



Breakthrough Ideas That Move Children and Their Parents toward Educational Success and Economic Security

April Webinar Wednesday

April 11, 2018 – 2 pm ET/ 1 pm CT/ 12 pm MT/ 11 am PT



COMMUNITY ACTION PARTNERSHIP

THE LEARNING COMMUNITY

Building Capacity to Increase Impact



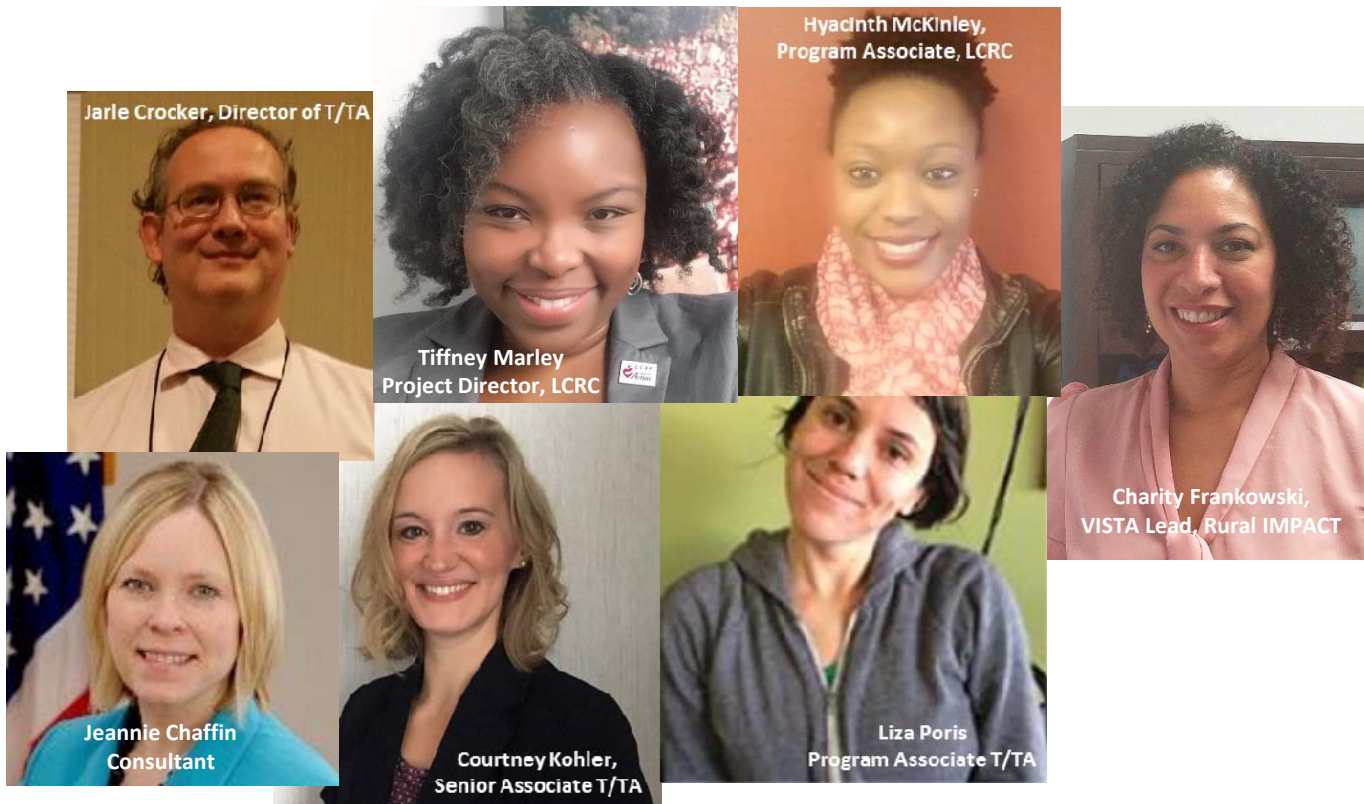
AGENDA

APRIL 11, 2018

- Welcome
- The 2Gen Approach
- Garrett County Community Action Committee Culture Change
- 2 Gen Outcomes
- Q & A



LCRC TEAM



THE PROMISE OF COMMUNITY ACTION

*Community Action changes people's lives,
embodies the spirit of hope,
improves communities, and
makes America a better place to live.*

*We care about the entire community and
we are dedicated to helping people
help themselves and each other.*



2Gen Culture and an Outcomes Framework

Marjorie Sims, Managing Director

Ascend at the Aspen Institute

Gregan Crawford, Vice President of Strategic Initiatives

Garrett County Community Action Committee, Inc.

Ascend at the Aspen Institute

WE ENVISION
AN AMERICA
IN WHICH A LEGACY OF ECONOMIC
SECURITY AND EDUCATIONAL
SUCCESS **PASSES**
FROM
ONE GENERATION TO THE NEXT.

Nonpartisan national hub

Solutions, leaders, and resources

Fueling cross-sector collaboration

Investing in a bold, networked way of working

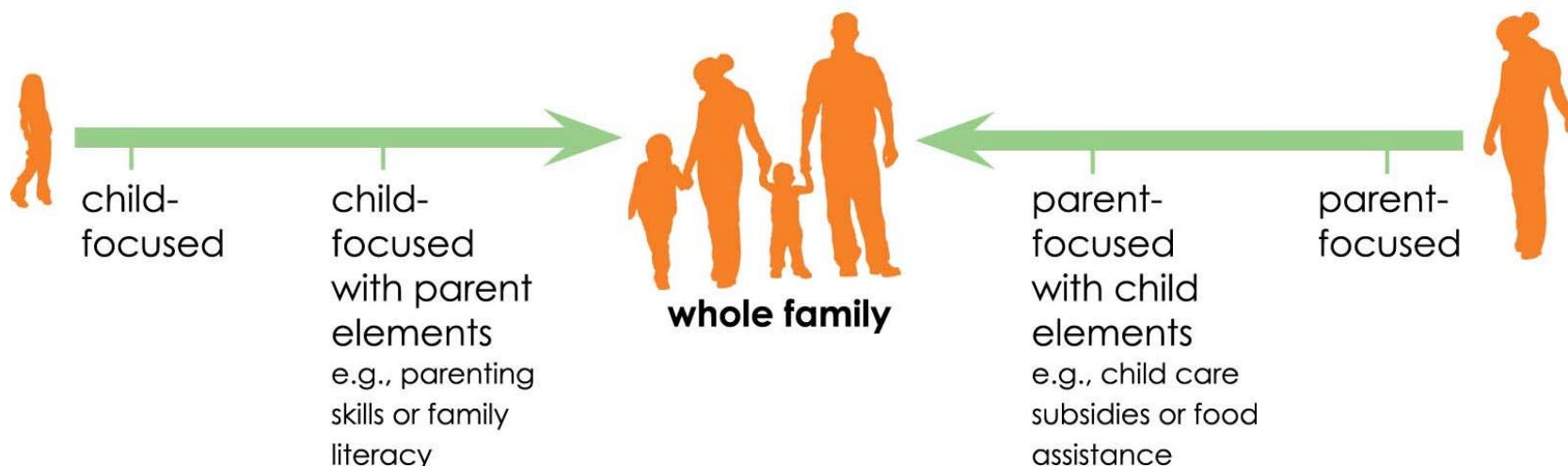


Works with partners to **build a stronger community** and to provide services that **improve the quality of life** for residents in Garrett County.



The 2Gen Approach

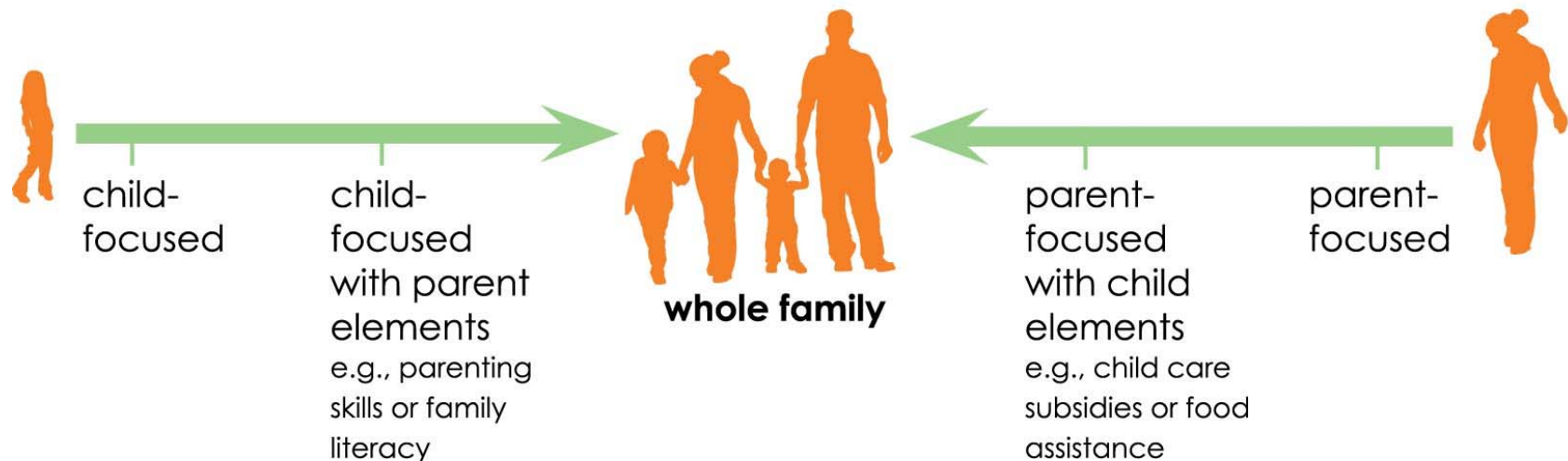
The Two-Generation Continuum



Two-generation approaches provide opportunities for and meet the needs of children and their parents **together**.

Trying On The 2Gen Approach

The Two-Generation Continuum



USE THE CHAT WINDOW: PROVIDE YOUR AGENCY NAME AND THEN ANSWER THE QUESTION

2Gen 1.0

- Late 1800s – Settlement Houses
- 1965 - Head Start
- 1970's-1980's - Family Resource Efforts
- 1996 – Two-Generation
- 1996 – St. Pierre et. al evaluation

2Gen 1.0 Evaluation

Two-Generation Programs: Design, Cost, and Short-Term Effectiveness (1995 - St. Pierre et. al)

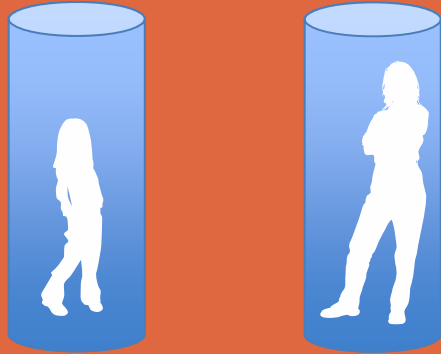
Six Programs Evaluated:

1. AVANCE Family Support and Education
2. Child and Family Resource Program
3. Comprehensive Child Development Provides Program
4. Even Start Family Literacy Program
5. Head Start FSC's
6. New Chance

What Have We Learned From 2Gen 1.0?

- Intentional service integration is critical.
- Quality matters.
- Intensity is important.
- Who is targeted matters.
- How you work with families matters.

Why 2Gen Now?



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

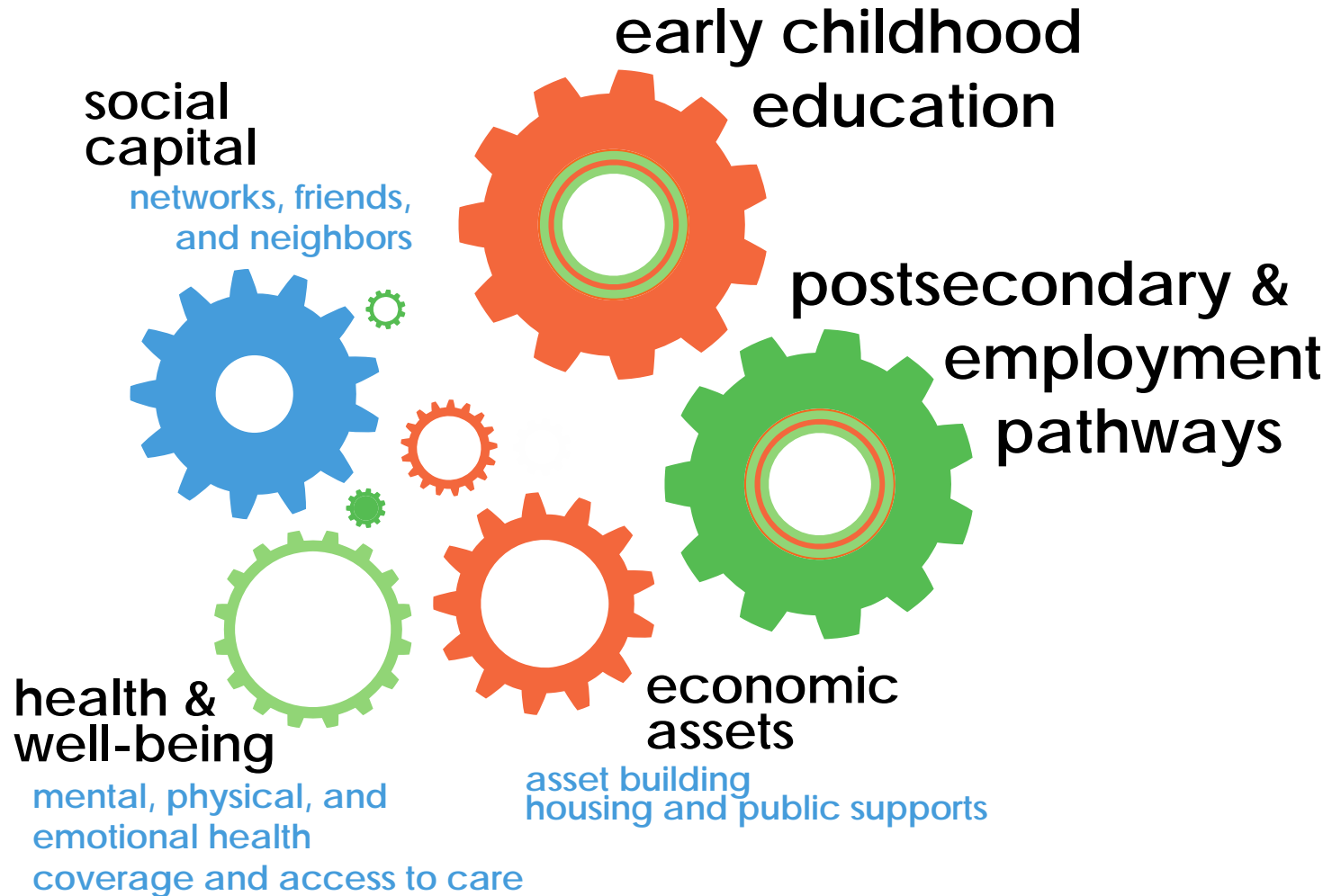
Policies and programs that address the needs of *children and their parents together* can harness the family's full potential and put the *entire family* on a path to permanent economic security.

Guiding Principles

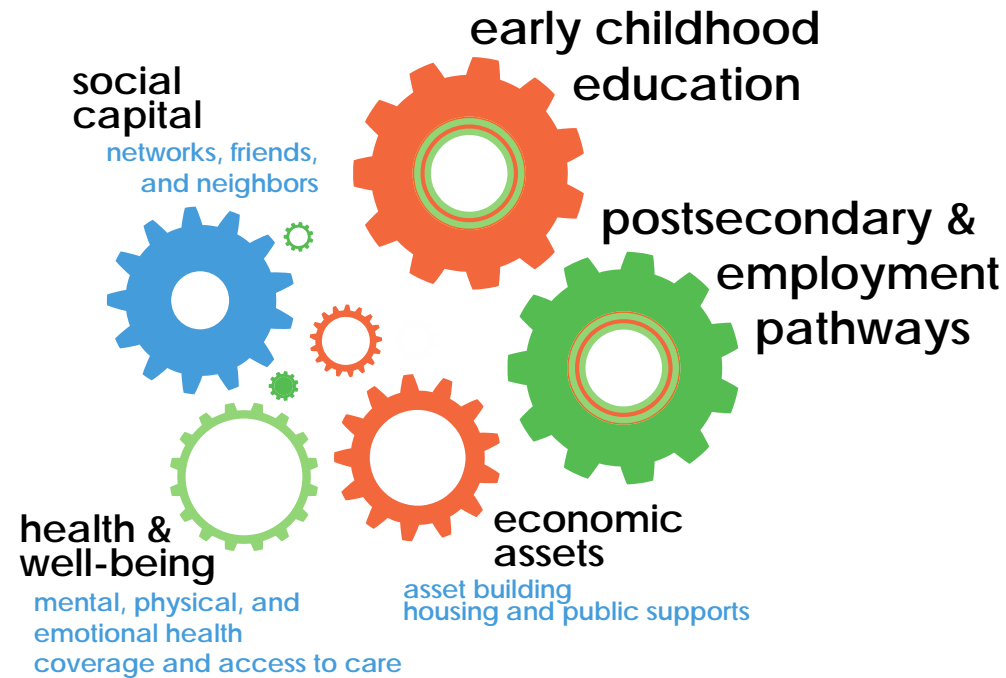
- Measure and account for outcomes for both children and their parents.
- Engage and listen to the voices of families.
- Ensure equity.
- Foster innovation and evidence together.
- Align and link systems and funding streams.



Core Components

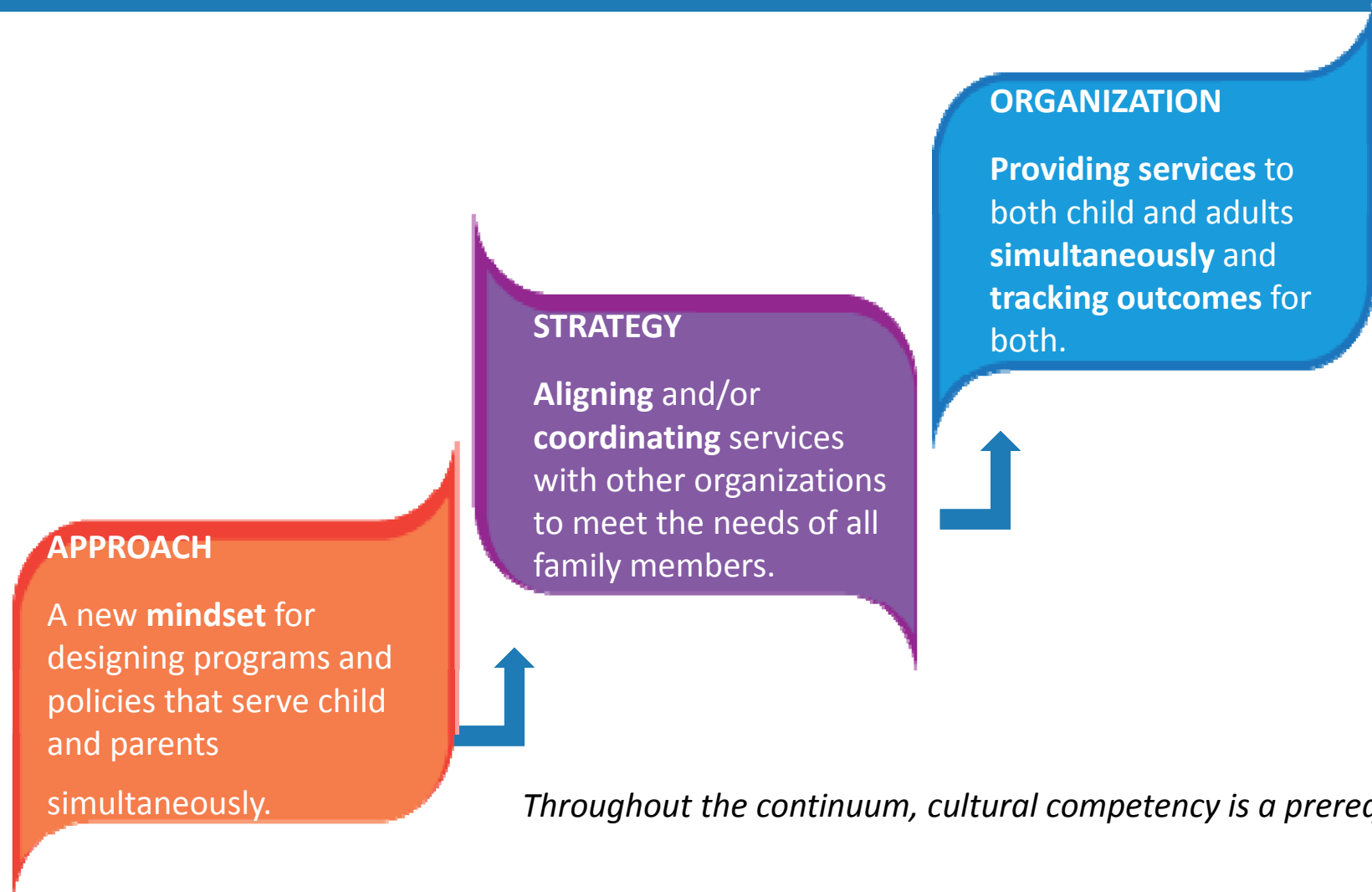


Trying On The 2Gen Approach



USE THE CHAT WINDOW: PROVIDE YOUR AGENCY NAME AND THEN ANSWER THE QUESTION

2Gen Approach Continuum



Throughout the continuum, cultural competency is a prerequisite.

Culture Change: It Matters



Gregan Crawford
VP of Strategic Initiatives

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Impetus for Moving to Outcomes and 2G

Strategic Plan

- Focus on economic security and independent living
- Led to integration strategy
- Foundation for 2G

Assets Identified

- Quality early education program
- Portfolio of stabilization and asset building resources
- External collaboration

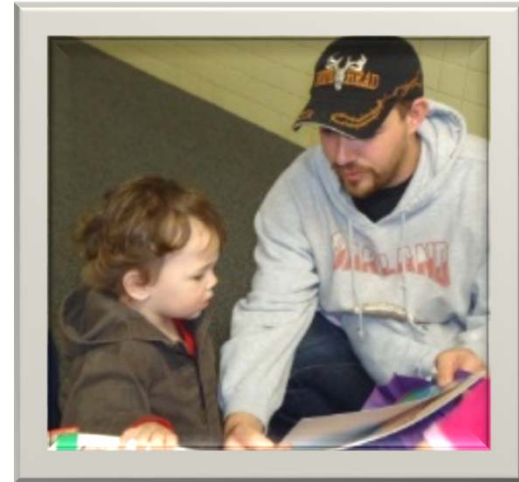
Gaps Identified in Plan

- Financial coaching and management
- Career advancement and coaching
- Our own silos

12 Month Pilot

Support of AECF and Aspen

- AECF learning networks
- Ascend



Strategic Plan Implementation

What we learned about ourselves from year long Pilot

- Persons come to GCCAC for a particular program or service
- Staff identifies themselves as working for a program or department.
- Staff has limited knowledge of range of GCCAC activities.
- Personal relationship is essential for assisting persons to identify needs and plans
- Participation must be voluntary
- Barriers to moving toward independence and economic security do not fit into boxes
- Financial education/literacy and a career pathway are essential elements to creating a way to better lives.
- There are limited career and employment assessment tools in the community.

What were the needed organizational changes

- The way we deliver services
- Corporate and staffing structure/culture
- Community Role



Focusing Organization and Community on outcomes

Organization Culture

- GCCAC Restructuring
 - Agency structure
 - Redoing positions
 - Change in approach
 - Performance/work plans
- Participant engagement
 - Assessment
 - Pathway plan
- Information Technology
 - Universal intake
 - Tracking
 - Sharing information
 - Reports
- Defining outcomes
 - Family wellness
 - Child assessments

Social Capital

- Fostering staff participant relations
- Coaching Techniques
- Venus for parent interaction

Partners

- Health Dept.– home visiting
- College – Career and education ladder, Career coach
- DSS common customer, SNAP E&T
- Schools student performance data



Theory of Change

Garrett County works along three channels:

Macro economic opportunity
(because there must be good paying jobs available)

Community capacity building
(because partners are critical to impacting community)

Families and individuals
(because people want to succeed,
and they sometimes need a helping hand to do so)

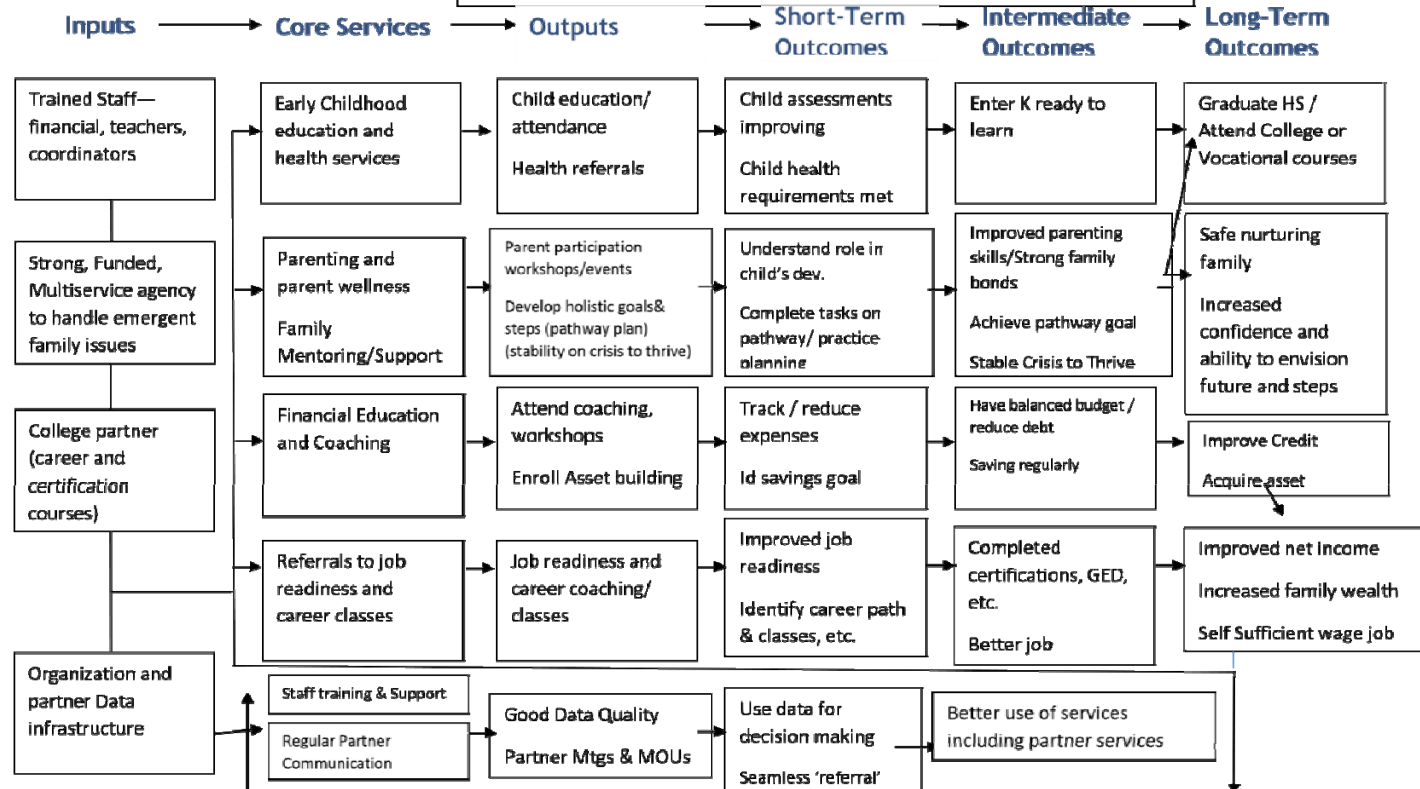
Logic Model

Goal: Low income families and children succeed now and thrive in the future

GCCAC Summary Logic Model*

This summary model is intended as a concise diagram to be used as a higher level communication document, whereas the more detailed model following this is intended for evaluators and other interested in the specifics.

Target Population: Low income (under 130% poverty) families with children under age 5. HS/EHS Families



GCCAC works along three channels: Macro economic opportunity (b/c there must be good paying jobs available); community capacity building (b/c partners are critical to impacting community); families and individuals (b/c people want to succeed, but they sometimes need a helping hand to do so). See more assumptions at end of document

Theory of Change

Information Systems

Information systems to support 2G work

- Create a single electronic point on entry for all or any combination of services from any GCCAC location.
- Create and use an agency wide input and output data base for identifying support provided and results achieved
- Measure and assess degree of economic security and independent living – Crises to Thriving Scale
- Creating systems to monitor family's economic stability throughout the life course – linking information on children gathered by schools to information from Head Start, Early Head and Early Care Home Visiting providing an ongoing longitudinal measure using the Crisis to Thriving Scale
- Meet Needs of individual Funders



How Have We Changed?

Case Management



Family Coaching

Program-Centric



Participant Focused

Referrals



**Seamless
Integration Goal
Achievement**

Head Counts



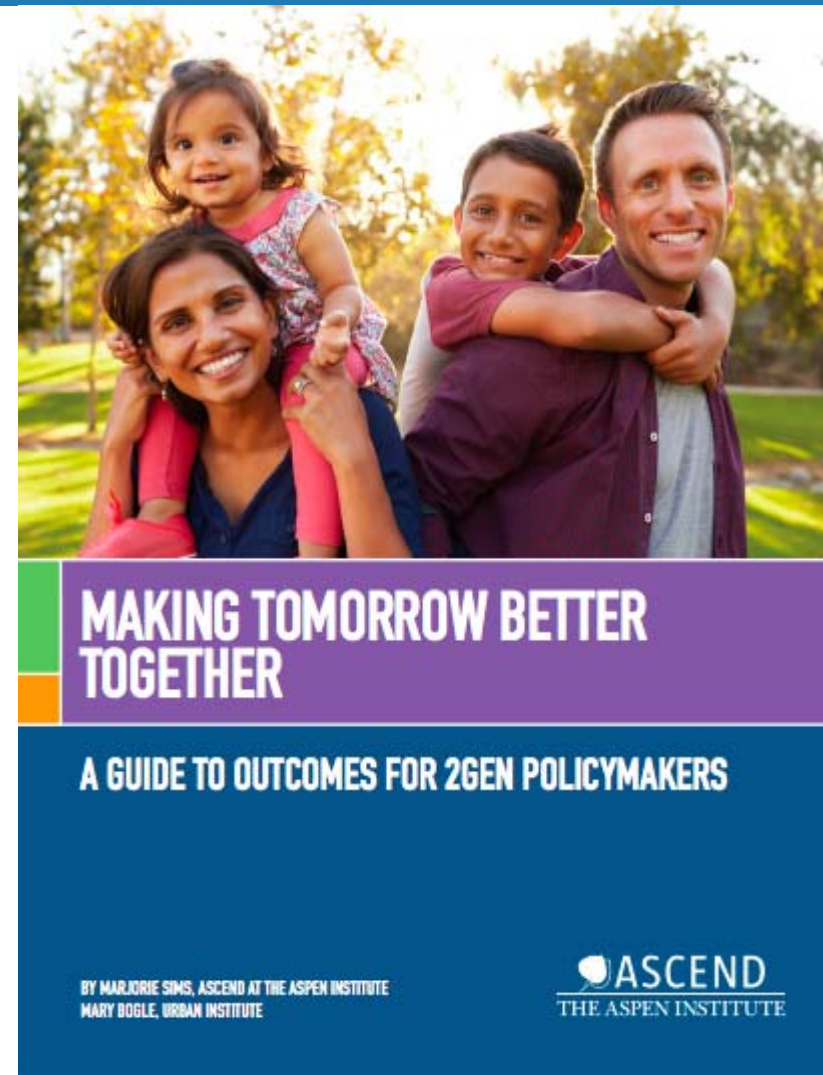
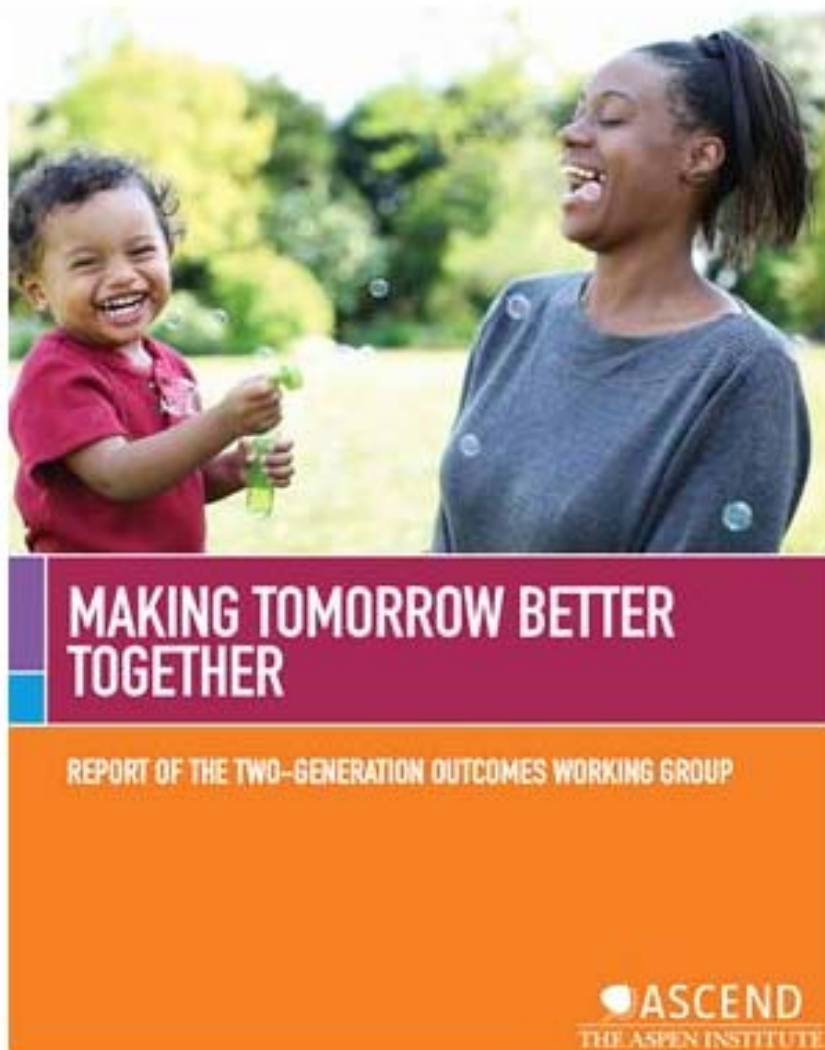
Outcomes



What is a 2Gen Outcome?



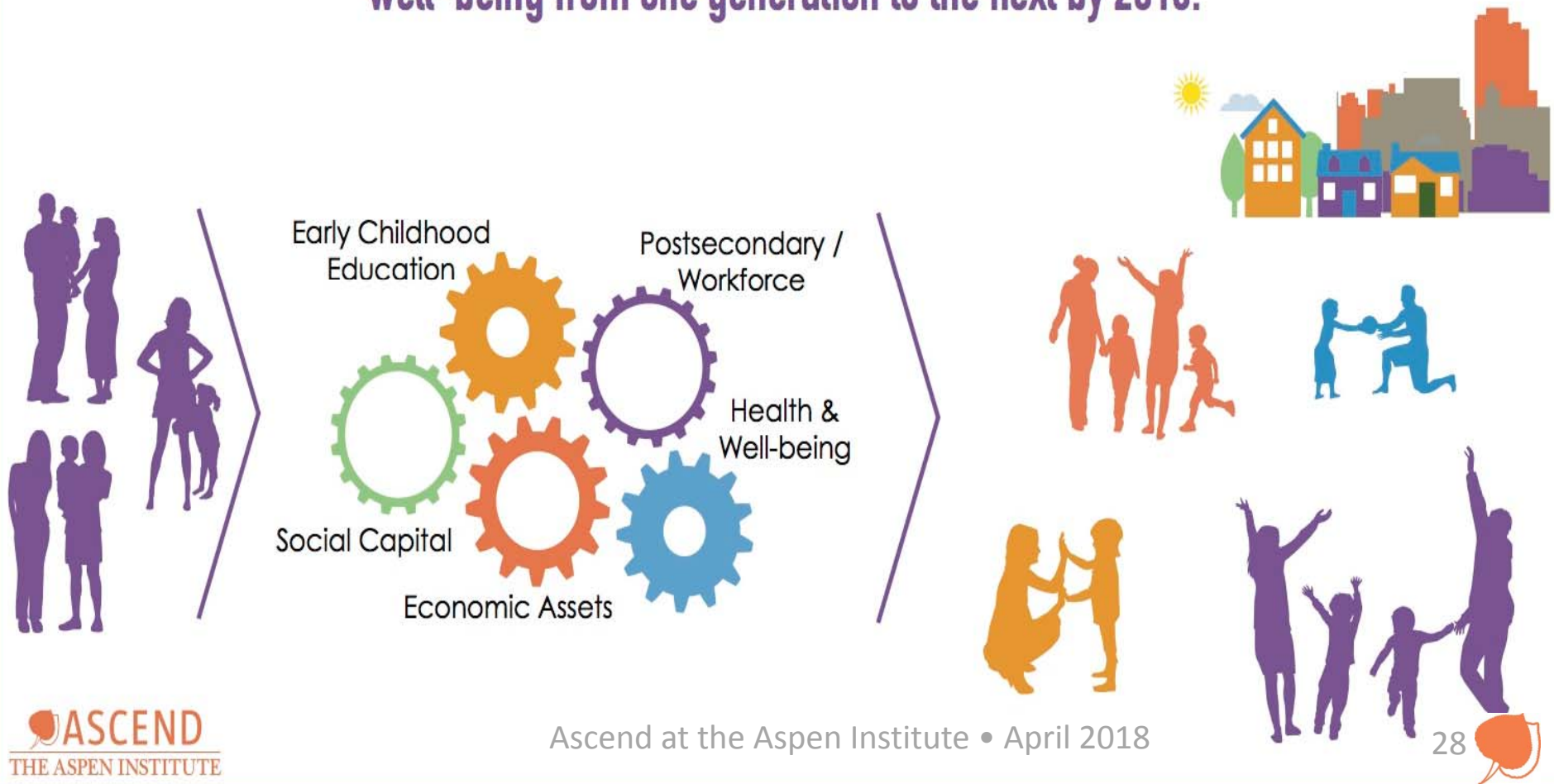
Outcomes Frameworks for 2Gen Approaches



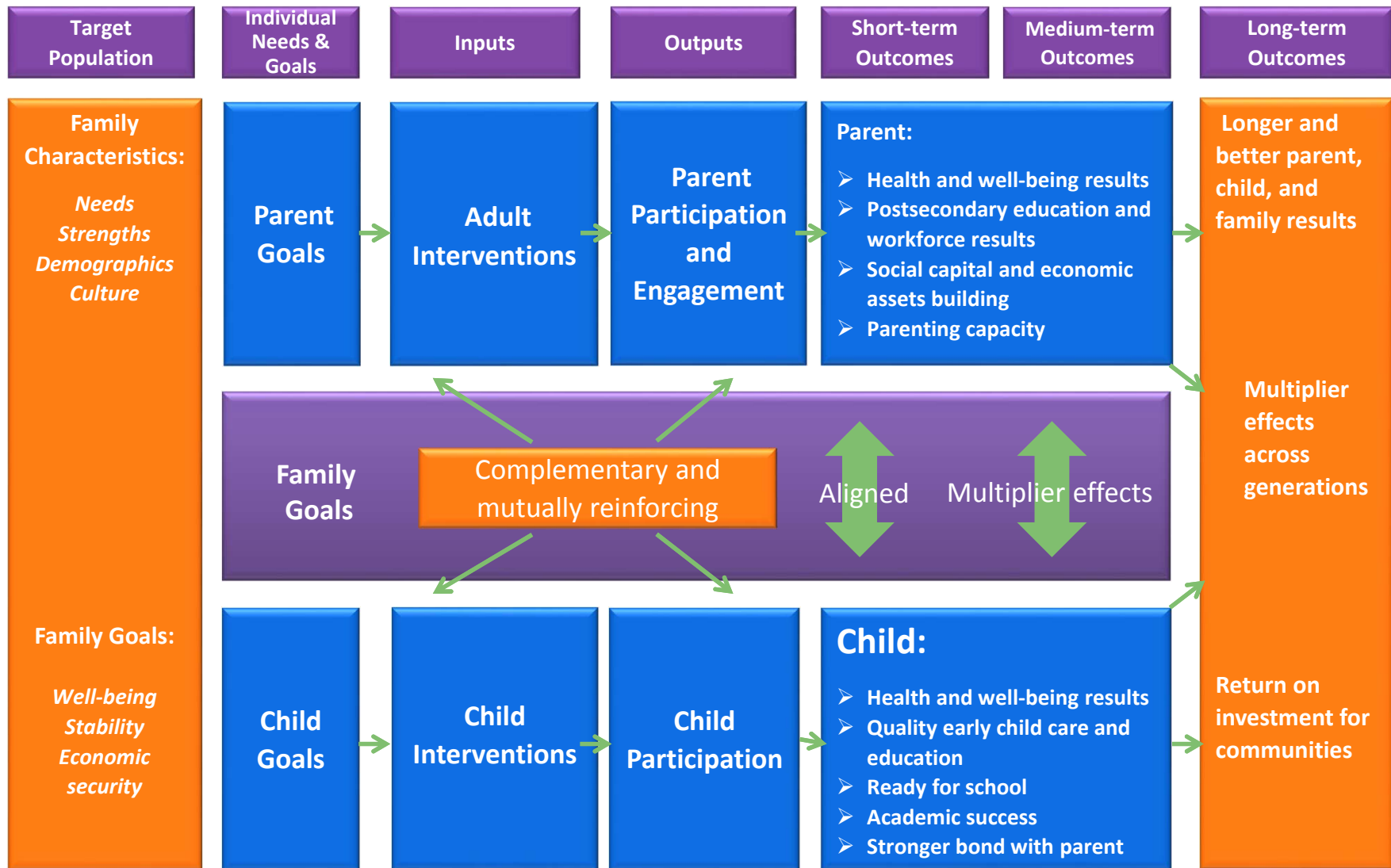
Theory of Change

TWO-GENERATION THEORY OF CHANGE

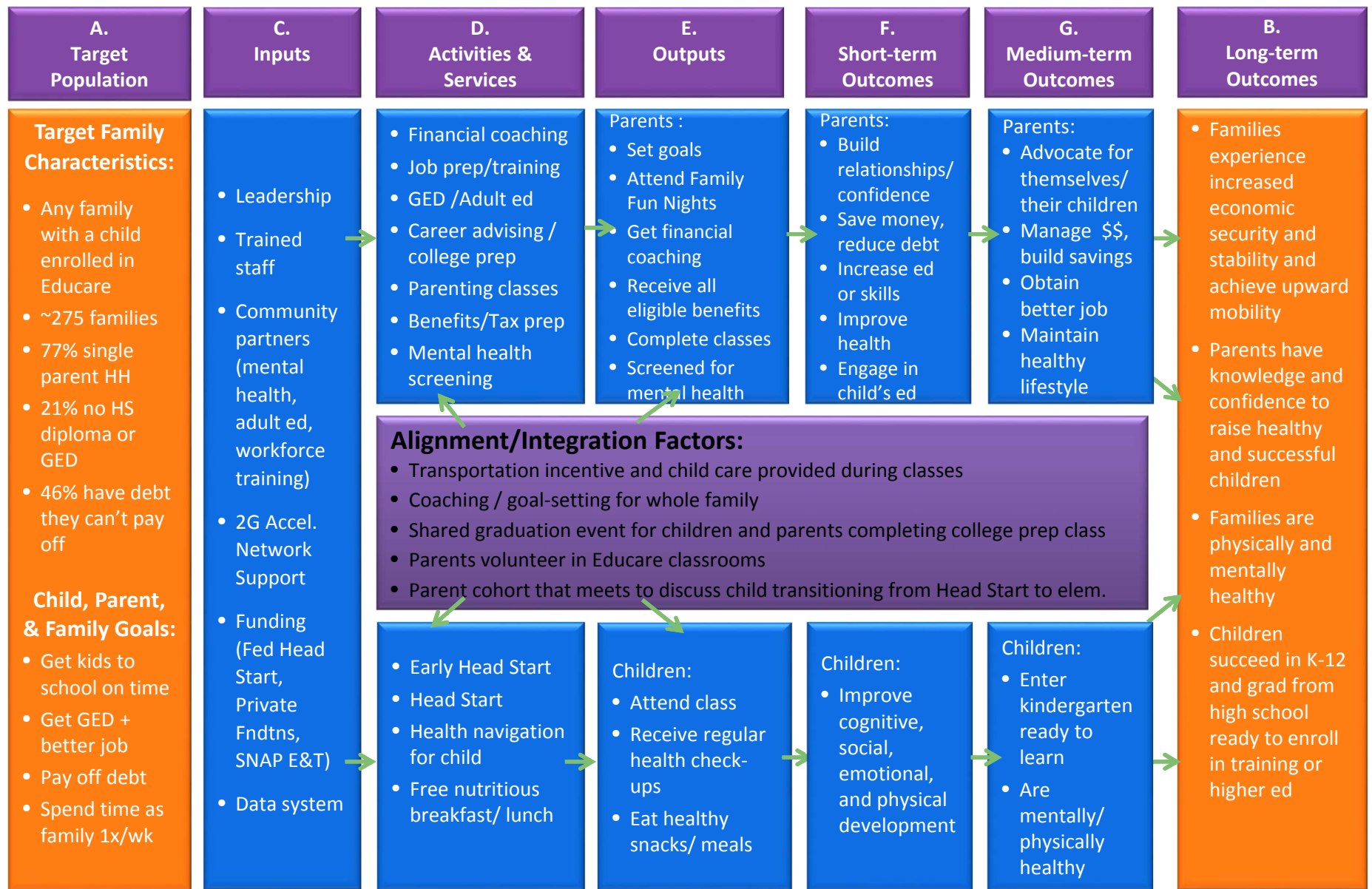
for an increase in family economic security, educational success, and health and well-being from one generation to the next by 2018.



Logic Model



Logic Model EXAMPLE



Logic Model TEMPLATE



Sample Outcomes for 2Gen Programs

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)	

Outcomes Bank for 2Gen Programs



Welcome to the 2Gen
Outcomes Bank

Submit Materials to Outcomes Bank

This is a crowdsourced website. Please use the link below to submit additional outcomes, indicators, tools, and highlights of programs that articulate and track outcomes for children and the adults in their lives together. We welcome contributions from practitioners, policymakers, and researchers in all sectors.

[SUBMIT](#) 

Explore the 2Gen Outcomes Bank


The 2Gen Outcomes Bank is designed to help capture and organize the outcomes, research, tools, and evidence base for two-generation approaches, strategies, and programs. Within the database, you will find outcomes, indicators, and research organized by child, parent, and family across the core 2Gen components of education, economic assets, health and well-being, and social capital. This is a growing resource - materials are crowdsourced from those active in two-generation and related fields.

[VIEW](#) 

Questions? Stay Connected!



Menu

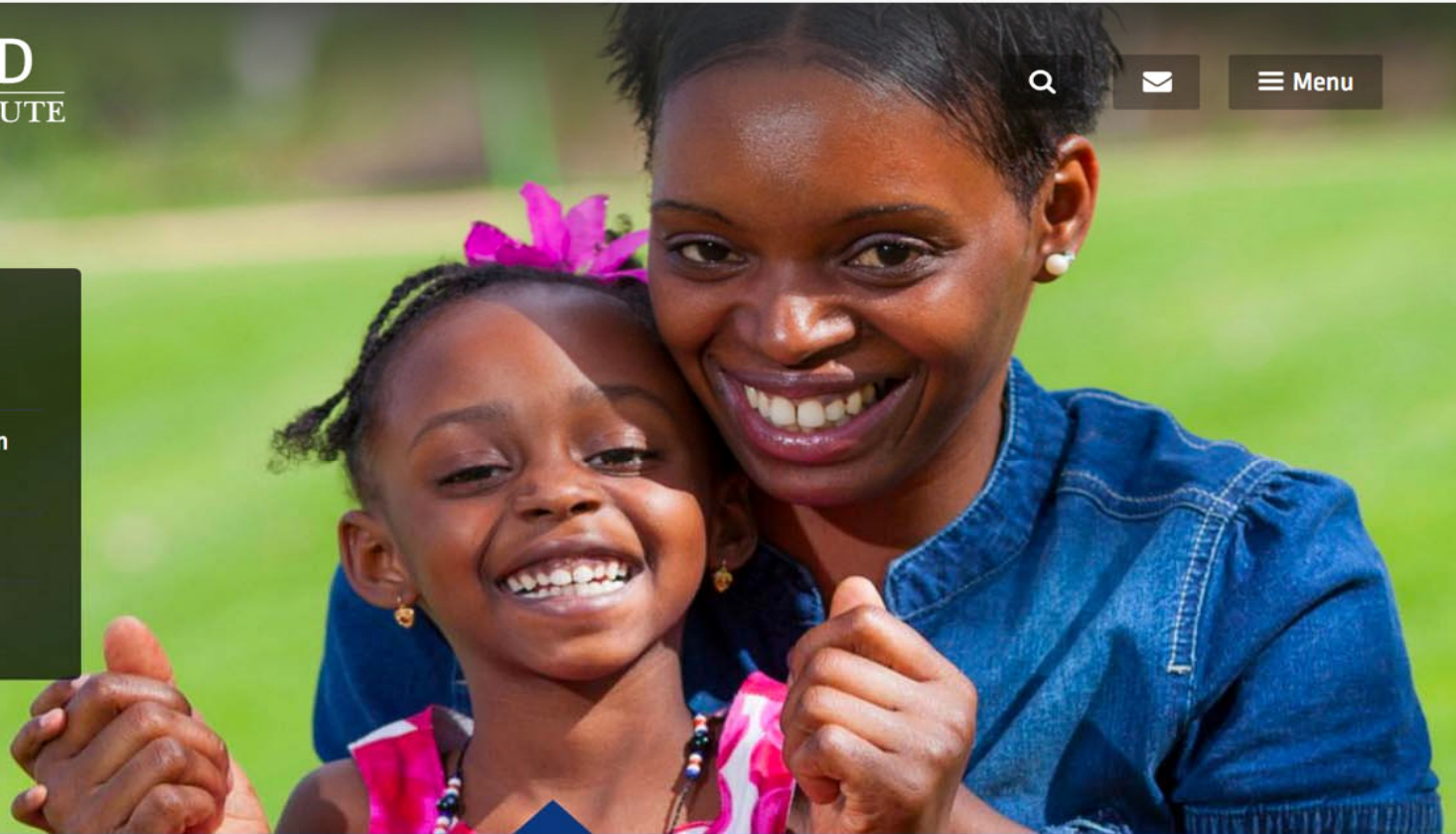
MOST POPULAR 

Leadership

National Network/2Gen
Learning Community

2Gen Toolbox

Our Mission



ascend.aspeninstitute.org



Marjorie.Sims@aspennstitute.org

Ascend at the Aspen Institute • April 2018

35



QUESTIONS?



REFLECT

Take a moment to reflect on the information that was presented during the meeting.

Now share one thing that you learned from the webinar today.

(Use the chat window)

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community Action
PARTNERSHIP
LEARNING COMMUNITIES RESOURCE CENTER

WEBINAR WEDNESDAYS

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on Promising Anti-Poverty Practices

UPCOMING WEBINARS

Whole Family Approaches | Integrated Services | Financial Empowerment | Homelessness | Health Intersections
Data-Centered Organizations | Community Level Work

- **April 25, 2018** - Cultural Humility: People, Principles, and Practices ([Register](#))
- **May 2, 2018** - Building Intergenerational Success: Measuring Whole Family Outcomes ([Register](#))
- **May 16, 2018** - Introduction to Collective Impact ([Register](#))
- **May 23, 2018** - Cultural Humility and Health Equity ([Register](#))



PLEASE OFFER YOUR FEEDBACK

**[https://www.surveymonkey.com/r/
BreakthroughIdeas](https://www.surveymonkey.com/r/BreakthroughIdeas)**

CONTACT INFO

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Questions & Comments

