Identifying Indicators and Measures of Success in Two-Generation Approaches

September 20, 2016

8:45 a.m.—9:45 a.m.

Speakers:

Dr. Todd Bartko, Senior Research Associate, James Bell Associates

Kim Keating, Senior Research Associate, James Bell Associates

Dr. Anne Mosle, Vice President and Executive Director, Ascend at the Aspen Institute

Moderator:

Denise Litz, Branch Chief, Division of Tribal TANF Management, Office of Family Assistance, Administration for Children and Families

ADMINISTRATION FOR CHILDREN & FAMILIES

2-GEN Community of Learning

Welcome and Introductions

- Denise Litz, Branch Chief, Division of Tribal TANF Management, Office of Family Assistance, Administration for Children and Families

2-GEN Community of Learning

Implementation, Cost, and Outcome Evaluation of a Two-Generation Strategy

Prepared for the Office of Family Assistance meeting
Community of Learning on Two-Generation Strategies

September 19-20, 2016
Washington DC

W. Todd Bartko, Ph.D.
James Bell Associates, Inc.

Annie E. Casey Foundation
Early Childhood Demonstration Grants

"If we simultaneously combine targeted family economic supports, parental skill building, and high quality early education for children, then we will achieve significantly better outcomes for both parents/caregivers and children, compared to the outcomes that can be achieved by siloed single-generation programs."

Two-Generation Sites

- **The Atlanta Partnership:** Collaboration between Sheltering Arms-Educare and The Center for Working Families, Atlanta, Georgia
- **The Educational Alliance-** New York, New York
- **Garrett County Community Action Committee**- Garrett County, Maryland

Implementation Study

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Research Areas

- Two-generation approach (definition, components, evolution)
- Target population characteristics
- Recruitment and retention
- Program participation
- Leadership and staffing
- Partnerships
- Data and MIS
- Costs and revenue

Data Collection

- Site Visits
  - Interviews with multiple levels of staff
  - Focus groups with parents and family service staff
  - Observations of Head Start classes, financial literacy classes, and parenting activities
  - Collection of site documentation
- Update Telephone Calls
- EHS/HS Program Information Report Data
- Management Information System data

Site Contexts

The Atlanta Partnership	Educational Alliance	Garrett County
• Two primary agencies: FES agency and ECE agency • Urban • 100% African American	• One agency: Primary partnership with local community college • Urban • 1st Generation Chinese Immigrants, African American and Hispanic	• One agency: Single Stop CAP agency with multiple divisions and partners • Rural • 97% White, Non-Hispanic

Models of Integration

The Atlanta Partnership	Educational Alliance	Garrett County
• Joint enrollment process • Joint meetings between staff and parents	• Focus on frontline staff to provide services to the family unit through service provision and referral to key partners	• Increase in communication among staff and referrals made within and across divisions • Improved MIS which collects more family service and outcome data and supports integration

Site Performance Measures

- The Two-Generation Approach will enroll 125+ families.
- All parents will receive 3 coaching sessions with a Pathway Coach.
- All parents will participate in at least one “bundled” meeting with their Pathway Coach and Family Support Coordinator.
- 50% of families will have participated in at least one financial coaching session by the end of 2014.
- All children enrolled in Head Start will attend greater than 85% of the time.
- 25 parents will apply to college, and of those who apply 50% will enroll and participate in at least one semester.

Descriptive Outcome Study

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Design Components

- Longitudinal descriptive study
- Approximately 646 Families
- Two Cohorts:
  - Cohort 1: 535 Families
    - Families in program with children in ECE in fall 2014
    - Followed through spring 2016
  - Cohort 2: 101 Families
    - New families entering two-generation programs in fall 2015
    - Followed through spring 2016

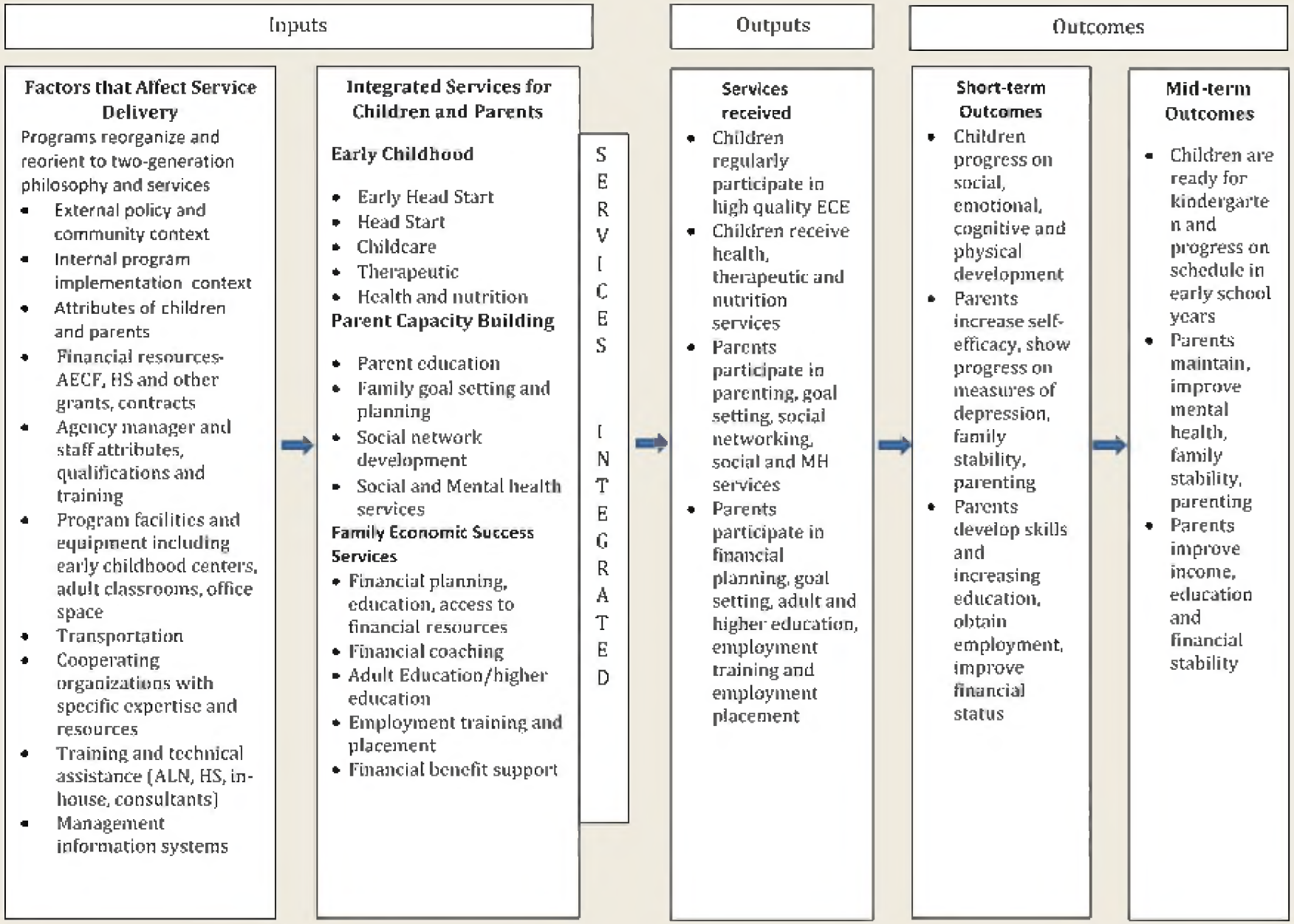
Data Sources

Standardized data from the grantees' management information systems are the main data source for the Study. These elements include the following:

- Child, parent, and family demographics; and other characteristics including measures of parent depression
- Services provided to children and parents including measures of early childhood program quality
- Child and adult assessments
- Incentives provided to participants
- Staff characteristics and qualifications
- Family goals and progress toward goals

Example Research Questions:

- What are the characteristics of the Two-Generation families and children in the programs?
- What are the FES and other services provided to parents and the participation levels of parents in the various services?
- What are the rates and characteristics of progress in or completion of economic improvement services, training, and education?
- Are there changes in parent employment over the course of the intervention?


Inputs
Outputs
Outcomes
Factors that Affect Service Delivery
Programs reorganize and reorient to two-generation philosophy and services
External policy and community context
Internal program implementation context
Attributes of children and parents
Financial resources- AECF, HS and other grants, contracts
Agency manager and staff attributes, qualifications and training
Program facilities and equipment including early childhood centers, adult classrooms, office space
Transportation
Cooperating organizations with specific expertise and resources
Training and technical assistance (ALN, HS, in-house, consultants)
Management information systems
Integrated Services for Children and Parents
Early Childhood
Early Head Start
Head Start
Childcare
Therapeutic
Health and nutrition
Parent Capacity Building
Parent education
Family goal setting and planning
Social network development
Social and Mental health services
Family Economic Success Services
Financial planning, education, access to financial resources
Financial coaching
Adult Education/higher education
Employment training and placement
Financial benefit support
SERVICES INTEGRATED
Services received
Children regularly participate in high quality ECE
Children receive health, therapeutic and nutrition services
Parents participate in parenting, goal setting, social networking, social and MH services
Parents participate in financial planning, goal setting, adult and higher education, employment training and employment placement
Short-term Outcomes
Children progress on social, emotional, cognitive and physical development
Parents increase self-efficacy, show progress on measures of depression, family stability, parenting
Parents develop skills and increasing education, obtain employment, improve financial status
Mid-term Outcomes
Children are ready for kindergarten and progress on schedule in early school years
Parents maintain, improve mental health, family stability, parenting
Parents improve income, education and financial stability

Services Received

- Children regularly participate in high-quality ECE
- Children receive health, therapeutic, and nutrition services
- Parents participate in parenting, goal setting, social networking, social and MH services
- Parents participate in financial planning, adult and higher education, employment training, and employment placement

Short-term Outcomes

- Children progress on social, emotional, cognitive, and physical development
- Parents increase self-efficacy, show progress on measures of depression, family stability, parenting
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Mid-term Outcomes

- Children are ready for kindergarten and progress on schedule in early school years
- Parents maintain, improve mental health, family stability, parenting
- Parents improve income, education, and financial stability

Examples of Indicators

Family and Child Characteristics	Integrated Services	Short- and Mid-Term Outcomes
• Parent's race, ethnicity, language, age, marital status • Family size • Income • Employment/unemployment • Educational attainment • Housing • Parent depression • Health insurance • Employment benefits • EITC • TANF, WIC, SNAP etc. • Child support	• Adult education and economic services • Early Head Start • Head Start • Childcare • Financial planning • Employment training	• Children's social and emotional development • Children's physical development • Children's educational performance • Parents' increased education • Parents' stable employment • Improved financial status • School readiness

Cost Study

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Goals for Cost Study

- Explore predictors of cost based on client characteristics
- Explore the extent to which case-level costs mediate client outcomes
- Determine whether high-cost cases demonstrate better outcomes than low-cost cases

Key Takeaways

- It is critical that all staff, not just administrators, buy into the value of evaluation for determining what does and doesn't work.

- Measures/indicators of progress should be modest, proximal, and focus on mechanisms that will lead to more robust outcomes.

- Agencies are advised to do a thorough assessment of their data capacity systems to determine whether they are sufficient to use for evaluation purposes.

The Power of Stories in Research & Evaluation

OFFICE OF FAMILY ASSISTANCE
COMMUNITY OF LEARNING ON TWO-GENERATION STRATEGIES

PANEL PRESENTATION: SEPTEMBER 20, 2016

Kim Keating, M.Ed.

JAMES BELL ASSOCIATES, INC.

Introduction

- The Power of Stories
  - The appeal of stories and storytelling
  - The science behind stories
- Using Stories in Program Research
  - The value of stories in qualitative evaluation
  - “Data collection and reporting”
- Key Considerations
  - Honoring the storyteller
- Resources

The Power of Stories

Storytelling is …

- An ancient and valued practice that has served many purposes throughout time and across all cultures.
  - Entertainment
  - Education/transferring knowledge
  - Passing on of values
  - Preserving history
  - Political mobilization

- A powerful mode of human expression and a sophisticated form of “meaning-making.”

Storytelling Approaches to Program Evaluation: An introduction. The California Endowment, November 2007

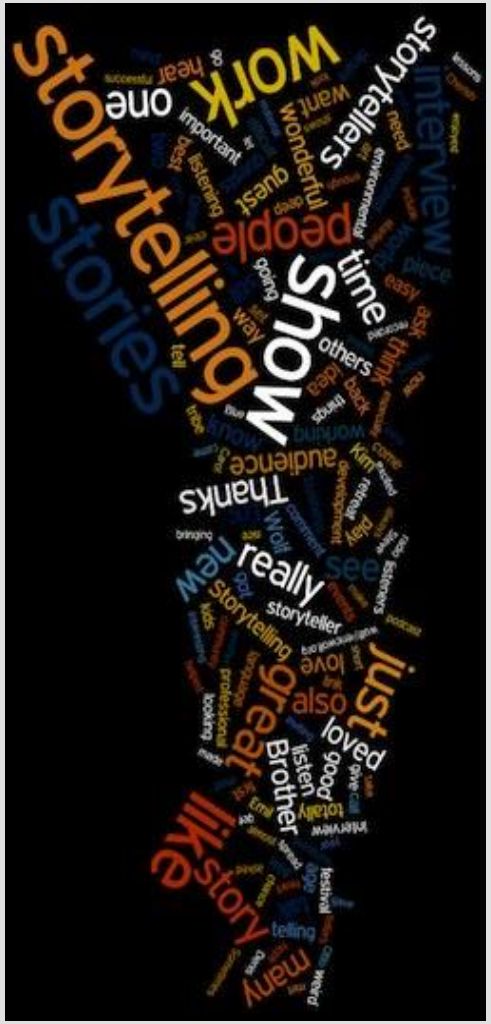
The Power of Stories

What makes stories so intriguing?

- Unique nature
  - Capture our attention
  - Expand our imagination
  - Create interest
  - Influence our emotions

- Told in many forms
  - Written
  - Visual
  - Auditory
  - and more…

- Appeal to a variety of audiences



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The Science of Stories… *Brain Power*

Left brain (Attention)	Right brain (Meaning)
• Takes in the story • Processes the words	• "Fills in the gaps" • Works to find the meaning • Stores in the memory

Jan Stewart, The Higher Education Academy. York, United Kingdom, www.tms.com.au/tms10r.html

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Using Stories in Program Research

"Sometimes there is a need for something more to make people sit up and listen."

--Jane Field

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Value of Stories in Qualitative Research

Qualitative research is of equal value to quantitative.

- Human service programs can enrich process and outcome evaluations by including stories in their qualitative research framework.

- Common qualitative data collection methods (e.g., interviews, focus groups) provide opportunities for collecting stories of program staff, participants, and other stakeholders in sharing their story.

Value of Stories in Program Research

Insight	Description	Amplification
Put a "human face" on data ❑ Motivations ❑ Values ❑ Emotions ❑ Challenges ❑ Barriers	Explain what occurred ❑ Actions taken ❑ Moderating factors ❑ Client response	Corroborate what numbers indicate ❑ Make quantitative data easier to understand ❑ Enhance data credibility

Excerpted from *Using Stories in Evaluation,* Richard A. Krueger

Contribution to Program Evaluation

	Stories you select can…
	Provide insight into whether, how, and why a program works.
Process	▪ Program goals and objectives ▪ Implementation process and progress ▪ Program activities and services offered ▪ Enrollment and engagement ▪ Challenges and solutions
Outcome	▪ Broaden understanding of outcomes for children and parents served. ▪ Present child and parent experience from own perspective ▪ Describe impact of services received ▪ Identify factors influencing progress and achievement of outcomes ▪ Challenges and solutions

Data Collection & Reporting – Selection of Stories

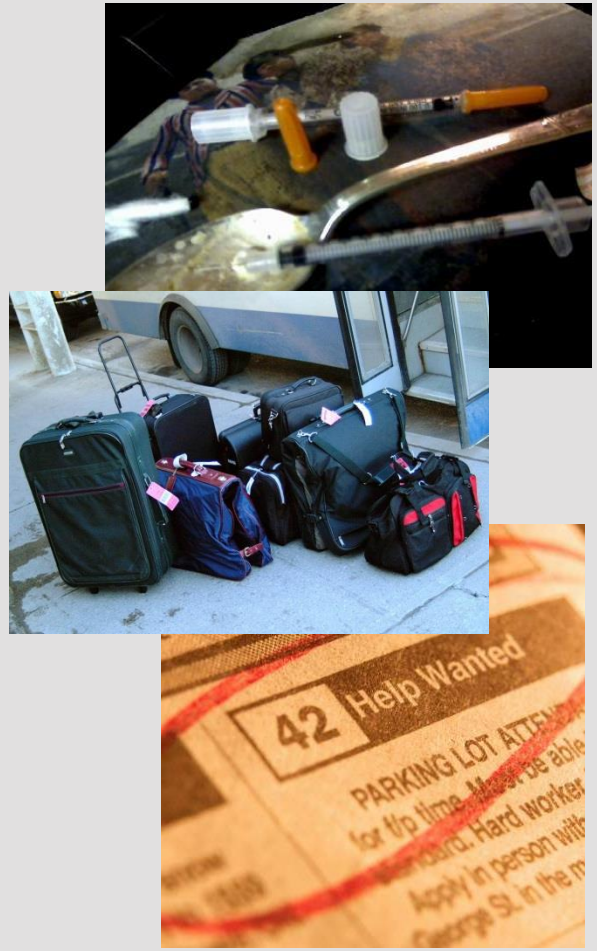
- After determining your purpose and research questions, consider the kinds of questions stories can and can not address

Stories can…	***Stories cannot…***
1. Answer research questions that ask how or why about an experience, event, or outcome 2. Provide in-depth information and understanding of individuals' thoughts, behaviors, and experiences 3. Provide data that are sometimes more compelling than quantitative data 4. Describe patterns, themes, and rare occurrences	1. Answer research questions that ask how much, how many, or how often about an experience, event, or outcome 2. Provide information that is generalizable to other people or settings 3. Make quantitative assessments or predictions about outcomes 4. Assess measurable impact or change in outcomes

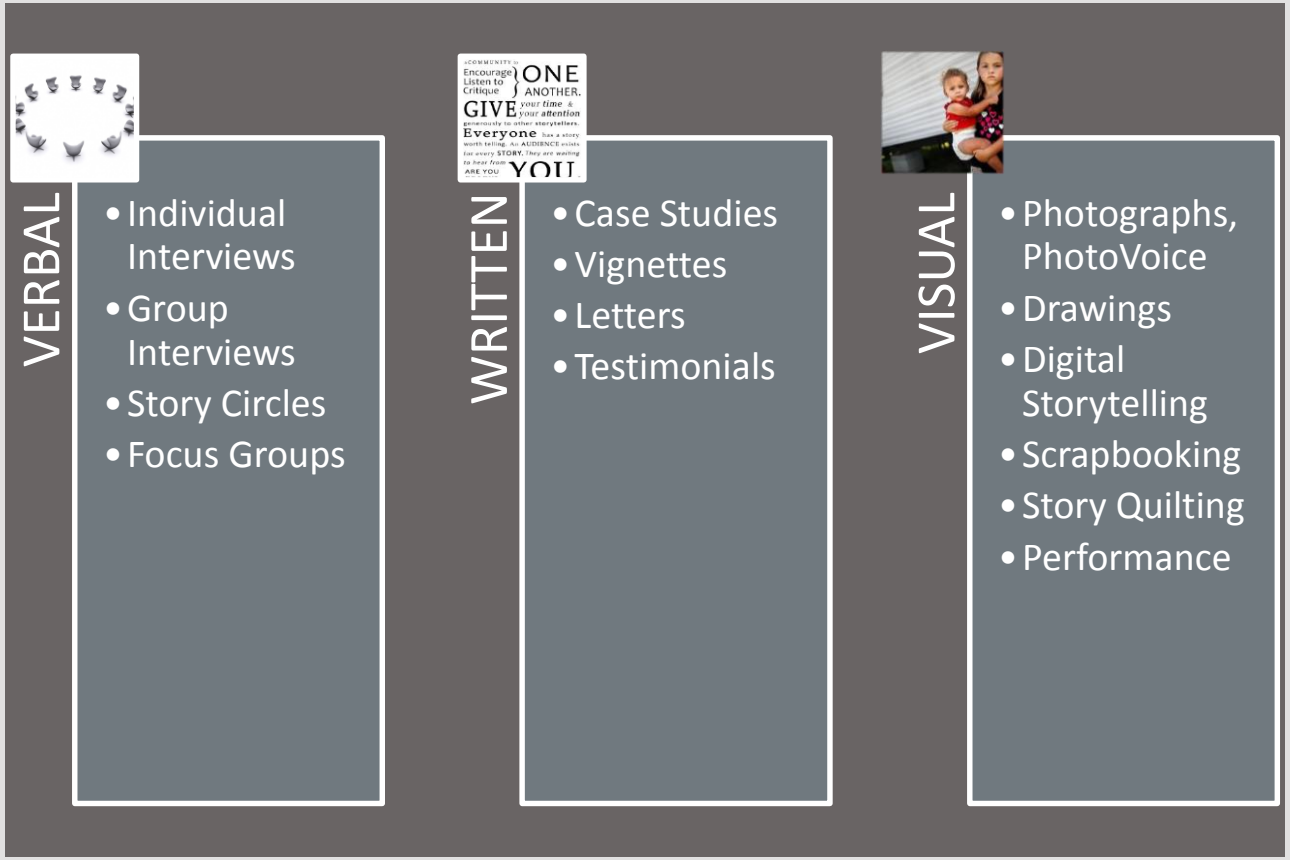
Data Collection & Reporting – Selection of Stories

- Stories don't have to be good to be told

- Stories that do not end in 'success'
  - Describe efforts/interventions attempted
  - Help to describe challenges
  - Identify barriers
  - May still reflect progress in intended directions



Data Collection & Reporting -- Storytelling Methods



Honoring the Storyteller

- **Engagement of Storytellers**
  - Involve storytellers throughout the process.
  - Explain research goals to the participant(s) -- what you want to learn, how their stories will be used, and what to expect if they choose to participate (e.g., time required, how to reach you with questions).
  - Consider and discuss issues of safety, confidentiality, consent, and data ownership.
  - Before sharing stories, confirm with storytellers that the final form reflects their experiences.
  - Allow those who share their stories to be active in program activities that may improve services and outcomes.

Honoring the Storyteller

- **Confidentiality and Ethics**
  - Collection and use of stories require mutual trust and respect; this facilitated by an open, honest, and transparent approach from beginning to end.
  - Different levels of confidentiality may be required depending on the individual, the context in which the story was shared and reported, and methods used (e.g., audio recording, video).
  - Observance of confidentiality can range from reporting the story and revealing its source to not reporting the story, concept, or source at all.

Additional Consideration

Not all stories are appropriate to share.

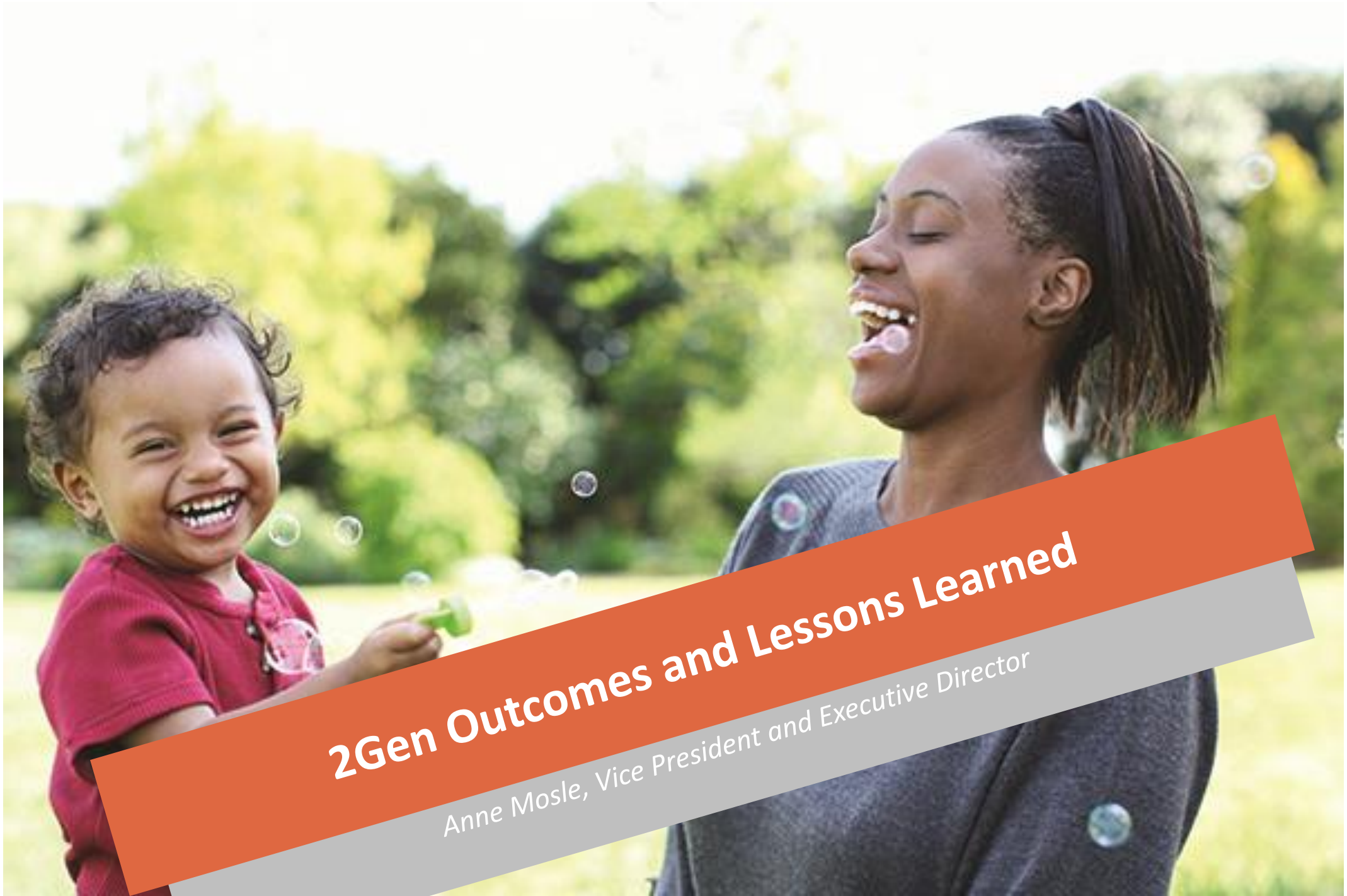
- Some may include sensitive information or identify other individuals who did not consent.
- Storytellers might not fully understand the need for confidentiality until after they have shared their story.
- Even when a consent form has been signed, important to ensure ongoing approval.

Resources

To learn more, please see the full report, *The Power of Stories: Enriching Program Research and Reporting*, available at http://www.acf.hhs.gov/programs/opre/index.html.

James Bell Associates
3033 Wilson Blvd., Suite 650
Arlington, VA 22201

Kim Keating: (703) 528-3230, keating@jbassoc.com



2Gen Outcomes and Lessons Learned

Anne Mosle, Vice President and Executive Director

Ascend & the Aspen Institute

Aspen Mission: The Aspen Institute is an educational and policy studies organization based in Washington, DC. Its mission is to foster leadership based on enduring values and to provide a nonpartisan venue for dealing with critical issues.

Ascend Mission: Ascend at the Aspen Institute is the **national hub** for breakthrough ideas and collaborations that move **children & their parents** toward **educational success & economic security.**

POWER OF THE ASPEN INSTITUTE ASCEND NETWORK

MULTI-SECTOR SOLUTIONS

- 31% WORK IN EARLY CARE AND EDUCATION
- 43% FOCUS ON COMMUNITY COLLEGES & WORKFORCE
- 14% WORK IN HEALTH OR MENTAL HEALTH
- 10% WORK IN HUMAN SERVICES
- 14% FOCUS ON BUILDING ECONOMIC ASSETS

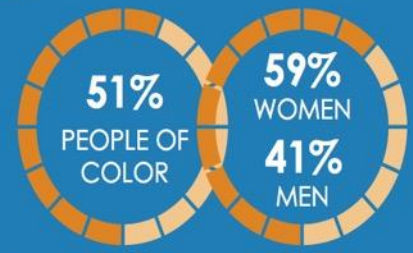
#2GEN PIONEERS

58 Network Partners &
41 Ascend Fellows

IMPACT ON FAMILIES

1. Steward $6.2 billion in public services for families in 5 states
2. Serve 475,000 students in community colleges & 4-year institutions
3. Serve 1.3 million people through direct services
4. Research brain science, early childhood, health, workforce, social capital & executive function

ASCEND FELLOWS



POLICY LANDSCAPE

7 states working on/passed* 2Gen legislation:
[CO*, CT*, MA, TN, TX, UT, WA]

National 2Gen Policy:

- Rural IMPACT (August 2015)
- Two-Generation Economic Empowerment Act (anticipated in fall 2015)

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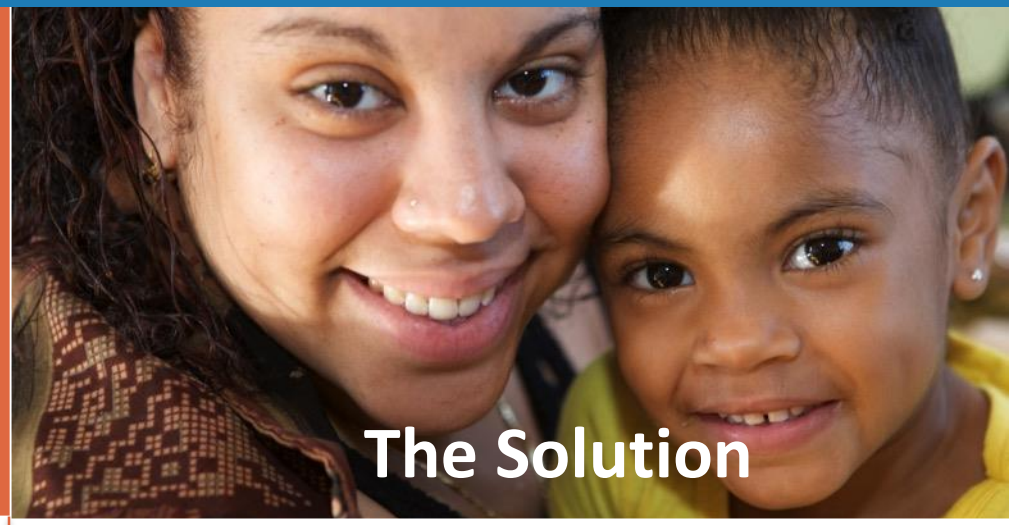
NATIONAL REACH

30 states & the District of Columbia

Harness the Family's Full Potential

The Need

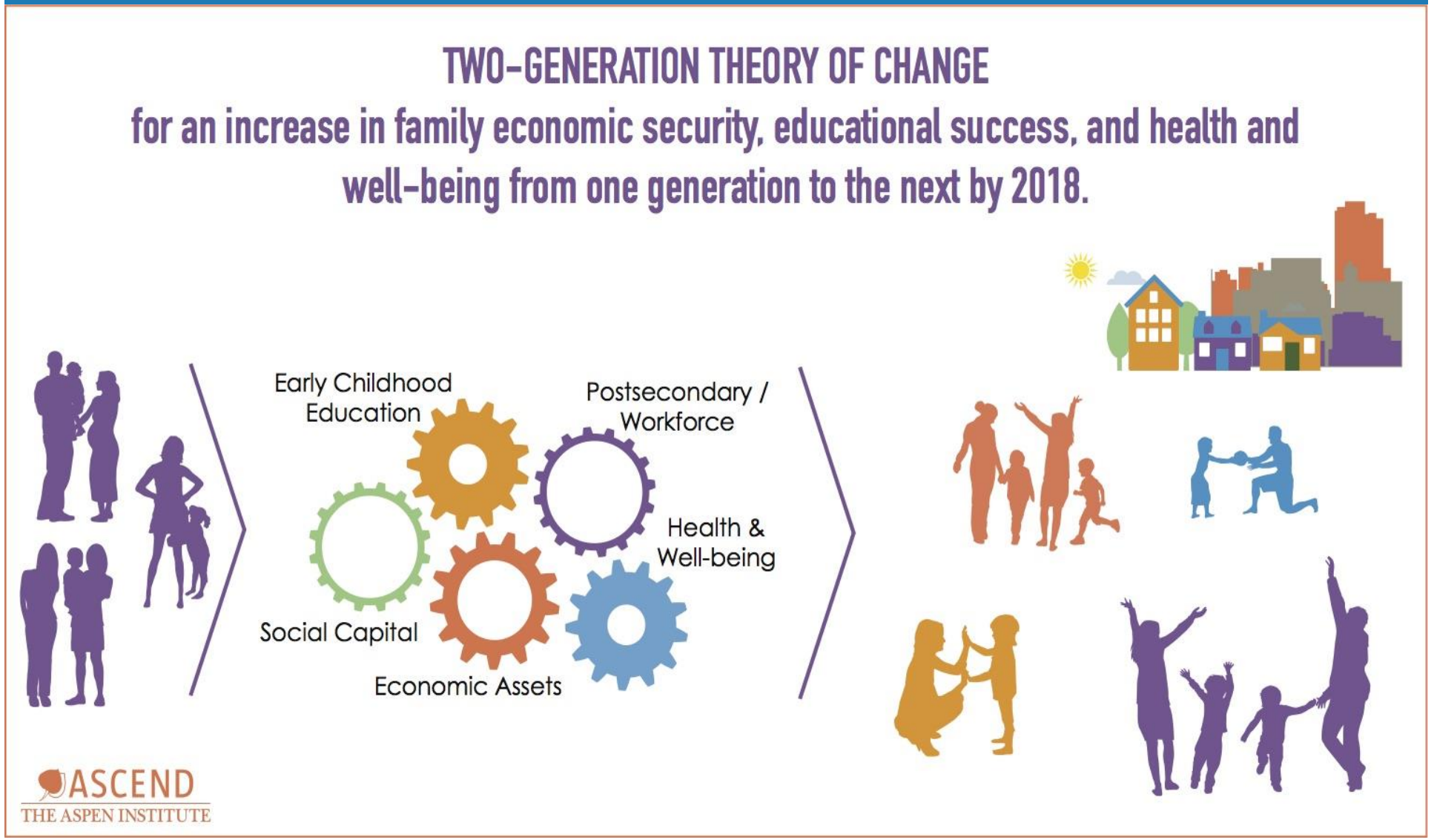
Fragmented policies and programs that address the needs of children and parents separately leave either the child or parent behind and dim each family's chance at success.



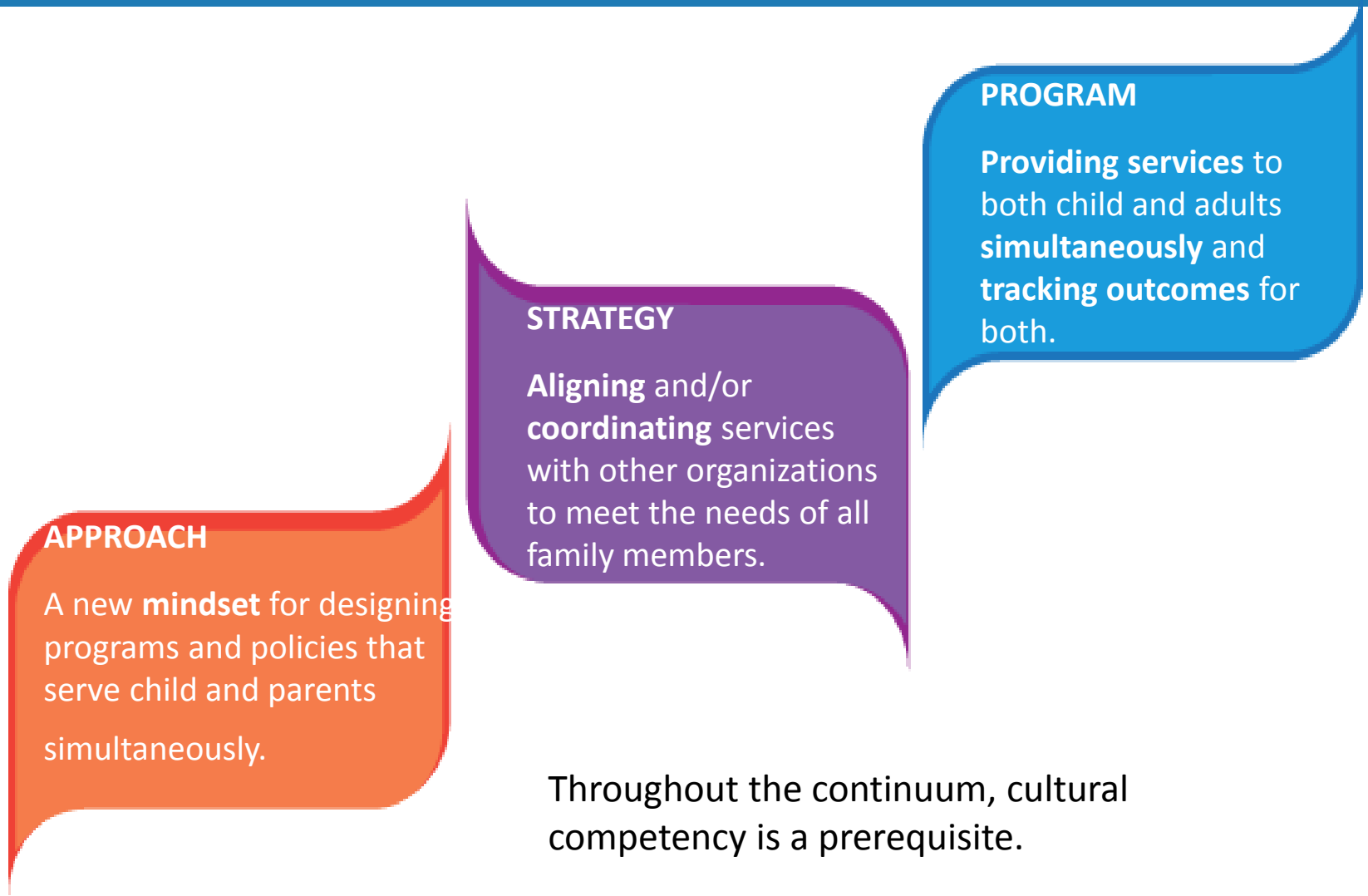
The Solution

Policies and programs that address the needs of *children and their parents together* can harness the family's full potential and put the *entire family* on a path to permanent economic security.

2Gen Theory of Change



2Gen Outcomes Program Continuum



Throughout the continuum, cultural competency is a prerequisite.

Principles of 2Gen Program Evaluation

- Identify and measure child and parent outcomes

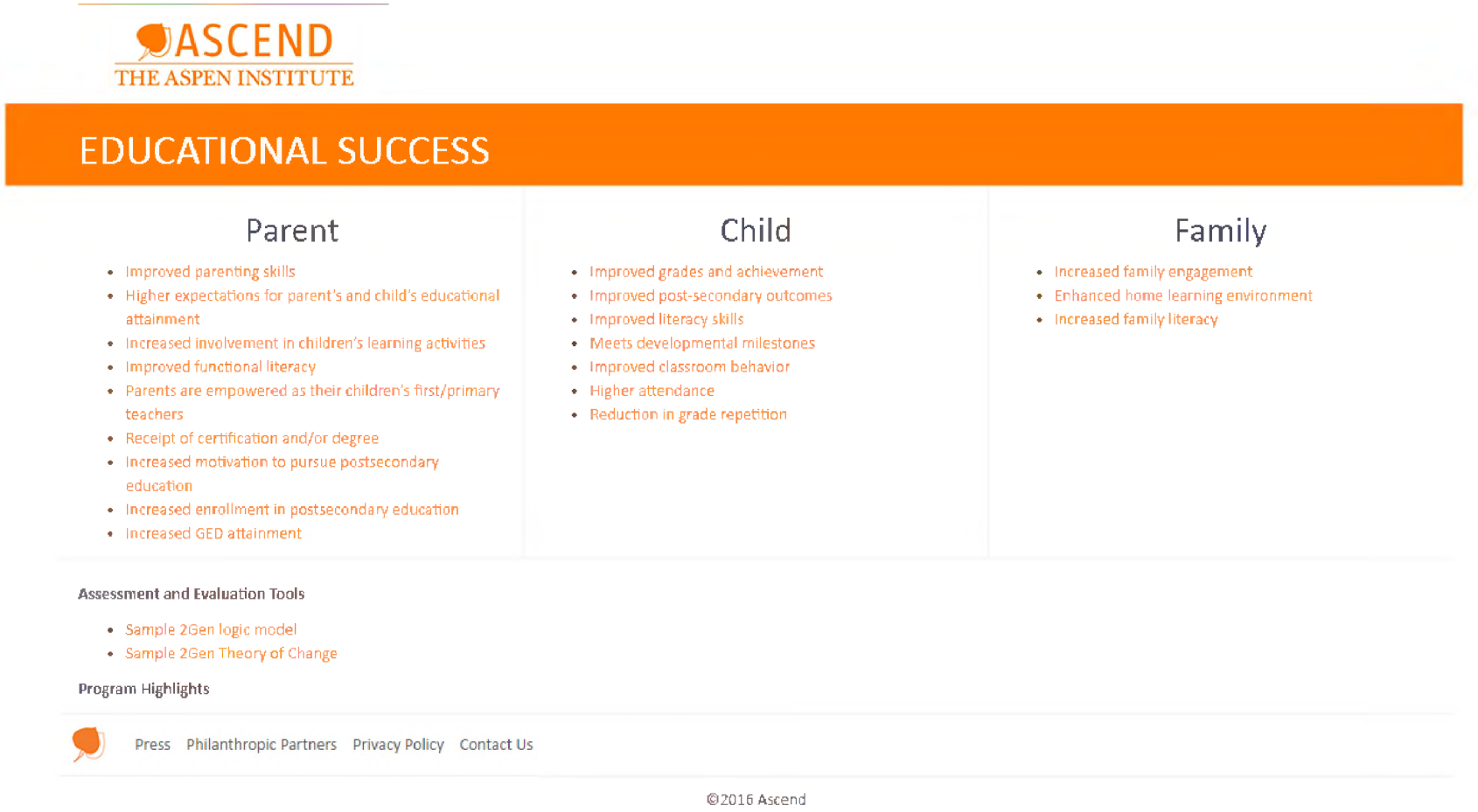
- Be flexible with methods – no one-size-fits-all
- Embed learning in design and strategy
- Know how collected data will be used
- Ensure internal capacity for most value from evaluation agenda

Conditions

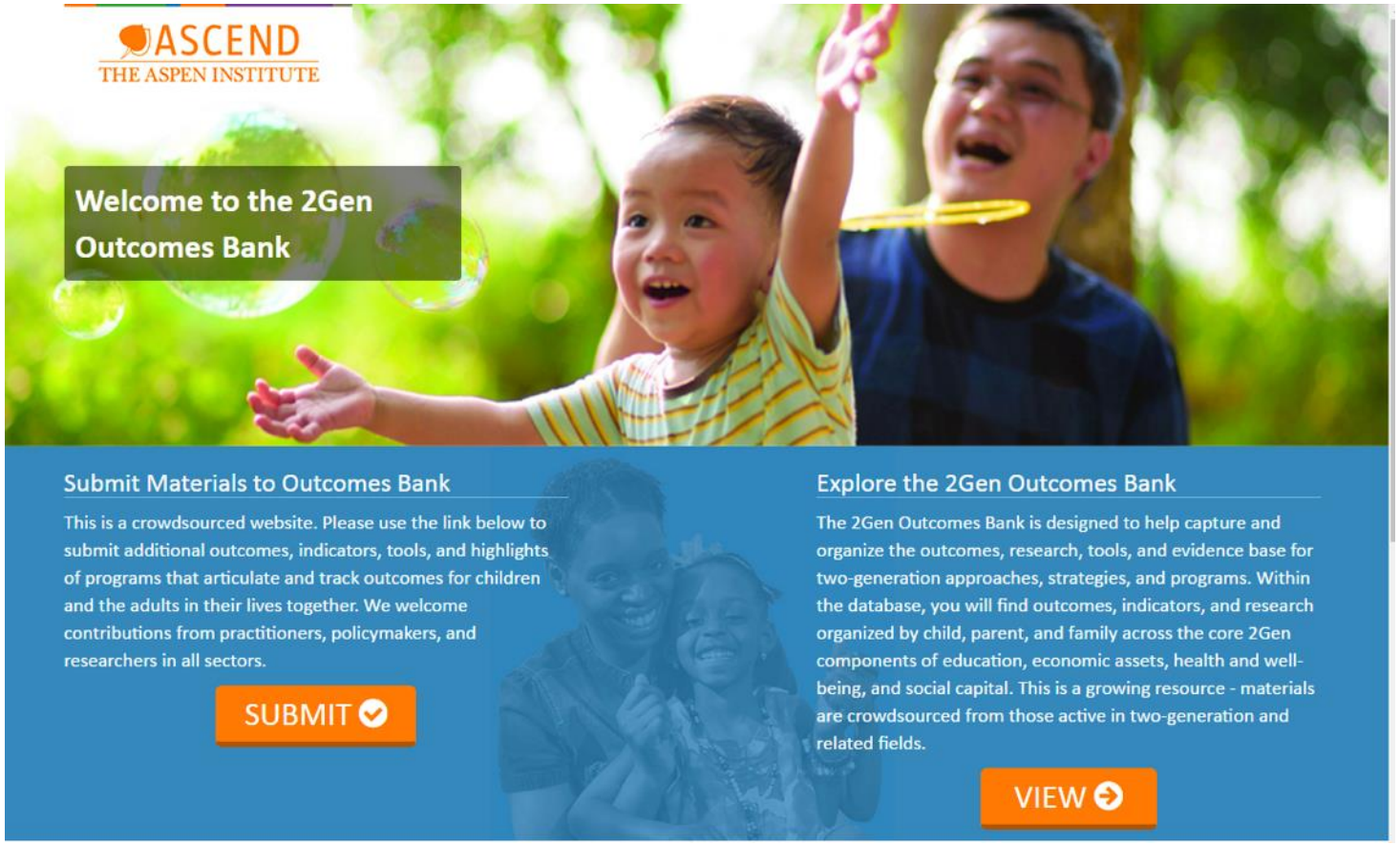
How to Create Pathways to Outcomes for Two-Generation Programs:

1. Identify outcomes for your target population
2. Articulate the conceptual framework - including intensity, sequence and timing
3. Test and modify based on the theory of change

Example of Outcomes and Indicators



Outcomes Bank for 2Gen Programs

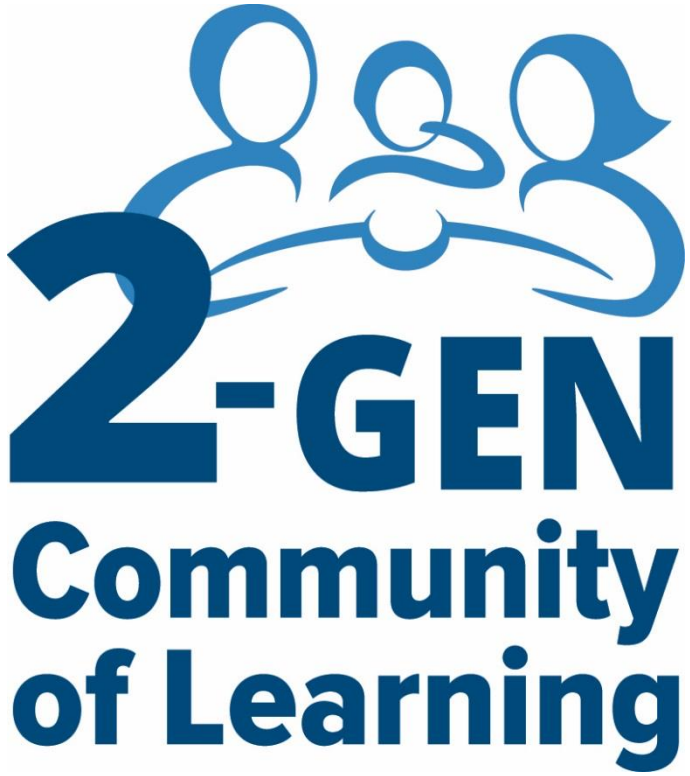


http://outcomes.ascend.aspeninstitute.org/

Lessons Learned

- Leadership is key to culture change;
- New paradigm for fathers and non-custodial parents;
- Human services innovation, courage and collaboration (inter, intra and with community);
- Early childhood is a key lever;
- Mental health screening and trauma informed care;
- Social capital: models and measurement;
- Brain science: implications for children and parents;
- Technology: breakthroughs and challenges;
- New partners and allies in building adult capacity (community colleges and workforce partners;
- Importance of starting with principles.

Stay Connected – and Questions

Check out our website:
http://ascend.aspeninstitute.org
Contact: leila.sammander@aspeninstitute.org

Thank You!