was supportive of her during a very difficult time after losing her mother:

"I lost my mom. I was like, 'Should I do this or should I not?' They pushed me, the teacher sat with me and she's like, 'Anything you need, anytime we talk, anytime, anything.' She was there. It really helped me out because I was going to just not finish. I felt the school really pushed me and helped me out a lot because I was going through a rough time and they helped out with that." -Medical Assistant participant

Increased Confidence

The Genesis Center also helped to increase participants' confidence within many aspects of their life. Participants expressed feeling more confident in achieving the goals they are setting for the future after participating in their program:

"I am reaching the goals that I set out to do and I am so more confident that whatever goals I set forth, later on, I'll be able to reach." -Medical Assistant participant

The staff at the Genesis Center was able to instill confidence in participants. Many participants mentioned that they feel more confident in themselves and their capabilities, both in the healthcare field and in general.

"With confidence - one of the teachers of Pharmacy Tech, she was very great. She was a great teacher, and she was just talking about how we have to be confident and we have to go for what we want." -High School graduate, Pharmacy Technician participant

Proud of Accomplishments and Abilities

Participating in the Genesis Center training programs enabled interviewees to reach goals that they did not know were possible beforehand. The training programs provided participants with the opportunity to work towards and accomplish their goals.

"I feel like I'm definitely in a field that I want to be in and I'm achieving. I just feel really content with life right now." -Medical Assistant participant

"If I didn't do the program, I wouldn't be able to work as a CNA. It feels good to have a better job." -CNA participant

One participant stated that the people around her were proud of her as well:

"It's given me more of a peace of mind, and I feel like I'm actually being more proactive, and doing stuff, and actually focused on getting my life together. Even my family sees it and they're all really proud of me." -Medical Assistant participant

In almost every interview, participants never failed to mention how much their life has been impacted by the Genesis Center. A Medical Assistant trainee summed it up well:

"My life truly changed with this program." -Medical Assistant participant

COVID-19 Changes

The COVID-19 pandemic brought upon many challenges for the Genesis training programs. As mentioned before, the trainings had to switch to online learning as a result of the pandemic. Changes due to COVID not only affected the training programs, but participants' life situations as well. Participants shared their experiences regarding COVID changes during the interview. We specifically asked them if there were aspects of the changes made due to the

pandemic that they suggested being retained for future programs. Based on the comments made, we organized this section into challenges and what worked well.

Table 25. Number of Comments Related to COVID-19 Changes

COVID-19 Changes	Training Type		Support Group	
	Medical Assistants	Pharmacy Technicians	Limited Supports	Enhanced Supports
Challenges				
COVID-Related Life Barriers	5	4	8	2
Did Not Fit Learning Style	5	4	4	6
Program Changes	12	6	4	15
What Worked Well				
Helped with Time Management Barriers	3	1	1	3
Positive Tech-Related Aspects of Training	2	10	10	4
Tech Suggestions	0	3	3	0
Overall Positive Experience	3	7	4	8
Total # of Comments	30	35	34	38

Challenges

Understandably, the pandemic presented many challenges for participants. Participants experienced learning difficulties, life barriers, and challenges within their respective training program.

COVID-related life barriers

Four interviewees mentioned experiencing job difficulties once the pandemic hit. A few participants were laid off due to the pandemic, and others simply could not find jobs that were hiring during the pandemic. One interviewee discussed how she was able to get hired at her internship site, but not being able to start due to other life barriers:

“Actually, I got hired from the same place I was doing the internship. They offered me a position there. I was supposed to start but was not able to because the daycare of my son

closed, because of the pandemic.” -Single parent

Did not fit learning style

In addition to life barriers, many individuals experienced learning barriers with the COVID-related changes. Many participants felt as though their motivation decreased when the training switched to online. One participant stated that she felt she and her classmates were less engaged during online class.

“My motivation went downhill which isn't good but I'm just not an online person. That's why I signed up for in class, just not an online person. My motivation was just like 'Oh, online. All right.'” -Medical Assistant participant

Other participants felt as though online learning was not for them. The majority of participants regarded themselves as “in-person” learners. They felt as though they benefit more from hands-on learning and activities than learning through online platforms.

“It was a little harder for me especially since I'm a more hands-on learner. I'm a more visual learner rather than auditory because I get distracted easily. It was a little more difficult for me to stay on task and be on top of making sure my work is on time because I felt just being from home made me slack off a little bit more than I would have than having a face-to-face interaction with my teacher every day.” -Medical Assistant participant

Program changes

The training programs going completely online also posed difficulties to participants. Many participants felt as though they did not receive the hands-on training they would have received if the classes took place in-person. Because of this, a few interviewees mentioned feeling underprepared and not as confident while searching and applying for jobs.

“When I got hired at CVS education-wise, I knew what I was doing, but experience-wise, you're just walking in there, and because we didn't get to finish our externships, you feel like you're walking into a foreign territory.” -Pharmacy Technician participant

Other program challenges include program length and issues with technology. Online learning inevitably comes with technology issues. Many participants mentioned having difficulty accessing content, chat rooms, and presentations, which added to their learning barriers. Due to the pandemic, one program ran longer than expected, causing some feeling of discouragement.

"I was upset just because I wanted to finish by a certain time, like when the day came that we were supposed to be finished, we were all upset just because we thought that by that time we would already be done with the internship, already have full-time jobs and stuff. Everything for anyone who had goals or set goals for themselves, it was a setback just because of COVID." -Medical Assistant participant

What Worked Well

Helped with time management barriers

Fortunately, many of the changes were positive for participants. Although some participants expressed not being fond of online learning, others found it helpful for them. Two participants mentioned that online learning aided them in completing their work as they could work at their own pace in their own home.

Positive tech-related aspects

In relation to online learning, multiple participants enjoyed the technology used for online training. Genesis utilized Google Classroom as their online platform for the trainings. Participants regarded Google Classroom as a helpful tool when it came to online learning because everything was in one place. All of the classroom content, such as presentations, activities, and assignments, were readily available to participants.

"I love the Google Classroom stuff, because it was really helpful. Everything you needed was right there and we're all connected. Even if one student or three students is not on, they'll still get it. Google Classroom, all you have to do is open your email, open up the classroom and there's all the stuff you missed, or anything you could finish, stuff like that. I really like that." - Medical Assistant participant

Participants also mentioned that Genesis used online resources outside of Google that helped to deliver content in a different way. Multiple interviewees referenced a game called "Kahoot" that was used by Genesis to help explain content and make it more engaging. Participants also mentioned the modules and computer training to be helpful.

"Our teacher did a lot of PowerPoints and slides so that we can visually see what she was talking about. We had the book, and we had a lot of resources that we can go to and she would give us certain websites that had materials that we could use as medical assistants that would help us or her explain to us better. Also, we used to play games. We used to make it fun, we used to do this game called Kahoot." -Medical Assistant participant

Some participants enjoyed being able to communicate with their teachers online. Several interviewees stated that communicating through e-mail allowed them to easily contact their teacher and mentors, as well as receive information from them. Participants valued and suggested that the Genesis Center continue to keep in contact with their participants as they did during the pandemic.

Overall positive experience

Although many changes were made in life as a whole due to the pandemic, multiple participants still regarded their experience as generally positive. Interviewees expressed that the online way of learning was not only new to them but their teachers as well, which made them feel as though they were not alone in the process. Participants positively discussed the support they received from teachers in many aspects of their program, including when they had to endure changes due to COVID.

“The teachers were trying to find ways to teach us and for us be able to have all that knowledge. It was difficult on them and also difficult on us. We had to just adapt to the new ways, which was online schooling, but we got through it. Again, our teacher was always there to help if we needed to stay after hours for her to explain something again, she would. She was just very supportive, and she just wanted us to succeed.” -Medical Assistant participant

Program Suggestions

Throughout the interviews, participants offered some suggestions for the Genesis training program. Individuals gave suggestions in the areas of general feedback, internships and hands-on experiences, job attainment and educational opportunities, and technology.

Table 26. *Number of Comments by Program Suggestions*

Program Suggestions	Training Type		Support Group	
	Medical Assistants	Pharmacy Technicians	Limited Supports	Enhanced Supports
General	3	6	4	6
Internship/Hands-On Training	1	6	6	1
Job attainment/Education Pursuits	0	3	3	0
Technology	6	5	4	9
Total # of Comments	10	20	17	16

General Suggestions

Overall, participants talked highly of the Genesis Center and the trainings offered; so much so, the most common suggestion was offering more programs. Participants felt as though the trainings provided them with more career opportunities and that others could benefit from these trainings as well. Participants suggested offering training programs in different areas other than the medical field in order to appeal to others' interests.

"I would like them to have this training for more people. I still have family members that saw my experience, and they want to do it as well. All I can say is that I wish they can continue to do this training because a lot of people need it." -Medical Assistant participant

Many participants also suggested keeping the program as is. Participants mentioned they enjoyed the structure and environment of the training classes. Positive remarks referenced small classroom size, attainable hours, and a variety of schedules.

"I liked the structure of class. We weren't doing the same thing every day. We have different classes almost every day and then we had our clinicals twice a week. The hours weren't that bad either." - Medical Assistant participant

Internships and Hands-On Training

Internships and hands on training were a large part of each training program curriculum. The majority of participants were pleased with their internships and the hands-on trainings that were offered. A few participants offered some suggestions for the Genesis Center. Multiple participants felt as though the Genesis Center did not have enough supplies for the students to complete hands-on training activities, which participants felt they could have benefitted from the practice.

"A bigger classroom, maybe more supplies there. [More] Pharmacy Tech supplies because we take a CPR class and a nutrition class and all that. When we were learning CPR, the person that came in, she had dummies and books and stuff like that, I think that that's cool, then you can actually practice." - Pharmacy Technician participant

Another frequent suggestion from interviewees pertained to internship site locations. The Genesis Center placed participants at various CVS locations within Rhode Island, based on where participants resided. A few participants expressed wishing they had a choice in their location:

"I would let the students have more of a choice where you get dispatched to, it matters. Some of the people that went to the school that lived in Providence, they all got hired at the CVS's around Providence. The people who went to the CVS's outside of Providence, where there's less diversity, then that's where people had problems getting work." -Pharmacy Technician participant

Job Attainment and Higher Education Pursuits

A few participants suggested that the Genesis Center be more directly involved with the job search process. Participants felt as though they could have benefited from more guidance and resources from the Genesis Center when applying for specific jobs. One participant even mentioned just a simple "check-in" to see how they are doing during the job search/hiring process would be helpful.

"They could help more directly with the job search process. If they could have better communication or get in contact with more than just one person at Corporate CVS to make things easier for the students that complete the program, that could be better." -Pharmacy Technician participant

Technology Related Suggestions

Due to COVID-19, the Genesis Center had to move their trainings online, making technology a major component of the program. When trainings switched to being online, the Genesis Center provided laptops and internet access to those who needed it to ensure trainings could be completed. Aside from the usual connection difficulties, participants did have a few suggestions regarding the online learning. The majority of interviewees agreed that using Google Meet did not work well. Multiple participants suggested using a different resource to host the online training, such as Zoom.

"I would say signing into the Google Meet, because it would log you in and out. That was hard to stay focused and stay into it, because one minute you're in there and the next minute you're trying to sign in and it just was not good. I just think the system that they were using wasn't that good." -Medical Assistant participant

Another issue that was brought up was accessibility to resources and information. Participants felt as though they didn't receive the same information online that they could have received in-person.

"I would say going over the work online, because that's one thing we didn't do. We would just go over our homework, but we wouldn't go over the actual material." -Medical Assistant participant

Strengths & limitations to the phone interviews

Having 19 participants for an in-depth qualitative study like this is a strength of the study. However, not having any CNA training participants in the sample is a limitation of the study. Social desirability bias is also a concern for this study, as many participants may have felt compelled to mostly discuss positive experiences with their Genesis training program due to potential mistrust issues with researchers or research studies in general. However, participants did seem comfortable enough with interviewers to share both positive and negative comments.



Recommendations

Based on our findings, we identified a number of recommendations for the Genesis Center to consider related to recruitment and program promotion, training content and supports, & job attainment and economic growth for participants.

Recruitment & Promotion:

- More highly educated participants had higher completion rates. **Genesis may need to review its curriculum to identify areas where limited education may hinder advancement or consider providing more intensive training to those with no college experience or credits.**
- Single parents also had higher completion rates which may reflect higher motivation or need for a job given the lack of financial assistance from a partner. Assisting single parents must be a particular strength of the Genesis program. **This might be considered as an opportunity to help with marketing the program or helping single parents who apply feel good about entering the program due your Genesis' documented success in supporting single parents successfully.**
- Genesis successfully attracted participants who reported several baseline markers of risk: most were unemployed or underemployed and had less than a college education. Further, the majority received public assistance and served as the sole income provider for the household. Of note, most participants were female (90.5), which **may suggest that Genesis and other workforce training programs need to focus greater efforts on targeting unemployed or underemployed males to careers in health care.**
- Regardless of the type of support received, those that completed one of the Genesis healthcare training programs have better wages outcomes than those that dropped out. **In the period 2018-2020 (DLT data), completers reported significantly more wages than early leavers.** This type of information might be worth sharing at the start of each training program.
- **We suggest that the Real Jobs initiative considers identifying other industries where the Genesis Center (or the Genesis Center model) could be used to help disadvantaged populations gain skills and trainings.**

Training Program Content & Supports:

- Participants with higher initial financial capability scores had higher completion rates. Financial capability refers to the ability to apply financial knowledge to carry out positive financial behaviors. **For those individuals with lower scores for financial capability, Genesis might consider additional supports and partnerships with local banks and**

credit unions. These institutions often provide financial literacy to the community and can help participants develop a bank history, savings, and credit.

- **We suggest that the Genesis Center provide more emergency stipends as these were associated with program completion rates but were limited to a small percentage of participants.** We also suggest that Genesis create a more evenly administered allocation process that provides all participants with the opportunity to receive these funds.
- **We suggest continuing to provide participation stipends, as this study found potential wage increases for those who received these stipends. However, we do recommend rethinking or better informing participants about when they will be receiving participation stipends.** These stipends were designed to increase completion rates, but participants appeared to be not fully informed about the why, when, and how of these stipends. We do think these stipends could be a useful tool to increase retention and program completion.
- While the study findings should be considered preliminary due to some of the sample limitations and pandemic challenges encountered, our study findings show that participants who received enhanced supports did seem to have higher hourly wages post-training compared to participants who received limited supports. **We suggest that Genesis consider continuing to offer participant stipends and monitoring this to see if this continues to hold true over a longer period of time.**
- **We suggest that the Genesis Center consider applying for funding for additional supplies or materials to help with training students in CPR, nutrition, and other hands-on activities.** Training participants highly valued participating in activities that require them to practice skills and apply their knowledge, so seemingly more supplies or materials that would enable participants to practice their skills would only help participants feel more confident and ready to apply for jobs post-graduation.
- **We suggest that the Genesis Center consider working more closely with other locations in addition to CVS when placing students in internships.** Some Pharmacy Technician students were not successful in getting employment with CVS following the training, so they found employment at other locations, such as Walgreens. Students might benefit from having the opportunity to learn multiple systems or approaches during the training to better prepare them for the job market.
- **Related to technology, we suggest retaining the use of Google Classroom to help organize information for training participants, and especially for those who might have to miss class.** However, switching from Google Meet as a platform for synchronous sessions to another platform, such as Zoom, is suggested to increase stability of the connection.

- **We suggest that the Genesis Center help students develop resumes using their Chromebooks.** One participant suggested providing laptops instead of Chromebooks to participants with Microsoft Word included since this seemed to be the preferred program for resume development. However, an alternative to that might be to train students on how to use Google Docs to create their resume and download it as a Microsoft Word file without losing the formatting.

Job Attainment & Economic Growth for Participants:

- One of the more striking findings from the online survey was the high degree of participant confidence that the training provided by the programs would lead to employment success. This was also found through the qualitative phone interviews. This confidence is certainly critical to ensuring Genesis participants move towards employment in the healthcare field. **To ensure this confidence translates to actual job applications before they begin to lose confidence, we suggest the Genesis Center considers implementing or expanding the types of supports or events that ensure participants can easily connect with potential employers.** Possibilities for this might include virtual networking events or support with participation in a job fair activity.
- **We also suggest the Genesis Center considers evaluating credit reports on a regular basis as an evaluation technique, such as pre-, post-, and every six months after the training program for up to a few years post-training.** With the training program's strong emphasis on helping participants learn about credit and the participant's interest and excitement about learning credit, this might be a valuable and practical method for evaluating pre- and post- outcomes for training participants. Genesis could ask for participant's permission to examine their credit report on regular increments before the training starts to ensure participants know this is being done and why. Another option is to give participants an opportunity to sign up for a free online credit monitoring service like Credit Karma.

Study Team Roles

- **Skye N. Leedahl, PhD** was the Principal Investigator for this evaluation study and was the project leader for the qualitative interviews in this study. Dr. Leedahl is an Associate Professor in the Human Development & Family Science and Political Science departments at URI.
- **Karen McCurdy, PhD** was a Co-Investigator for this evaluation study and was the project leader for the Genesis data and online surveys in this study. Dr. McCurdy is a Professor of Human Development & Family Science at URI.
- **Nilton Porto, MBA/PhD** was a Co-Investigator for this evaluation and was the project leader for the DLT wage and employment data. Dr. Porto is an Associate Professor in the Human Development & Family Science department at URI.
- **Emma Pascuzzi** was a graduate research assistant for this evaluation study and worked on many aspects of this study including entering and analyzing the Genesis data and online surveys, conducting qualitative interviews, and writing portions of the final report. Emma Pascuzzi is a Developmental Science Master's degree student at URI.
- **Madeline Green** was an undergraduate research assistant for this evaluation and worked primarily on the qualitative interviews by conducting the interviews, helping with the analysis, and writing portions of the final report. Madeline Green is an undergraduate student at URI majoring in Human Development & Family Science and Psychology.

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Appendix A

Additional Online Survey & Genesis Data Analyses

Table A1. *Baseline demographic comparisons between participants assigned to enhanced supports versus limited supports (n=127).*

Demographic Attribute	Enhanced Supports (n=45) % (n)	Limited Supports (n=82) % (n)	Chi-Square or t value
Program Type			5.12 ⁺
CNA	42.2 (19)	41.5 (34)	
Pharm. Tech	17.8 (8)	34.1 (28)	
Med. Asst	40.0 (18)	24.4 (20)	
Race/Ethnicity			1.23
Hispanic	72.7 (32)	73.2 (60)	
African American/Black	13.6 (6)	18.3 (15)	
White	4.5 (2)	3.7 (3)	
Other	9.1 (4)	4.9 (4)	
Primary Language			1.4
English	67.6 (25)	56.3 (45)	
Spanish	29.7 (11)	41.3 (33)	
Other	2.7 (1)	2.5 (2)	
Education			5.88*
High School or less	175.6 (34)	53.7 (44)	
Some college or more	24.4 (11)	46.3 (38)	
Single Parent			0.18
Yes	43.2 (19)	39.2 (31)	
No	56.8 (25)	60.8 (48)	
Employment Status			2.99
Full-Time/Part-Time	25.0 (11)	40.5 (32)	
Unemployed/Not in labor force	75.0 (33)	59.5 (47)	
Receive Public Assistance			1.84
Yes	76.2 (32)	64.1 (50)	
No	23.8 (10)	35.9 (28)	
Food Stamps/SNAP			0.66
Yes	65.9 (29)	58.4 (45)	
No	34.1 (15)	41.6 (32)	
WIC			0.09
Yes	23.3 (10)	25.7 (19)	

No	76.7 (33)	74.3 (55)	
m Age (SD)	27.0 (8.56)	25.3(5.94	1.5
m Household Size (SD)	2.6 (1.38)	2.3 (1.24)	2.4

+ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Table A2. Baseline Comparison of Program Completers vs Early Leavers (n=127)

Baseline Characteristics	Completers (n=87) % (n)	Early Leavers (n=40) % (n)	Significance t or χ^2 value
Program Type			2.8
CNA	36.8 (32)	52.5 (21)	
Pharm Tech	31.0 (27)	22.5 (9)	
Med Asst	32.2 (28)	25.0 (10)	
Hispanic/Latinx Ethnicity	75.3 (64)	83.3 (25)	0.8
Primary Language			3.5
English	55.2 (48)	73.3 (22)	
Spanish	41.4 (36)	26.7 (8)	
Other	3.4 (3)	0.0 (0)	
Education Level			8.5**
≤ High School Degree	52.9 (46)	80.0 (32)	
Some or more college	47.1 (87)	20.0 (8)	
Partner Status			9.8**
Single	85.1 (74)	60.0 (24)	
Employment Status			2.2
Full or part-time	39.1 (34)	25.0 (9)	
Unemployed	60.9 (53)	75.0 (27)	
Receives Public Asst	68.2 (58)	68.6 (24)	0.0
m Age_FOC (SD)	25.5 (5.9)	26.9 (9.2)	-0.9
m Household size_FOC (SD)	2.4 (1.3)	2.4 (1.4)	0.2
m Number Adults_GEF (SD)	2.0 (1.0)	2.0 (1.2)	0.1
m Number Children_GEF (SD)	1.4 (1.2)	1.3 (1.2)	0.8
Financial Capability			
m T1 FCS (SD)	4.4 (1.9)	3.5 (1.6)	1.8 ⁺
m T1 FWB (SD)	48.29 (9.8)	46.9 (9.6)	0.6

+ $p < .10$, * $p < .05$, ** $p < .01$, *** $p < .001$

Note. Analyses exclude those with missing data.

Table A3. *Baseline demographic and service comparisons between those who did and did not complete the post-program online survey (n=127).*

Demographic Attribute	Completed Online Survey		Chi-Square Value
	No (n=75) % (n)	Yes (n=52) % (n)	
Training Program			15.28***
CNA	54.7 (41) ^a	23.1 (12) ^b	
Pharm. Tech.	26.7 (20) ^a	30.8 (16) ^a	
Med. Asst	18.7 (14) ^a	46.2 (24) ^b	
Race/Ethnicity			1.93
Hispanic	72.7 (48)	83.7 (41)	
Non-Hispanic	27.3 (18)	16.3 (8)	
Primary Language - redo			1.23
English	72.7 (32)	73.2 (60)	
Spanish	13.6 (6)	18.3 (15)	
Other	4.5 (2)	3.7 (3)	
Education			.00
High School or less	61.3 (46)	61.5 (32)	
Some college or more	38.7 (29)	38.5 (20)	
Single/No current partner			1.56
Yes	73.3 (55)	82.7 (43)	
No	26.7 (20)	17.3 (9)	
Employment Status			.32
Full Time/Part-time	37.0 (27)	32.0 (16)	
Unemployed/not in labor force	63.0 (46)	68.0 (34)	
Receive Public Assistance			2.33
Yes	62.9 (44)	76.0 (38)	
No	37.1 (26)	24.0 (12)	
Low Income			7.11**
Yes	35.6 (26)	60.0 (30)	
No	64.4 (47)	40.0 (20)	

WIC			.84
Yes	21.7 (15)	29.2 (14)	
No	78.3 (54)	70.8 (34)	
SNAP			1.68
Yes	56.3 (40)	68.0 (34)	
No	43.7 (31)	32.0 (16)	
Supports Received			.05
Enhanced	34.7 (26)	36.5 (19)	
Limited	65.3 (49)	63.5 (33)	
Emergency Funds			8.49**
Yes	6.7 (5)	25.0 (13)	
No	93.3 (70)	75.0 (39)	
Participation Stipend			5.10*
Yes	18.7 (14)	36.5 (19)	
No	81.3 (61)	63.5 (33)	
Dropped Program			16.26***
Yes	45.3 (34)	11.5 (6)	
No	54.7 (41)	88.5 (46)	
<i>m</i> Age (<i>SD</i>)	26.3 (7.97)	25.2 (5.17)	.90
<i>m</i> Household Size (<i>SD</i>)	2.3 (1.45)	2.4 (1.06)	-.17
<i>m</i> FCS Baseline Score (<i>SD</i>)	4.0 (1.7)	4.4 (2.1)	-1.04
<i>m</i> FWB Baseline Score (<i>SD</i>)	48.3 (9.38)	47.5 (10.25)	.37
<i>m</i> Number of Adults (<i>SD</i>)	1.9 (.960)	2.0 (1.05)	-.30
<i>m</i> Number of Children (<i>SD</i>)	1.3 (1.07)	1.3 (1.07)	.26
<i>m</i> Participation Stipend (<i>SD</i>)	63.3 (142.92)	168.2 (241.12)	-2.81**
<i>m</i> Family Size (<i>SD</i>)	3.0 (1.56)	3.1 (1.78)	-.46
<i>m</i> Emergency Funds (<i>SD</i>)	8.1 (38.83)	81.5 (192.32)	-2.72**

* $p < .05$, ** $p < .01$, *** $p < .001$

Note. Analyses exclude those with missing data.

Appendix B

Additional Qualitative Analyses

Motivations for Joining the Genesis Training Program

During the interviews, participants were asked what motivated them to join the Genesis training program. Two key themes emerged across participants, as shown in the table below.

Table B1 *Comments Made Related to Motivation for Joining Genesis*

Motivation Themes	Training Type		Support Group	
	Medical Assistants	Pharmacy Technicians	Limited Supports	Enhanced Supports
Family & Friend Encouragement	6	8	6	7
Fit with Current Life Situation	2	4	5	5
Total # of Comments	8	12	11	12

Family and Friend Encouragement

Many participants discussed discovering the Genesis training program through family and friends. For example, some mentioned family members, friends, or friends of friends who suggested Genesis to them.

"I actually got involved through my sister. She also did the program the year before that, so she had done it and she had let me know that I should really do it, that it's a good program."
Pharmacy Technician Participant

Fit with Current Life Needs and Interests

Multiple participants also mentioned that the Genesis Center was suggested to them when discussing their current life situation or interests. The Genesis Center is regarded as being a low-cost training program that aids participants in the start of their career in the medical field. Because of this, many Genesis participants are motivated to join the program if they are searching for a job or looking to further their education/training in the healthcare field. Other participants expressed always being interested in the medical field, but not having the means to

obtain a job or go to school. The Genesis Center was able to provide participants with the necessary training and experience they need to continue in the medical field.

“I was directed to the program by the DHS. They sent me to the Genesis Center so I could apply for the medical assistant, because I was looking to get into the medical field. I did not have the resources to do it.” -Medical Assistant Participant

Use of Genesis Supports for Training Participants

Throughout the interviews, Genesis participants discussed many of the various Genesis services and supports to be of value to them throughout their respective training. The following details information shared by participants about the Genesis supports they personally utilized (or have continued utilizing) as a training participant. We specifically asked about the participation stipends, thus why we received many comments on this. The table below highlights the key themes.

There was one participant rather displeased with the Genesis Center related to their experience with the program. This individual was seemingly an outlier thus why we did not over-emphasize the information provided, but we did want to note this in the report.

Table B2 *Comments Made About the Use of Genesis Supports Utilized*

Use of Genesis Supports	Training Type		Support Group	
	Medical Assistants	Pharmacy Technicians	Limited Supports	Enhanced Supports
Financial Education & Assistance	4	5	8	2
Food, Clothing, Housing, Childcare	5	6	10	1
Technology and Supplies	3	7	4	8
Transportation Assistance	1	8	8	1
Job Attainment or Education Support	1	2	2	1
Social Support	1	2	3	0
Participation Stipend	11	8	0	23
Total # of Comments	26	38	35	46

Financial Assistance and Education

About half of the participants interviewed discussed receiving Financial Assistance and Education (known by Genesis as Financial Opportunity Counseling (FOC)) as part of their experience. Participants mentioned receiving monetary support from Genesis throughout and following their training program to help pay personal living expenses and program-related expenses. One interviewee mentioned that the Genesis Center helped her pay her bills even after she completed the program:

"I had already graduated and the whole COVID thing hit. Unfortunately, my father passed away and we were struggling. The Genesis Center reached out to me and they said, 'Is there anything that we can do? We're so sorry for your loss.' They actually helped my family and I pay a little bit of our mortgage." -Medical Assistant participant

One interviewee noted how the Genesis Center helped her to save up for a car using a matching savings model:

"I saved 2,000 and they match my 2,000. By the end of the program, I got 4,000, so that I can buy a vehicle or purchase a vehicle. That was a very big help." -Medical Assistant participant

The Genesis Center also provided financial education to participants. Participants received education pertaining to credit scores, taxes, savings, and other basics of financial planning. The Genesis Center has a financial coach that comes in to talk with program participants and aids them in their finances.

"They had a financial advisor. I had a meeting with him. When we were at the Genesis Center we had a few classes with him. He was really helpful on giving us tips on finances and saving." - Medical Assistant participant

Food, Clothing, Housing, and Childcare

Participants in the interviews continuously mentioned how the Genesis Center ensured they had their basic needs met, including food, clothing, housing, and childcare. The Genesis Center provided them with the necessities to complete their training program as well as strive in the outside world. A participant acknowledged how much the childcare center helped her:

"My son was at the childcare center. It was the only way I could actually [finish the program]. If I didn't have the help of the daycare, I wouldn't have been able to start the training at all." - Medical Assistant

Multiple participants also mentioned how receiving free or discounted interview clothes was greatly appreciated. Other participants discussed receiving work attire, such as medical scrubs, described by one participant:

“There was this place that they knew had some professional clothes for interviews and had some additional scrubs. If they were in your size, you were free to take them. They also supplied professional wear, as well as scrubs” - Medical Assistant participant

The Genesis Center also provided necessary funds for groceries and rent to those who needed it. Interviewees regarded how the Genesis Center was there to support them through hardships and difficult times. One participant mentioned that if they could not afford or forgot to bring lunch, a teacher would offer to buy or make them lunch. Another participant discussed that they were struggling financially when COVID-19 became prominent last year and was not sure how they would pay rent that month. When the Genesis Center heard of their problem, they offered to cover their rent for that month.

Technology and Supplies Assistance

Because of the COVID-19 pandemic, the Genesis Center had to move all program trainings online. The transition to online learning can be seemingly difficult when it comes to technology and supplies. During the interview, participants from the Enhanced Supports cohorts were asked to discuss the transition to online learning and how the Genesis Center aided them in that process:

“They gave us laptops. I didn't have a Chromebook, so they provided me with that. They also provided us with blood pressure monitors and stethoscopes so we could practice some clinical at home on people that lived in our house and stuff like that. That helped.” -Medical Assistant participant

Other participants noted that if you did not have access to wireless internet at home, the Genesis Center provided a hotspot for you to use. These technological supports ensured that participants could complete their program to the best of their ability even when the training had to switch to online.

Transportation Assistance

Means of transportation was very important for participants who completed their training in-person, which was mentioned by most of the Limited Supports participants. Four participants mentioned that the Genesis Center provided them with a bus pass to ensure they could make it to their classes.

“They gave me a bus pass because I didn’t have a car. It was easier for me to get to the Genesis Center, and from my house to work. So yes, that was very helpful and useful.” - Pharmacy Technician participant

Job Attainment Assistance or Education Support

The Genesis Center training programs are designed to provide the necessary information in order for participants to obtain a job in the healthcare field. Prior to searching and applying for jobs, participants mentioned that the Genesis Center provided them with useful tips and tools to help them apply for jobs and prepare for interviews. Interviewees noted that the staff assisted them in resume building, cover letter writing, and even performed mock interviews. One participant mentioned that the Genesis Center was there for her even when she lost her job:

“My teacher helped me figure out the link that I had to use to apply for unemployment when I lost my job.” - Medical Assistant participant

Social Support

As mentioned, the Genesis Center provided not only monetary or educational support, but also emotional and mental support. Participants of the Genesis Healthcare training programs repeatedly noted how grateful they were for all the support from the Genesis staff. The staff at the Genesis Center helped to support participants’ mental health, families, and overall well-being and success. One participant even mentioned that they do not think they could have completed the training program without the support from the Genesis staff. The majority of interview participants mentioned that they were very grateful for the emotional and social support they received from the Genesis Center.

“They actually helped when I was stressed, they would say, ‘If you want to talk or anything, we’re here for you.’ Stuff like that. I feel like they were useful in that way.” -Pharmacy Technician participant

Participation Stipend

In addition to basic monetary support, the Genesis Center provided a participation stipend to further support and ease the financial stress of participants in the last three cohorts of FY2020 (Enhanced Supports). Multiple participants mentioned how the amount of the checks was particularly helpful for ensuring that they completed the training program and could begin finding a job. Participants mostly discussed variations in when they received the payments, with most of them mentioning that they did not know the payments were coming. One interviewee informed us that they were provided with the first check at the end of their first month of training, the second check in the middle of their training, and the last check was received at the end of the training program. Several participants acknowledged how helpful these stipend checks were, particularly in helping to meet their immediate needs:

“It helped me survive, you can say, during that time” – Medical Assistant participant

“It helped me out with my odds and ends in the house, because I did already prior, pay my rent at that time because I already know, but I still needed my stuff in the house, I still needed gas, I still needed stuff for my son. That really helped out. That was a great help.” -Medical Assistant participant

Some participants mentioned using the funds to help with savings:

“They gave us these three checks throughout the program. That really helped me out a lot especially when I lost my job and stuff and I was trying to save money up for a car. When I got that check, that really gave me a boost.” -Medical Assistant participant

Uniqueness of the Genesis Program that Contributes to Participant Success

One of the key themes identified throughout the interviews was how participants found certain aspects of the Genesis Program to be critical to their success in the program and beyond. One aspect of this is that Genesis training participants found the program to be unique in the sense that the learning environment is focused on individual growth and development through its supportive staff and extensive services. Participants found that the program works to meet each individual’s needs and helps them to achieve both academic and personal success. The following tables includes the key themes we identified related to the unique aspects of the Genesis program that participants discussed as being critical to their success.

Table B3 *Comments Made about the Unique of Genesis that Contributes to Success*

Uniqueness of Genesis Program	Training Type		Support Group	
	Medical Assistants	Pharmacy Technicians	Limited Supports	Enhanced Supports
Instructor Encouragement	13	47	34	34
Provides Support Beyond Healthcare Training to Help People be Successful	11	31	26	26
Genuine Staff at Genesis	8	18	15	15
Strong Emphasis on Job Attainment or Additional Training Options	7	16	13	12
Works for People with Difficult, Complicated Lives	8	11	12	9
Provides Valued Content	4	12	8	8
Has Time Commitment That Fit & Worked	7	3	5	7
Provides Meaningful, Supportive Learning Environment	5	6	8	4
Allows Multiple Chances for Program Entry	1	1	1	1
Continues to Provide Support After Training Program Ends	0	7	6	3
Total # of Comments	64	152	128	119

Instructor Encouragement

As described by the training participants, the Genesis training program seems to hire instructors who are there to provide support to participants beyond teaching the healthcare content. Participants discussed many ways in which the Genesis instructors provided support through many different domains. Most of the participants who were interviewed mentioned how the instructors were unique in the ways that they taught and pushed them to be the best

versions of themselves. Because this sub-code included such vast responses, we broke this sub-code down further to better describe what about instructor encouragement was important for participants.

Created positive learning environment and atmosphere

Five interviewees discussed how Genesis instructors created a positive learning environment and atmosphere. More specifically, the instructors made sure that everyone felt supported and fostered a positive atmosphere in which everyone could be successful.

“We're working hard for our kids. Some of us have lives that we have to do double. Just little stuff like that and genuine smiles coming from everybody, that's what matters to me anyway, the actual connection between teacher to student.” – Medical Assistant participant

Helped with personal growth and development

One common theme from the interviews was that the instructors were doing more than teaching the students about healthcare content. Fourteen interviewees discussed how the instructors made it a point to help with each participant with their own personal growth and development. Furthermore, the instructors worked to instill confidence in them, both professionally and personally.

“She knows what she's talking about and she makes you feel confident that you know what you're talking about. I feel like if I didn't feel confident that I knew what I was doing, I probably would have quit because it's a medical field and you want to know what you're doing. You want to feel confident in it.” - Medical Assistant participant

“She helped me install a mindset that will help me prevail in the future and keep not giving up and keep going forward and [know that] eventually something will land. She helped me really instill confidence [in] myself.” -Pharmacy Technician participant

Provided individualized attention and connections

Through many of the interviews, the participants mentioned that they felt as if they could rely on the instructors for information and help outside of the course work in ways that were individually tailored to their situations and interests. Sixteen interviewees discussed how the instructors would help connect participants to specific resources or provide advice or encouragement for individual pursuits. The instructors would tailor their instruction or advice to the participants' needs, and they would even do one-on-one sessions to make sure that the information was retained. They tried different modes of instruction, and to make it the best possible experience - both inside and outside the classroom.

"It wasn't one of those teachers that, you know, she just was there for a paycheck. You know what I mean? She took all of our situations and worked one on one with each of us and she helped me make the best decision I felt like was the best." - Pharmacy Technician participant

Provided right balance of encouragement and motivation

Fifteen interviewees discussed how they felt inspired by their instructors and as if they truly were there to help them succeed. The Genesis instructors were seemingly able to find the right balance between being there for them, but also providing encouragement and motivation to finish the course and not let barriers, psychological or otherwise, keep them from succeeding.

"She was a good teacher because she was real honest. She wasn't overly nice and telling us lies that we're going to do this and do that. She kept it real with us so that we didn't have unrealistic expectations." -Pharmacy Technician participant

Was patient, helpful, supportive, responsive

Many participants stated similar characteristics of the instructors in the sense that they were patient, helpful, supportive, and responsive. Thirteen of them mentioned how the staff had certain qualities that made them different from other programs. The instructors would consistently answer quickly and would make sure that whatever the matter was, that it was resolved as soon as they could. They were important qualities that the participants discussed contributing to their success in the course.

"Our teacher was also very helpful and all the staff members. It wasn't just you have one teacher and that was the one teacher you could talk to and get information from. It was more like you could talk to everyone. You could stop someone in the hallway and asked them questions. If they worked there, they would probably help you." - Medical Assistant participant

Provided Support Beyond Healthcare Training to Help People Be Successful

The next key theme related to the uniqueness of Genesis was discussed by participants in the context of how Genesis provided support to them beyond the healthcare training to help them be successful. Genesis participants explained how supportive the Genesis staff were by providing them with solutions to immediate needs, such as helping to pay bills, helping them to gain life skills, providing them a childcare option, getting them connected to community resources, and serving as emotional support. We also broke down this sub-code further to

provide further details about what Genesis does from the perspective of those interviewed to help participants.

Helped to meet immediate needs

The Genesis Center was more than just a classroom to those who attended. Genesis worked to ensure training participants had access to resources they would need to be able to participate in class, such as transportation or technology; remain healthy and strong during the training, such as food resources; and obtain jobs, such as interview clothing or healthcare. Twelve interviewees discussed the importance of this support. They often used all of the resources that were available at the center, such as obtaining new clothes, getting bus passes, and securing food.

“[The staff] being able to help me with interview clothes, and a bus pass to get around and stuff like that, that's what helped me.” -Medical Assistant participant

Helped to pay bills or address credit issues

The Genesis Center was a place of comfort for those who needed support. They offered services that helped the participants become more financially confident and financially stable. They also taught them about credit scores and the importance of having good credit. 12 interviewees brought up the impact that this support had for them.

“[Genesis Financial Coach] really helped me so much. I really appreciate him. He helped me get a wonderful car. He also helped me build my credit. Now, I'm in the process of building my credit and I have a new car and I have a new job.” -Medical Assistant participant

Helped gain life skills & knowledge

Although the participants had their own designated academic programs, there were also center-wide programs that were used to improve on their knowledge of life skills. The center would talk to them about topics such as the benefits of healthy eating and how to cook a proper meal. A lot of the participants brought up how informative the life skills classes were and how they would not have acquired the information anywhere else.

“They would have some people from I want to say URI come in and explain to us and teach us all about the health benefits of eating different types of foods and making sure you get all the nutrients that you need. They'd give us recipes on how to efficiently make nutritious food. They brought us some samples, and they made it in front of us and let us eat. It was just a good experience.” -Pharmacy Technician participant

Had childcare available

The Genesis program was very diverse and was very welcoming to all participants. Those who were parents had an extra set of challenges when joining the program, but Genesis was very accommodating. Parents were able to further their education while utilizing the childcare center at the Genesis program. Almost all of them had nothing but great feedback after sending their children there.

"If you need help with childcare, they had a person for that. They had a person literally for everything they need help for. They're really helpful." - Pharmacy Technician participant

"If I didn't have that help from the daycare, I wouldn't be able to start the training at all." - Medical Assistant participant

Got connected to community resources

Frequently, the participants said that they chose and remained with the Genesis Center because of the personal attention that they received from the staff. Staff would help the participants reach out to different organizations in the community that may be able to better provide the participant with what they needed.

"They offer a lot of resources and they also give you knowledge toward other resources in the community rather than just the Genesis Center. I just like that because I didn't know there were so many programs out here in Providence that provided a lot of help with domestic violence and people without homes and stuff like that." - Medical Assistant participant

Provided personal support

Through difficulties that the participants were facing, the Genesis Center found ways to meet their academic needs, but also meet participants' emotional and mental health needs. The staff were there for the participants and made them feel as though they had a family at Genesis.

"The Genesis Center reached out to me and they said, 'Is there anything that we can do? We're so sorry for your loss.' They actually helped my family and I pay a little bit of our mortgage." - Medical Assistant participant

Genuine Staff at Genesis

A common theme that emerged from the findings was that those who were going to the Genesis Center was that they felt the entire staff was there for them. They had one instructor but then they were able to reach out to anyone who worked there if they ever needed further

assistance. Not only was the communication strong while they were in the program, but the genuine support remained after the participants would graduate and/or get a job. The staff would only be a phone call, text or email away at all times, and the participants felt very supported and assured by this.

“Our teacher was also very helpful and all the staff members. It wasn't just you have one teacher and that was the one teacher you could talk to and get information from. It was more like you could talk to everyone. You could stop someone in the hallway and ask them questions. If they worked there, they would probably help you.” -Medical Assistant participant

Strong Emphasis on Job Attainment or Additional Training Options

The Genesis Center was a place of opportunity to those who signed up. The program was designed to give those who participated the tools and skills to go out and become a member of the workforce. There was a constantly strong emphasis on job attainment, and for additional training options if it applied. The participants mentioned that they were taught how to make a proper resume and cover letter, went through mock interview sessions, and showed how to display the professionalism that was expected at work. They worked with the participants and their individual needs and provided them with options - such as an English class for those in which English was not their first language.

“They go above and beyond to make sure that even if that field that they taught you in isn't for you, then maybe they have another course for you or maybe they have some connections or networks that they can connect you to. That way, you're not by yourself and you don't feel like just that.” - Single parent, Pharmacy Technician participant

“I have a lot of healthcare background. She [teacher] knew that, so she told me it makes more sense for my situation, instead of continuing to go to different schools, for me to go to college or an accredited school so I can actually pursue the career that I want.” - Pharmacy Technician participant

Works for People with Difficult, Complicated Lives

The participants found that the Genesis Center was particularly understanding of their difficult, complicated lives and found ways to attend to and understand all the complexity and barriers each individual encountered on a daily basis. The participants all had very different backgrounds and were in need of different supports. An example of this included accommodating for non-English speakers. A lot of them also worked other jobs that had long hours, so Genesis helped to work around their work schedules to make sure the participants could remain in the program.

"I know another place they have the program but the Genesis Center [has] better options and more options..." - Pharmacy Technician participant

Provides Valued Content

Many participants discussed how the content from all the training was very thoughtful and clearly pertained to what they needed to know, both related to healthcare and beyond. This almost seemed as if the participants appreciated all the time and thought put into the program to ensure the most pertinent and important information was presented to them. Participants found the training provided them with new skills and made them feel more confident in their own abilities. The training provided the participants with knowledge on a diverse number of topics. Topics mentioned were financial information and how to learn good customer service etiquette.

"Honestly, I thought we learned about pharmacy tech stuff, but then we went to buy real life stuff too and what to do, what not to do in the work world. I honestly learned a lot from the eight weeks" - Pharmacy Technician participant

Time Commitment Fit & Worked

Many interviewees mentioned that the timing of the program was a factor in their decision to choose Genesis over other programs. They felt it was not going to take years to complete, and they could see their future within reach. Many participants mentioned the time commitment could fit into a busy schedule, all the while allowing for a steady scheduled course.

"I just liked how it was a quick training. It was hands-on and for the last two months it was just going internship and then they pretty much helped you find a job right after." - Medical Assistant participant

Provides Meaningful, Supportive Learning Environment

The participants at the Genesis Center were adamant about the positive learning environment that surrounded them. They found that the instructors were a great help and often helped to promote that meaningful, supportive learning environment. The staff facilitated an environment in which the participants helped and supported each other, but also received that support from the staff and all of their resources.

"Everybody at the Genesis Center is so involved. They want to see you succeed and you can feel that. They'll tell you this is what you need to do. First of all, you have to be from the interview process, they have to see that you're interested in it, and then you'll have the drive to do it or else you won't get it. You have to have that drive. If they see you have that drive and if you start slowing down, they talk to you. There's progress reports every couple of days, every couple of weeks and stuff like that, that they tell you, "You need to achieve this by this date. You need to work on your time by this date." - Medical Assistant participant

Allows Multiple Chances for Program Entry

As aforementioned, the staff at the Genesis Center were very accommodating to their participants needs - both during and after the program. There were situations where the participants needed extra support even to enter the program, and Genesis was willing to work with them to provide assistance and help to help them enroll.

"I really want to be in a medical setting. I just tried it out, taking the test, and it took me three times for the reading part. Three times for the reading part, and I finally got in." - Medical Assistant participant

Continue to Have Support After Program Ends

Once people finished their training programs, the Genesis staff continued to provide participants with individualized care and connections and made sure that participants know they can always call for assistance and support. Many interviews praised the support that was given after their respective program had ended.

"Another thing about the Genesis Center, if you're not in the program, or if you already finished the program, they're still always there to help you. It does not matter if the program ended and you graduated and you have a job. If you ever need anything from the Genesis Center, all you have to do is give them a call, shoot the teachers that email, they're literally always there for you and they respond quickly. You don't wait for days." - Medical Assistant participant