MAKING TOMORROW BETTER TOGETHER

REPORT OF THE TWO-GENERATION OUTCOMES WORKING GROUP

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ACKNOWLEDGEMENTS

Dear Colleagues,

Ensuring an intergenerational cycle of success for families is an important two-generation (2Gen) policy and practice value. As a renewed national discourse about 2Gen has gained strong traction over the last several years, "What are the intended outcomes of two-generation programs?" and "What are the pathways to these outcomes for two-generation programs?" have become gnawing questions for the field. In an effort to set a foundation for how practitioners and policymakers may consider and then answer these questions for themselves, we are pleased to release *Making Tomorrow Better Together: Report of the Two-Generation Outcomes Working Group*. The working group, comprised of leading 2Gen practitioners, researchers and evaluators, was asked to identify key outcomes for 2Gen programs upon which evidence-building for the field may be based.

In order to lay the groundwork for this task, the working group first began by outlining a set of principles for 2Gen program evaluations (see page 5). The working group then grappled with what specific conditions and organizational culture are needed for successful 2Gen learning and evaluation. Third, the working group developed a 2Gen glossary of evaluation terms as a common lexicon for programs beginning to consider a two-generation approach. Finally, the working group sought to identify a sample set of outcomes for 2Gen programs.

We view this report as a complement to two 2Gen policy reports produced last year: *The Top Ten for 2Gen: Policy Ideas & Principles to Advance Two-Generation Efforts* (Ascend at the Aspen Institute) and *Creating Opportunity for Family: A Two-Generation Approach* (The Annie E. Casey Foundation). Those reports and others have been the impetus for emerging 2Gen policy efforts at the federal, state, and local level. Although the contributions herein are applicable to 2Gen policy initiatives, you will find they are particularly relevant to internal assessments and external evaluation of 2Gen programs operating in organizations and community settings.

We are also pleased to announce that Ascend is hosting an online platform for organizations to retain, organize, and build 2Gen findings as they emerge and develop. A central feature, the 2Gen Outcomes Bank, with support from the W.K. Kellogg Foundation, highlights the research and evidence base substantiating outcomes for two-generation approaches as well as cites examples of how the outcome is targeted through two-generation policies and program designs from across the country. The Casey Foundation is launching a Strategic Evidence Building Advisory Group to explore methodologies, theories of change, and statistical analysis techniques towards advancing the empirical evidence of effectiveness for 2Gen programs.

This report would not have been possible without the intellectual capital of 2Gen leaders. **We thank in particular Monica Barczak, Keri Batchelder, Karenne Berry, Mary Bogle, Jennifer Brooks, Patrice Cromwell, Emmalie Dropkin, Amilcar Guzman, Cynthia Juniper, Christopher King, Julie Krow, Zorayda Moreira-Smith, Sue Popkin, Sophie Sahaf, Sarah Sattelmeyer, Wanda Walker, T'Pring Westbrook, and Ena Yasuhara.** Each of them was adept at deciphering and clarifying the nuances inherent in 2Gen learning and evaluation activities. Thanks also to Juan Collazos and Somala Diby of The Urban Institute who, under the able direction of Mary Bogle, assisted the working group to compile this report. *Making Tomorrow Better Together* is the result of our combined effort to further the 2Gen field. We hope your 2Gen work is stronger as a result.

Sincerely,

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PRINCIPLES OF TWO-GENERATION EVALUATION

- **Measure and account for outcomes for both children and parents –** Outcomes for both children and parents, or the adults in children's lives, are at the heart of a true two-generation program. Working collaboratively with families, programs should both articulate and track outcomes for both children and adults.

- **Embed learning and evaluation in program design and strategy –** Strong two-generation programs embed learning and evaluation strategies when designing their program. Knowing up front how to measure success is central, along with articulating the program's approach and assumptions to achieving intended outcomes. Armed with clear thresholds for near and long-term success, programs can better make programmatic refinements based on real-time learning.

- **Use multiple approaches –** Cutting-edge two-generation strategies draw on a growing multidisciplinary knowledge and evidence base, as well as data-driven field experience, to design and adapt effective approaches to advancing outcomes for children and parents together. To keep pace, two-generation learning and evaluation partners must draw flexibly on a mix of research methods, such as formative evaluation (i.e., learn as you go), the investigative methods of the biological sciences, and quasi-experimental and experimental design.

- **Use data –** Gathering and sharing data is necessary for the continuous improvement of two-generation programs and, in turn, enhanced outcomes for families. Programs should identify how data will be used prior to collecting it and use and share the data that is collected. Engaging families in data collection and data sharing strategies not only promotes transparency but may also support broader community goals such as increased civic engagement among families.

- **Evaluation efforts build internal capacity and ensure continuous feedback –** Organizations implementing two-generation programs need a solid internal capacity to support two-generation learning and evaluation efforts. Resources are dedicated to ensuring staff members are knowledgeable about two-generation learning and evaluation methods and tools. The organization also solicits feedback from families and community partners and program outcomes are compiled and reported routinely.

INTRODUCTION

Two-generation approaches emphasize the provision of education, economic supports, social capital, and health and well-being to create a legacy of economic security that passes from one generation to the next. Two-generation practitioners, policymakers, funders, and researchers act on the understanding that if you want to make tomorrow better for children, you have to make it better for their parents, and vice versa.

Two-generation practices hold great promise for longer and better outcomes for vulnerable families. Consequently, across the US, many organizations already serve children and parents through a two-generation approach and/or by collaborating with partners to implement a two-generation strategy. However, as of yet, relatively few organizations implement a two-generation program, which, per Figure 1, requires greater adherence to the principles of two-generation evaluation described above.

A growing knowledge base is available to practitioners who seek to conceptualize and implement programs that produce longer and better outcomes for both generations, but there is still much work to do to help the field access and effectively utilize this information. For example, most practitioners know about research showing that parental education levels can affect many aspects of children's lives, and also that parents' mental and physical health are closely intertwined with their children's mental and physical health. But their capacity to use this research to select outcomes, establish evidence-based and innovative theories of change, and then continually test their assumptions and delivery models is highly variable. For example, which outcomes are most important to target for which populations (e.g., based on level of need or family type?); what sequence should outcomes across generations follow (e.g., should high-quality child care come before stable parent employment?); how should the choice of target outcomes be affected by dominant program models or policy aims (e.g., focused on employment, early childhood, or housing goals); and what levels of service dose, duration, and quality across generations are required to achieve longer and better outcomes?

This report is designed to be a starting point for further field-wide discussion (and eventual consensus) on two-generation

FIGURE 1: TWO-GENERATION APPROACH, STRATEGY, PROGRAM CONTINUUM

PROGRAM
Providing services to both child and adults **simultaneously** and **tracking outcomes** for both.

STRATEGY
Aligning and/or **coordinating** services with other organizations to meet the needs of all family members.

APPROACH
A new **mindset** for designing programs and policies that serve child and parents simultaneously.

Throughout the continuum, cultural competency is a prerequisite.

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outcomes and potential pathways to those outcomes.

BUILDING ON WHAT WE ALREADY KNOW

To understand why the field needs deeper understanding of intended outcomes and potential pathways to those outcomes, it is first important to understand where the two-generation field has come from. Noted two-generation researchers Lindsay Chase-Lansdale and Jeanne Brooks-Gunn detail the history of two-generation programs in their article "Two-Generation Programs in the Twenty-First Century," which was published in the Spring 2014 issue of *The Future of Children*. The summary that follows draws extensively on their work.

Head Start is often cited as the first two-generation approach, at least at the national level. Launched by the Johnson Administration in 1965, the federally-funded preschool program for children also involved parents in a variety of ways. Between 1965 and the mid-1980s, numerous programs were funded to address the needs of families in poverty, but many served primarily children (e.g., Project CARE, the Infant Health and Development Program) or parents as a subset of adult-oriented programs (e.g., Job Training Partnership Act or JTPA programs, the Job Opportunities and Basic Skills program).

By the early-to-mid-90s, the Foundation for Child Development coined the term "two-generation program" to describe programs which were explicitly testing the effects of providing simultaneous services to contiguous generations of families in poverty under a single program model. These programs included the Comprehensive Child Development Program, Even Start, and a set of large adolescent demonstration programs such as New Chance. Chase-Lansdale and Brooks-Gunn have dubbed these programs "Two-Generation 1.0."

By the late 90s, interest in two-generation programs began to wane primarily because of evaluation findings that suggested Two-Generation 1.0 programs were producing only modest participant outcomes at relatively high cost. Researchers have explained these disappointing effects by pointing to various implementation flaws such as unequal emphasis on both generations, poor quality of services for children, weak intensity of services for adults, and imprecise targeting of the service population overall. In addition, the intense national and state focus on welfare reform in the 1990s and early 2000s took precedence over policies and programs to educate low-income parents.

Since the "Great Recession" of 2007 – 2009 and the lessened focus on Temporary Assistance for Needy Families, however, concerns about social inequality, the US position in the world economy, and persistently high child poverty rates have ignited renewed interest in two-generation programs. A new wave of "Two-Generation 2.0" programs has developed based on lessons learned about the level of service quality and intensity to sustain even individual-level effects, much less family-level effects. Per Chase-Lansdale and Brooks-Gunn, these new programs focus on providing high-quality early childhood services simultaneously with adult human capital development which fosters parenting capacity as well as whole family economic success.

With the increasing momentum for two-generation approaches has come a clarion call that Two-Generation 2.0 programs have more work to do to surmount the pitfalls of the 1.0 wave. In particular, today's experts note that integration of two-generation program components is essential to optimal outcomes (e.g., parenting and career skills rise commensurately and in tandem

> *In order to be successful, the two-generation field needs to understand precisely how two-generation "2.0" is distinct from "1.0," especially when it comes to maintaining a high level of services integration, quality, and intensity across both generations.*
>
> —Jennifer Brooks, Bill & Melinda Gates Foundation

with child learning and development outcomes), and that this can only be achieved by entities who internalize Two-Generation 1.0 lessons about targeting, quality, and intensity through strong learning cultures and deep commitment to continuous improvement through research, evidence, and data-sharing across partners.

THE VARIED VIEWPOINTS OF TODAY'S FIELD
Diverse actors shape the current two-generation field. This diversity offers various strengths and challenges in the search for key two-generation outcomes.

First, service providers seek to deliver results on the program level for the clients and communities they serve. They view outcomes through the lens of organizational mission; tangible performance measures of service utilization, client satisfaction, and client well-being; anecdotal evidence reflecting client progress; and measures of fiscal accountability and fundraising success. For agencies that take the lead role in delivering or coordinating two-generation outcomes, a key challenge is achieving the right level and combination of resources and programming for both generations within the bounds of the organization's and its partners' scopes, be they narrow or broad. A further challenge is designing and implementing conceptual models that incorporate programs with emphases ranging from early childhood to parental economic security. The promise of defining key outcomes and

potential pathways to those outcomes for this group is that they will have a basis on which to build and measure actual two-generation programs, rather than approaches that provide only somewhat coordinated support to members of the same family, which is unfortunately commonplace in the absence of well-defined outcomes.

Second, policymakers seek to deliver results on the population level for entire neighborhoods, cities, regions, states, and the nation. At their best, both this group and service providers seek to learn about what works and then continually improve the programming and policies offered through the resources under their control. Policymakers view two-generation outcomes through lenses focused on the public good, the measureable well-being of particular sub-populations (e.g., immigrants, families on public assistance, working poor families), and return on investment. For this set of actors, a key challenge is securing support for two-generation investment from a public that often sympathizes with the needs of children more readily than with the needs of parents. The promise of defining key outcomes and potential pathways to those outcomes for this group is that they will be able to more clearly understand and articulate the return on investment achieved through allocation of public resources toward two-generation approaches.

Third, researchers and evaluators seek to support the field in accumulating the knowledge and evidence on which good policy and program design is based. They view two-generation outcomes through the lenses of scientific disciplines and logic models that make evaluating impact more feasible. A key challenge for this group is developing evaluation strategies that account for the complexity of two-generation program design. The promise of defining key outcomes and potential pathways

to those outcomes for this group is more clarity on how to test the components of two-generation logic models (<u>inputs</u>, <u>outputs</u>, and outcomes) through formal demonstrations and experiments that will provide the evidence the field needs to grow. In addition, with a list of common outcomes fully established, this group could be instrumental in establishing methods for data collection and corresponding data collection instruments, on both the level of formal evaluation and continuous improvement for programs.

Fourth, parents and other family members seek to make life better for themselves and their children. Interestingly, this is the only group for whom it is entirely natural to see the fates and fortunes of all generations as inextricably linked. For this group, a key challenge is being treated as full partners with all other stakeholders, much less as the rightful leaders, in defining outcomes for themselves and for their children. The promise of defining key outcomes for this group is that they will be activated in their roles as two-generation program leaders, rather than remaining merely the subjects of loosely defined interventions.

And finally, partnerships and collaborations may include any combination of the previous four groups. Most collaborations are alliances between or among service providers who come together around a two-generation strategy in recognition that no one organization or entity can meet the comprehensive needs of families. Sometimes, these collaborations seek results on the population level, rather than just for the families one or more partner serves jointly. Especially for two-generation purposes, such partnerships typically struggle with how to fund, align, and coordinate their <u>activities</u> thoroughly enough to achieve agreed-upon outcomes, e.g., when one organization's ability to achieve parent employability

outcomes requires its partner to provide high-quality child care during evening-class hours. At their best, collaborations can represent all actors: parents, providers, policymakers, and learning partners. However, in order to achieve shared goals, these actors must address the significant complexities of agreeing on outcomes and contend with the different lenses each brings to what matters most in achieving those outcomes.

Ultimately, for all of the groups described above, the promise of defining key outcomes and potential pathways to those outcomes is still speculative, based more on observational studies than proven fact. The remainder of this report is aimed primarily at the service provider audience to support them as they seek to realize the vision of the two-generation field that, if conceptualized and implemented correctly, two-generation programs will produce far more powerful outcomes for families than those generated by the mostly child- or parent-focused interventions we have today.

THE PROMISE OF TWO-GENERATION PROGRAMS: BETTER AND LONGER OUTCOMES FOR ENTIRE FAMILIES

This section addresses the central questions of this report: What are the intended outcomes of two-generation

I wish leaders and policymakers understood first that an investment in parents and children struggling to achieve economic security is just that — an investment. As a country, we need to think long term. I also believe that that investment is not enough. Families struggling to achieve economic security need basic assistance, but they also need an advocate by their side: mentors, people to whom they can turn for advice and perspective.

—Monique Rizer, Opportunity Nation; 2000 Gates Millennium Scholar

programs? and What are the pathways to these outcomes for two-generation programs?

Defining Two-Generation Outcomes

There are no "two-generation outcomes," per se. Rather, there are outcomes that two-generation programs typically target across the child-focused, parent-focused, and <u>family-focused</u> spectrum. Table 1, found on p. 16, offers a preliminary list of these outcomes for field-wide discussion. Programs that provide services to just parents or children also often draw from this list, but they rarely integrate their services across generations or target family-focused outcomes, which are hard to obtain through a single-generation program model.

Please note that it is beyond the scope of this report to present an exhaustive or final list of all outcomes currently intended by two-generation programs. However, as announced in the opening letter to this report, the online Ascend Two-Generation Outcomes Bank serves as an expanding and updateable resource from which the two-generation field can draw. The Two-Generation Outcomes Bank links outcomes typically targeted by two-generation programs to relevant research and evidence – such as the sources cited above – as well as cites examples of how the outcome is targeted through two-generation policies and programs across the country.

In choosing to target outcomes like those listed in Table 1, two-generation programs are often influenced by research and observation studies that show (Haskins 2014):

■ Intergenerational education affects many areas of children's lives, and these effects persist overtime;

■ Boosting parents' income is likely to have positive effects on their children,

primarily when this boost takes place during early childhood;

■ Parents' employment can have both positive and negative effects on their children; one positive effect may be higher family income, while a negative one, particularly in less flexible workplaces, may be less time spent with the family;

■ Parents' mental and physical health are closely intertwined with their children's mental and physical health—some of which is the result of genetics, but much of which can be traced to environment and behavior.

Two-generation practitioners move from being an approach to being a program when they take the initiative – either alone or with partners – on developing a strong two-generation theory of change, as well as internal and external evaluation mechanisms to better understand the drivers and potential levers for improving child and parent outcomes simultaneously. Once these conditions are set and implementation has begun, two-generation programs must then challenge their assumptions and ask themselves: Are our intentions to produce strong outcomes matched by real-life results? This requires that two-generation programs continuously improve by testing both their design and implementation strategies through an appropriate balance of innovation and evidence-based practice. In sum, two-generation programs produce the learning culture, technology, and data necessary to:

■ Identify the best outcomes for their target population and program capacity;

■ Design the right conceptual framework and implementation plan, which spells out details on timing, sequence, and level of intensity for both generations as well as short- and medium- or long-term measures of success;

- Test and modify implementation results by collecting and analyzing data on all measures, ensuring meaningful input from beneficiaries; making real-time programmatic adjustments; and conducting and learning from longer-term evaluations that approximate a counterfactual.

First, Identify Appropriate Outcomes

A two-generation program may aim for a myriad of outcomes, such as – but not limited to – those outlined in Table 1. Innovation and customization are encouraged and programs certainly need not identify exactly the same outcomes as other programs to qualify for membership in the two-generation field. What is critical is that each program conducts a thorough needs assessment – on both the community and family level – of their target population of children, parents, and other family members. Typically, a two-generation program will consider the holistic needs of entire families in addition to the individual needs of children and adults, and these needs are always identified in close consultation with families themselves. As a program considers its intended outcomes, it should weigh factors like family composition, culture, citizenship status, neighborhood of residence, presence of special mental health or disability needs, and family history of labor market attachment, intergenerational poverty, and college attendance. For example, Jeremiah Program, a Minnesota-based nonprofit, began in 1997 after interviews with single-mother students from Minneapolis showed how little access they had to child care and safe and stable housing. Now Jeremiah serves about 300 families in five sites nationwide, seeking educational and workforce outcomes for the single moms, school success outcomes for their children, and a reduction in dependence on public assistance for whole families. Each family's needs and goals – across generations – are identified through a rigorous pre-admissions process. Periodic family meetings, which are attended by both parent-focused and child-focused staff, track a service plan and outcomes against baseline data collected at pre-admissions.

Like any other helping agency or nonprofit, a two-generation program must also remain mindful of its core mission and available resources. The reality is that two-generation service providers cannot always meet every need a family may have, particularly across generations. Two-generation programs must ponder the following questions carefully in order to identify a realistic set of outcomes as well as to select suitable provider partners and advocacy goals:

- What should be the intended outcomes for parents (or other adult caregivers) based on our program resources and activities as well as assessment of parent needs? Are these sufficient to achieve our mission? How, in turn, are these parent outcomes dependent on or related to resources available to their children?

- What should be the intended outcomes for children based on our program resources and activities as well as assessment of child needs? Are these sufficient to achieve our mission? How, in turn, are these child outcomes dependent on or related to resources available to their parents?

- Ultimately, what should be the intended outcome(s) for the entire family? How are those outcomes defined (e.g., housing stability, higher educational attainment for one or both generations, advancement from one income bracket to the next, the end to inter-generational poverty)? Will achieving the outcomes we have selected for children and parents get us there?
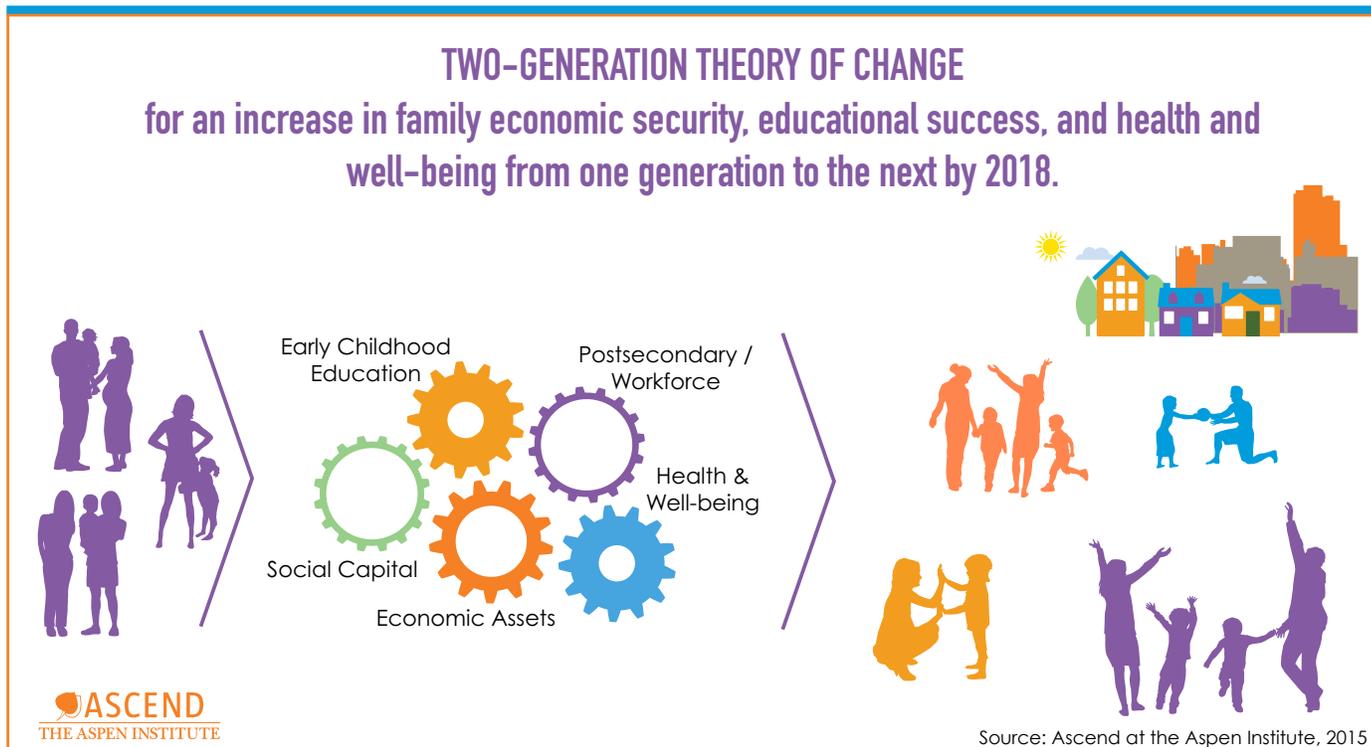
Second, Design the Right Conceptual Framework

Once practitioners have the ends – the outcomes – in mind, they must design their program components based on a theory of change which draws on good science, the large evidence base amassed from single-generation programs, and observational and investigational research on two-generation effects from experts like Lindsay Chase-Lansdale, Jeanne Brooks-Gunn, Teresa Eckrich Sommer, and Jack Shonkoff. An excellent source for studies and scholarly articles on two-generation models can be found at the website of The Northwestern University Two-Generation Research Initiative. A two-generation program theory of change may look like Figure 2, but it is expected that individual programs will vary the components widely based on outcomes targeted, resources available, the views of key stakeholders, and local innovation. In particular, when developing theories of change, two-generation programs weigh heavily the compositions, cultures, needs, strengths, and personal goals of the families they serve – recognizing that these elements are not only essential to targeting the right outcomes, but also to establishing effective strategies and short- and medium-term benchmarks along the way to long-range outcomes.
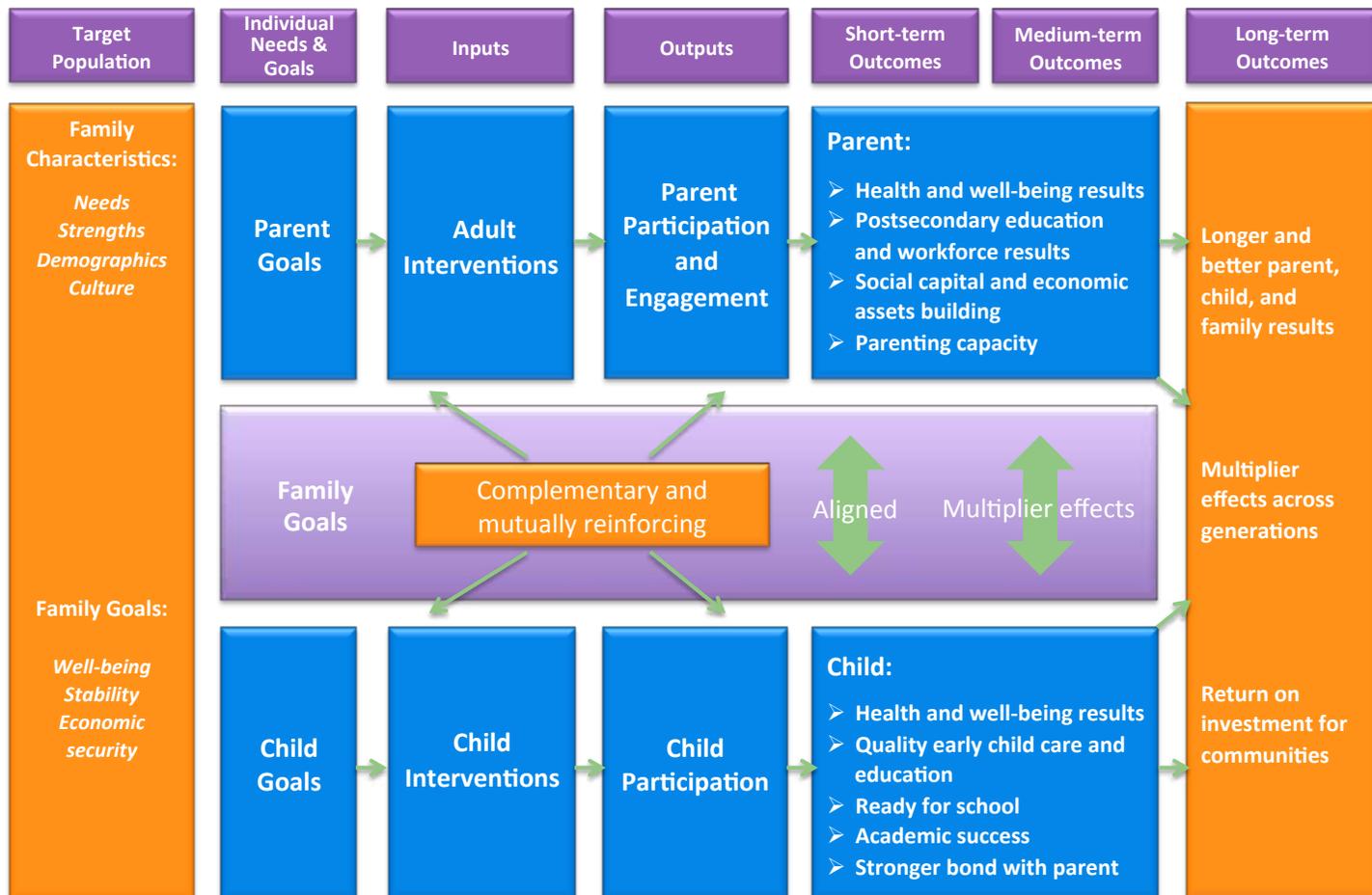
Two-generation programs (and their evaluations) express the specifics of their theories of change through logic models that may look like Figure 3 below. While logic models are not unique to two-generation programs, the consideration given to how parent and child inputs, activities, outputs, and outcomes interact (the arrows) and with what intensity (duration and dosage) they are offered across generations is unique and of utmost importance to program design and implementation. In other words, two-generation program leaders are very intentional about the relationship between the activities and results they promote for both generations. This is why it is so important for two-generation programs to have strong learning

FIGURE 2: SAMPLE TWO-GENERATION THEORY OF CHANGE

TWO-GENERATION THEORY OF CHANGE
for an increase in family economic security, educational success, and health and well-being from one generation to the next by 2018.

Early Childhood Education
Postsecondary / Workforce
Social Capital
Health & Well-being
Economic Assets

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Source: Ascend at the Aspen Institute, 2015

This diagram illustrates, in very broad terms, the two-generation theory of change: a family forms; together, all members draw on education, economic supports, social capital, and health and well-being. Current and successive generations enjoy economic security and stability.

FIGURE 3: SAMPLE TWO-GENERATION LOGIC MODEL

Target Population	Individual Needs & Goals	Inputs	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes
Family Characteristics: *Needs* *Strengths* *Demographics* *Culture* **Family Goals:** *Well-being* *Stability* *Economic security*	**Parent Goals** **Family Goals** **Child Goals**	**Adult Interventions** Complementary and mutually reinforcing **Child Interventions**	**Parent Participation and Engagement** **Child Participation**	**Parent:** ➢ Health and well-being results ➢ Postsecondary education and workforce results ➢ Social capital and economic assets building ➢ Parenting capacity Aligned Multiplier effects **Child:** ➢ Health and well-being results ➢ Quality early child care and education ➢ Ready for school ➢ Academic success ➢ Stronger bond with parent		**Longer and better parent, child, and family results** **Multiplier effects across generations** **Return on investment for communities**

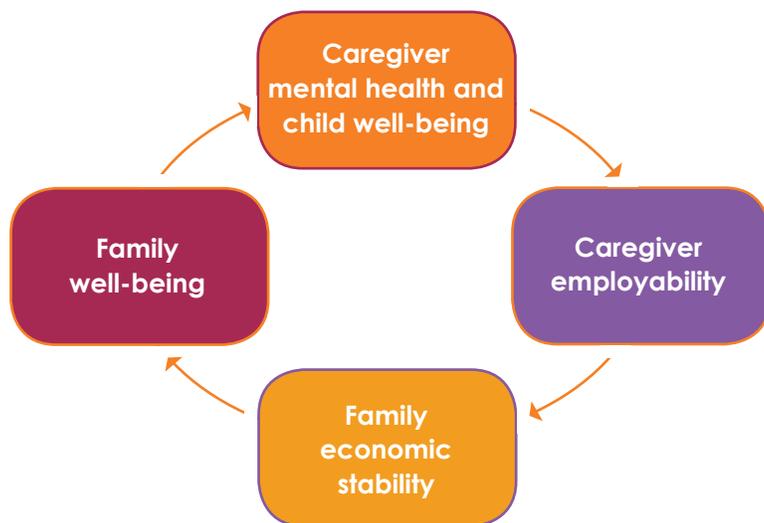Source: Urban Institute, 2016. Some elements adapted from Scott et. al., 2016.

cultures. Targeting and tracking the integration of activities and outcomes across generations requires more programmatic sophistication than simply offering an unrelated menu of services to either or both generations.

Various forms of interaction expressed in a well-integrated two-generation logic model may be understood as follows. First, two-generation programs actively seek to provide complementary activities (e.g., if the parent is working, child care must at least cover work hours) which produce separate parent-focused or child-focused outcomes (e.g., career advancement, school readiness). Second, two-generation programs actively seek to augment their delivery models with mutually reinforcing activities. Examples of mutual reinforcement include parent skill-building programs that enhance parent capacity

to promote child academic success in and outside the classroom; opportunities for parents to volunteer in the classroom or other learning settings where parents and children can motivate each other to develop new skills; and physical moves to new housing or neighborhoods which provide both a safe family home and opportunities for community-building and social-capital development with other families. Third, two-generation programs actively seek to produce robust multiplier effects within the family unit itself. In other words, the program specifically targets child-, parent-, and family-level outcomes that will build off one another in the long run even after the program has ended.

For example, the United Way of the Bay Area operates almost a dozen SparkPoint Centers, which help low-income residents create step-by-step plans to

FIGURE 4: TWO-GENERATION PROGRAM HYPOTHESIS: FAMILY MULTIPLIER EFFECTS

```
Caregiver
mental health and
child well-being
        →
Family                    Caregiver
well-being                employability
        ↑                       ↓
        Family
        economic
        stability
```

Source: Adapted from Shonkoff, 2013

This diagram illustrates the hypothesis that positive outcomes in a caregiver's mental health might lead to positive caregiver employment outcomes and a consequent increase in family economic stability, which, in turn, will improve child well-being. To the extent multiplier effects are achieved, the loop continues with outcomes accruing to both and succeeding generations.

Third, Test and Modify

Two-generation practitioners who decide to pursue the promise of two-generation programming must implement their programs using the techniques and tools of continuous improvement. Continuous improvement efforts are typically supported by performance management software as well as by staff who are charged with: establishing clear short- and long-range measures for all inputs, outputs, and outcomes; collecting data, both quantitative (e.g., through forms) and qualitative data (e.g., through focus groups); and bringing forth reports and analyses that assist program staff and other stakeholders to weigh if their two-generation program design goals are being met and make any necessary adjustments to key elements, such as service intensity.

tackle their unique financial needs and connect to related services, such as credit counseling, tax preparation, and home ownership support. SparkPoint Community Schools is United Way's two-generation spin-off which specifically links the financial footing and knowledge of parents to the academic outcomes of their children. Regular SparkPoint Centers seek the same outcomes for clients as school-based centers, covering results like increasing income, accumulating savings, improving credit scores, and decreasing debt. However, at workshops and counseling offered by SparkPoint Community Schools, parents often begin with the goal of sending their child to college, which motivates them to improve their credit and increase their savings. When parents graduate from the workshop series, they participate in a ceremony wearing a cap and gown. For most of the families served, this experience is the first time they have seen a family member graduate, so children gain motivating role models for academic success as well.

For example, LIFT is a national non-profit with a network of community-based offices in cities like New York and Los Angeles. They pair clients, who are known as members, with advocates, and together they make progress on the member's goals and work to strengthen the member's connections to social services, supportive relationships, and the local community. Because LIFT's theory of change emphasizes the relationship between members and advocates and a member-led goal setting process, LIFT regularly surveys their members and conducts focus groups to gather perceptual data and feedback on the relationship with LIFT and more broadly on opportunities for improvement. The focus groups also provide an opportunity to challenge theory of change assumptions, such as what program inputs are most valued and why. The network-wide survey is then used, from the CEO on down, to track performance and better understand opportunities to improve results for members.

Continuous improvement efforts typically produce data and instigate changes to service delivery models at a much faster pace than formal evaluation, which can take years to unfold as researchers go about the careful business of collecting enough data to draw meaningful conclusions. For programs that work closely with external evaluators, performance managers and researchers alike need to embrace and surmount some inevitable challenges. For example, staff of Career*Advance*® at CAP Tulsa, a well-known and heavily evaluated two-generation program, has regularly modified their program in response to participant feedback collected during focus groups. In addition, when the community college decided to change its course offerings, the program had to adapt inputs quickly to preserve the integrity of its theory of change. In turn, the formal evaluation team from Northwestern University, the University of Texas at Austin, Columbia University, and New York University has had to integrate these program model changes into the program's research design. The formal evaluation team regularly debriefs Career*Advance*® performance managers on various interim findings. For example, the evaluators provide annual reports that feed CAP Tulsa's own data back to them in a way that is easy to interpret and build upon. In addition, the formal evaluators are sometimes able to provide special support, such as analyzing administrative data from the local Department of Human Services and Employment Security Commission. However, what the evaluators cannot do is break out any of the administrative or interview data by treatment versus comparison group until the spring of 2016. In fact, the formal evaluation team itself decided early on not to look at the groups separately until the spring to avoid jumping to premature conclusions or tilting their interpretation of findings. While the inability to access early findings from the impact study

has been frustrating to performance managers, the expectation on all sides is that their patience will be rewarded when the two-generation field benefits from the formal study findings on Career*Advance*®.

CONCLUSION

Because the two-generation field is still developing (at least in its more rigorous 2.0 form), the working group wishes to fully acknowledge that the two-generation hypothesis of longer and better outcomes has not yet been proven through formal evaluation. In fact, a stronger evidence-based case can still be made for well-managed single-generation programs (e.g., adult workforce development, early childhood) that pursue their more limited set of activities at a higher level of quality and intensity than poorly conceptualized and implemented two-generation programs that provide comprehensive services but fail to balance high quality and intensity across both generations.

Nevertheless, the basic research to support the two-generation hypothesis is robust. This is why establishing a common understanding about outcomes for two-generation programs and the pathways to those outcomes is so important. If we learn about and adhere to the right targeting, quality, intensity, and programmatic balance necessary to achieve those outcomes, we will realize the promise of two-generation programs to produce longer and better outcomes for families.

Two-generation is a nascent field, which will continue to evolve in the coming years. Hopefully, this report will help provide the necessary foundation to guide this evolution in the right direction.

— Christopher King, Ray Marshall Center for the Study of Human Resources

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE
EDUCATIONAL SUCCESS (from early childhood through postsecondary levels)	**CHILD IS READY FOR SCHOOL AND TAKES CHARGE OF HIS/HER LEARNING** (Foundation for Child Development)	
	Meets developmental milestones	Development and Psychopathology 2013 US Department of HHS, ACF 2010 Chase-Lansdale & Brooks-Gunn 2014
	Improved literacy skills	Aikens et al., 2013 St. Pierre et al., 1996
	Improved classroom behavior	St. Pierre et al., 1996
	Higher attendance	Connolly & Olson 2012 St. Pierre et al., 1996 Chase-Lansdale & Brooks-Gunn 2014
	Reduction in grade repetition	St. Pierre et al., 1996
	Improved postsecondary outcomes	Ascend at the Aspen Institute Chase-Lansdale & Brooks-Gunn 2014
	Improved grades/achievement	Greenberg & Domitrovich 2011 St. Pierre et al., 1996 Zhao & Modarresi 2010 Chase-Lansdale & Brooks-Gunn 2014
	PARENT BECOMES MORE POWERFUL LEARNING PARTNER AND IS MOTIVATED TO PURSUE POSTSECONDARY LEARNING (Foundation for Child Development)	
	Increased GED attainment	Bassett 2014 Chase-Lansdale & Brooks-Gunn 2014
	Increased enrollment in postsecondary education	Ascend at the Aspen Institute Sabol & Chase-Lansdale 2014 Chase-Lansdale & Brooks-Gunn 2014
	Increased motivation to pursue postsecondary education	Ascend at the Aspen Institute Chase-Lansdale & Brooks-Gunn 2014
	Receipt of certification and/or degree	Ascend at the Aspen Institute Chase-Lansdale & Brooks-Gunn 2014
	Parents are empowered as their children's first/primary teachers	National Head Start Association Impact Working Group (in progress)
	Improved functional literacy	St. Pierre et al., 1996
	Increased involvement in children's learning activities	Gelber & Isen 2011
	Higher expectations for parent's and child's educational attainment	Sommer et al., 2012 Chase-Lansdale & Brooks-Gunn 2014
	Improved parenting skills	Development & Psychopathology 2013 Chase-Lansdale & Brooks-Gunn 2014

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE
EDUCATIONAL SUCCESS	**FAMILY: EDUCATIONAL SUCCESS BECOMES A CORE FAMILY VALUE**	
	Increased family literacy	
	Enhanced home learning environment	Foundation for Child Development 2012
	Increased family engagement	Miller et al., 2014
WORKFORCE DEVELOPMENT AND ECONOMIC ASSETS	**CHILD HAS A MODEL FOR ECONOMIC SUCCESS**	
	Career exposure	Ascend at the Aspen Institute 2014
	Increased wage benefits	Johnson and Jackson 2011
	PARENT IS MOTIVATED TO CLIMB CAREER LADDER	
	Improved earnings	St. Pierre et al., 1996 Chase-Lansdale & Brooks-Gunn 2014
	Reduced reliance on public aid	Ascend at the Aspen Institute 2012
	Defined career goals	Ray Marshall Center Dual-Generation Strategy Initiative 2011; RMC 2012 Chase-Lansdale & Brooks-Gunn 2014
	Job stability	Love et al., 2002 St. Pierre et al., 1996 Chase-Lansdale & Brooks-Gunn 2014
	Better income/job	St. Pierre et al., 1996
	Increased participation in job training	Love et al., 2002
	FAMILY IS EMPOWERED AND STABLE	
	Increased economic status and stability	Ascend at the Aspen Institute 2012 Chase-Lansdale & Brooks-Gunn 2014
	Increased financial assets	Ascend at the Aspen Institute 2014
	Basic needs are continuously being met	Ascend at the Aspen Institute 2014
SOCIAL CAPITAL	**CHILD DEVELOPS EMOTIONAL AND INTELLECTUAL CAPACITY TO SUCCEED IN SOCIETY**	
	Improved social adjustment in school and community	Aikens et al., 2013 Ascend at the Aspen Institute, 2012 Zhai et al., 2011 Chase-Lansdale & Brooks-Gunn 2014
	Improved cognitive performance	Development and Psychopathology 2013 Love et al., 2002 US Dept. of HHS, ACF 2010 Zhai et al., 2011 Chase-Lansdale & Brooks-Gunn 2014

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE
SOCIAL CAPITAL	**PARENT IMPROVES EMOTIONAL CAPACITY AND PARENTING SKILLS TO ENSURE THEY AND THEIR CHILDREN CAN SUCCESSFULLY NAVIGATE SOCIETY**	
	Increased coordination with teachers in child's learning	Cognitive Behavioral Practice 2001
	Improved emotional support skills	Love et al., 2002
	Development of warm and nurturing relationships with children	Strengthening Families Protective Factors Survey 2012 Chase-Lansdale & Brooks-Gunn 2014
	Increased knowledge and confidence to raise healthy and successful children	Strengthening Families Protective Factors Survey 2012 Chase-Lansdale & Brooks-Gunn 2014
	FAMILY IS CONNECTED WITH ECONOMIC, SOCIAL, AND/OR OTHER SUPPORTS (National Human Services Assembly)	
	Increased family cohesion	Ray Marshall Center 2011 Ascend at the Aspen Institute 2012 Chase-Lansdale & Brooks-Gunn 2014
	Increased participation in community life	Ray Marshall Center 2011 Ascend at the Aspen Institute 2012
	Increased connection to other families	Ascend at the Aspen Institute 2014 Sommer et al., 2012
HEALTH AND WELL-BEING	**CHILD PHYSICAL AND EMOTIONAL HEALTH DEVELOPS APPROPRIATELY**	
	Meets developmental milestones	Ascend at the Aspen Institute 2014 Chase-Lansdale & Brooks-Gunn 2014
	Increased executive functioning skills	The Future of Children 2014 Chase-Lansdale & Brooks-Gunn 2014
	Positive cognitive and social-emotional development	Love et al., 2002 Vogel et al., 2010 Chase-Lansdale & Brooks-Gunn 2014
	Increased child health insurance coverage	US Dept of HHS, ACF 2010
	Increased likelihood of being immunized	US Dept of HHS, ACF 2010

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE
HEALTH AND WELL–BEING	**PARENT HEALTH AND MENTAL HEALTH IS STRENGTHENED**	
	Decreased psychological distress	The Future of Children 2014 Chase-Lansdale & Brooks Gunn 2014
	Decreased maternal depression	The Future of Children 2014
	Increased access to health insurance	The Future of Children 2014
	Increased confidence	Crittenton Women's Union Foundation for Child Development 2012
	FAMILY RELATIONSHIPS ARE STRENGTHENED	
	Increased emotional well-being	Ascend at the Aspen Institute 2014 Chase-Lansdale & Brooks Gunn 2014

Please note that this Outcomes Table compiles outcomes for two-generation programs as identified by researchers, evaluators, and practitioners within the existing two-generation literature to date. This literature spans the fields of neurobiology, early developmental psychology, program evaluation, early childhood education, and emerging two-generation research. This version of the Outcomes Table will serve as a starting point for Ascend's forthcoming Outcomes Bank, which will highlight the research and evidence base substantiating outcomes specific to two-generation approaches. Additional outcomes will be added as they are identified by the field.

GLOSSARY OF TERMS FOR TWO-GENERATION EVALUATION

Two-Generation Approach
A mindset for designing programs and policies that serve children and parents simultaneously. For example: an adult education program designed to provide quality care for young children.

Two-Generation Program
A program designed to provide services to both child and adult simultaneously and track outcomes for both. For example: an adult education program tracks the education gains of participants while tracking the attendance of Head Start children.

Two-Generation Strategy
A plan to coordinate services with other organizations to meet the needs of all family members. For example: an adult education program coordinates services with Head Start to offer parents classes at the same time children attend the Head Start program in addition to providing quality child care for younger siblings in collaboration with local child care provider.

Activities
Activities are what a program does with available resources that are the intentional part of the program implementation, including processes, events, and actions (Pell Institute 2015).

Career Advancement
The process of increasing authority, responsibility, and compensation in the workplace over time, typically achieved through gaining additional education, training, certification and experience in a particular field, e.g., healthcare. An individual may advance their career through a series of jobs with one or more employers over time.

Career Pathways
Programs that offer adult learners portable, stackable credentials for specific occupations in high demand industries while providing a number of supports services to assist adults in overcoming barriers to their professional success.

Child-Focused
An intervention that is primarily focused on the child, ages birth through 18. For example, early childhood care and education and/or after school care.

Complementary
Serving to enhance or emphasize the qualities of each other. For example, a Reading is Fundamental book distribution is complementary to a summer reading program for young children.

Comprehensive Services
Service delivery systems that identify family strengths and needs and connect families with a wide range of relevant services and supports.

Continuous Improvement
A process of continuous evaluation and learning that practitioners implementing a program use to change and improve programs, services, and outputs over time. Strong performance management and an organizational learning culture are essential to continuous improvement.

Cultural Competency

Culturally competent programs and services are respectful of and responsive to the unique combination of cultural variables—including ability, age, beliefs, ethnicity, experience, gender, gender identity, linguistic background, national origin, race, religion, sexual orientation, and socioeconomic status—that the service provider, individual clients and families bring to interactions.

Economic Opportunity

Developing pathways for parents to become financially secure and support their children's healthy development and academic success. For example, connecting low-income families with early childhood education, job training and other tools such as financial coaching to provide information on how to create and use budgets, mange checking accounts, access credit scores, repair credit, pay off debt, and save for the future.

Economic Security

When families are able to obtain jobs paying good wages and build both short- and long-term assets that allow them to consistently meet their daily living expenses, support their children's healthy development and academic success, while building assets to enable them to handle unanticipated expenses or a temporary loss of income over time.

Economic Stability

When families can meet their daily living expenses, build and protect financial assets that will enable them to handle unanticipated expenses or a temporary loss of income over time.

Evaluation

For the purpose of two-generation projects, evaluation means the systematic investigation of the implementation and effectiveness of two-generation programs in achieving program objectives.

Evidence-Based

The degree to which an activity, intervention, program or strategy is based on rigorous evaluation research, typically an experimental or quasi-experimental evaluation of more than one effort that has been peer reviewed and determined to generate unbiased estimates of the causal relationship between the intervention and the outcomes of interest.

Evidence-Informed

An activity, intervention, program or strategy that has been pilot-tested with a rigorous implementation and outcomes evaluation. These types of evaluations are used to help develop and refine interventions prior to a full impact evaluation.

Family

The definition of family various for the different health and human services a family may access. The two-generation model views family as a child or children and the individuals parenting the child or children. Individuals in a child's life who fulfill the parenting roll may be grandparents, aunts and uncles, foster parents, step-parents and others.

Family Capacity

The ability of the family to function in any number of areas, e.g., financial, emotional, communication, and problem-solving.

Family Engagement
A holistic approach to incorporating the families' experiences, capabilities, goals and values into an on-going, strengths-based partnership between the family and service providers.

Family-focused
Primarily focused on the family as a whole.

Family Income
The sum or all cash resources that all members of a family receive in a specified period of time, including earnings, interest, cash welfare, and other sources. Family income does not include in-kind contributions (free room and board, SNAP, or gifts from other family members).

Family Well-being
A measure of how well family members are doing at a point in time, including measures of the stability and quality of relationships between family members, as well as their financial resources, physical and mental health, and housing.

Home Visiting Program
Home visiting, as a primary service delivery strategy, offered on a voluntary basis to pregnant women or families parenting children birth to age 5.

Impact
Impact is the demonstrable effect of an intervention measured relative to a limited or no-services counterfactual. Examples include an improvement in a family's well-being, household earnings/income, or health status (Pell Institute 2015).

Impact Evaluation
Impact evaluation seeks to determine through experimental and quasi-experimental design the extent to which an intervention changes an outcome for participants versus control or comparison group members. Impact evaluations measure the program's effects and how well its goals were attained.

Implementation Study
An implementation study describes the process of program implementation, the factors that affect it, and whether the program has been administered as envisioned.

Inputs
Resources available and dedicated or used by the program/services (Pell Institute 2015).

Integration
For two-generation programs, integration refers to the intentional program design that ensures the intergenerational service delivery of supports overlap as often as possible. For example, if a parent enters into an employment program that requires flexible hours, the child care services are also flexible (Corporation for Enterprise Development 2015).

Intergenerational Education
Education designed to achieve intergenerational payoffs by specifically targeting parent/caregiver education in addition to child education (Haskins 2014; Kaushal 2014).

Learning Culture
A set of organizational values, conventions, processes, and practices that encourage individuals—and the organization as whole—to increase knowledge, competence, and performance.

Logic Model
A systematic and visual way to present and share understanding of the relationships among the resources for operating a program, the activities planned, and the changes or results the program hopes to achieve. W.K. Kellogg Foundation 2004). Logic models graphically illustrate the components of a program goal through clearly identifying outcomes, inputs and activities (Clark and Anderson 2004).

Multiplier Effects
Larger, longer-lasting outcome effects produced by the interplay of simultaneous parent/caregiver and child services and their resulting outcomes.

Mutual Motivation
Parents and children experience "mutual motivation" when service delivery systems are integrated to support the well-being and success of both parents and children. For example, when parents experience their child learning and being cared for in a quality early childhood setting, this may motivate parents fulfill their own educational and career goals (Chase-Lansdale & Brooks-Gunn, 2014; Sommer et al., 2012).

Mutual Reinforcement
Mutually reinforcing activities ensure that the significant efforts and activities of collaborators are aligned towards achieving the common agenda and shared measures (Collaboration for Impact, 2015).

Outcomes
The knowledge/insights, skills, attitudes, and behaviors that are targeted and thus expected to be achieved by a program.

Outcome Measure
A systematic way to assess the extent to which a program has achieved its expected results.

Outputs
The direct result of an activity or service provided to a program beneficiary. For example, this may include training of teachers, afterschool mentoring for school age students, or enrollment in an education program (Pell Institute 2015).

Parent
The individuals in a child's life who fulfill the parenting roll including parents, grandparents, aunts and uncles, foster parents, step-parents, and others.

Parenting Capacity
The ability of parents to meet the health, safety, and developmental needs of their children. Parenting capacity is not seen as fixed, but as undergoing constant change dependent on the circumstances facing parents and their children at any given moment in time (White 2005).

Parent Engagement
An on-going, reciprocal, strengths-based partnership between parents and a program focused on improving the well-being of their children.

Parent-focused
Primarily focused on the parent/caregiver, e.g., adult education or occupational skills training.

Performance Management
The use of ongoing evaluation of program efficiency and effectiveness through the process of establishing and clearly communicating performance standards and expectations to staff, observing and providing feedback to create efficiencies and to increase effectiveness (UCSF Human Resources 2014).

Pilot Testing
A small study conducted in advance of a planned project, specifically to test aspects of the research design and to allow necessary adjustment before final commitment to the design (Association for Qualitative Research, 2014).

Promising and Emerging Practices
Promising Practices include practices that were developed based on theory or research, but for which an insufficient amount of original data have been collected to determine the effectiveness of the practice.
Emerging Practices include practices that are not based on research or theory and on which original data have not been collected, but for which anecdotal evidence and professional wisdom exists. These include practices that practitioners have tried and claimed effectiveness (Kentucky Cabinet for Health and Family Services, 2015).

Randomized Control Trials
The primary goal of conducting an RCT is to test whether an intervention works by comparing it to a control condition, usually either no intervention or an alternative intervention. In a randomized controlled trial, participants are assigned to treatment or control conditions at random (i.e., they have an equal probability of being assigned to any group). (Evidence-Based Behavioral-Practice 2007).

School Readiness
School readiness describes the capabilities of children, their families, schools, and communities that will best promote student success in kindergarten and beyond. Each component – children, families, schools and communities – plays an essential role in the development of school readiness by promoting the physically, cognitively, and social and emotional healthy development of children (Virginia Department of Education, 2012).

Self-Sufficiency
A measure describing how much income families of various sizes and compositions need to make ends meet without public or private assistance in the communities where they reside. A measure of income adequacy that is based on the costs of basic needs for working families: housing, child care, food, health care, transportation, and miscellaneous items, the cost of taxes the impact of tax credits, as well as emergency savings required to meet needs during a period of unemployment or other emergency (Bell Policy Center 2011).

Sequence

The ordering of events and activities in a logical order. For example, a program will determine what sequence outcomes across generations will follow (e.g., access to reliable transportation may come before parent employment).

Social Capital

The collective value of all social networks including family, friends, coworkers and others, and the inclinations that arise from these networks to do things for each other (Sommer, Sabol, Chase-Lansdale, Small et al., 2015).

Theory of Change

A theory of change is a tool for developing solutions to complex problems. A basic theory of change defines long-term goals and then maps backward to identify preconditions necessary to achieve the goal.

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