



ENGAGING THE WHOLE FAMILY

DIGGING DEEPER INTO IMPLEMENTATION, EVALUATION, AND IMPROVEMENT

PART 3



THANK YOU!!!!



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This series is generously funded by the Perry County Community Foundation and the Lilly Endowment Inc.



LINCOLN HILLS DEVELOPMENT CORPORATION



**I N D I A N A
COMMUNITY ACTION
POVERTY INSTITUTE**
Research and Public Policy

This series is being presented through a partnership with the Lincoln Hills Development Corporation and the Indiana Community Action Poverty Institute

AGENDA

- Whole Family Approach Review
- Funding resources
- Framing for funding
- Evaluation
- Data & Improvement Design
 - Additional considerations



THE FAMILY LED APPROACH



WHOLE FAMILY APPROACH REVIEW

- Commit to (racial) equity
- Engage, listen, and co-create the Whole Family Approach with families
- Build common goals and an agenda to which all programs and collaboration partners agree
- Center family voice in decision-making about programmatic improvements and enhancements
- Establish a common tools and integrate services to create easier access for families
- Develop a clear theory of change and logic model in collaboration with all partners
- Train staff on processes and procedures necessary to support each family's unique needs and goals
- Develop a monitoring and evaluation plan to track progress and review data
- Establish ongoing opportunities for partners and service providers to communicate, reflect and plan together



FUNDING



DEFINE YOUR RESOURCE NEEDS



Child development

Family development

Workforce development

IDENTIFY FUNDING SOURCES

- Government or public funding, federal, state, and local
- Private businesses and corporations
- Private funding from foundations



GOVERNMENT FUNDING

- Temporary Assistance for Needy Families
- Workforce Innovation and Opportunity Act
- Leverage Opportunity Zones Funds



CORPORATE AND BUSINESS RESOURCES

- Learn about business sources from your local Chamber of Commerce
- Ask board members, partners, and United Way
- Research corporate support



OBTAINING FOUNDATION RESOURCES

- Build relationships and learn their values
- Clearly stated goals that include equity (general not for sustainability)
- Lead with human needs
- Dual relationship of learning
- State challenges and how funding supports it
- Warm introduction
- Data walk

FOUNDATION FUNDING RESOURCES

- [Annie E. Casey Foundation](#)
- [Bainum Family Foundation](#) (Early childhood focus)
- [Conrad N. Hilton Foundation](#)
- [The David and Lucile Packard Foundation](#)
- [Doris Duke Foundation](#) (specific to child well-being and abuse prevention, U.S. Muslim Women)
- [ECMC Foundation](#) (Postsecondary education)
- [Imaginable Futures](#)
- [Lumina Foundation](#) (Youth)
- [Margaret A. Cargill Philanthropies](#)
- [Merle Chambers Fund](#) (Women focused)
- [Morgridge Family Foundation](#)
- [Richard W. Goldman Family Foundation](#) (Early childhood education)
- [Robert Wood Johnson Foundation](#)
- [W.K. Kellogg Foundation](#)
- [Kresge Foundation](#)

FOUNDATIONAL FUNDING

- Compelling case statement and cover letter
- Reviewing a winning proposal and analyzing it
- Proof read and re-proof read
- Ensure that your budget aligns with your narrative
- Send a hand-written thank you note
- Stay in touch and seek feedback



FRAMING A WHOLE FAMILY APPROACH



WHAT IS FRAMING?

- A communication style that focuses the delivery of information on a particular outcome.
- Extension of the agenda setting theory
- Prioritizes it makes the audience think about the effects of an issue
- Highlights one aspect by eliminating another
- Write the narrative for why public resources are appropriate and required
- Drives decision making

WHOLE FAMILY FRAMING

- Focus on human development instead of disruption
- Lead with affirmative/aspirational statements
- Use metaphors
- Do not lead with the issue
- Well-being

Words not to use:

- Aid
- Assistance
- Benefit
- Empower
- Help
- Serve
- Lift
- Wellness
- Safety nets

MOVING FROM SERVICE DELIVERY TO DEVELOPMENTAL SKILLS BUILDING

- “2 gen”
- “break the poverty cycle”
- “impoverished/needy families”
- “remove silos”
- “Whole Family”
- “Families with income that does not allow them the able to afford basic needs of food, clothes, and shelter”
- “Build well-being for adults that connects to supports for children”

FRAMING EXAMPLE

- We assist families break out of the poverty cycle.
- Family members potential is leveraged through working with coaches to co-construct micro goals that lead to economic well-being.

FRAMING EXAMPLE

- Wellness is improved by lifting families out of low paying jobs and providing early childhood education.
- Well-being is built from quality education and clear career pathways.



EVALUATION



FORMATIVE EVALUATION

- Formative evaluation is a program evaluation that is conducted during the development and implementation of a program, with the goal of improving its effectiveness.

Purpose

- Provide feedback
- Identify problems
- Monitor progress

Goals

- Improve program design
- Enhance program implementation
- Optimize program outcomes

QUESTIONS TO ASK WHEN CONDUCTING A FORMATIVE EVALUATION

- Are the program goals and objectives clearly defined and achievable?
- Is the program or project being implemented as planned?
- Are the program or project activities appropriate and effective in achieving the goals and objectives?
- Is the program or project reaching the intended target population?
- What challenges or obstacles have been encountered in the development or implementation of the program or project?
- What are the strengths and weaknesses of the program or project?
- Are the program or project resources being used effectively?
- What changes or adjustments are needed to improve the program or project?



DATA & IMPROVEMENT PLANS



DESIGN PLAN

Consider what documentation you may want to collect

Prepare surveys during the planning phase (do not reinvent the wheel)

Conduct a formative evaluation to ensure needed improvements are made early on

DATA COLLECTION

Quantitative and Qualitative:

- Test scores
- Grades
- Surveys
- Participation
- Observation of staff
- Program progress or completion
- Employment changes
- Relational changes/social capital
- Mental and Physical health
- Asset changes
- Financial changes
- Interviews/Focus Groups

DATA COLLECTION TOOLS

- Brief Resilience Scale (Smith et al., 2008) •
- Center for Epidemiological Studies Depression Scale (Radloff, 1977) •
- Opinions about their own health, child's health, and relationships •
- Multidimensional Scale of Perceived Social Support (Zimet et al., 1988) •
- Perceived Stress Scale (Cohen et al., 1994) •
- Adjusted questions from the Social Capital and the Generation of Human Capital (Teachman et al., 1997) •
- Child Feeding Questionnaire (Birch et al., 2001) •
- Fragile Families and Child Wellbeing Study (The Trustees of Princeton University, Robert Wood Johnson Foundation, 2014)

ADDITIONAL CONSIDERATIONS

- Trauma informed care training for staff
- Use equitable data collection methods and programming
- Conduct a formative evaluation



THANK YOU!!!

JOIN US AGAIN ON JULY 30TH @ 12 PM CST

