GOALS OF PROJECT

1. Understand CAP families’ level of engagement in their children’s development

2. Articulate a set of design principles to increase families’ engagement with CAP

3. Design and prototype concepts for selected CAP programs
### Where are we in the project?

<table>
<thead>
<tr>
<th>PHASE 1: INSPIRATION</th>
<th>PHASE 2: IDEATION</th>
<th>PHASE 3: IMPLEMENTATION</th>
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<td><strong>4</strong></td>
<td><strong>7</strong></td>
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<tr>
<td>Background research and preparation for research</td>
<td>Synthesis of research and identification of strategic opportunities</td>
<td>Refine concepts and articulate a set of recommended offerings for CAP to pilot</td>
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<td><strong>2</strong></td>
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<tr>
<td>Interviews with CAP staff and experience current programming</td>
<td>Brainstorm concepts that align with opportunities</td>
<td>Travel to Tulsa and prototype concepts with a range of current and potential CAP parent clients</td>
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<td><strong>3</strong></td>
<td><strong>6</strong></td>
<td><strong>9</strong></td>
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<tr>
<td>Interviews with a range of parents in Tulsa</td>
<td>Design prototypes of select concepts</td>
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</tbody>
</table>

- **8/13**: Kick-off Meeting (Tulsa)
- **8/27**: Synthesis of research and identification of strategic opportunities
- **9/3**: Brainstorm concepts that align with opportunities
- **9/10**: Design prototypes of select concepts
- **9/17**: Travel to Tulsa and prototype concepts with a range of current and potential CAP parent clients
- **9/24**: Refine concepts and articulate a set of recommended offerings for CAP to pilot

**Final Presentation** October 18, 2012
Prototyping goals:
Test ways to accelerate motivated parents and expose parents to examples of success.

ACCELERATE
Maximize CAP’s impact on kids through better parenting by accelerating the intrinsically motivate parents.

EXPOSE
The rest we reach through modeling. We show them success is possible.
Prototyping goals:
Understand what tips the scale so families see CAP as a good deal.
Prototyping goals:

Put design principles to work

- Create a market
- Provide evidence
- Act as a peer
PREMIUM

A multi-tiered business model that allows motivated parents to self-select. CAP then supports them with additional services.
What We did:
We presented a CAP Premium brochure and a welcome kit to CAP families in group sessions. The brochure introduced a fictional new program for CAP families with extra benefits and extra requirements.
FOCUS GROUPS

18 PARENTS

5 SPANISH-SPEAKING PARENTS

17 THOUGHT PREMIUM IS A GOOD IDEA

1 WAS DRAGGED TO GROUP BY WIFE
QUESTIONS WE WANTED TO ANSWER

Is a premium offering enough to encourage engagement over multiple activities (i.e. is it good deal)?

Are there enough parents willing to commit for CAP Premium (aka motivated parents)?

YES

YES
WE SAW MORE MOTIVATED PARENTS THAN WE EXPECTED.

The participation requirements were not barriers to enrollment. The benefits of the program outweighed the costs.

“That’s good as far as parents who are working and have something going on, but as far as parents who stay at home—they can put in more than two hours.”

-Candice, Frost

“Those [requirements] are good enough to start the program out. Maybe as it went farther y’all could build onto it more.”

-David, Frost
TRANSPARENCY ABOUT COSTS INCREASES PARENTS’ SENSE OF RESPONSIBILITY.

When parents understand that the service they are receiving is expensive (not free), they are willing to participate in the activities that are required (not optional).

"Volunteering in the class and doing things like that, it shows your child you're committed and you should follow through... whatever commitment you make you will follow through and learn from it." - Jennifer, McClure

"I think they should ask to get you involved even more in the class" - Delana, McClure
CONSEQUENCES ARE NOT ONLY ACCEPTED; THEY’RE VALUED.

CAP is not free and parents respect that. There was strong agreement that if a family is not meeting its obligations for participation in CAP, that family should be removed from the program.

“If that family won’t do it, they should make room for a family that’s committed.” - Rita, McClure
CAP PREMIUM IS A GOOD DEAL.
In fact, its so good almost everyone wanted to participate.

**Costs**
- $20 application fee
- 1 parenting class per year
- 2 volunteer hours per semester

**Benefits**
- 0-3 education
- Extended hours
- Emergency financial support
- Alumni services
- CAP ID
- Parking permit
OVERARCHING RECOMMENDATION

Offer the exclusivity and responsibility of CAP Premium universally. Provide transparency about costs and require meaningful parent commitment.

IDEAS FOR IMPLEMENTATION

- **Redesign the enrollment process** so staff are transparent about costs and explicit about parent involvement requirements. Treat parents as partners in a valuable investment: their children.
- **Evolve parent curriculum** to provide relevant classes for each year of the family’s enrollment. The final class should prepare the families for life after CAP.
- **Create small, culturally relevant parent groups** for orientations and information sessions. Parents respect authority figures they can relate to.
- **Build an alumni network of parents** whose families have graduated from CAP to help support each other during the transition to elementary school and beyond.
- **Make parents feel special.** Affirm their decision to enroll their family in CAP. Eg: provide a CAP welcome kit.
- **Charge a $20 application fee.** Families feel more invested when they have skin in the game.
CAP POINTS
A rewards system recognizing parent success and achievement toward their goals.
What We did:
CAP Point Week gave Eastgate parents the opportunity to earn points by getting involved with their children's school and CAP services. Point values were higher if multiple tasks were completed. Rewards were only earned after at least 3 activities had been completed.
45% of families participated
7 school days in Point Week
72 hours volunteered
99 books borrowed from library
64% of staff say there are more motivated parents than they thought
75% of staff had fun during Point Week
Questions we wanted to answer

Do points encourage engagement over multiple activities?  
YES

Are motivated parents accelerated by small pushes and incentives that recognize their success? 
LIKELY

Are non-motivated parents influenced by the examples of other parents' success and motivated by the rewards? 
YES

Are there more motivated parents than we expected? 
YES
I've seen a lot of parents that don’t normally come to parent connection or volunteer, all of a sudden do it. - Eddie, Eastgate

WE SAW MORE MOTIVATED PARENTS THAN WE EXPECTED.

72 families completed at least three activities during point week. The rewards they earned were worth the time they spent.
I’ve never seen the parents more excited to participate. There was a lot of motivation and excitement this week. - Eddie, Eastgate
One mom asked the other mom what was going on. Then she asked for a card so she could do it, too. - Teacher, Eastgate

Parents who were not CAP Point Week-savvy became involved after they saw other parents waiting to talk with teachers.

Parents were motivated by other parents’ involvement.
"I learned how to value what the teachers were doing, and I really liked it because my daughter was happy that I was there with her." - Parent, Eastgate
CAP POINT WEEK BROKE DOWN BARRIERS THAT HAD KEPT PARENTS FROM ENGAGING.

Parents who were uncomfortable speaking with teachers or didn’t know how to volunteer found motivation to engage for the first time.

All my kids’ parents are Spanish-speaking and my Spanish isn’t great, so they don’t talk to me much. But some made the effort to come talk to me for the first time. - Teacher, Eastgate
Many parents who earned enough points for the mega gift drawing opted instead for multiple Walmart gift cards. “You have no idea how much this [iPod shuffle] means to me. Now I can exercise and get healthy.” - Parent, Eastgate

“I’ve always wanted to take my kids here [Incredible Pizza] but I could never afford it.” - Parent, Eastgate

PARENTS APPRECIATED BEING ABLE TO CHOOSE FROM A RANGE OF REWARDS.

From parent-focused to child-focused rewards, and practical to extravagant rewards, all parents found rewards that were meaningful to them.
One teacher had three parents in her class who earned enough points for the mega drawing. She was ecstatic when she learned that one of them had won.

“They opened up and told me about their family histories and things. And that was the most valuable thing to me.” - Teacher, Eastgate
CAP POINTS IS A GOOD DEAL.

Parents not only found motivation during the week, but continued to engage at the school after the deadline for CAP Point Week had come and gone. Parents who were already engaged were grateful to receive recognition for their time and effort, and welcomed new parents who were getting involved for the first time.
OVERARCHING RECOMMENDATION

Develop a rewards program to affirm parents’ decision to enroll their family in CAP and motivate and accelerate engagement in CAP requirements.

IDEAS FOR IMPLEMENTATION

- **Schedule a one-month reward program** that coincides with dips in involvement or engagement (after the rush of the first 45 days) to re-ignite excitement.
- **Build excitement and anticipation** around reward program throughout the year.
- **Consider more ways to elicit affirmation from children** for parents who earn points.
- **Empower teachers** to administer the reward program.
CAP CIRCLES
A program that delivers parent programming through existing community and culturally relevant social networks.
What We did:

We recruited CAP parents during drop-off and pick-up at Disney and Skelly to invite three or more other parents to create their own learning circles. Each circle would then choose a 1-hour parenting workshop to be held at the time and location of their choice, taught by the teacher of their choice.
<table>
<thead>
<tr>
<th>CAP CIRCLES</th>
<th>NUMBERS</th>
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<tbody>
<tr>
<td>35</td>
<td>PARENTS RECRUITED</td>
</tr>
<tr>
<td>2</td>
<td>PARENT CIRCLE PLANS SUBMITTED</td>
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<tr>
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<td>COMPLETE PARENT CIRCLE PLANS SUBMITTED</td>
</tr>
<tr>
<td>1</td>
<td>CIRCLE WORKSHOP CONVENED</td>
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<td>PARENTS ATTENDED WORKSHOP</td>
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<tr>
<td>6</td>
<td>CHILDREN AT THE HOME DURING WORKSHOP</td>
</tr>
<tr>
<td>0</td>
<td>BABYSITTERS RETAINED FOR THE WORKSHOP</td>
</tr>
</tbody>
</table>
Questions we wanted to answer

Will parents self organize? **No**

Is it possible to deliver relevant and culturally appropriate content through existing social networks? **Hard To Say**

Are CAP parent requirements manageable? Which school was more successful in creating circles? **Yes**

Who joins? Do CAP parents attract other CAP parents with or without requirements? How do non-CAP parents influence the circle? **NA**

Can the experience inform the development of other CAP programs? **Yes**

Are parents more engaged? **Hard To Say**
IT’S HARD FOR PARENTS TO UNDERSTAND PARENT CIRCLES.

It took a long time to explain the concept to each parent. Even then, the two plans that were submitted were not complete.

Neither circle planned for food or baby sitter. One circle only consisted of three parents.
IT’S DIFFICULT FOR PARENTS TO CREATE A PARENT CIRCLE.

Many parents who had expressed interest ran into barriers that kept them from creating their Parent Circles.

“I only found one friend, almost two. That’s it.” - Kristina

“Me and my friends all have jobs, so it’s hard to find a time we can all do it.” - Janet

“We don’t know what to do with all our kids.” - Anaya
Febe had never heard of Incredible Years. By the end of the parent circle workshop, she asked if she could enroll the next time the course was offered.

The one-hour parenting workshop is a great recruitment tool.

IT’S EASY FOR PARENTS TO SEE THE VALUE OF PARENTING CLASSES ONCE THEY TAKE ONE.
Vianca wanted to join the parent circle but was uncomfortable leaving her home alone. When Pati offered to drive her, she enthusiastically accepted.

People are more inviting than any brochure.

Parents are more likely to get involved when they receive a personal invitation.
PARENT CIRCLES ARE NOT A GOOD DEAL.

While parents showed a desire to learn amongst peers, it wasn't strong enough for them to do all the work it takes to self-organize a 1-hour parenting workshop in one week.

**Benefits**
- choice of subject
- choice of teacher
- choice of classmates
- choice of location
- improved child behavior
- more relaxed parent

**Costs**
- finding enough friends
- reaching out to strangers
- coordinating schedules
- finding babysitter
- planning food
- hosting event
OVERARCHING RECOMMENDATION

Don’t ask too much from parents in terms of self-organizing peer learning opportunities. Instead, create opportunities for them to benefit from learning with their peers.

IDEAS FOR IMPLEMENTATION

• **Schedule 1-hour parenting workshops** to recruit more families.
• **Personally invite or request parent involvement** at every scheduled meeting with caseworker.
• Incentivize parents to **enroll in classes with a buddy**.
SUCCESS STORIES
A campaign showcasing parents’ success and celebrating their ability to overcome difficulties.
What We did:
We created a campaign of four posters that tell short, inspirational success stories about fictional CAP Parents and hung them at Eugene Field, Skelly, Frost and Disney sites. Viewers were urged to send a text message to show peer support for the person in each poster. We also hung posters at a handful of locations in the community and passed them out in our Premium parent groups.
4 STORIES TOLD

16 POSTERS HUNG

4 SCHOOL SITES

3 COMMUNITY POSTING LOCATIONS

9 PARENTS WHO RECEIVED FLYERS

1 TEXT SENT
Questions we wanted to answer

Do parents notice these stories?

No

Do parents text in support? How many parents text? Are in school or external communications more effective?

Only 1

What do parents say about the campaign? If they notice it, is it positive? Do they describe feelings of solidarity or motivation?

Yes

Is it something they would like to see more of?

Yes
“Bravo Tanya! I’m a nurse too.” - Text

The only person who texted was an intrinsically motivated person. This may be due to the fact that it takes a certain amount of motivation to send a text to a total stranger.
SCHOOL POSTERS AREN’T THE BEST MEDIUM.

The walls of the school sites were already cluttered with other messages. Plus, parents are focused on their children as they’re making their way through the halls.

“They put all these signs on the doors. I’m too busy making sure my kid’s fingers don’t get caught in the doors to read the signs.” - Anaya
"Seeing this makes me think about how I didn’t get my diploma, and I wish that I could. I’m just two credits away." - Rita
THE PROTOTYPE IS NOT A GOOD DEAL.

As the prototype was designed, there were not enough benefits to merit spending the time and money to send a text to a stranger.

Costs
$ for text
- time to read
- time to text

Benefits
- solidarity
- inspiration
BUT THE SUCCESS STORIES ARE.

When asked about the stories themselves, the parents consistently shared feelings of solidarity and inspiration. The stories were worth the read.

**Costs**
- time to read

**Benefits**
- solidarity
- inspiration
SUCCESS STORIES

OVERARCHING RECOMMENDATION

Provide parents with evidence of the success of their peers. It inspires them to look at their own paths and provides solidarity as they consider taking new paths.

IDEAS FOR IMPLEMENTATION

- **Include a range of success stories** in your communications to tap into experiences and feelings that parents can relate or aspire to.
- **Present success stories in person** at all parent gatherings to build a sense of camaraderie.
CONCLUSION
Let’s look at how we applied our design principles in the four prototypes.

Create a market
We gave parents choice and provided clear expectations of costs and benefits.
• CAP Premium
• CAP Point Week

Give parents evidence
We offered short term rewards and windows to success.
• CAP Point Week
• CAP Success Stories

Act as a peer
We gave parents and teachers control.
• CAP Premium
• CAP Point Week
• CAP Parent Circles
Prototyping using the design principles revealed:

• there are more motivated parents out there than expected
• these parents are willing to engage when they clearly understand the benefits offered and commitment required
• the benefits and requirements presented must look like a good deal
You can offer a good deal by:

- **offering the exclusivity and responsibility of CAP Premium universally.** Provide transparency about costs and require meaningful parent commitment.

- **developing a rewards program to affirm parents’ decision to enroll their family in CAP,** and to motivate and accelerate parent engagement in CAP requirements.

- **not asking too much from parents in terms of self-organizing learning opportunities.** Instead, create opportunities for them to benefit from learning with their peers.

- **providing parents with evidence of the success of their peers.** It inspires them to look at their own paths and provides solidarity as they consider taking new paths.
APPENDIX A

Tactical Learnings
CAP Premium

Alumni Services
Parents with children who already went through CAP or are nearing CAP graduation found the prospect of alumni services most appealing. They all had experienced the value of CAP’s programs and will miss the access to their counseling services.

Emergency Financial Services
New CAP families consistently called out emergency financial services as their favorite benefit. To some it meant help with food and clothes. To others it meant help with rent or utility bills.

Extended drop-off/ Pick-up times
This was especially attractive to working parents.

ID=Safety
Most parents saw the CAP ID card as a way to improve child safety at sites, requiring it to sign a child in or out.

Parking=Danger
Parents at Frost and McClure reacted very positively to the idea of a Premium parking permit. They expressed a need to better traffic control during drop-off and pick-up.
Parents with multiple children in school, and their teachers, found the 1-card-per-family rule frustrating and confusing. It was easy for parents to find workarounds to "play" the system. In retrospect, families with multiple children should be allowed to earn more points if they're engaging in multiple activities.

There was no way for teachers to know if parents had participated in each activity only once. This can be solved by specifying which spaces on the point card correspond to each activity.

Having an intrusive display that engaged children helped keep CAP Point Week top-of-mind for parents.

After care teachers and school receptionists need to be included in staff preparation for any reward program.

Reward donations should be pursued at the beginning of the school year so they can be secured by the end of the reward program.

CAP Point Week
Parent Circles

Babysitting is not a relevant concept for the parents. Even providing a budget for babysitting did not help them overcome this hurdle.

The most desired workshop topics were Handling Separations and Reunions and Positive Discipline.
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