



# MAKING TOMORROW BETTER TOGETHER

PROCESS OUTCOMES AND MEASURES FOR 2GEN  
ORGANIZATIONAL CHANGE

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

## ACKNOWLEDGEMENTS

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Ascend at the Aspen Institute takes a two-generation approach to its work and embraces a commitment to racial and gender equity. Two-generation (2Gen) approaches build family well-being by intentionally and simultaneously working with children and parents together. We believe that education, economic supports, social capital, and health and well-being are the core elements that create a legacy of opportunity that passes from one generation to the next.

The Aspen Institute is a global nonprofit organization committed to realizing a free, just, and equitable society. Since its founding in 1949, the Institute has been driving change through dialogue, leadership, and action to help solve the most critical challenges facing communities in the United States and around the world. Headquartered in Washington, DC, the Institute has a campus in Aspen, Colorado, and an international network of partners.

Dear Colleagues,

The unrelenting health and economic crisis resulting from the COVID-19 pandemic has dramatically increased demand on all family-supportive programs, and at the same time starkly diminished available public and private resources. The disproportional health and economic impacts of the pandemic on people of color and the recent brutal murders of Black people have exposed the systemic racism in all sectors of society and at all levels of government. We are called to do more for families and to do so more effectively and efficiently.

A two-generation (2Gen) approach to build family well-being by intentionally and simultaneously working with children and parents together is a powerful way to meet the challenges of these times. The 2Gen approach enhances service coordination, creates organizational alignment, reflects the goals and aspiration of families, and strengthens staff capacity as it supports increased economic mobility for families and disrupts intergenerational poverty.

The 2Gen approach is not a new idea. It reflects centuries of wisdom of indigenous communities around the globe. In this country, it was central to the settlement house movement of the late 1900s. Today, leaders across the country at every level of government are taking a 2Gen approach to bolster families' economic security, health and well-being in an uncertain economy. The Ascend Network, launched in 2014, provides the vision and direction for these leaders to improve outcomes for families using a 2Gen approach.

The momentum for the 2Gen approach is reflected in the growth of the Ascend Network over the past six years. More than 400 partner organizations representing all 50 states, the District of Columbia, and Puerto Rico are now part of this robust network. That is a 600 percent increase from the 58 inaugural members in 2014. What was a group of bold agents of change pursuing a 2Gen approach is now a community of practice keenly focused on documenting their successes and challenges and sharing their lessons and outcomes. Ascend Network Partners are the embodiment of a vibrant network and have greatly enhanced the development of the field.

In 2015, Ascend Network Partners spearhead the development of the first outcomes framework for 2Gen approaches – [Making Tomorrow Better Together: A Report of the Two-Generations Outcomes Working Group \(MTBT1\)](#). Designed for practitioners, this publication details potential child, youth, adult, and family outcomes when taking a 2Gen approach. It also includes a sample theory of change, a sample logic model, a set of evaluation principles, and a glossary of evaluation terms. In 2017, Ascend complemented MTBT1 by releasing [Making Tomorrow Better Together: A Guide to Outcomes for 2Gen Policymakers \(MTBT2\)](#) as a resource for leaders seeking to align

and coordinate large systems using a 2Gen approach. In 2019, the Annie E. Casey Foundation released [Data Governance for Two-Generation Programs: Planning Toolkit](#), another important resource for 2Gen leaders to support 2Gen learning and evaluation.

*Making Tomorrow Better Together: Process Outcomes and Measures for 2Gen Organizational Change* is designed for practitioners and policymakers and builds on our earlier outcomes frameworks. This guidebook details a 2Gen organizational change measurement framework and includes specific areas for leaders to consider and strengthen across their organizations: culture and climate, engagement and partnerships, knowledge and skills, infrastructure, and resources. Like MTBT1 and MTBT2, this framework places families at the center and seeks to address inequities. All of these resources underscore that when organizations and systems are designed with families in mind — children and parents, together — they become more effective for families and more efficient for staff and stakeholders.

This guidebook would not have been possible without the contributions of 2Gen thought leaders. First and foremost, we thank Sharon McGroder for serving as a thought partner and lead writer. We thank Shelley Waters Boots, Jennifer Brooks, Kathleen Dwyer, Chelsey Hall, Lori Pfingst, Paula Sammons, Jodi Sandfort, Teresa Sommer, Tara Smith, and T'Pring Westbrook for providing critical insights on the development of and feedback on drafts of this guidebook. We are also grateful to Ascend Fellows and Ascend Network partners participating in the 2019 Aspen ThinkXChange, including Chris King, Katherine Korenaga, Cody Kornack, and Marci Lu, whose additional feedback ensured this guidebook will be useful to 2Gen leaders, practitioners, and other stakeholders. Thanks also to Jill Sanclimenti and the Capacity Building Center for States — a service of the Children's Bureau in the U.S. Department of Health and Human Services — for granting permission to adapt the *Center's Guide to Five Dimensions of Organizational Capacity* for use in this guidebook.

We are honored to share this latest resource with you and look forward to your feedback. Please stay current with updates to this guidebook and share your 2Gen learning and evaluation tools by visiting the [2Gen Outcomes Bank](#). This web portal houses updated information about the Ascend Network outcomes frameworks and enables you to submit additional outcomes, indicators, tools, and highlights of your work to share with practitioners, policymakers, and researchers across the country. Your contributions help advance our collective learning.

Sincerely,



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## EXECUTIVE SUMMARY

Thriving families are the foundation of a strong society. The two-generation (2Gen) approach involves partnering with parents and caregivers to identify the factors that undermine their family's overall well-being, then working with them to solve problems, access new resources, and sharpen existing skills. Though the approach is multigenerational, it is called "2Gen" because it seeks to meet the needs of both the parents or adult caregivers (e.g., grandparent, adult sibling) and the children. 2Gen strategies align and link the following child- and adult-focused service delivery systems: (1) early childhood education, (2) postsecondary education and workforce, (3) economic assets, (4) health and well-being, and (5) social capital.

Building on a legacy of family support programs that sought to build and maintain family well-being, today's 2Gen approach engages and listens to the voices of parents, embeds equity in all aspects of service delivery, and measures and accounts for outcomes for both children and their parents. Specific 2Gen strategies include comprehensive intake and family-centered case management, sector-based education and career pathway services directly linked to job opportunities, social support from peer relationships and cohort-based services, high-quality early childhood education, and access to necessary health and human services for all family members.

More than ever before, 2Gen leaders understand the importance of organizational change for implementing 2Gen strategies as they move from embracing the 2Gen mindset, to designing 2Gen service delivery strategies, to revising organizations and systems to be more 2Gen focused. Today's 2Gen leaders also realize they cannot do this work alone. Whether they simply cooperate with other community organizations or strive for collaboration or full integration of services, 2Gen organizations and agencies must work to provide seamless service delivery to children and their caregivers. By working to make their organizations more 2Gen focused – prioritizing evaluation and performance monitoring – leaders can improve the delivery of services and, as a result, improve outcomes for children, parents, and families as a whole.

The purpose of this guidebook is to help organization and agency leaders set goals and develop measures to track their progress and achievement of 2Gen change. The introduction begins with definitions of key terms used throughout the guidebook, then provides a brief history of the 2Gen approach and describes lessons learned that inform today's "2Gen 2.0" efforts. It continues with discussions of the 2Gen continuum of policy and systems change, the role of organizational change in achieving parent and child outcomes, and stages of organizational collaboration. The introduction concludes with a brief discussion of the differences between evaluation and performance monitoring and the implications for selecting measures.

Chapter 1 describes five overarching dimensions of organizations in which leaders can implement changes to make their structures and operations more 2Gen focused:

- 1. Organizational culture and climate;**
- 2. Organizational engagement and partnerships;**
- 3. Organizational knowledge and skills;**
- 4. Organizational infrastructure; and**
- 5. Organizational resources.**

Within each dimension are numerous areas in which organization leaders may want to implement 2Gen changes. Chapters 2 through 6 focus on each of these organizational dimensions in turn, providing examples of outcomes and items from which organizations can choose when deciding how best to track progress toward and achievement of their 2Gen organizational goals.

Appendix A presents seven guiding principles for assessing organizational change:

- 1. Incorporate measurement of organizational change into every 2Gen evaluation;**
- 2. Embed learning and evaluation into organizational change efforts;**
- 3. Tailor the measurement approach to 2Gen strategies;**
- 4. Ensure diversity, equity, and inclusion in measurement and analysis;**
- 5. Use multiple measurement approaches;**
- 6. Use and promote data; and**
- 7. Build internal capacity to ensure learning and continuous feedback.**

Appendix B provides a glossary to ensure that users understand the meaning of key terms as they are used throughout this guidebook.

## INTRODUCTION

When families have the resources and opportunities to provide safe, stable, and supportive environments, their children develop the social, emotional, and cognitive skills necessary to grow into well-adjusted, productive members of society.

Communities play an important role in supporting families by providing the conditions that allow families to learn, work, and play. Good schools, access to healthy food and affordable housing, jobs that provide a living wage, and safe places where families can gather socially help family members realize their full potential as students, workers, caregivers, partners, and engaged members of the community.

At some point, many families may find themselves in need of assistance from community-based organizations and public agencies. They may need high-quality care for their children or aging parents, early intervention services for their child with disabilities, or skills training to qualify for more economically viable jobs. Families with low incomes in particular often face economic insecurity, which can jeopardize their well-being. Whether facing unexpected life changes, temporary setbacks, or systemic challenges, parents can greatly benefit from services designed to seamlessly meet the needs of their entire family.

The two-generation (2Gen) approach builds family well-being by intentionally and simultaneously working with children and the adults in their lives together.<sup>1</sup> It also seeks to address structural inequities that block many families from thriving.

## ABOUT THIS GUIDEBOOK

In [Making Tomorrow Better Together: Report of the Two-Generation Outcomes Working Group \(MTBT1\)](#), Ascend and key partners provide an outcomes framework and identify measures for use by practitioners and policymakers in assessing the outcomes targeted by 2Gen programs. Those outcome measures – organized by child, parent, and family across the core 2Gen components of education, economic assets, health and well-being, and social capital – are summarized in MTBT1 and can be found online in Ascend's [2Gen Outcomes Bank](#).

Complementing the first report, [Making Tomorrow Better Together: A Guide to Outcomes for 2Gen Policymakers \(MTBT2\)](#) focuses on the processes of policy and systems change and provides a framework of process outcomes and sample measures in three key areas: (1) 2Gen leadership and management culture; (2) 2Gen-aligned policies and flexible funding streams; and (3) 2Gen research and data agenda.

**Process** – a series of actions, functions, or changes

**Process Outcome** – the result of actions, functions, or changes

**Measure** – one or more items used to assess a participant, process, or population outcome

**Indicator** – a number that describes the presence, state, or level of a process or population outcome

Building on that work, this guidebook delves more deeply into the areas of organizational change that policymakers and organization leaders may pursue when taking a 2Gen approach. It provides examples of process outcomes and items that can be used to create indicators that assess progress toward and achievement of organizational outcomes. For example, leaders may want to address their organization's culture and climate (a key dimension of organizations) by promoting staff buy-in for the 2Gen approach (process outcome). They may ask staff the degree to which they agree with such statements such *"I agree that a 2Gen approach will improve outcomes for children and families"* (measure) and then track over time the percent of staff who *"strongly agree"* with that statement (indicator).

The remainder of the introduction defines key terms used in this guidebook, provides a brief history of the 2Gen approach, presents the five 2Gen principles, and describes key features of today's 2Gen strategies. Chapter 1 presents the measurement framework used in this guidebook for assessing progress toward and achievement of organizational change. This framework includes the following five dimensions of organizational capacity: (1) culture and climate; (2) engagement and partnerships; (3) knowledge and skills; (4) infrastructure; and (5) resources.

Chapters 2 through 6 focus on each of those dimensions in turn, providing examples of measures for each. Outcomes and measures come from two main sources: (1) a scan of research-based measures of organizational capacity; and (2) state and local 2Gen leaders implementing 2Gen approaches and their organizational change.<sup>2</sup> The lists of outcomes and measures presented in this guidebook are not exhaustive. Rather, they are a starting

point for organization leaders to identify which process outcomes and measures may work for monitoring performance or conducting an evaluation of their organizational change efforts.

Chapter 7 provides a brief conclusion. Principles of 2Gen evaluation pertaining to organizational change can be found in Appendix A, and the glossary can be found in Appendix B.

## DEFINITIONS OF KEY TERMS

Many of the terms in this guidebook are commonly used in public policy and program management circles. To ensure clarity on how these terms are used in this guidebook, a glossary of key terms is included in Appendix B. Those terms are bolded when first used in the guidebook. When critical to immediate understanding, terms are defined when they are introduced. A few key terms that warrant clarification upfront are defined below.

**Organization/Agency** – Any public, private, faith-based, social enterprise, or other nonprofit entity involved in providing services for the public good. An organization or agency can be an entire entity (e.g., a state human services agency) or a subdivision of a larger entity (e.g., an office of child and family services within a state human services agency).

**Organizational Capacity** – The potential of an organization or agency to fulfill its mission by building and deploying its human and organizational assets to ensure sound governance, effective management, and success in achieving organizational goals. Organizational assets include leadership, staff expertise, institutional knowledge, organizational infrastructure, and both fiscal and non-fiscal resources.

**Policymaker** – Any person who holds a formative decision-making position in shaping an organization's or agency's policies and service delivery systems. Although policymakers include legislators who make the laws that authorize and appropriate funding for programs and services, this guidebook focuses on executive agency staff and local organization and agency directors who oversee and administer those services and programs. Correspondingly, for the purpose of this guidebook, the term "policy" refers to the operational rules, regulations, and priorities that guide the actions of an organization. It does not refer to the laws, budget appropriations, or regulations established by legislative and executive branches of government that make up broader public policies.

**System** – A purposeful structure comprising interrelated and interdependent elements designed to carry out a specific activity, perform a duty, or solve a problem. In this guidebook, a 2Gen system refers to organizations and agencies providing family support services and the partners and stakeholders – elected officials and other policymakers, community leaders, advocates, funders, the families themselves – who partner in the mission of fostering economic opportunity and prosperity. These systems are horizontal, including organizations within a community or geographic area. They are also vertical, including the larger entity in which an organization is embedded, as well as the array of legal mandates and funding streams from the federal, state, and local levels that undergird the organization.

**Diversity** – The condition of having or including people from different groups and/or different perspectives, often pertaining to people with different ethnicities or from different social and economic backgrounds.<sup>3</sup>

**Equity** – The state of just and fair inclusion in a society in which all can participate, prosper, and reach their full potential.<sup>4</sup>

**Inclusion** – The act of including or the state of being included within a group or structure.<sup>5</sup> Voice is valued from the diverse people present, and they have organizational power. Inclusion involves authentic and empowered participation and a true sense of belonging.<sup>6</sup> A diverse setting without inclusion is not likely to remain diverse.<sup>7</sup>

**Process** – A series of actions, changes, or functions. For the purposes of this guidebook, a process is the series of steps taken intentionally to improve the way an organization operates to better meet the needs of whole families and to measure the child, parent/caregiver, and family outcomes reflecting that improvement.

**Process Outcome** – The result of actions, changes, or functions. For the purposes of this guidebook, a process outcome is the change sought or achieved when applying 2Gen strategies to an organization's culture and climate, engagement and partnerships, knowledge and skills, resources, and infrastructure. With successful changes in process outcomes, an organization becomes more effective, efficient, and equitable in how it provides services, thereby improving population-level outcomes. Process outcomes are distinct from program outcomes (knowledge, insights, skills, attitudes, behaviors, achievements, and conditions that are targeted and thus expected to be achieved by a program) and participant outcomes (outcomes as assessed for those enrolled in a program or receiving services).

**Indicator** – A number, percent, ratio, or value on a measure that conveys the presence, state, or level of a process or population outcome and that can show changes as a function of time.

**Measure** – One or more items used to assess a participant, process, or population outcome.

## THE 2GEN APPROACH HAS A RICH HISTORY AND EVOLUTION

The idea of serving families holistically is not new. It is inherent in many indigenous communities in the United States and around the globe. The Settlement House movement of the late 19th and early 20th centuries sought to alleviate poverty among immigrants in inner-city neighborhoods by providing a range of health, education, and employment services in a residential setting to families newly immigrating to the United States.<sup>8</sup> As a grassroots effort funded largely through philanthropy and wealthy business owners, settlement houses were the quintessential community-based organization funded and designed to meet the needs of residents, while also addressing inequities by advocating political and economic reforms,<sup>9</sup> including the establishment of the federal Children's Bureau in 1912.<sup>10</sup>

Federal investment in family support programs has historically focused on families with low incomes. It began with the passage of the Social Security Act in 1935, which created Social Security, disability insurance, unemployment insurance, and Aid to Dependent Children (later becoming Aid to Families with Dependent Children [AFDC], now Temporary Assistance for Needy Families [TANF]). The War on Poverty in the 1960s created additional programs and dedicated funding streams – including Job Corps, Medicaid, Medicare, and Head Start – to address the employment, health, and educational needs of individuals and families with low incomes or living in poverty. The Earned Income Tax Credit was introduced in 1975 to reduce the tax burden of working parents with low incomes, hoping to incentivize employment and decrease reliance on

welfare. Today, EITC is one of the most effective anti-poverty programs in the U.S.

Amid rising teen pregnancy and child poverty rates in the 1980s, family support efforts focused on increasing employment among single mothers receiving welfare. Demonstration programs mandating that parenting teens receiving welfare engage in education and employment had some success increasing high school completion and in particular GED attainment, but this policy did not translate into improvements in basic skills or employment.<sup>11</sup> In addition, none of the programs that assessed child outcomes affected children's school readiness, vocabulary, or prosocial behavior. One program actually increased parenting stress and child behavior problems. Researchers concluded that more-intensive case management tailored to the mothers' particular needs, educational services that truly improved marketable skills, and ongoing employment supports are necessary to make lasting gains in outcomes for these young families.<sup>12</sup>

Mandatory welfare-to-work programs put in place after passage of the Family Support Act of 1988 sought to increase educational attainment, employment, and earnings and reduce welfare use among single mothers of all ages. No

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## PRINCIPLE OF 2GEN 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 organization. Working collaboratively with families, organizations should both articulate and track outcomes for both children and adults.*

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**FIGURE 1: TOWARD 2GEN OR WHOLE-FAMILY APPROACHES**



programs provided services to children, though they helped mothers find and pay for child care as a work support. An evaluation of 11 such programs found decreased welfare use and increased employment and earnings in most programs after two years, but no change in net family income.<sup>13</sup> A study of child outcomes in six of these 11 programs found some improvements in children’s social, academic, and health outcomes, which the researchers suggest may have resulted from improvements in mothers’ psychological well-being, parenting, and education.<sup>14</sup> This groundbreaking study, since replicated in other evaluations,<sup>15</sup> confirms that economic interventions aimed at parents can impact their children. It also gives rise to the question: How much better might children fare if adult-focused education and employment programs were more intentionally coupled with child-focused interventions around early childhood, K-12 education, health, and well-being?

The term “two-generation” was first used in a 1988 report by the Foundation for Child Development to describe intentional efforts to combine employment services for parents and early childhood education for their children.<sup>16</sup> Programs like Even Start Family Literacy Program, AVANCE Parent-Child Program, the Comprehensive Child Development Program, and Head Start Family Service Centers provided or directed families to parent-focused services (such as literacy, adult basic education, job readiness

services, parenting education, and home visiting), health care, mental health and substance abuse treatment, and child-focused services, largely early childhood education.

With the ‘end of welfare as we know it’ in 1996, AFDC was replaced by Temporary Assistance for Needy Families (TANF), which provided a time limit on cash assistance, strengthened requirements around job preparation and work, and allowed funds to be used for family strengthening – including the prevention of pregnancy outside of marriage and the formation and maintenance of healthy two-parent families.<sup>17</sup> In 2005, the Healthy Marriage and Responsible Fatherhood grant program was created to provide relationship education, parenting, co-parenting, and employment services for parents – including re-entry service for currently or formerly incarcerated fathers – but it does not permit funding of services for their children.

**TODAY’S 2GEN APPROACH BUILDS ON LESSONS LEARNED FROM EARLIER EFFORTS**

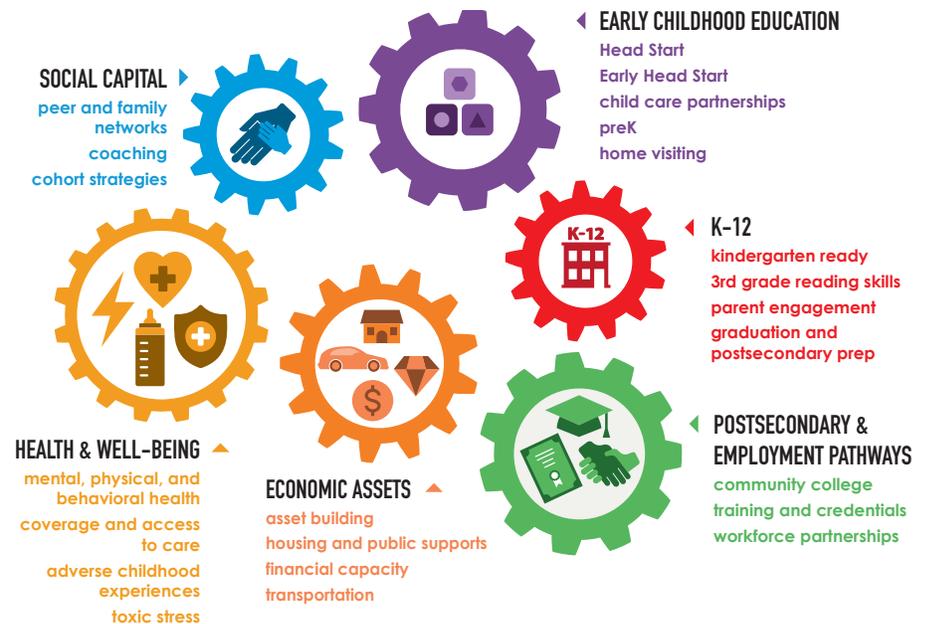
The “2Gen 2.0” approach began to emerge in the late 2000s.<sup>18</sup> It embraces a mindset shift that understands families’ inherent strengths, values their voices in co-creating a service plan, and believes in their desire to provide healthy, stable environments for their children. They do not need to be coerced into services. The 2Gen 2.0 approach also acknowledges that family members

engage in mutual motivation – when a child thrives, it has a positive impact on and is motivating for the parent, and when children see their parent thriving, it is motivating for the children.<sup>19</sup> 2Gen 2.0 efforts also have a broader reach than previous efforts, serving families with low incomes, not just those receiving welfare.<sup>20</sup> Key features of 2Gen 2.0 strategies include comprehensive intake and family-centered case management, education and career pathways services directly linked to job opportunities, social support from peer relationships and cohort-based services, high-quality early childhood education, and access to necessary health and human services for all family members.<sup>21,22</sup> Today's 2Gen approach also adopts a systemic perspective, recognizing the important role that employers play in building a skilled workforce, for example, through sector strategies that support education and training of community members to meet the workforce needs of targeted local industries.<sup>23</sup>

Organizations and agencies adopting the 2Gen approach seek to move toward whole-family approaches, as illustrated in Figure 1.

The 2Gen approach focuses on six core components – illustrated in Figure 2 – critical to fostering economic security across generations: (1) early childhood education; (2) K-12 education; (3) postsecondary education and workforce; (4) economic assets; (5) health and well-being; and (6) social capital. Though not every family will need support in every area, programs and organizations striving to become more 2Gen focused will seek to address each core component.

**FIGURE 2: SIX CORE COMPONENTS OF THE 2GEN APPROACH**



This comprehensive, whole-family approach requires changes in the way services are funded and delivered, modifications in how organizations and agencies operate, and a commitment to continuous improvement. Specifically, 2Gen efforts should strive to adhere to the following five principles:

**1. Measure and account for outcomes for both children and their parents.**

Improving outcomes for both the adults and children in a family is at the heart of 2Gen strategies. 2Gen programs should measure how well they meet the needs of children and adults. Organizations seeking to infuse the 2Gen approach into all aspects of their operations should measure their progress toward and achievement of desired changes in their structures and operations. Rigorous evaluation can then examine the degree to which improvements in organizational processes result in better outcomes for children, adults, and families as a whole.

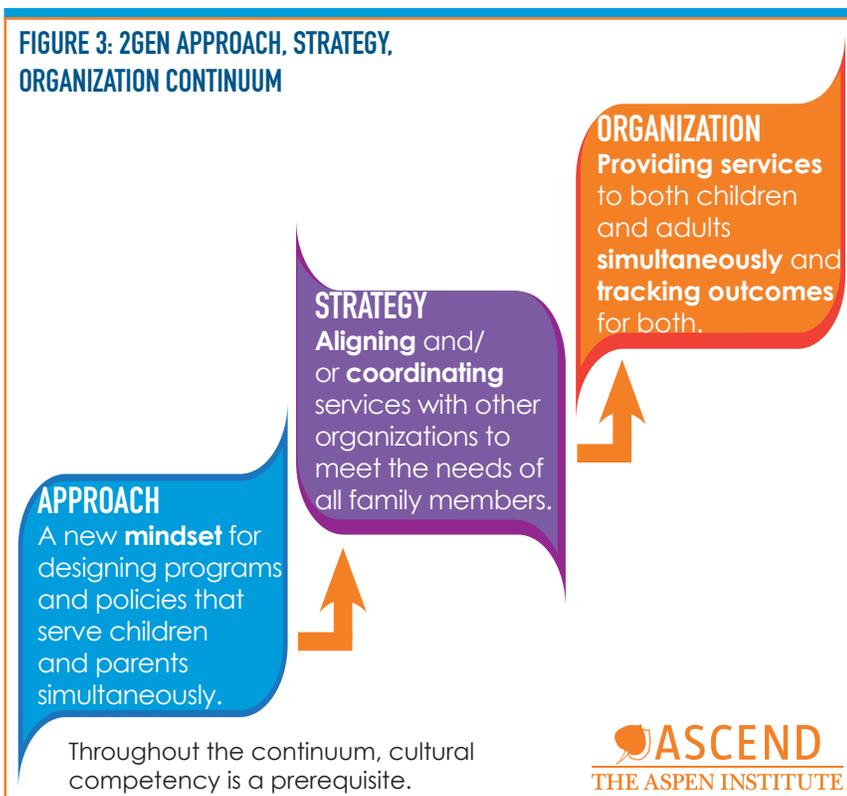
2. **Engage and listen to the voices of families.** Families know best what they need and how current programs and services may be falling short. Listening to families and including their perspectives, experiences, and aspirations in the design and evaluation of 2Gen strategies is core to the 2Gen approach.
3. **Ensure equity.** All families should have the same opportunity to reach their potential. Achieving organizational change requires incorporating principles of equity, including racial and gender equity, in all aspects of an organization's work, from the programs and services it provides to its relationships with families and its day-to-day operations.
4. **Align and link systems and funding streams.** Categorical funding results in an array of disparate funding streams aimed narrowly at particular needs of children, parents, and families. 2Gen programs and organizations need to braid and blend funding from multiple sources to provide whole-family

services. Organizational change also requires the alignment of policies, practices, and systems – such as eligibility standards, intake protocols, and the secure collection and sharing of family data – across community organizations and among state- and local-level service delivery systems.

5. **Foster innovation and evidence together.** Organizational change is hard. Tap into evidence-based practices and organizational innovations that hold promise for improved service delivery. Build organizational capacity that promotes the culture, leadership, knowledge, relationships, and infrastructure to produce policies, structures, and practices that integrate innovation and evidence.

In sum, 2Gen approaches better support families by partnering with parents to address their needs through innovative, effective, and equitable service delivery strategies that align and link child- and adult-focused service delivery systems and are accountable to those they serve through data-informed quality improvement efforts.

**FIGURE 3: 2GEN APPROACH, STRATEGY, ORGANIZATION CONTINUUM**



### THE 2GEN APPROACH UNFOLDS ALONG A CONTINUUM OF CHANGE<sup>24</sup>

The 2Gen Approach, Strategy, Organization Continuum, shown in Figure 3, illustrates the developmental pathway to achieving outcomes for the families and children engaged in direct services from 2Gen providers. 2Gen practitioners and policymakers begin by embracing a 2Gen mindset of whole-family services (2Gen approach); they then implement efforts to better align and coordinate service delivery for all family members (2Gen strategies). In the final stage of the continuum,

organizations infuse 2Gen strategies into all aspects of their operations (2Gen organization).

In Figure 4, the 2Gen Approach, Strategy, Systems Continuum illuminates the path toward systems change for policymakers, funders, and other stakeholders outside the direct service organization. In adopting the 2Gen approach, leaders recognize the importance of and commit to establishing policies and funding mechanisms that permit comprehensive, integrated service delivery to whole families. 2Gen strategies focus on collaborations with other organizations and agencies in the community and across levels of government to better align and coordinate the funding and delivery of services. When public policies, programs, and funding streams for education, employment, income and assets, health, and social capital are aligned to optimize both child and adult outcomes, then 2Gen systems fall fully into place.

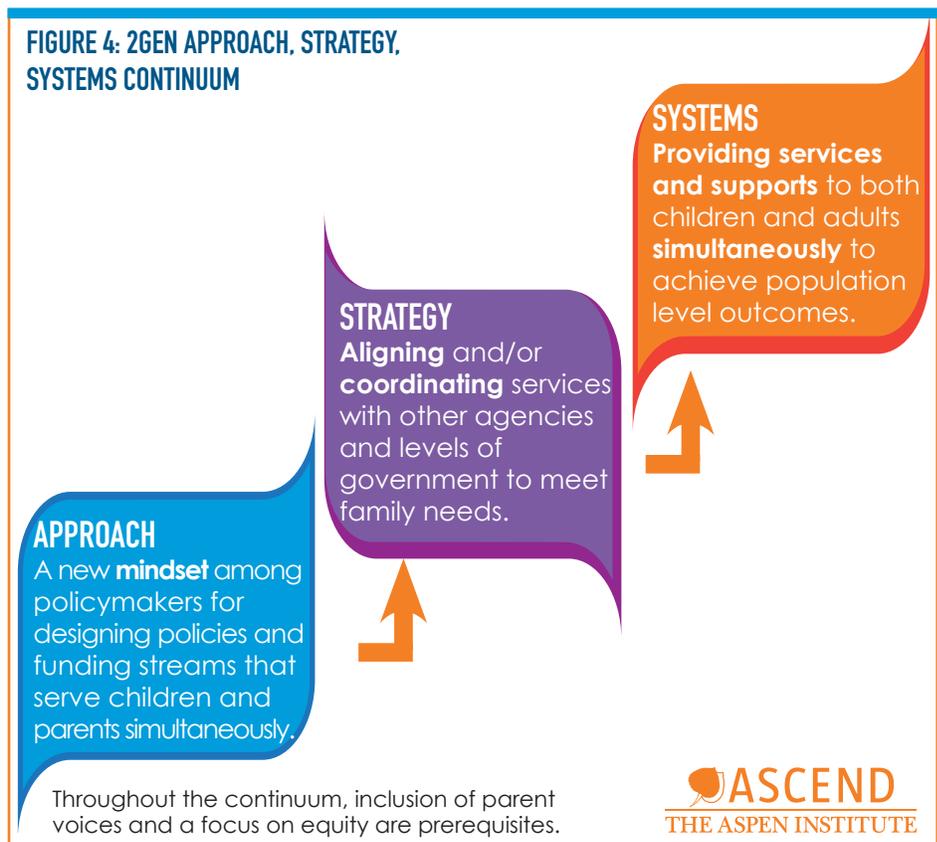
### THE 2GEN APPROACH REQUIRES ORGANIZATIONAL CHANGE

The goal of 2Gen efforts is to foster economic security and mobility for parents and their children. As shown in Figure 5, 2Gen services that are high quality; of appropriate duration and intensity; relevant, timely, and intentional; mutually reinforcing; and effective, efficient, and equitable should lead to improved participant outcomes and, at sufficient scale, improved population outcomes.<sup>25</sup> Figure 5 also illustrates that an organization's context – its culture and climate, engagement and partnerships,

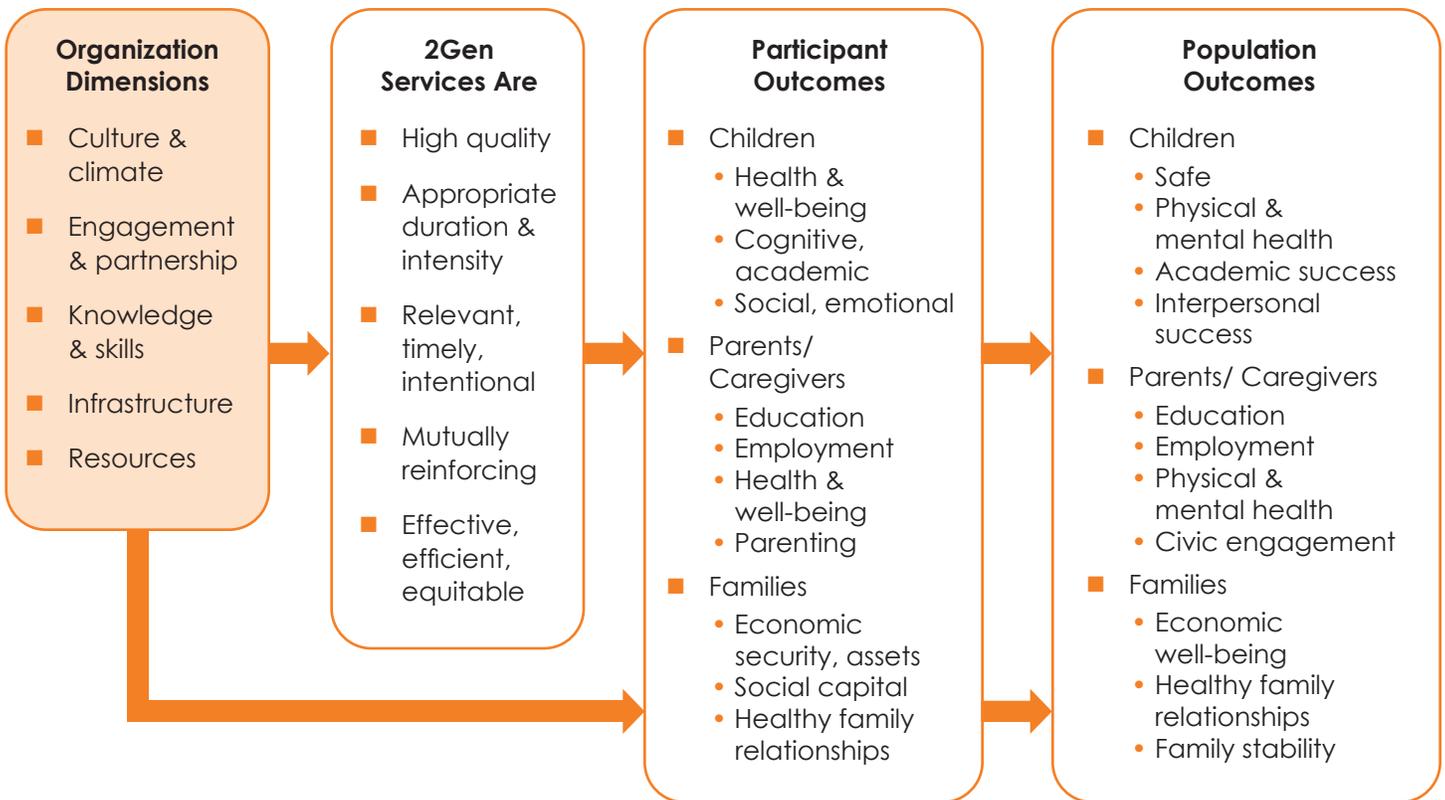
knowledge and skills, infrastructure, and resources – not only shapes the services the organization provides, it can also directly affect service recipients. Therefore, organization leaders interested in implementing 2Gen strategies should identify aspects of their organization that could be strengthened to best support 2Gen services and, as a result, improve outcomes for children, parents, and families as a whole.

### 2GEN ORGANIZATIONS EXCEL AT COLLABORATION

Being a 2Gen organization does not mean that the organization must provide all the child- and adult-focused services a family may need. It often makes the most sense to partner with other community organizations, agencies, and stakeholders that share in the mission of partnering with families to achieve economic security and mobility. Each partner brings its unique set of skills, service delivery operations, and experience to ensure that families receive the full array of services needed.



**FIGURE 5: ORGANIZATIONS PROVIDE SERVICES THAT LEAD TO PARTICIPANT AND POPULATION OUTCOMES**



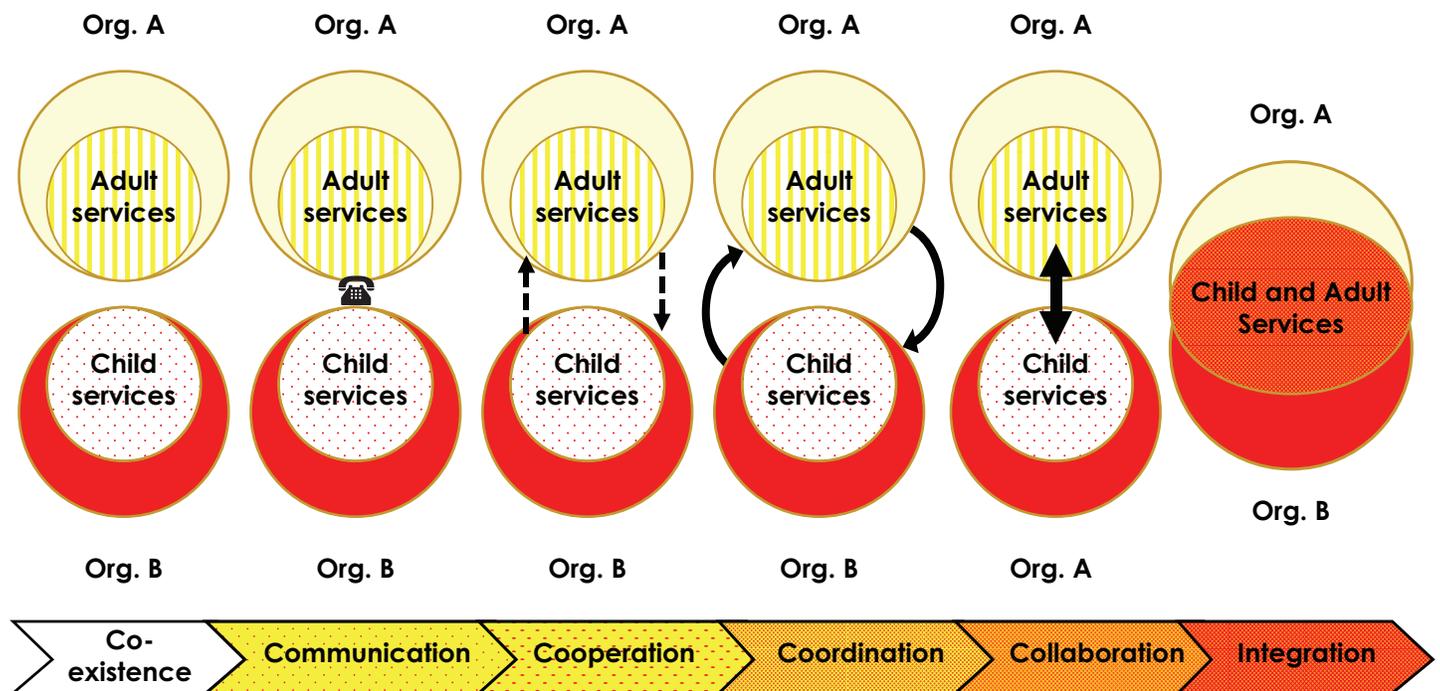
Just as 2Gen organizations seek to bring child- and adult-focused services together into seamless service delivery, 2Gen leaders seeking change at the systems level must work to bring together child- and adult-focused organizations and agencies to address the structures and operations that create barriers to families seeking the services and supports they need to achieve economic security.

Figure 6 illustrates how, with effort and intention, collaboration within and across organizations can evolve from co-existence to integration when taking a 2Gen approach.<sup>26</sup> Organizations should strive to advance to the stage of collaboration that is most feasible and best meets their needs and the needs of their families.

Organizations and agencies co-exist when they have no prior history of interaction; each may not even know the other exists. Lack of awareness may be especially common between child-

focused and adult-focused organizations and agencies. In the communication stage, organizations and agencies have a general understanding of what the other does and have some history of interaction, but they do not coordinate service delivery for the families they serve in common. Cooperation among organizations and agencies is based on informal and personal relationships, perhaps engaging in cross-referrals but otherwise having limited interaction and not thinking strategically about joint efforts to better serve the entire family. As they move toward coordination, organizations and agencies seek to calibrate their actions and work together more closely, developing a shared understanding of the outcomes they seek by taking a 2Gen approach, contributing resources and capitalizing on each other's strengths and assets, and periodically engaging in joint planning. Collaboration is marked by high levels of engagement among staff and leaders across organizations and agencies,

**FIGURE 6: 2GEN COLLABORATION CONTINUUM**



a common 2Gen mission and shared resources, joint planning and decision making. Integration involves innovatively co-designing family-centered services and providing of those services to their mutual clients, including parents and their children.

### 2GEN ORGANIZATIONS PRIORITIZE EVALUATION AND PERFORMANCE MONITORING

Evaluation can take many forms depending on whether the goal is to provide information on the development (developmental evaluation), early implementation (formative evaluation), full implementation (implementation evaluation), outcomes (outcome evaluation), or effectiveness (impact evaluation) of an intervention. A summative evaluation is the most comprehensive type of evaluation; it assesses participant outcomes, program implementation, and program impacts, examines implementation factors that may have shaped impacts, and identifies lessons learned that may inform future

efforts. The purpose of these time-limited evaluations is to learn about and disseminate promising practices, build the field, and inform policy. Because they are resource intensive, such evaluations require outside funding, typically from the government or foundations. Due to the expertise required, these evaluations are most often conducted by an external (third-party) evaluator trained in evaluation methods.

The value of external evaluations hinges on the ability to generalize findings beyond a single program, organization, or setting (external validity). Common measurement using valid, reliable measures improves confidence in the generalizability of findings. In addition, because evaluations involve statistical analyses that permit causal inferences (i.e., estimate cause-and-effect relationships [e.g., among an intervention, its implementation, and its impacts]), they have more stringent requirements about the properties of suitable measures.

By contrast, performance monitoring is a system of ongoing measurement and feedback on an organization's goals, strategies, and implementation of practices. The purpose is to provide timely, actionable information to organization leaders and managers about progress and to detect problems to enable them to take corrective actions. Monitoring enables the organization to track progress through measurement of a limited number of key indicators specific to the particular organization or practice and by comparing actual results to expected results. Because performance monitoring is an integral part of an organization's operations, it is included in the organization's budget and is usually conducted in-house.

Because performance indicators are descriptive only (they do not assess cause

and effect), they do not have the same stringent measurement requirements. Performance can be measured using the valid and reliable multi-item scales typically used in evaluations, but performance can also be measured by single items and checklists. The critical feature of performance indicators is face validity – their relevance in reflecting processes and practices specific to the organization. Face validity can be achieved by conducting cognitive interviews with staff responsible for monitoring performance to identify and analyze sources of misunderstanding and subsequently improve the wording of items to ensure they measure what is intended.

Not every organization has the resources to conduct a rigorous evaluation, but every organization should engage in some form of performance monitoring.

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## PRINCIPLE OF 2GEN EVALUATION

*Embed learning and evaluation into organizational change efforts –*

Identify indicators that permit tracking of process outcomes resulting from organizational changes. Establish protocols that ensure data is used regularly and systematically to provide actionable information to guide the design of and assess the results of organizational change efforts.

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# CHAPTER 1: THE 2GEN ORGANIZATIONAL CHANGE MEASUREMENT FRAMEWORK

The proposed measurement framework is based on the dimensions and subdimensions of organizational capacity presented in the [Guide to Five Dimensions of Organizational Capacity](#), which was developed by the Capacity Building Center for States, a service of the Children's Bureau (CB).<sup>27</sup> The identification of the dimensions and subdimensions reflects the collaborative work of James Bell Associates, CB, and several CB-funded technical assistance and evaluation projects over the past decade.<sup>28</sup> This framework was selected because of its comprehensive nature and its grounding in research on organizational development, implementation science, public health, education systems reform, international development, and the assessment of organizational capacity in nonprofits.<sup>29</sup> It should therefore capture virtually any element of an organization or collaborative entity that 2Gen leaders may want to target for change.

This chapter describes each of the five overarching dimensions of organizational capacity and defines each area of that dimension. The detailed descriptions, adapted from the original, are intended to provide a vision for what 2Gen approaches in those areas might look like.

## ORGANIZATIONAL CULTURE AND CLIMATE

Organizational culture refers to the behavioral norms and expectations that characterize a work environment and shape the way that work is done. Organizational climate refers to shared staff perceptions of how it feels to work in the organization.<sup>30</sup> An organization's priorities, leadership commitments, and staff motivation reflect its culture

and climate. For new programs and practices, an organization's culture and climate may affect how people accept and support change.

- **Organizational norms, values, and purpose** – Core beliefs and expectations, conveyed explicitly or understood implicitly, that undergird how things are done in the organization. These include an organization's mission; its values pertaining to diversity, inclusion, equity, teamwork, innovation, data, and evidence; and its overall purpose.
- **Staff perceptions, attitudes, morale, motivation, and buy-in** – Staff perceptions of the organization environment, programs, and practices. This element includes workers' commitment to the organization and their motivation for buy-in of evidence-based or innovative practices. This element also reflects staff clarity on their expected roles and responsibilities; perceptions of autonomy, cohesion, stress, and other factors affecting morale; and staff openness to change.
- **Leadership vision and commitment** – The positive changes envisioned for the organization and the leadership's role in helping to realize that vision. This component includes organization leaders' commitment to a new practice or program and their communication of intended change to stakeholders. How organization leaders encourage and prioritize an innovation, align it with other ongoing initiatives, and dedicate resources to support it also reflect leadership vision and commitment.

## ORGANIZATIONAL ENGAGEMENT AND PARTNERSHIPS

Organizational engagement and partnerships consist of formal and informal relationships within the organization and with external partners, families, and community and cultural groups to provide 2Gen services. Productive relationships involve building trust, seeking input and feedback, and actively collaborating toward shared goals. (The structures required to implement partnerships, such as interagency agreements, are part of organizational infrastructure, discussed in Chapter 5.)

- **Internal organizational relationships and collaboration** – Connections and partnerships within the organization. This subdimension includes identifying and engaging staff from multiple levels within the organization (e.g., executive, management, supervisors, frontline staff) and across program areas to support improvement of practices and programs and the design and implementation of innovations. This element also includes how well and how often communication occurs among leaders, management, supervisors, and frontline staff.
- **External organizational relationships and collaboration** – Partnerships with stakeholders outside the organization who share in the mission of partnering with families to achieve economic security. This concept includes other child- and adult-focused organizations and agencies, including post-secondary education institutions, workforce agencies, early childhood and child care providers, housing authorities, transportation agencies, and providers of physical, mental, and behavioral health care, as well as elected officials, other policymakers, community leaders, advocates, funders, and the families themselves. Developing external

collaborations requires efforts to deepen organization understanding of, outreach to, and connection with all groups in the community and involves supporting community groups on issues of mutual concern, all of which require managerial support for staff networking. Seeking input from and acting on feedback from these groups can help foster culturally sensitive, responsive, and equitable 2Gen approaches.

- **Staff-family relationships and collaboration** – Authentic partnerships with parents that value and draw on their perspectives, experiences, and aspirations in the design and evaluation of 2Gen approaches.

## ORGANIZATIONAL KNOWLEDGE AND SKILLS

Organizational knowledge and skills consist of the essential expertise and competencies needed to perform the work of the organization. For a frontline worker, this component includes understanding and applying effective social work practice, case management, cultural and equity competence, and 2Gen-specific practices, such as comprehensive and whole-family intake protocols. For managers and administrators, it includes knowledge and skills related to leadership, management, supervision, staff development, data-informed decision making, policy making, and change management.

- **Professional practice** – Understanding and knowledge of effective practices for working with children and families that support family economic security and mobility. This includes the detailed practice knowledge of one's own field (e.g., early childhood, workforce, health care), as well as a general knowledge of other professional fields whose services families may need to access. It also reflects several

cross-cutting competencies, such as trauma-informed practice and family engagement.

- **Analytics and evaluation** – Expertise and skills related to problem assessment, critical thinking, measurement, data collection, data analysis, data interpretation, data presentation, and data security. This knowledge and skill set can contribute to assessing performance and conducting in-depth evaluations to inform decisions and improvements.
- **Leadership and management** – Knowledge related to establishing and communicating organization vision and mission, setting goals and objectives, developing and executing strategies, and monitoring performance. Functional skills include planning, organizing, coordinating, prioritizing, delegating, and decision making. Interpersonal skills include being respectful, sharing authority, and motivating others.
- **Policymaking and administration** – Abilities to create and implement clear policies, organize people and resources efficiently, and direct organizational activities toward goals and objectives. This concept requires the ability to work across different parts of the organization.
- **Staff development and supervision** – Abilities to support staff in gaining and demonstrating needed competencies for their roles in organizational change. This element includes understanding adult learning strategies, techniques to build knowledge and skills, and effective training and supervision strategies.
- **Cultural and equity competence** – Knowledge of cultural and equity issues and cultural groups and the skills and techniques necessary to interact effectively and respectfully

with diverse groups of co-workers, participants, and community members. Awareness of privilege and discrimination, cultural competence, and principles of equity factor into an organization's selection of staff, implementation of 2Gen strategies, and assessment of its performance.

- **Change management and implementation** – Understanding how to work with others to make change in an inclusive, power-sharing way that allows staff to be part of the process and buy into the final decisions. This component includes knowledge of the change management process — from needs assessment and selection, to development of an appropriate intervention, to implementation, evaluation, adjustment, and sustaining change over time. It also includes being adaptable, the ability to share information with others, and openness to acquiring new skills.

## ORGANIZATIONAL INFRASTRUCTURE

Organizational infrastructure consists of the systems, protocols, and processes that give structure to the organization, support its key functions, and embed routine practice.

- **Governance and decision-making structures:** The groups (e.g., boards, leadership teams, steering committees) that set directions and provide oversight to the organization's operations.
- **Administrative structures** – The financial, accounting, contracting, procurement, and other administrative systems that support the organization's operations and partnerships, including interagency partnerships, memoranda of understanding, contracts, and other agreements.

- **Policies, operating procedures, and protocols** – Established courses of action that guide practice and decision making. Agencies create or revise policies, operating procedures, and protocols to reflect federal and state legislative and regulatory mandates, operationalize desired practices, and outline expected routines and workflow. For 2Gen strategies, this element includes policies and protocols for aligning and linking system tools, operations, and funding streams; mapping policies for 2Gen opportunities; identifying barriers to 2Gen policies and practices; adopting equity-focused policies and programs; making efforts to enhance families' service experiences; and establishing protocols for fostering innovation and evidence-based practices.
- **Human resources, recruitment, and staff selection** – The systems and processes related to finding and keeping the right staff for 2Gen work. This concept includes recruitment and selection processes, hiring practices, development of job descriptions, retention efforts, performance incentives, and performance evaluation processes.
- **Training system** – The learning processes and structures that help staff build the knowledge and skills needed to fulfill their roles and responsibilities. This component includes identification of training needs; provision of 2Gen training, cross-training, and professional development opportunities; participation in training offered; and staff satisfaction with training.
- **Staff development and supervisory system** – Processes that provide staff with support, consultation, and feedback – and the accountability of those systems. These systems contribute to the delivery of consistent, high-quality practices and ongoing staff development. Coaching may work in concert with training to help staff apply training concepts to everyday practice.
- **Service array and service delivery system** – The set of supports and services for children and their parents, including the structures and processes to link children and their parents to community services that meet their individual and family needs. This subdimension includes 2Gen program enhancements and the provision of customized, responsive, culturally relevant services.
- **Information system and data supports** – The processes and procedures related to the collection, sharing, linking, interoperability, use, and management of operations and performance data. (The hardware and software used to store and manage data fall under the organizational resources dimension.)
- **Evaluation, quality assurance, and continuous quality improvement systems** – The organization's systems and processes to identify, describe, and analyze strengths and problems. This element includes systems to monitor performance, assess adequacy of the budget, ensure fidelity of service delivery and evidence-based practices, and permit the analysis of disaggregated data to provide actionable information to address disproportionality in programs and operations.
- **Communication systems (internal)** – The structures, technology, and processes that keep staff informed and ensure that necessary information flows throughout the various levels of the organization, as well as across program areas, including feedback loops that support improvement and innovation.

- **Communication systems (external)** – The structures and processes that support effective communication with external partners and the broader community. This component includes systems fostering transparent communication, tools for education and awareness, public relations, and marketing.

## ORGANIZATIONAL RESOURCES

Organizational resources are the fiscal and non-fiscal assets necessary to support programs, practices, and service delivery, including the organization's staffing, funding, facilities, technology, informational materials, and reputation in the community.

- **Staffing** – The right number of people with the capabilities and time to apply desired practices and deliver services. This subdimension requires attention to caseload and workload management and maintaining a qualified workforce.
- **Fiscal resources** – Funding to implement and sustain practices and operations. Considerations include available funding streams (and whether single- or multi-year), opportunities to braid or blend funding from multiple sources, the organization's budget allocations, and the adequacy of the organization's budget for achieving the desired 2Gen change.
- **Facilities, equipment, and technology** – The nonhuman assets that support the organization's operations, such as office space, computer hardware and software, and data systems. (Data collection processes and procedures fall under the organizational infrastructure dimension.)

- **Informational resources and materials** – The content that guides practice, service delivery, and overall operations. This element includes 2Gen program materials, curricula, and service delivery protocols, as well as partners' contact information, access to legal support, and the appropriate insurance coverage.
- **Reputation** – The degree to which an organization is respected and regarded as a valuable resource by the community, especially among potential participants.

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## PRINCIPLE OF 2GEN EVALUATION

*Build internal capacity to ensure learning and continuous feedback* – Organizations adopting a 2Gen approach require capacity-building resources such as knowledge about how to ensure equity, parent engagement, and diverse voices in service design and delivery; data skills including methods for linking and analyzing child-, adult-, and family-level data and securely collecting and storing the data; protocols for analyzing data to provide regular feedback; and access to tools that help address their capacity-building needs to implement and assess a 2Gen approach.

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## CHAPTER 2: ITEMS FOR ORGANIZATIONAL CULTURE AND CLIMATE

Organizations seeking to establish a stronger culture and climate to support the 2Gen approach may want to strive to achieve the following process outcomes, among others:

- **Organizational Culture and Climate**
- Organizational Engagement and Partnership
- Organizational Knowledge and Skills
- Organizational Infrastructure
- Organizational Resources

### 1. Organizational norms, values, and purpose:

- Existence of mission and values statements;
- Boldness of vision;
- Value communication and teamwork;
- Value parents as partners;
- Value diversity, equity, and inclusion;
- Value evidence;
- Value innovation;
- Staff autonomy; and
- Staff cohesion.

### 2. Staff perceptions, attitudes, morale, motivation, and buy-in:

- Clarity of mission;
- Motivation;
- Readiness for change;
- Stress; and
- Staff buy-in to 2Gen approach.

### 3. Leadership vision and commitment:

- Integrity;
- Sensible risk;
- Encourage innovation;
- Demonstrate innovation;
- Inspirational motivation;
- Respectful; and
- Shared authority.

Table 1 presents sample items that can be used to create measures of the process outcomes listed above, along with the source of each item and a link to the public-use measure. This list is not exhaustive; organizations should select, tailor, or create items that best capture the changes in organizational culture and climate toward which they are working.

TABLE 1. EXAMPLES OF PROCESS OUTCOMES AND ITEMS FOR EACH AREA OF ORGANIZATIONAL CULTURE AND CLIMATE

ORGANIZATIONAL CULTURE AND CLIMATE		
PROCESS OUTCOME	ITEM(S)	SOURCE AND REFERENCE
<b>1. ORGANIZATIONAL NORMS, VALUES, AND PURPOSE</b>		
<b>EXISTENCE OF VISION, MISSION, AND VALUES STATEMENTS</b>	<ul style="list-style-type: none"> <li>• Our organization has a mission statement that is concise and compelling, and it communicates our organization's purpose and whom we serve</li> <li>• Our organization has a vision statement that describes our ideal future</li> <li>• Our organization has identified common values and practices based on our mission and vision</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
	<p>Indications of improvement needed:</p> <ul style="list-style-type: none"> <li>• No written mission statement</li> <li>• Limited expression of the organization's reason for existence</li> <li>• Mission statement lacks clarity or specificity</li> <li>• Mission statement either held by very few in organization, or is rarely referred to</li> <li>• No clear vision articulated</li> </ul>	Organizational Capacity Assessment Tool <a href="#">McKinsey &amp; Company (2001)</a>
<b>BOLDNESS OF VISION</b>	<ul style="list-style-type: none"> <li>• Vision reflects an inspiring view of future and is demanding but achievable</li> </ul>	Organizational Capacity Assessment Tool <a href="#">McKinsey &amp; Company (2001)</a>
<b>VALUE COMMUNICATION AND TEAMWORK</b>	<ul style="list-style-type: none"> <li>• Our organization has a values statement that explains what is important to us and how we will treat each other</li> <li>• Our organization creates a culture where people (e.g., staff and volunteers) feel free to express themselves</li> <li>• Our organization's leadership promotes a team-based rather than individual working perspective</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>VALUE PARENTS AS PARTNERS</b>	<ul style="list-style-type: none"> <li>• Our organization honors the lived experiences of families</li> <li>• Our organization's staff responsibly exercise their authority and influence with respect to our constituents</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
	<ul style="list-style-type: none"> <li>• Parents serve on advisory board or councils</li> </ul>	(new)

## ORGANIZATIONAL CULTURE AND CLIMATE

PROCESS OUTCOME	ITEM(S)	SOURCE AND REFERENCE
<b>1. ORGANIZATIONAL NORMS, VALUES, AND PURPOSE</b>		
<b>VALUE DIVERSITY, EQUITY, AND INCLUSION</b>	<ul style="list-style-type: none"> <li>• Our organization has an equity statement</li> </ul>	<a href="#">Ascend (2017c)</a>
	<ul style="list-style-type: none"> <li>• Our organization creates organizational values and practices through an inclusive process</li> <li>• Our organization's managers understand their position of power in relation to other staff and volunteers</li> <li>• Our organization makes a conscious effort to respect the cultural backgrounds of the people we serve</li> <li>• Our organization's executive leadership is diverse (e.g., race, gender, professional skill sets)</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
	<ul style="list-style-type: none"> <li>• Our organization understands and communicates that reducing racial inequities is mission-critical</li> <li>• Our organization views diversity as a value-added feature of organizations</li> </ul>	Institutional Assessment Grid <a href="#">JustPartners, Inc (2009)</a>
	<ul style="list-style-type: none"> <li>• Expertise and influence of groups most affected by issues in decision making is elevated</li> </ul>	(new)
<b>VALUE EVIDENCE</b>	<ul style="list-style-type: none"> <li>• Our organization values action, learning, testing, and course adjustments</li> </ul>	<a href="#">Ascend (2017b)</a>
<b>VALUE INNOVATION</b>	<ul style="list-style-type: none"> <li>• Novel service delivery ideas by staff are discouraged</li> <li>• It is easy to change procedures here to meet new conditions</li> <li>• Leaders frequently hear good staff ideas for improving service delivery</li> <li>• The general attitude is to use new and changing technology</li> <li>• Leaders are encouraged to try new and different techniques</li> </ul>	Texas Christian University-Organizational Readiness for Change (TCU-ORC) – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>  TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>

ORGANIZATIONAL CULTURE AND CLIMATE		
PROCESS OUTCOME	ITEM(S)	SOURCE AND REFERENCE
<b>2. STAFF ATTITUDES, MORALE, MOTIVATION, AND BUY-IN</b>		
<b>CLARITY OF MISSION</b>	<ul style="list-style-type: none"> <li>• Some staff get confused about the main goals for this [program/policy/change]</li> <li>• Staff understand how this [program/policy/change] fits as part of the service delivery system in their community</li> <li>• Staff duties are clearly related to the goals of this [program/policy/change]</li> <li>• This [program/organization] operates with clear goals and objectives</li> <li>• Management here has a clear plan for this [program/organization]</li> </ul>	<p>TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a></p> <p>TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a></p>
	<ul style="list-style-type: none"> <li>• Little shared understanding of what organization aspires to become or achieve beyond the stated mission</li> <li>• Clear, specific, and compelling understanding of what organization aspires to become or achieve, broadly held within organization and consistently used to direct actions and set priorities</li> </ul>	<p>Organizational Capacity Assessment Tool <a href="#">McKinsey &amp; Company (2001)</a></p>
<b>READINESS TO CHANGE</b>	<ul style="list-style-type: none"> <li>• People who work here feel confident that the organization can get people invested in implementing this change</li> <li>• People who work here are committed to implementing this change</li> <li>• People who work here feel confident that they can keep track of progress in implementing this change</li> <li>• People who work here will do whatever it takes to implement this change</li> <li>• People who work here feel confident that the organization can support people as they adjust to this change</li> <li>• People who work here want to implement this change</li> <li>• People who work here feel confident that they can keep the momentum going in implementing this change</li> <li>• People who work here feel confident that they can handle the challenges that might arise in implementing this change</li> <li>• People who work here are determined to implement this change</li> <li>• People who work here feel confident that they can coordinate tasks so that implementation goes smoothly</li> <li>• People who work here are motivated to implement this change</li> </ul>	<p>Organizational Readiness for Implementing Change <a href="#">NIH (2016)</a></p>

ORGANIZATIONAL CULTURE AND CLIMATE		
PROCESS OUTCOME	ITEM(S)	SOURCE AND REFERENCE
<b>2. STAFF ATTITUDES, MORALE, MOTIVATION, AND BUY-IN</b>		
<b>STAFF BUY-IN TO 2GEN APPROACH</b>	<ul style="list-style-type: none"> <li>Staff agree that a 2Gen approach will improve outcomes for children and families</li> </ul>	(new)
<b>MOTIVATION</b>	<ul style="list-style-type: none"> <li>Our organization's staff want to come to work</li> <li>Our organization's staff and volunteers are motivated by the work that we do</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>STAFF AUTONOMY</b>	<ul style="list-style-type: none"> <li>Service delivery planning decisions for participants here often have to be revised by a supervisor</li> <li>Management here fully trusts staff members' professional judgment</li> <li>Staff here are given broad authority in assessing and directing families to services</li> <li>Staff here often try out different techniques to improve their effectiveness</li> <li>Staff members are given too many rules here</li> </ul>	TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a> TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>
<b>STAFF COHESION</b>	<ul style="list-style-type: none"> <li>Staff here all get along very well</li> <li>There is too much friction among staff members</li> <li>The staff here always work together as a team</li> <li>Staff here are always quick to help one another when needed</li> <li>Mutual trust and cooperation among staff in this [program/organization] are strong</li> <li>Some staff here do not do their fair share of work</li> </ul>	(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a> TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>
<b>STAFF STRESS</b>	<ul style="list-style-type: none"> <li>Staff are under too many pressures to do their job effectively</li> <li>Staff members often show signs of stress and strain</li> <li>The heavy workload here reduces [program/organization] effectiveness</li> <li>Staff frustration is common here</li> </ul>	TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a> TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>

## ORGANIZATIONAL CULTURE AND CLIMATE

PROCESS OUTCOME	ITEM(S)	SOURCE AND REFERENCE
<b>3. LEADERSHIP VISION AND COMMITMENT</b>		
<b>SENSIBLE RISK</b>	<p>The person I am rating–</p> <ul style="list-style-type: none"> <li>takes appropriate personal risks to improve the [program/organization]</li> <li>takes personal chances in pursuing [program/organization] goals</li> <li>is willing to personally sacrifice for the sake of the [program/organization]</li> <li>makes bold personal decisions, if necessary, to improve the [program/organization]</li> <li>performs tasks other than own, when necessary, to fulfill [program/organization] objectives</li> <li>seeks [program/organization] interests over personal interests</li> </ul>	<p><a href="#">TCU-STL – Staff Version</a> Institute of Behavioral Research (2008)</p>
<b>ENCOURAGE INNOVATION</b>	<p>The person I am rating–</p> <ul style="list-style-type: none"> <li>attempts to improve the [program/organization] by taking a new approach to business as usual</li> <li>positively acknowledges creative solutions to problems</li> <li>encourages ideas other than own</li> <li>is respectful in handling staff member mistakes</li> <li>encourages staff to try new ways to accomplish their work</li> <li>suggests new ways of getting tasks completed</li> <li>asks questions that stimulate staff members to consider ways to improve their work performance</li> <li>does not criticize staff ideas even when different from own</li> </ul>	<p><a href="#">TCU-STL – Staff Version</a> Institute of Behavioral Research (2008)</p>
<b>DEMONSTRATE INNOVATION</b>	<p>The person I am rating–</p> <ul style="list-style-type: none"> <li>accomplishes tasks in a different manner from most other people</li> <li>tries ways of doing things that are different from the norm</li> <li>seeks new opportunities within the program for achieving organizational objectives</li> <li>identifies limitations that may hinder organizational improvement</li> <li>challenges staff members to reconsider how they do things</li> <li>takes bold actions in order to achieve [program/organization] objectives</li> <li>searches outside the [program/organization] for ways to facilitate organizational improvement</li> </ul>	<p><a href="#">TCU-STL – Staff Version</a> Institute of Behavioral Research (2008)</p>

## ORGANIZATIONAL CULTURE AND CLIMATE

PROCESS OUTCOME

ITEM(S)

SOURCE AND REFERENCE

### 3. LEADERSHIP VISION AND COMMITMENT

**INSPIRATIONAL  
MOTIVATION**

- The person I am rating–
- makes staff aware of the need for change in the [program/organization]
  - conveys hope about the future of the [program/organization]
  - communicates program needs
  - identifies program weaknesses
  - considers staff needs when setting new [program/organization] goals
  - encourages staff feedback in choosing new [program/organization] goals
  - develops new [program/organization] goals
  - talks about goals for the future of the [program/organization]
  - displays enthusiasm about pursuing [program/organization] goals
  - uses metaphors and/or visual tools to convey [program/organization] goals
  - displays confidence that [program/organization] goals will be achieved
  - expresses a clear vision for the future of the [program/organization]
  - clearly defines the steps needed to reach [program/organization] goals
  - sets attainable objectives for reaching program goals
  - helps staff members see how their own goals can be reached by pursuing program goals
  - demonstrates tasks aimed at fulfilling [program/organization] goals
  - allocates resources toward [program/organization] goals
  - obtains staff assistance in reaching [program/organization] goals
  - secures support from outside the [program/organization] when needed to reach [program/organization] goals
  - promotes teamwork in reaching [program/organization] goals
  - expresses confidence in staff members' collective ability to reach [program/organization] goals
  - prepares for challenges that may result from changes in the [program/organization]
  - encourages staff to share suggestions in how new [program/organization] goals will be implemented
  - behaves consistently with [program/organization] goals

[TCU-STL – Staff Version](#)  
Institute of Behavioral Research  
(2008)

## CHAPTER 3: ITEMS FOR ORGANIZATIONAL ENGAGEMENT AND PARTNERSHIPS

Organizations seeking to implement more 2Gen-focused practices should pay close attention to relationships and collaborations within their organization, with other organizations in the community, and with families. The following outcomes, among others, can help organizations track their progress in these areas:

### 1. Internal organizational relationships and collaboration:

- Communication; and
- Active board.

### 2. External organizational relationships and collaboration:

- Support for staff networking;
- Act upon community feedback; and
- Support of community groups.

### 3. Staff-family relationships and collaboration:

- Engage and listen to the voices of families.
- Shared authority.

Table 2 presents sample items that can be used to create measures of the process outcomes listed above, along with the source of each item and a link to the public-use measure. This list is not exhaustive; organizations should select, tailor, or create items that best capture the changes in organizational engagement and partnerships that they seek.

- Organizational Culture and Climate
- **Organizational Engagement and Partnership**
- Organizational Knowledge and Skills
- Organizational Infrastructure
- Organizational Resources

TABLE 2. EXAMPLES OF PROCESS OUTCOMES AND ITEMS FOR EACH AREA OF ORGANIZATIONAL ENGAGEMENT AND PARTNERSHIPS

ORGANIZATIONAL ENGAGEMENT AND PARTNERSHIPS		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>1. INTERNAL ORGANIZATIONAL RELATIONSHIPS AND COLLABORATION</b>		
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Ideas and suggestions from staff get fair consideration by leadership and management</li> <li>• The formal and informal communication channels here work very well</li> <li>• Program staff are always kept well informed</li> <li>• More open discussions about program issues are needed here</li> <li>• Staff members always feel free to ask questions and express concerns in this [program/organization]</li> </ul>	<p>(TCU-ORC – Staff Version  <a href="#">Institute of Behavioral Research (2003a)</a>)</p> <p>TCU-ORC – Director Version  <a href="#">Institute of Behavioral Research (2003b)</a></p>
	<ul style="list-style-type: none"> <li>• Our organization's members communicate freely and effectively with each other</li> <li>• Our organization's executive leadership listens to the comments, concerns, and ideas of our staff and volunteers and then takes appropriate action</li> <li>• Our organization values and considers staff and volunteer input in formal and informal meetings</li> <li>• Our organization's leadership, management, staff, and volunteers share knowledge and learn from one another</li> </ul>	<p>Organizational Assessment Activity  <a href="#">Marguerite Casey Foundation (2019)</a></p>
<b>ACTIVE BOARD</b>	<ul style="list-style-type: none"> <li>• The organization's board of directors (board) guides organizational priorities</li> <li>• The organization's board is representative of the community we serve</li> <li>• The organization's board uses formal processes, including voting and elections, to perform its duties</li> <li>• The organization's board members use their personal and professional networks to advance the organization's mission</li> <li>• The organization has term limits for board members</li> <li>• The organization's board meets [2 times or less/ 3–5 times/ 6–9 times/ 10 or more times] annually</li> </ul>	<p>Organizational Assessment Activity  <a href="#">Marguerite Casey Foundation (2019)</a></p>

## ORGANIZATIONAL ENGAGEMENT AND PARTNERSHIPS

PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>2. EXTERNAL ORGANIZATIONAL RELATIONSHIPS AND COLLABORATION</b>		
<b>SUPPORT FOR STAFF NETWORKING</b>	<ul style="list-style-type: none"> <li>We provide our staff time and encourage them to participate in boards, committees, and other leadership opportunities that increase their access to and interaction with community members, staff from relevant organizations, and/or peers from other agencies or jurisdictions</li> <li>We know the names and contact information of staff in roles related to our work (county government, nonprofit advocacy, nonprofit service agencies, state agencies) and regularly draw on their knowledge and experiences to improve how our policies/ practices serve families</li> <li>We place value on collaboration, including time in staff schedules and project timelines for building and coordinating partnerships</li> </ul>	<p>2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>.</p>
<b>ACT ON COMMUNITY FEEDBACK</b>	<ul style="list-style-type: none"> <li>Our organization listens to/reflects on community feedback and incorporates that into our decision making</li> </ul>	<p>Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>.</p>
<b>SUPPORT OF COMMUNITY GROUPS</b>	<ul style="list-style-type: none"> <li>Our organization supports the efforts of affinity groups working on issues of equity, diversity, and inclusion</li> </ul>	<p>Institutional Assessment Grid <a href="#">JustPartners, Inc (2009)</a>.</p>
<b>3. STAFF-FAMILY RELATIONSHIPS AND COLLABORATION</b>		
<b>ENGAGE AND LISTEN TO THE VOICES OF FAMILIES</b>	<ul style="list-style-type: none"> <li>We regularly seek and document the input of families on the design and implementation of our program and policies</li> <li>We center the voices of families with low incomes and racially and culturally diverse families on our boards and committees</li> <li>When we engage with families to shape policy and program design, we value their time (monetarily) and provide for child care, transportation, and meals so they can easily participate</li> <li>In our grants and contracts, we ask for and give preference to partners who are from or have a history of working with the community we are seeking to serve</li> <li>We have established feedback loops with the communities we serve</li> </ul>	<p>2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>.</p>

## CHAPTER 4: ITEMS FOR ORGANIZATIONAL KNOWLEDGE AND SKILLS

Effecting organizational change requires important knowledge and skills – some required in any human service agency, and some specific to providing 2Gen services. The following outcomes, among others, can help an organization track its progress in this area:

- Organizational Culture and Climate
- Organizational Engagement and Partnership
- **Organizational Knowledge and Skills**
- Organizational Infrastructure
- Organizational Resources

### 1. Professional practice:

- Necessary knowledge and skills (generic); and
- 2Gen knowledge and skills.

### 2. Analytics and evaluation:

- Data analysis skills;
- Data security skills; and
- Culturally sensitive measures.

### 3. Leadership and management:

- Integrity;
- Respectful;
- Shared authority;
- Skilled leadership; and
- Support for quality.

### 4. Policymaking and administration:

- Skilled administration.

### 5. Staff development and supervision:

- Knowledge of staff development practices.

### 6. Cultural and equity competence:

- Staff understand community;
- Staff aware of racial privilege and discrimination; and
- Staff tolerance.

### 7. Change management and implementation:

- Knowledge of change management strategies;
- Adequate skills;
- Skills improvement efforts;
- Share knowledge; and
- Adaptability.

Table 3 presents sample items that can be used to create measures of the process outcomes listed above, along with the source of each item and a link to the public-use measure. This list is not exhaustive; organizations should select, tailor, or create items that best capture the changes in organizational knowledge and skills that they seek.

TABLE 3. EXAMPLES OF PROCESS OUTCOMES AND ITEMS FOR EACH AREA OF ORGANIZATIONAL KNOWLEDGE AND SKILLS

ORGANIZATIONAL KNOWLEDGE AND SKILLS		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>1. PROFESSIONAL PRACTICE</b>		
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Our organization's staff and volunteers bring a range of experiences and expertise</li> <li>• Our organization's staff and volunteers know and understand our organization's mission</li> <li>• Our organization's staff and volunteers have the necessary skills and abilities to perform their duties</li> <li>• Our organization's managers are appropriately experienced</li> <li>• Our organization's managers are appropriately skilled</li> <li>• Our organization's managers are appropriately diverse</li> <li>• Our organization's managers are appropriately knowledgeable</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>2GEN KNOWLEDGE AND SKILLS</b>	<ul style="list-style-type: none"> <li>• Staff are knowledgeable about and skilled at family-centered coaching</li> </ul>	(new)
	<ul style="list-style-type: none"> <li>• Staff have the necessary knowledge and skills to implement our organization's 2Gen strategies</li> <li>• Staff understand how to ensure equity in service delivery</li> <li>• Staff understand how to engage parents in service delivery</li> <li>• Staff understand how to engage diverse voices in service delivery</li> </ul>	(new)
<b>2. ANALYTICS AND EVALUATION</b>		
<b>LEDGE AND SK</b>	<ul style="list-style-type: none"> <li>• Our organization has staff, or a hired contractor, with the necessary data skills, including methods for linking and analyzing parent-, child-, and family-level data</li> </ul>	(new)
<b>LEDGE AND SK</b>	<ul style="list-style-type: none"> <li>• Our organization has staff, or a hired contractor, to ensure secure collection and storage of family data</li> </ul>	(new)
<b>LEDGE AND SK</b>	<ul style="list-style-type: none"> <li>• We work with communities to identify strengths-based, culturally specific measures</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>

## ORGANIZATIONAL KNOWLEDGE AND SKILLS

PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>3. LEADERSHIP AND MANAGEMENT</b>		
<b>RESPECTFUL</b>	The person I am rating– <ul style="list-style-type: none"> <li>• treats staff members as individuals, rather than as a collective group</li> <li>• treats individual staff members with dignity and respect</li> <li>• does not respect individual staff members' personal feelings</li> </ul>	<a href="#">TCU-STL – Staff Version</a> Institute of Behavioral Research (2008)
	The person I am rating– <ul style="list-style-type: none"> <li>• provides opportunities for staff to participate in making decisions that affect the [program/organization]</li> <li>• provides opportunities for staff members to take primary responsibility over tasks</li> <li>• delegates tasks that provide encouragement to staff members</li> <li>• delegates tasks that build up the organization</li> <li>• assigns tasks based on staff members' interests</li> <li>• enables staff to make decisions, within contractual guidelines, on how they get their work done</li> <li>• follows delegation of a task with support and encouragement</li> <li>• sees that authority is granted to staff to get tasks completed</li> <li>• provides requested support for task completion</li> <li>• allocates adequate resources to see tasks are completed</li> <li>• provides information necessary for task completion</li> <li>• provides feedback on progress toward completing a task</li> <li>• conveys confidence in staff members' ability to accomplish tasks</li> <li>• helps staff members set attainable goals to accomplish work tasks</li> </ul>	<a href="#">TCU-STL – Staff Version</a> Institute of Behavioral Research (2008)
	The person I am rating– <ul style="list-style-type: none"> <li>• expects excellence from staff</li> <li>• expects that members of the staff will take the initiative on completing tasks</li> <li>• expects that staff members will give tasks their best effort</li> </ul>	<a href="#">TCU-STL – Staff Version</a> Institute of Behavioral Research (2008)
	Our organization's leadership inspires and motivates staff and volunteers	<a href="#">2Gen Principles to Practice Minnesota 2-Generation Policy Network (nd)</a>

ORGANIZATIONAL KNOWLEDGE AND SKILLS		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>3. LEADERSHIP AND MANAGEMENT</b>		
<b>INTEGRITY</b>	<p>The person I am rating–</p> <ul style="list-style-type: none"> <li>• shows determination on the job</li> <li>• does not display honesty</li> <li>• is approachable</li> <li>• considers the ethical implications of actions</li> <li>• expresses values shared by [program/ organization] staff members</li> <li>• encourages staff behaviors consistent with the values shared by all members</li> <li>• acts consistently with values shared by [program/organization] staff members</li> <li>• keeps commitments</li> <li>• is trustworthy</li> <li>• behaves in ways that strengthen respect from staff members</li> <li>• is someone that staff members are proud to be associated with</li> <li>• models behaviors other staff are asked to perform</li> <li>• shows self-confidence</li> </ul>	<p><a href="#">TCU-STL – Staff Version</a> Institute of Behavioral Research (2008)</p>
	<ul style="list-style-type: none"> <li>• Our organizational leadership responsibilities are not overly dependent on one person and can be shared across the organization</li> <li>• Our organization's executive leadership listens to the comments, concerns, and ideas of the community we serve and then takes appropriate action</li> <li>• Our organization's executive leadership listens to the comments, concerns, and ideas of our board and then takes appropriate action</li> </ul>	<p>Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a></p>
<b>SKILLED LEADERSHIP</b>	<p>Our organization's values statement serves as our moral compass when making strategic decisions</p>	<p>Organizational Capacity Assessment Tool <a href="#">McKinsey &amp; Company (2001)</a></p>
<b>SUPPORT FOR QUALITY</b>	<ul style="list-style-type: none"> <li>• Leadership sets aside resources to support the development of staff competency to deliver the program or practice</li> <li>• Leadership develops and/or refines internal policies or procedures that support the program or practice</li> </ul>	<p>Drivers Best Practices Assessment <a href="#">Ward, Metz, Louison, Loper, and Cusumano (2018)</a></p>

ORGANIZATIONAL KNOWLEDGE AND SKILLS		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>3. LEADERSHIP AND MANAGEMENT</b>		
<b>SUPPORT FOR QUALITY</b>	<ul style="list-style-type: none"> <li>• Leadership makes changes in organization roles, functions, and structures as needed to accommodate the program or practice</li> <li>• Leadership engages in regular communication with all staff and service users regarding the program or practice</li> <li>• Leadership visibly promotes the importance of effectively implementing the program or practice</li> <li>• Leadership problem-solves challenges to implement the program or practice effectively</li> <li>• Leadership recognizes and appreciates staff contributions to implement the program or practice effectively</li> </ul>	<p>Drivers Best Practices Assessment  <a href="#">Ward, Metz, Louison, Loper, and Cusumano (2018)</a></p>
<b>4. POLICYMAKING AND ADMINISTRATION</b>		
<b>SKILLED ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>• Our leadership is skilled at creating and implementing clear policies</li> <li>• Our leadership is skilled at organizing people and resources</li> <li>• Our leadership is skilled at directing organizational activities toward goals and objectives</li> <li>• Our board has an active and qualified individual who supervises the organization's financial activities</li> </ul>	(new)
<b>5. STAFF DEVELOPMENT AND SUPERVISION</b>		
<b>KNOWLEDGE OF STAFF DEVELOPMENT PRACTICES</b>	<ul style="list-style-type: none"> <li>• Our organization has a plan to identify and develop new leaders for our organization (e.g., a succession plan)</li> <li>• Our organization provides professional development opportunities through challenging assignments, mentoring, and training for our board</li> <li>• Our organization provides professional development opportunities through challenging assignments, mentoring, and training for our leadership</li> <li>• Our organization provides professional development opportunities through challenging assignments, mentoring, and training for our management</li> <li>• Our organization provides professional development opportunities through challenging assignments, mentoring, and training for our staff</li> <li>• Our organization provides professional development opportunities through challenging assignments, mentoring, and training for our volunteers</li> </ul>	<p>Organizational Assessment Activity  <a href="#">Marguerite Casey Foundation (2019)</a></p>

ORGANIZATIONAL KNOWLEDGE AND SKILLS		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>6. CULTURAL AND EQUITY COMPETENCE</b>		
<b>STAFF UNDERSTAND COMMUNITY</b>	<ul style="list-style-type: none"> <li>• Our organization's staff are representative of the community we serve</li> <li>• Our organization's volunteers are representative of the community we serve</li> <li>• Our organization makes a conscious effort to know the cultural needs of the people we serve</li> <li>• Our organization's programs and services are responsive to the needs of the community we serve</li> <li>• Our organization makes programs and services available around the schedules and lives of the people we serve</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>7. CHANGE MANAGEMENT AND IMPLEMENTATION</b>		
<b>KNOWLEDGE OF CHANGE MANAGEMENT STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Leadership engages stakeholders and staff in developing a shared understanding of the need for the program or practice</li> <li>• Leadership creates opportunities for stakeholders and staff to learn and design solutions together to support the program or practice</li> <li>• Leadership regularly communicates with stakeholders regarding the program or practice</li> </ul>	Drivers Best Practices Assessment <a href="#">Ward, Metz, Louison, Loper, and Cusumano (2018)</a>
<b>ADEQUATE SKILLS</b>	<ul style="list-style-type: none"> <li>• Staff have the skills needed to perform their job duties</li> <li>• Staff consistently plan ahead and carry out their plans</li> <li>• Staff usually accomplish whatever they set their mind to</li> <li>• Staff are effective and confident in doing their job</li> </ul>	(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>  TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>
<b>SKILLS IMPROVEMENT EFFORTS</b>	<ul style="list-style-type: none"> <li>• This [program/organization] encourages and supports professional growth</li> <li>• Staff read about new techniques and service delivery information each month</li> <li>• Staff have enough opportunities to keep their job skills up to date</li> <li>• Staff regularly read professional journal articles or books on 2Gen service delivery</li> <li>• Staff do a good job of regularly updating and improving their skills</li> </ul>	(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>  TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>

## ORGANIZATIONAL KNOWLEDGE AND SKILLS

PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>7. CHANGE MANAGEMENT AND IMPLEMENTATION</b>		
<b>SHARE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Staff frequently share their knowledge of new service delivery ideas with other staff</li> <li>Staff generally regard leaders as a valuable source of information</li> <li>Other staff often ask leadership's advice about [program/organization] procedures</li> <li>Other staff often ask for leadership's opinions about needs assessment and service delivery issues</li> <li>Leadership often influence the decisions of other staff here</li> <li>Leaders are viewed as a leader by other staff here</li> </ul>	<p>(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>)</p> <p>TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a></p>
<b>ADAPTABILITY</b>	<ul style="list-style-type: none"> <li>Leaders are willing to try new ideas even if some staff members are reluctant</li> <li>Learning and using new procedures are easy for staff</li> <li>Leaders are sometimes too cautious or slow to make changes</li> <li>Leaders are able to adapt quickly when they have to shift focus</li> </ul>	<p>(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>)</p> <p>TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a></p>

## CHAPTER 5: ITEMS FOR ORGANIZATIONAL INFRASTRUCTURE

An organization's infrastructure supports all of its functions, so any organizational change effort will require thoughtful decisions about the supporting systems. Below is a list of 13 systems that make up an organization's infrastructure. Under each is a list of some outcomes that can help organizations track their 2Gen progress in each area:

- Organizational Culture and Climate
- Organizational Engagement and Partnership
- Organizational Knowledge and Skills
- **Organizational Infrastructure**
- Organizational Resources

### 1. Governance and decision-making structures:

- 2Gen-focused governing body.

### 2. Administrative structures:

- Contracting and procurement; and
- Financial and accounting.

### 3. Policies, operating procedures, and protocols:

- Align and link system tools, operations, and funding streams;
- Map policies for 2Gen opportunities;
- Equity-focused policies and programs;
- Enhanced family experience;
- Foster innovation and evidence together; and
- Identify barriers to 2Gen policies and practices.

### 4. Human resources, recruitment, and staff selection:

- Job descriptions;
- Staff selection;
- Fringe benefits;
- Vacancies and turnover; and
- Staff recognition.

### 5. Training system:

- Identification of training needs;
- Training opportunities;
- Training utilization;
- Satisfaction with training;
- Cross-training opportunities; and
- Professional development opportunities.

### 6. Staff development and supervisory system:

- Staff coaching; and
- Mechanisms for accountability.

### 7. Service array and service delivery system:

- Grounded, responsive service delivery;
- Provide opportunity for culturally relevant and customized services; and
- Practice enhancements.

### **8. Information system and data supports:**

- Assess data needs; and
- Sharing, linking, and using data.

### **9. Evaluation, quality assurance, and continuous quality improvement systems:**

- Performance monitoring system in place;
- Budget monitoring system in place;
- Examine outcomes for key subgroups; and
- Ensuring fidelity.

### **10. Communication systems (internal):**

- Adequacy of e-communication.

### **11. Communication systems (external):**

- Community transparency;
- Tools for education and awareness; and
- Public relations and marketing.

Table 4 presents sample items that can be used to create measures of the process outcomes listed above, along with the source of each item and a link to the public-use measure. This list is not exhaustive; organizations should select, tailor, or create items that best capture the changes in organizational infrastructure that they seek.

TABLE 4. EXAMPLES OF PROCESS OUTCOMES AND ITEMS FOR EACH AREA OF ORGANIZATIONAL INFRASTRUCTURE

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>1. GOVERNANCE AND DECISION-MAKING STRUCTURES</b>		
<b>2GEN-FOCUSED GOVERNING BODY</b>	<ul style="list-style-type: none"> <li>Our organization has new or strengthened policy councils to advise on 2Gen policy and system change</li> </ul>	<a href="#">Ascend (2017a)</a>
<b>2. ADMINISTRATIVE STRUCTURES</b>		
<b>CONTRACTING AND PROCUREMENT</b>	<ul style="list-style-type: none"> <li>Our organization has interagency agreements or MOUs in place with partner agencies to expand our service offerings</li> <li>Our organization has interagency agreements or MOUs in place with an external management information service (MIS) contractor to support our data systems</li> <li>Our organization has interagency agreements or MOUs in place with an external evaluator to support our data analysis needs</li> </ul>	(new)
<b>FINANCIAL AND ACCOUNTING</b>	<ul style="list-style-type: none"> <li>Our organization financial systems can handle the accounting of funding that has been braided and blended across funding streams</li> </ul>	(new)
<b>3. POLICIES, OPERATING PROCEDURES, AND PROTOCOLS</b>		
<b>MAP POLICIES FOR 2GEN OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>We have identified places to embed 2Gen into existing policies</li> </ul>	<a href="#">Ascend (2017c)</a>
<b>ENHANCED FAMILY EXPERIENCE</b>	<ul style="list-style-type: none"> <li>We look at current and new policies and programs using lessons in brain science and administrative burden in deciding how we might simplify the family experience</li> <li>Our policies and programs are designed to allow staff to minimize compliance-focused interactions with families and maximize generative interactions with families</li> <li>When developing a policy or rule, we use data to evaluate the effects of the policy on both parent and child, thinking through the 2-Gen gears (e.g., running family scenarios or using policy expertise to understand interaction effects of policies)</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>3. POLICIES, OPERATING PROCEDURES, AND PROTOCOLS</b>		
<b>IDENTIFY BARRIERS TO 2GEN POLICIES AND PRACTICES</b>	<ul style="list-style-type: none"> <li>We identify barriers to instituting 2Gen policies, procedures, practices, and protocols</li> <li>We identify barriers to implementing 2Gen strategies with available funding sources and what needs to be changed</li> </ul>	<a href="#">Ascend (2017c)</a>
	<ul style="list-style-type: none"> <li>2Gen leaders always use equity lens when developing policies and reforming systems</li> <li>Aligned adult-child application and eligibility requirements across [programs/organizations]</li> </ul>	<a href="#">Ascend (2017a)</a>
<b>ALIGN AND LINK SYSTEM TOOLS, OPERATIONS, AND FUNDING STREAMS</b>	<ul style="list-style-type: none"> <li>We know what other programs and services our families are most likely to engage with and take that into account when writing policy, administering this program, or making organizational changes</li> <li>Enrolling in services and programs that complement the needs of our families can be done easily</li> <li>We have analyzed and adapted funding streams to maximize flexibility and support cross-sector, parent-child approaches and/or approaches that are particularly innovative</li> <li>We leverage flexible funding streams to test innovative approaches to serving families</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
	<ul style="list-style-type: none"> <li>We use data sharing with other programs or agencies to assist applicants in gathering required verifications or documentation</li> <li>We are able to gather information needed for eligibility through existing system data or have streamlined intake forms and recertification processes</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
	<ul style="list-style-type: none"> <li>We examine outcomes of our policies across a range of characteristics, including race, ethnicity, country of origin, gender, disability status, and family structure and have a targeted approach to address any inequitable outcomes</li> <li>We use tools and resources available to us to shape our thinking and program development with race and equity in mind, such as racial equity tool kits and racial equity action plans</li> <li>When we have inequitable outcomes in our policies or programs, we develop a targeted approach to address them</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
<b>EQUITY-FOCUSED POLICIES AND PROGRAMS</b>	<ul style="list-style-type: none"> <li>Our organization deliberately addresses equal pay for equal work in written organizational policies</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>3. POLICIES, OPERATING PROCEDURES, AND PROTOCOLS</b>		
<b>FOSTER INNOVATION AND EVIDENCE TOGETHER</b>	<ul style="list-style-type: none"> <li>We regularly engage our staff and partners in conversations and exercises intended to examine efficacy of current practices and develop innovative approaches to our shared challenges</li> <li>To inform the shape of our work, we consult evidence-based clearinghouses and research to understand effectiveness of similar models</li> <li>When we are developing new, innovative approaches, we develop the evaluation of this work at the same time</li> <li>We publicize and promote “permission” for innovative approaches, highlighting openness to risk and options for changing existing policy</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a> .
<b>4. HUMAN RESOURCES, RECRUITMENT, AND STAFF SELECTION</b>		
<b>JOB DESCRIPTIONS</b>	<ul style="list-style-type: none"> <li>Our organization has current written job descriptions for all leadership, staff, volunteer, and board positions</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a> .
	<ul style="list-style-type: none"> <li>Our organization includes language about supporting 2Gen strategies in current written job descriptions for all leadership, staff, volunteer, and board positions</li> </ul>	(new)
<b>STAFF SELECTION</b>	<ul style="list-style-type: none"> <li>There is someone accountable for the recruitment and selection of relevant staff for the program or practice</li> <li>Job descriptions are in place for relevant staff that carry out the program or practice</li> <li>Individuals accountable for selection of new staff understand the skills and abilities needed</li> <li>Selection protocols are in place to assess competencies for relevant staff who carry out the program or practice</li> <li>Selection processes are regularly reviewed by human resources staff</li> </ul>	Drivers Best Practices Assessment <a href="#">Ward, Metz, Louison, Loper, and Cusumano (2018)</a> .
	<ul style="list-style-type: none"> <li>Our organization actively recruits new volunteers while also working to retain current volunteers</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a> .
<b>FRINGE BENEFITS</b>	<ul style="list-style-type: none"> <li>Our organization arranges adequate benefits for all paid staff, including insurance, paid time off, and schedule flexibility</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a> .
<b>VACANCIES AND TURNOVER</b>	<ul style="list-style-type: none"> <li>Our organization fills vacant staff and volunteer positions in a timely manner</li> <li>Our organization experiences minimal turnover (less than 20% annually)</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a> .
<b>STAFF RECOGNITION</b>	<ul style="list-style-type: none"> <li>Our organization recognizes volunteers for their service</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a> .

## ORGANIZATIONAL INFRASTRUCTURE

PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>5. TRAINING SYSTEM</b>		
<b>IDENTIFICATION OF TRAINING NEEDS</b>	<p>The [program/organization] needs additional guidance in –</p> <ul style="list-style-type: none"> <li>• assessing client needs</li> <li>• matching needs with services</li> <li>• increasing client participation</li> <li>• measuring client performance</li> <li>• developing more effective group sessions</li> <li>• raising overall quality of services</li> <li>• using client assessments to guide program and service decisions</li> <li>• using client assessments to document program effectiveness</li> </ul>	<p>(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>)</p> <p>TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a></p>
	<p>The [program/organization] needs additional guidance in –</p> <ul style="list-style-type: none"> <li>• family-centered coaching</li> </ul>	(new)
	<p>The organization needs more training for –</p> <ul style="list-style-type: none"> <li>• assessing client problems and needs</li> <li>• increasing family participation in service delivery</li> <li>• monitoring client progress</li> <li>• improving rapport with participants</li> <li>• using computerized client assessments</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
	<p>The organization needs more training for –</p> <ul style="list-style-type: none"> <li>• family-centered coaching</li> </ul>	(new)
<b>TRAINING OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• In the last year, how often did staff attend training workshops held within 50 miles of the agency?</li> <li>• In the last year, how often did staff attend training workshops held more than 50 miles from the agency?</li> <li>• How many workshops do staff expect to attend in the next 12 months?</li> <li>• In the past year, how many times did outside trainers come to the agency to give workshops?</li> <li>• In the past year, how many times did the agency offer special, in-house training?</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
	<ul style="list-style-type: none"> <li>• Our organization's volunteers are allotted the necessary training and resources to perform their duties</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
	<ul style="list-style-type: none"> <li>• There is someone accountable for the training of relevant staff for the program or practice</li> <li>• Agency staff provide or secure skill-based training for relevant staff on the program or practice</li> <li>• Agency staff use training data for improvement</li> </ul>	Drivers Best Practices Assessment <a href="#">Ward, Metz, Louison, Loper, and Cusumano (2018)</a>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>5. TRAINING SYSTEM</b>		
<b>TRAINING UTILIZATION</b>	<ul style="list-style-type: none"> <li>When staff attend workshops, how often do they try out the new 2Gen interventions or techniques learned?</li> <li>Are participants interested in or responsive to new 2Gen ideas or materials when the organization tries them?</li> <li>In recent years, how often has the organization adopted (for regular use) new 2Gen interventions or techniques from a workshop?</li> <li>When the organization has adopted new 2Gen ideas into its practices, how often has leadership encouraged other staff to try using them?</li> <li>How often do new interventions or techniques that the staff from the [program/organization] learn at workshops get adopted for general use?</li> <li>How often do new ideas learned from workshops get discussed or presented at staff meetings?</li> <li>How often does the management at the [program/organization] recommend or support new ideas or techniques for use by all staff?</li> </ul>	<p>(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>)</p> <p>(TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>)</p>
	<ul style="list-style-type: none"> <li>Staff members were satisfied with the training offered at workshops available to them last year</li> <li>Staff members were satisfied with the training opportunities available to them last year</li> </ul>	<p>(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>)</p> <p>(TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>)</p>
<b>SATISFACTION WITH TRAINING</b>	<ul style="list-style-type: none"> <li>Staff training and continuing education are priorities at this [program/organization]</li> <li>Staff learned new skills or techniques at a professional conference in the past year</li> <li>The budget here allows staff to attend professional conferences each year</li> <li>This [program/organization] holds regular in-service training</li> </ul>	<p>(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>)</p> <p>(TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>)</p>
	<ul style="list-style-type: none"> <li>Our organization provides 2Gen professional development opportunities</li> </ul>	<p><a href="#">Ascend (2017a)</a></p>
<b>PROFESSIONAL DEVELOPMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>Our organization conducts agency-wide staff trainings that promote a 2Gen approach and help human services staff at all levels of the organization serve families more effectively and efficiently</li> </ul>	<p>(new)</p>
	<ul style="list-style-type: none"> <li>Frontline staff in workforce, health, education, and human services organizations are trained to help participants navigate human services and meet work/family challenges</li> </ul>	<p><a href="#">Ascend (2017a)</a></p>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>6. STAFF DEVELOPMENT AND SUPERVISORY SYSTEM</b>		
<b>COACHING</b>	<ul style="list-style-type: none"> <li>• There is someone accountable for coaching of relevant staff for the program or practice</li> <li>• Coaching is provided to improve the competence of relevant staff for the program or practice</li> <li>• Agency staff use a coaching service delivery plan</li> <li>• Agency staff regularly assess coaching effectiveness</li> </ul>	Drivers Best Practices Assessment <a href="#">Ward, Metz, Louison, Loper, and Cusumano (2018)</a>
	<ul style="list-style-type: none"> <li>• Our organization's leadership and management use formal/informal coaching and feedback to mentor staff and volunteers</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>MECHANISMS FOR ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>• Has mechanisms for management accountability for equity, diversity, and inclusion</li> <li>• Has mechanisms for staff accountability for equity, diversity, and inclusion</li> </ul>	Institutional Assessment Grid <a href="#">JustPartners, Inc (2009)</a>
<b>7. SERVICE ARRAY AND SERVICE DELIVERY SYSTEM</b>		
<b>OVERALL SERVICE DELIVERY STRATEGY</b>	<ul style="list-style-type: none"> <li>• Service delivery strategy is either nonexistent, unclear, or incoherent (scattered set of initiatives)</li> <li>• Service delivery strategy has no influence over day-to-day behavior</li> <li>• Organization has clear, coherent medium-to long-term service delivery strategy that is both actionable and linked to overall mission, vision, and overarching goals; service delivery strategy is broadly known and consistently helps drive day-to-day behavior at all levels of organization</li> </ul>	Organizational Capacity Assessment Tool <a href="#">McKinsey &amp; Company (2001)</a>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>7. SERVICE ARRAY AND SERVICE DELIVERY SYSTEM</b>		
<b>PROVIDE OPPORTUNITY FOR CULTURALLY RELEVANT AND CUSTOMIZED SERVICES</b>	<ul style="list-style-type: none"> <li>We acknowledge and attend to the impact of historical trauma and adverse childhood experiences on communities we serve. This means we have trained our staff and modified our practices to be more trauma informed</li> <li>We explicitly encourage program flexibility so that engagements with families can be culturally relevant</li> <li>Our staff and leadership look like the communities we serve</li> <li>We develop our staff's ability to operate interculturally, for example, through trainings and regular conversation</li> <li>We intentionally seek out, learn from, and support culturally specific and emerging best practices</li> <li>In our grants and contracts, we ask for and give preference to partners who have a history of successfully working with the community we serve and/or are delivering services in a culturally specific way</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
	<ul style="list-style-type: none"> <li>Proposes targeted strategies that have been put through a racial impact analysis</li> </ul>	Institutional Assessment Grid <a href="#">JustPartners, Inc (2009)</a>
<b>PRACTICE ENHANCEMENTS</b>	<ul style="list-style-type: none"> <li>Our organization is integrating human services delivery between state and local systems</li> </ul>	<a href="#">Ascend (2017b)</a>
	<ul style="list-style-type: none"> <li>Our organization offers "no wrong door" application for programs/services</li> <li>Community organizations/agencies we work with offer "no wrong door" application for programs/services</li> <li>Our organization co-locates adult and child programs/services</li> </ul>	Adapted from <a href="#">Making Tomorrow Better Together – A Guide to Outcomes for 2Gen Policymakers (MTBT2)</a>
	<ul style="list-style-type: none"> <li>Our organization has streamlined and bundled programs/services to provide a more holistic approach</li> <li>Our organization provides family engagement team</li> </ul>	Adapted from <a href="#">Frank (2019)</a>
	<ul style="list-style-type: none"> <li>Our organization provides family-centered coaching</li> </ul>	Family-Centered Coaching Toolkit to Transform Practice & Engage Families <a href="#">Prosperity Agenda (2018)</a>

## ORGANIZATIONAL INFRASTRUCTURE

PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>7. SERVICE ARRAY AND SERVICE DELIVERY SYSTEM</b>		
<b> GROUNDED, RESPONSIVE SERVICE DELIVERY</b>	<ul style="list-style-type: none"> <li>Our organization's programs and services are guided by our mission statement</li> <li>Our organization's front-line personnel have appropriate decision-making authority to solve problems as they arise</li> <li>Our organization has systems and procedures to anticipate service delivery problems that we may face and engages in proactive problem solving</li> <li>Our organization anticipates community challenges that our constituents may face and engages in proactive problem solving</li> <li>Our organization is receptive to feedback, criticism, and expert advice</li> <li>Our organization emphasizes learning from our past experiences to better serve our future</li> <li>Our organization adapts to changes in our society and our community</li> <li>Our organization has considered how to address the following accessibility obstacles that make engaging with our programs and services difficult: [language/ADA/child care/transportation/cultural norms]</li> <li>Our organization's programs and services are aligned with our organizational mission</li> <li>Our organization's programs and services support our organizational mission</li> <li>Our organization's programs and services advance our organizational mission</li> </ul>	<p>Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a></p>
<b>8. INFORMATION SYSTEM AND DATA SUPPORTS<sup>31</sup></b>		
<b>ASSESS DATA NEEDS</b>	<ul style="list-style-type: none"> <li>Our organization assesses our ability to collect and use data to support 2Gen approach</li> <li>Our organization assesses or maps what data are currently being collected and by whom (evidence-based examples and common tools)</li> </ul>	<p><a href="#">Ascend (2017c)</a></p>
<b>SHARING, LINKING, AND USING DATA</b>	<ul style="list-style-type: none"> <li>Our organization has data systems that capture child, adult, and whole-family outcomes</li> </ul>	<p><a href="#">Ascend (2017b)</a></p>
	<ul style="list-style-type: none"> <li>Continuum of shared measures and standard definitions of services across agencies conceptualized</li> <li>Various levels of secure data sharing achieved</li> </ul>	<p><a href="#">Ascend (2017a)</a></p>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>8. INFORMATION SYSTEM AND DATA SUPPORTS<sup>31</sup></b>		
<b>SHARING, LINKING, AND USING DATA</b>	<ul style="list-style-type: none"> <li>Mechanisms for secure data sharing/ interoperability across agencies and counties</li> <li>Securely collect similar data (using the same definitions) across organizations and agencies</li> <li>Sharing successful examples of how to use data to implement 2Gen approaches</li> <li>Education on sharing data across families</li> <li>Family definition inclusive of 3Gen (grandparents, parents, children)</li> </ul>	<a href="#">Ascend (2017c)</a>
	<ul style="list-style-type: none"> <li>Our system allows for the linking of data for parent and child</li> <li>We regularly analyze and use data we collect about the parents, children, and families we serve to improve our work and understand outcomes</li> <li>We collect or can easily link to outcomes data for parent and child across the five domains of education, career pathways, social capital, health, and economic assets</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
<b>9. EVALUATION, QUALITY ASSURANCE, AND CONTINUOUS QUALITY IMPROVEMENT SYSTEMS</b>		
<b>PERFORMANCE MONITORING SYSTEM IN PLACE</b>	<ul style="list-style-type: none"> <li>Our organization uses deliberate strategies to improve performance throughout the organization</li> <li>Our organization's performance goals can be measured</li> <li>Our organization tracks our progress toward meeting our goals</li> <li>Our organization's approach to evaluations of [program/organization] performance is non-judgmental and fosters learning</li> <li>Our organization uses individual performance management tools</li> <li>Our organization uses organizational performance management processes to ensure the organization's resources are being used appropriately in pursuit of its goals</li> <li>Our organization's board engages in annual self-assessments</li> <li>Our organization's measurement and evaluation systems are aligned with our overall organizational strategy and goals</li> <li>Our organization uses measurement and evaluation data to inform changes in our [program/organization] activities</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>BUDGET MONITORING SYSTEM IN PLACE</b>	<ul style="list-style-type: none"> <li>Our organization regularly assesses how well our budget meets our needs</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>9. EVALUATION, QUALITY ASSURANCE, AND CONTINUOUS QUALITY IMPROVEMENT SYSTEMS</b>		
<b>EXAMINE OUTCOMES FOR KEY SUBGROUPS</b>	<ul style="list-style-type: none"> <li>Routinely collects, disaggregates, and analyzes data by race/ethnicity in programmatic and operational work</li> </ul>	Institutional Assessment Grid <a href="#">JustPartners, Inc (2009)</a>
<b>ENSURING FIDELITY</b>	<ul style="list-style-type: none"> <li>Evidence-based practices are implemented with fidelity</li> <li>There is someone accountable for the fidelity assessments of relevant staff for the program or practice</li> <li>The agency uses a fidelity assessment for the program or practice</li> <li>Agency staff follow a protocol for fidelity assessments</li> <li>Agency staff use fidelity data to improve program or practice outcomes and implementation supports</li> </ul>	Drivers Best Practices Assessment <a href="#">Ward, Metz, Louison, Loper, and Cusumano (2018)</a>
<b>10. COMMUNICATION SYSTEMS (INTERNAL)</b>		
<b>ADEQUACY OF COMMUNICATION</b>	<ul style="list-style-type: none"> <li>Staff used the internet to communicate with other service delivery professionals (e.g., listservs, bulletin boards, chat rooms) in the past month</li> <li>Staff have easy access to the internet at work</li> <li>Staff used the internet to access 2Gen information in the past month</li> <li>Staff have convenient access to email at work</li> </ul>	(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>  TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>
<b>11. COMMUNICATION SYSTEMS (EXTERNAL)</b>		
<b>TOOLS FOR EDUCATION AND AWARENESS</b>	<ul style="list-style-type: none"> <li>Our organization has developed consistent messaging about our 2Gen strategies</li> <li>Our organization describes our 2Gen strategies and achievements in our annual reports</li> <li>Our organization presents on our 2Gen approach at conferences</li> <li>Our organization describes the 2Gen approach and our outcomes on our website and on social media</li> <li>Our organization describes the 2Gen approach and our 2Gen strategies in communications materials</li> </ul>	<a href="#">Ascend (2017c)</a>
<b>ADVOCATE FOR 2GEN APPROACHES AS A FUNDING PRIORITY</b>	<ul style="list-style-type: none"> <li>Build family economic security platform to coordinate with/ complement early childhood [programs/organizations]</li> <li>Fund organizations as well as programs; fund administrative efforts to blend and braid funding</li> <li>Funders provide thought leadership on 2Gen strategies</li> <li>Educate insurers to allow providers to provide for families as a unit</li> <li>Educate legislators to look at multiplier effect</li> <li>Give priority to 2Gen in grant funding</li> <li>Blend and braid funding to streamline use</li> <li>Direct capital investment to 2Gen</li> </ul>	<a href="#">Ascend (2017c)</a>

ORGANIZATIONAL INFRASTRUCTURE		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>11. COMMUNICATION SYSTEMS (EXTERNAL)</b>		
<b>PUBLIC RELATIONS AND MARKETING</b>	<ul style="list-style-type: none"> <li>• Our organization has a communication plan that expresses our key messages</li> <li>• Our organization knows who our audiences are and understands how to reach them</li> <li>• Our organization's communication plan addresses our specific audiences</li> <li>• Our organization has a communication plan that expresses our voice</li> <li>• Our organization has an outreach plan to engage people who do not know about us</li> <li>• Our organization's brand logo, colors, and fonts are used consistently across marketing and communication materials</li> <li>• Our organization has an up-to-date website that reflects our current staff, board, mission/ vision/values programs and services, and contact information</li> <li>• Our organization actively uses social media channels, including Facebook, Twitter, and Instagram to communicate with our constituents</li> <li>• Our organization has a regularly maintained email database</li> <li>• Our organization keeps our profile up to date on credible nonprofit-focused websites such as GuideStar and Charity Navigator</li> <li>• Our organization encourages open discussion at our staff and volunteer meetings</li> <li>• Our organization's major program and staff changes are promptly communicated to all staff and volunteers</li> <li>• Our organization has a regularly updated organizational chart, which is accessible to all staff and volunteers</li> <li>• Our organization regularly includes all staff and volunteers in meetings</li> <li>• Our organization's communications tools include: [telephone/ face-to-face conversation/ newsletter/ email blast/ text message/ blog post/ social media]</li> </ul>	<p>Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a></p>

## ORGANIZATIONAL INFRASTRUCTURE

### PROCESS OUTCOME

### SAMPLE ITEM

### SOURCE AND REFERENCE

## 11. COMMUNICATION SYSTEMS (EXTERNAL)

### COMMUNITY TRANSPARENCY

- Our organization engages in open-access public meetings, such as town halls, to reach its constituents
- Our organization informs our community about our activities on an ongoing basis
- Our organization encourages appropriate staff and volunteers to participate in major organizational decisions
- Our organization includes constituent input in our decision making when we set our organizational priorities
- Our organization takes the time to listen and reflect on feedback from the people we serve and adjust our practices accordingly
- Our organization is able to recognize and take advantage of strategic opportunities
- Our organization actively addresses challenges in our operating environment
- Our organization has access to and uses external expertise as needed
- Our organization views other organizations as potential partners rather than competition
- Our organization forms strategic partnerships and alliances with other organizations that share similar goals and objectives
- Our organization collaborates with other organizations
- Our organization informs our community about the current state of the problem(s) our organization addresses and how they can become further involved
- Our organization's strategic plan is created, executed, and updated according to the following criteria: [strategic/ measurable, action-oriented/ realistic/ timely]
- Our organization revisits and updates our [mission statement/ vision statement/ organizational goals/ employee handbooks/ volunteer handbooks/ policies and procedures] every 3-5 years
- Our organization reports our [performance metrics/ strategy updates/ organizational news/ other relevant news] to our staff, volunteers, and community

Organizational Assessment Activity [Marguerite Casey Foundation \(2019\)](#)

## CHAPTER 6: ITEMS FOR ORGANIZATIONAL RESOURCES

Most organizations and agencies can implement 2Gen change strategies without any new resources. But all organizations and agencies must be strategic about how they allocate available resources – staff, fiscal resources, facilities, equipment, technology, information, and reputation – to ensure that they can meet their 2Gen goals. Below is a list of five types of resources, and under each is a list of outcomes that, among others, can help organizations track their 2Gen progress in each area:

### 1. Staffing:

- Adequate staffing.

### 2. Fiscal resources:

- Financial strategy;
- Budget planning;
- Leadership roles;
- Donor strategy and relationships; and
- Funding adequacy.

### 3. Facilities, equipment, and technology:

- Decision-support data system;
- Adequacy of computer access; and
- Adequacy of office resources.

### 4. Informational resources and materials:

- 2Gen materials;
- Partners' contact information; and
- Legal and insurance.

### 5. Reputation:

- Strive to maintain reputation.

Table 5 presents sample items that can be used to create measures of the process outcomes listed above, along with the source of each item and a link to the public-use measure. This list is not exhaustive; organizations should select, tailor, or create items that best capture the changes in organizational resources that they are implementing.

- Organizational Culture and Climate
- Organizational Engagement and Partnership
- Organizational Knowledge and Skills
- Organizational Infrastructure
- **Organizational Resources**

**TABLE 5. EXAMPLES OF PROCESS OUTCOMES AND ITEMS FOR EACH AREA OF ORGANIZATIONAL RESOURCES**

ORGANIZATIONAL RESOURCES		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>1. STAFFING</b>		
<b>ADEQUATE STAFFING</b>	<ul style="list-style-type: none"> <li>• Our organization has the appropriate level of staff and volunteers to carry out its work</li> <li>• Our organization's volunteers are assigned to tasks that are appropriate for their skill set</li> <li>• Our organization is not dependent on only a small group of individuals to function</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
	<ul style="list-style-type: none"> <li>• There are enough staff here to meet current client needs</li> <li>• A larger support staff is needed to help meet [program/organization] needs</li> <li>• Frequent staff turnover is a problem for this [program/organization]</li> <li>• Staff here are able to spend enough time with participants</li> <li>• Support staff here have the skills they need to do their jobs</li> <li>• Staff here are well-trained</li> </ul>	(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>  TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>
<b>2. FISCAL RESOURCES</b>		
<b>LEADERSHIP ROLES</b>	<ul style="list-style-type: none"> <li>• Our organization's executive leadership shares the responsibility of understanding the financial health of the organization</li> <li>• Our organization's board makes annual financial contributions to our organization</li> <li>• Our organization's board actively engages in fundraising efforts</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>FINANCIAL STRATEGY</b>	<ul style="list-style-type: none"> <li>• Our financial plans are focused on the long-term (3–5 years) sustainability of our organization</li> <li>• Our organization has a fundraising plan that outlines our financial goals</li> <li>• Our organization's funding model is diverse and not overly reliant on a few sources of revenue</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>

ORGANIZATIONAL RESOURCES		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>2. FISCAL RESOURCES</b>		
<b>BUDGET PLANNING</b>	<ul style="list-style-type: none"> <li>• Our organization sets an annual budget to address the needs of the people we serve</li> <li>• Our organization uses our financial reports to inform how we distribute resources</li> <li>• Our organization has written policies for handling our finances</li> <li>• Our budget reflects the priorities of our mission, vision, and values</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>DONOR STRATEGY AND RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Our organization communicates with our donors through regular progress updates</li> <li>• Our organization builds long-term relationships with our donors</li> <li>• Our organization uses a donor database to manage relationships with our donors</li> <li>• Our organization develops relationships with new donors</li> <li>• [10% or less/ 11 to 30%/ 31 to 60%/ more than 60%] of our organization's annual donations are from people who have supported us in the past</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>FUNDING ADEQUACY</b>	<ul style="list-style-type: none"> <li>• Our organization has enough cash to support basic operations for [1 month or less/ 2 to 3 months/ 4 to 5 months/ 6 months or more]</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>3. FACILITIES, EQUIPMENT, AND TECHNOLOGY</b>		
<b>ADEQUACY OF COMPUTER ACCESS</b>	<ul style="list-style-type: none"> <li>• Client assessments here are usually conducted using a computer</li> <li>• Computer problems are usually repaired promptly at this [program/ organization]</li> <li>• Most client records here are computerized</li> <li>• Staff have a computer to use in their personal office space at work</li> <li>• Computer equipment at this [program/ organization] is mostly old and outdated</li> <li>• Staff here feel comfortable using computers</li> <li>• More computers are needed in this [program/organization] for staff to use</li> </ul>	(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a>  TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>

ORGANIZATIONAL RESOURCES		
PROCESS OUTCOME	SAMPLE ITEM	SOURCE AND REFERENCE
<b>3. FACILITIES, EQUIPMENT, AND TECHNOLOGY</b>		
<b>ADEQUACY OF OFFICE RESOURCES</b>	<ul style="list-style-type: none"> <li>Our organization has access to appropriate and adequate workspace components to perform job duties, including chairs, desks, and climate control</li> <li>Our organization's offices include applicable ADA-compliant accommodations, including elevators, ramps, and automatic entry</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
	<ul style="list-style-type: none"> <li>Staff offices and equipment are adequate</li> <li>Facilities here are adequate for maintaining participant privacy</li> <li>This [program/organization] provides a comfortable reception/waiting area for participants</li> </ul>	(TCU-ORC – Staff Version <a href="#">Institute of Behavioral Research (2003a)</a> TCU-ORC – Director Version <a href="#">Institute of Behavioral Research (2003b)</a>
	<ul style="list-style-type: none"> <li>Do our buildings and office space match our needs?</li> </ul>	Organizational Capacity Assessment Tool <a href="#">McKinsey &amp; Company (2001)</a>
<b>4. INFORMATIONAL RESOURCES AND MATERIALS</b>		
<b>2GEN MATERIALS</b>	<ul style="list-style-type: none"> <li>We have access to program manuals and descriptions of all of our organization's service offerings</li> <li>We have access to program manuals and descriptions of all of our partner organizations' service offerings</li> </ul>	(new)
<b>PARTNERS' CONTACT INFORMATION</b>	<ul style="list-style-type: none"> <li>We know the names and contact information of staff in roles related to our work (county government, nonprofit advocacy, nonprofit service agencies, state agencies) and regularly draw on their knowledge and experiences to improve how our policies/ practices serve families</li> </ul>	2Gen Principles to Practice <a href="#">Minnesota 2-Generation Policy Network (nd)</a>
<b>LEGAL AND INSURANCE</b>	<ul style="list-style-type: none"> <li>Our organization has access to legal support</li> <li>Our organization has the appropriate insurance to protect our [organization/ staff/ board, officers/ volunteers/ building, structure]</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
<b>5. REPUTATION</b>		
<b>STRIVE TO MAINTAIN REPUTATION</b>	<ul style="list-style-type: none"> <li>Our organization strives to maintain our reputation through consistently high-quality service delivery</li> </ul>	Organizational Assessment Activity <a href="#">Marguerite Casey Foundation (2019)</a>
	<ul style="list-style-type: none"> <li>Do we protect our reputation?</li> </ul>	Organizational Capacity Assessment Tool <a href="#">McKinsey &amp; Company (2001)</a>

## CHAPTER 7: CONCLUSION

The 2Gen approach builds family well-being by intentionally and simultaneously working with children and their families to foster economic prosperity in both generations. 2Gen strategies link and align child- and adult-focused services to ensure family members have access to early childhood education, postsecondary education, workforce development, economic asset tools, health and well-being, and social capital. 2Gen strategies are accountable to those they partner with through data-informed quality improvement efforts.

Just as 2Gen organizations seek to bring child- and adult-focused programs and services together into seamless service delivery, 2Gen leaders interested in change at the systems level must work to bring child- and adult-focused organizations and agencies together to address the structural and operational barriers to families obtaining the services and supports they need to achieve economic security and mobility.

Leaders of organizations seeking to adopt more 2Gen-oriented organizational practices can use this guidebook to identify outcomes and measures reflecting processes in the following areas:

- 1. Organizational culture and climate**
- 2. Organizational engagement and partnerships**
- 3. Organizational knowledge and skills**
- 4. Organizational infrastructure**
- 5. Organizational resources**

Moving the 2Gen field forward requires innovation and evidence, evaluation and performance monitoring. As more organizations strive to become more 2Gen focused, it will be important to learn how their 2Gen strategies unfolded – where they experienced challenges and how they got back on track. The outcomes and items proposed in this guide aim to help 2Gen organizations reflect on their work, address shortcomings, celebrate successes, and tell their story.

## APPENDIX A: PRINCIPLES OF 2GEN EVALUATION – ASSESSING ORGANIZATIONAL CHANGE

The 2Gen approach is principle driven to ensure it is grounded in values foundational to strong outcomes for children and families. The following evaluation principles are adapted from those found in *Making Tomorrow Better Together: Report of the Two-Generation Outcomes Working Group (MTBT1)* and *Making Tomorrow Better Together: A Guide to Outcomes for 2Gen Policymakers (MTBT2)* and are tailored to assessing organizational change when taking a 2Gen approach.

- 1. Ensure diversity, equity, and inclusion in measurement and analysis** – Engage parents and include a diversity of voices from the community in identifying organizational outcomes important to them. Disaggregate data to examine geographic, racial, ethnic, socioeconomic, and other disparities. Let the people represented by the data bring meaning to it and tell a more accurate and robust story to inform 2Gen solutions.
- 2. Embed learning and evaluation into organizational change efforts** – Identify indicators that permit tracking of process outcomes resulting from organizational changes. Establish protocols that ensure data is used regularly and systematically to provide actionable information to guide the design of and assess the results of organizational change efforts.
- 3. 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
- 4. Incorporate measurement of organizational change into every 2Gen evaluation** – Whether assessing performance or evaluating implementation and participant outcomes, it is important to assess how organizational change is unfolding and affecting service delivery. Not every organization has the resources to conduct a rigorous evaluation, but every organization should engage in some form of performance monitoring.
- 5. Tailor the measurement approach to your 2Gen strategies** – Select measures that best fit your particular organizational change efforts; make sure they are valid and reliable. Clearly identify the role of your organization in the larger service delivery ecosystem and select outcomes and measures reflective of that role.
- 6. Use multiple measurement approaches** – Select indicators that permit objective assessment of progress toward and achievement of organizational goals. Include subjective indicators that reflect staff and families' perceptions of whether and how the changes are making a difference.
- 7. Use and promote data** – Organization leaders should articulate how data will be used prior to collecting it and must champion the use of data to inform organizational change efforts. Leaders also play an important role in supporting their partners' efforts to collect and securely share relevant data.
- 8. Build internal capacity to ensure learning and continuous feedback** – Organizations adopting a 2Gen approach require capacity-building resources such as knowledge about how to ensure equity, parent engagement, and diverse voices in service design and delivery; data skills including methods for linking and analyzing child-, adult-, and family-level data and securely collecting and storing the data; protocols for analyzing data to provide regular feedback; and access to tools that help address their capacity-building needs to implement and assess a 2Gen approach.

## APPENDIX B: GLOSSARY

### 2Gen Core Components

The six areas of focus for interventions: (1) early childhood education; 2) K-12 education; (3) postsecondary education and workforce; (4) economic assets; (5) social capital; and (6) health and well-being.

### 2Gen Approach

A mindset for designing programs and policies that serve children and their parents simultaneously.

### 2Gen Organization

An organization committed to: (1) 2Gen principles for serving both the child and adult generations in a family; (2) implementing programs, policies, and practices designed to better serve the whole family; (3) collaborating with other child- and adult-serving organizations and agencies to achieve whole-family service delivery; and (4) tracking both organizational outcomes and client (parent, child, family) outcomes for continuous quality improvement purposes.

### 2Gen Principles

The five core principles that underlie the 2Gen approach: (1) measure and account for outcomes for both children and their parents; (2) engage and listen to the voices of families; (3) foster innovation and evidence together; (4) align and link systems and funding streams; and (5) ensure equity.

### 2Gen Strategy

A plan or program to coordinate services within or across organizations to meet the needs of all family members.

### 2Gen System

People and organizations that partner with families to build adult and child well-being, including elected officials and other policymakers at the federal, state and local levels; service delivery organizations; community leaders; advocates; funders; researchers; and the families themselves.

### Align

To make parallel or consistent, for example, eligibility criteria across child- and adult-focused programs and services.

### 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., health care). 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 support services to assist adults in overcoming barriers to their professional success.

### Case Study

A systematic, in-depth, holistic investigation of one or more persons, groups, programs, policies, events, decisions, periods, institutions, or other systems for use in descriptive and exploratory analysis and to explore the causes or underlying principles regarding the phenomenon of interest.

## Causal Inference

The logical process used to draw conclusions from evidence concerning what has been produced or caused by a program. To say that a program produced or caused a certain result means that, in the absence of the program (or if it had been there in a different form or degree), then the observed result (or level of result) would not have occurred.

## Change Management

A systematic approach to dealing with the change of an organization's goals, processes, or technologies, including implementing strategies for effecting change and helping people adapt to change.

## Co-existence

The stage of collaboration marked by absence of organizational partnerships and no prior history of interaction; each may not even know the other exists. See, by contrast, *Communication*, *Coordination*, *Cooperation*, *Collaboration*, and *Services Integration*.

## Cognitive Interviews (in Measures Development)

Interviews with survey respondents aimed at understanding the cognitive processes they used to answer survey questions. The purpose is to identify and analyze sources of misunderstanding that could lead to response error so that measure validity can be improved.

## Collaboration

The stage of collaboration marked by high levels of engagement among staff and leaders across organizations and agencies, a common 2Gen mission, shared resources, and joint planning and decision making. See, by contrast, *Co-existence*, *Communication*, *Cooperation*, *Coordination*, and *Services Integration*.

## Collective Impact

An approach for solving social problems at scale through cross-sector collaboration involving: (1) a common agenda; (2) shared measurement; (3) mutually reinforcing activities; (4) continuous communication; and (5) support from a backbone organization.

## Communication

The stage of collaboration in which organizations have a general understanding of what the other does and some history of interaction, but they do not coordinate service delivery for the families they serve in common. See, by contrast, *Co-existence*, *Coordination*, *Cooperation*, *Collaboration*, and *Services Integration*.

## Comparison Group

A group identified or constructed to be as similar as possible to the intervention group in terms of baseline (pre-intervention) characteristics but that is not offered the intervention being evaluated. See also, *Quasi-experimental Design*.

## Control Group

Individuals randomly assigned to a group that is not offered the services, products, or activities (interventions) being evaluated. See also, *Experimental Design*.

## Construct Validity

The extent to which a test captures a specific theoretical construct or trait. A type of *Measurement Validity*.

### **Continuous Improvement**

A process of ongoing 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.

### **Cooperation**

The stage of collaboration marked by informal and personal relationships, perhaps engaging in cross-referrals but otherwise having limited interaction. See, by contrast, *Co-existence*, *Communication*, *Coordination*, *Collaboration*, and *Services Integration*.

### **Coordination**

The stage of collaboration in which organizations calibrate their action and work together to develop a shared understanding of the outcomes they seek by taking a 2Gen approach. See, by contrast, *Co-existence*, *Communication*, *Cooperation*, *Collaboration*, and *Services Integration*.

### **Counterfactual**

A hypothetical statement of what would have happened (or not) had the intervention not been implemented. Ideally, everyone in the experimental or quasi-experimental group receives the treatment – and they receive the highest possible “dose” – and no one in the control or comparison group receives the treatment (or anything similar elsewhere in the community). In practice, the degree to which these ideal conditions are met dictates the strength of the counterfactual and, therefore, the strength of the causal conclusions that can be made.

### **Cultural Competency**

Programs' and services' respect for and responsiveness 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 participants, and families bring to interactions.

### **Demonstration Evaluation**

An evaluation of a demonstration program being implemented in multiple sites to test proof of concept of the specified program model.

### **Demonstration Program**

A program model implemented in multiple sites and created for the express purpose of being evaluated.

### **Developmental Evaluation**

A type of evaluation grounded in systems thinking that supports innovation by collecting and analyzing real-time data in ways that lead to informed and ongoing decision making as part of the design, development, and implementation process. See, by contrast, *Formative Evaluation*, *Impact Evaluation*, *Implementation Evaluation*, *Outcome Evaluation*, *Process Evaluation*, and *Summative Evaluation*.

### **Diversity**

The condition of having or including people from different groups and/or different perspectives, often pertaining to people with different ethnicities or from different social and economic backgrounds.

## **Economic Opportunity**

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

## **Economic Prosperity**

Flourishing or thriving economically through steady, predictable, and adequate income, employment supports, and opportunities for advancement.

## **Economic Security**

Families' ability 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, and build assets over time to enable them to handle unanticipated expenses or a temporary loss of income.

## **Economic Stability**

Families' ability to meet their daily living expenses and over time build and protect financial assets that will enable them to handle unanticipated expenses or a temporary loss of income.

## **Economic Supports**

Financial and in-kind assistance that fosters family economic stability, security, and prosperity, including transportation, financial education and asset building, tax credits, student financial aid, and caregiving supports for children and older adults.

## **Equality**

The state or quality of being equal. (Equal treatment or equal input does not guarantee equal outcome.)

## **Equity**

Just and fair inclusion in a society in which all can participate, prosper, and reach their full potential.

## **Evaluation**

The use of social science research procedures to systematically investigate the development, implementation, and effectiveness of interventions designed to inform action in ways that improve conditions for individuals, populations, and systems.

## **Evaluation Design**

The methodology selected for collecting and analyzing data to reach defensible conclusions about an intervention's implementation and impacts.

## **Evidence-based**

Derived from or informed by rigorous evaluation research. Typically refers to evaluations of an intervention's effectiveness (especially those conducted with experimental or strong quasi-experimental designs). See also, *Research-based*.

## Experimental Design

A methodology in which research subjects are randomly assigned to either a treatment or control group, data are collected both before and after the intervention, and results for the treatment group are benchmarked against a counterfactual established by results from the control group. The purpose is to estimate the impact of the treatment on participants. Also called *Randomized Control Trial (RCT)*.

## Experimental Group

Individuals randomly assigned to a group that is offered the services, products, or activities (interventions) being evaluated. Also called *Treatment Group*.

## External Validity

The degree to which the results of a study can be generalized to other settings, other people, and over time. See, by contrast, *Internal Validity*.

## Face Validity

The degree to which a measure appears, on its face, to assess what it is intended to assess.

## Family

Legal definitions of family vary and may even differ across the service delivery systems a family may access. The 2Gen approach 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 role may be grandparents, aunts and uncles, foster parents, step-parents, and others.

## Family Support

Activities, either formalized through a community system of programs and services or occurring naturally through informal relationships and community interaction, that promote the well-being of families and their children.

## 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 among family members, as well as their financial resources, physical and mental health, and housing.

## Fidelity

Adherence to implementation protocols. Typically refers to implementation of program models and service delivery models (including evidence-based practices), but also research protocols.

## Focus Group

A group of people strategically selected and convened for the purpose of obtaining perceptions or opinions, suggesting ideas, or recommending actions. A focus group is a method of collecting information for the evaluation process that relies on the dynamic of group settings.

## Formative Evaluation

An evaluation conducted during the early stages of implementation with the aim of improving performance during the implementation phase. See, by contrast, *Developmental Evaluation*, *Impact Evaluation*, *Implementation Evaluation*, *Outcome Evaluation*, *Process Evaluation*, and *Summative Evaluation*.

## Human Services

A field dedicated to meeting human needs of service populations through interdisciplinary knowledge and practice, focusing on prevention and remediation of problems, as well as promotion of healthy outcomes.

### Impact

The demonstrable effect of an intervention measured relative to a limited or no-services counterfactual through an experimental or strong quasi-experimental evaluation design. Impacts can be intended or unintended and positive or negative. See, by contrast, *Process Outcome*, *Participant Outcome*, and *Program Outcome*.

### Impact Evaluation

A study that uses an experimental or strong quasi-experimental design to determine the extent to which an intervention (program, policy, practice) changes an outcome for a participant group versus a no-treatment, services-as-usual control, or comparison group. See, by contrast, *Developmental Evaluation*, *Formative Evaluation*, *Implementation Evaluation*, *Outcome Evaluation*, *Process Evaluation*, and *Summative Evaluation*.

### Implementation Evaluation

A study that documents what the intervention is and how it is being implemented, assesses whether it is being implemented as desired or planned, and seeks to explain why it is operating as it is and how it might be affecting participant outcomes or program impacts. See, by contrast, *Developmental Evaluation*, *Formative Evaluation*, *Impact Evaluation*, *Outcome Evaluation*, *Process Evaluation*, and *Summative Evaluation*.

### Inclusion

A feature of a setting in which voice is valued from the diverse people present, and those people have organizational power. (A diverse setting without inclusion is not likely to remain diverse.)

### Indicator

A number, percent, ratio, or value on a scale of measurement that conveys the presence, state, or level of a process or population outcome and can show relative changes as a function of time.

### Inputs

Resources available and dedicated to or used by the program and services.

### Intergenerational Poverty (also known as **Generational Poverty**)

When at least two successive generations of a family have been born into poverty due to enduring individual circumstances and/or structural barriers to economic advancement. See, by contrast, *Situational Poverty*.

### Integration

The stage of collaboration involving the innovative co-design of family-centered services by two or more organizations and the provision of those services to their mutual clients, including parents and their children. See, by contrast, *Cooperation*, *Coordination*, and *Collaboration*.

### Internal Validity

The degree to which findings regarding the causal relationship found between a study's independent and dependent variables (e.g., between an intervention and outcomes) can be believed because potential confounding factors have been controlled. See, by contrast, *External Validity*.

## Interoperable Data Systems

Information technology that enables multiple agencies to collaborate by sharing and linking data with the purpose of improving their operational efficiency for enhanced client service and outcomes.

## Intervention

An action or entity that is introduced into a system to achieve a specific result. In an evaluation context, an intervention refers broadly to an activity, process, practice, program, or policy that is introduced or changed.

## Intervention Group

Individuals selected through a variety of means to receive the intervention being evaluated.

## Low-income

A descriptor of families whose income falls below 200% of the federal poverty level, \$51,500 for a family of four residing in the contiguous United States in 2019. Includes families who are *Near Poor* and those whose incomes place them in *Poverty*.

## Measure

One or more items used to assess a participant, process, or population outcome.

## Measurement Validity

The degree to which a measurement accurately measures the trait, condition, or characteristic as intended. See also, *Construct Validity*.

## Mindset

A fixed mental attitude or disposition that predetermines a person's responses to and interpretations of situations.

## Mutual Motivation

The idea that when a child thrives, it has a positive impact on and is motivating for the parent, and when child sees her parent thriving, it is motivating for the child.

## Near Poor

A descriptor of families whose income falls between 100% and 200% of the federal poverty level, or between \$25,750 and \$51,500 for a family of four residing in the contiguous United States in 2019. See also, *Low-income and Poverty*.

## Organization/Agency

Any public, private, faith-based, social impact, or other nonprofit agency or entity that provide services for the public good. An organization can be an entire entity (e.g., a state human services agency) or a subdivision of that larger entity (e.g., an office of child and family services).

## Organizational Capacity

An organization's ability to fulfill its mission by building and deploying its human and organizational assets to ensure sound governance, effective management, and success in achieving organizational goals.

## Outcome Evaluation

An assessment of the extent to which a program achieves its outcome-oriented objectives. In the absence of a counterfactual (from an experimental or strong quasi-experimental design), attributing outcomes to the program (program impacts) should be done cautiously. See, by contrast, *Developmental Evaluation*, *Formative Evaluation*, *Impact Evaluation*, *Implementation Evaluation*, *Process Evaluation*, and *Summative Evaluation*.

## Outcome Measure

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

## Output

The direct result of an activity or service provided to a program beneficiary. For example, an output may include training of teachers, afterschool mentoring for school age students, or enrollment in an education program.

## Participant Outcomes

Outcomes assessed for those enrolled in a program (participants) or receiving services (recipients). Relatedly, see *Program Outcome*. By contrast, see *Process Outcome* and *Impact*.

## Performance Indicator

Particular characteristic or dimension used to measure progress and actual results compared to expected results.

## Performance Measurement

Ways to objectively measure the degree of success that a program has had in achieving its stated objectives, goals, and planned program activities.

## Performance Monitoring

An ongoing system of measurement and feedback of program operations and results used to inform managers about the progress of an ongoing intervention and to detect problems that may be able to be addressed through corrective actions.

## Pilot Test

The assessment of how a measure or another element of research design is working prior to using it (or an improved version) in the main study. Pilot testing is necessary to ensure that a study's measures and findings are valid and reliable.

## Policies

The rules, regulations, and priorities that guide the actions of an organization. See also, *Public Policies*.

## Policymaker

Any person who holds a formative decision-making position in shaping an organization's or agency's policies and service delivery systems. Policymakers fall into three categories: (1) legislators who make the laws that authorize and set the broad and binding legal parameters for funding streams and programs; (2) executive agency staff – including elected officials (e.g., the president, governors, county executives, and mayors), political appointees, and high-level civil service managers – who make the rules for and oversee the programs, their budgets, and their service delivery systems; and (3) local organization and agency directors who implement the programs and services directly and through a variety of organizational systems.

## Poverty

The condition of having family income that falls below the federal poverty level, which, for a family of four residing in the contiguous United States in 2019, is \$25,750. See also, *Intergenerational Poverty, Low-income, Near Poor, and Situational Poverty*.

## Practices

Espoused activities of institutions, coalitions, networks, and other entities targeted to improving social and environmental progress. Also, within the entity, the procedures, guidelines, or informal shared habits that make up their work.

## Principles

Fundamental norms, rules, or values that can help determine the right or wrong course of action. They are more basic than policies or objectives and are meant to govern both. See also, *2Gen Principles*.

## Process

A series of actions, changes, or functions. For the purpose of this guidebook, a process is the series of steps taken intentionally to improve the way an organization operates to: (1) better meet the needs of whole families; and (2) measure the child, parent/caregiver, and family outcomes reflecting that improvement.

## Process Evaluation

A type of implementation evaluation that focuses on program operations, for example, outreach, intake, eligibility determination, client referral to services, client uptake of services, participants flow through services, adherence to service delivery protocols, and the operation of information systems. The purpose of process evaluation is to learn whether the program is reaching the intended beneficiaries (coverage) and providing the intended services using appropriate means (processes). See, by contrast, *Developmental Evaluation, Formative Evaluation, Impact Evaluation, Outcome Evaluation, and Summative Evaluation*.

## Process Outcome

The result of actions, changes, or functions. For the purpose of this guidebook, a process outcome is the change sought or achieved when applying 2Gen strategies to an organization's culture and climate, engagement and partnerships, knowledge and skills, infrastructure, or resources. See, by contrast, *Program Outcome, Participant Outcome, and Impact*.

## Program

(1) A federal, state, or local funding stream that supports a set of services and allowable activities to a predefined eligible population (e.g., the TANF program); (2) a set of services provided at the local level for a predefined eligible population. It can be provided by a single organization (e.g., AVANCE Parent-Child Education Center, the Annie E. Casey Atlanta Partnership, the Garrett County Community Action Committee) or a group of organizations working collaboratively. Other 2Gen programs provide both child- and adult-focused services in a residential setting, such as Jeremiah Program in Minneapolis and St. Paul, Minnesota. See also, *2Gen Program*.

## Program Group

See *Treatment Group*.

## Program Outcome

The knowledge, insights, skills, attitudes, behaviors, achievements, and conditions that are targeted and thus expected to be achieved by a program. See, by contrast, *Process Outcome*, *Participant Outcome*, and *Impact*.

## Public Policies

The laws and budget appropriations established by the legislative branch of government at the federal, state, and local levels, and the rules and regulations promulgated by the executive branches of government to implement those laws and allocate those budgets. See also, *Policies*.

## Quasi-experimental Design

A methodology in which research subjects are assigned to treatment and comparison groups, typically through a matching strategy or statistical adjustment that attempts to minimize the pre-intervention differences between the two groups to approximate random assignment. The purpose is to estimate the impact of the treatment on participants.

## Random Assignment

The process of assigning research subjects in such a way that each individual is assigned to either the treatment group or the control group entirely by chance. Thus, each research subject has a fair and equal chance of receiving the intervention being studied (by being placed in the treatment group) or not receiving the intervention being studied (by being placed in the control group).

## Randomized Controlled Trials (RCT)

Research studies that use an *Experimental Design*.

## Readiness to Change

The extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace, and adopt a plan to purposefully alter the status quo.

## Reliability (Measure)

The degree to which a measure produces the same information across different circumstances or settings, different time points (test-retest reliability), and different data collectors (inter-rater reliability). Internal consistency reliability (or inter-item consistency) is when a numeric scale of three or more items “hangs together well” (indicated by a Cronbach's alpha > 0.70).

## Research-based

Derived from or informed by objective research. Typically refers to academic research examining associations among phenomena, but can also include findings from descriptive data, such as performance metrics. See also, *Evidence-based*.

## Rigorous

Describes studies or procedures that adhere to strict social science research methods. Rigorous Impact Evaluations use *Experimental* or strong *Quasi-experimental Designs* and the appropriate statistical analyses to estimate the impact of the treatment on participants. Rigorous *Process* and *Implementation Evaluations* use quantitative and qualitative data and acceptable social science research methods to describe service recipients, the services offered and received, and myriad other implementation issues of interest to the evaluation client/funder. See also, *Impact Evaluation*, *Experimental Evaluation*, *Implementation Evaluation*, *Quasi-Experimental Evaluation*, and *Process Evaluation*.

### **Scale (as in “scale up”)**

Increasing the availability of programs, services, or a comprehensive system to more people.

### **Scale (in measurement)**

A measure comprising three or more items with response categories that can be summed or averaged (e.g., degree of frequency or degree of agreement with a statement) to create a scale score for use in quantitative analyses.

### **Sector Strategies**

A systems approach to workforce development, typically on behalf of low-income individuals, that: (1) targets a specific industry or cluster of occupations; (2) intervenes through a credible organization or set of organizations to craft workforce solutions tailored to that industry and its region; (3) supports workers in improving their employment-related skills, thereby improving their ability to compete for work opportunities of higher quality; (4) meets the needs of employers, thereby improving their ability to compete within the marketplace; and (5) creates lasting change in the labor market system to the benefit of both workers and employers.

### **Situational Poverty**

A period of being poor caused by situational factors, such as divorce, death of a spouse, unexpected health expenses, or the loss of a job. Situational poverty is generally caused by a sudden crisis or loss and is often temporary. See, by contrast, *Intergenerational Poverty*.

### **Social Capital**

The trusted networks of friends, family, and institutions on which a family relies.

### **Summative Evaluation**

Evaluation of an intervention in its later stages or after it has been completed to: (1) assess its impact; (2) identify the factors that affected its performance; (3) assess the sustainability of its results; and (4) draw lessons that may inform other interventions. See, by contrast, *Developmental Evaluation*, *Formative Evaluation*, *Impact Evaluation*, *Implementation Evaluation*, *Outcome Evaluation*, and *Process Evaluation*.

### **System**

A purposeful structure comprising interrelated and interdependent elements designed to carry out a specific activity, perform a duty, or solve a problem.

### **Treatment Group**

See *Experimental Group*.

### **Validity (Measure)**

The degree to which a measure reflects the construct it was designed to measure.

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## END NOTES

<sup>1</sup> Ascend (2019).

<sup>2</sup> Sources: Ascend (2017a, 2017b, 2017c); Institute of Behavioral Research (2003a, 2003b, 2009); JustPartners, Inc. (2009); Lehman et al. (2002); Marguerite Casey Foundation (2019); McKinsey & Company (2001); Minnesota 2-Generation Policy Network (n.d.); Shea et al. (2014); Ward et al. (2018).

<sup>3</sup> Composite definition from [Race Matters Institute, a Program of JustPartners Inc.](#) and <https://www.thefreedictionary.com/diversity>, retrieved on August 18, 2019.

<sup>4</sup> Retrieved on September 20, 2019 from [https://www.policylink.org/sites/default/files/pl\\_sum15\\_manifesto\\_FINAL\\_2018.pdf](https://www.policylink.org/sites/default/files/pl_sum15_manifesto_FINAL_2018.pdf).

<sup>5</sup> Retrieved from <https://www.thefreedictionary.com/inclusion> on August 18, 2019. (The main source of TheFreeDictionary's general English dictionary is Houghton Mifflin's premier dictionary, the American Heritage Dictionary of the English Language, Fifth Edition.)

<sup>6</sup> Retrieved from [https://www.aecf.org/m/resourcedoc/AECF\\_EmbracingEquity7Steps-2014.pdf#page=7](https://www.aecf.org/m/resourcedoc/AECF_EmbracingEquity7Steps-2014.pdf#page=7) on August 18, 2019.

<sup>7</sup> Retrieved from <https://viablefuturescenter.org/racemattersinstitute/resources/the-power-of-using-shared-language/> on August 18, 2019.

<sup>8</sup> Retrieved from <http://www.encyclopedia.chicagohistory.org/pages/1135.html> on August 7, 2019.

<sup>9</sup> Retrieved from <https://www.thoughtco.com/settlement-house-movement-3530383> on September 1, 2019.

<sup>10</sup> Retrieved from <https://www.acf.hhs.gov/cb/about#hist> on September 1, 2019.

<sup>11</sup> Chase-Lansdale & Brooks-Gunn (2014, Spring).

<sup>12</sup> See Chase-Lansdale & Brooks-Gunn (2014, Spring) for discussion of the Teenage Parent Demonstration Evaluation (Kisker et al., 1998); Ohio's Learning, Earning, and Parenting Program (LEAP) (Bos & Fellerath, 1997); and the New Chance Demonstration (Quint et al., 1997).

<sup>13</sup> Hamilton et al. (2002).

<sup>14</sup> McGroder, Zaslow, Moore, & Brooks (2002).

<sup>15</sup> See, for example, Morris et al. (2001); Yoshikawa et al. (2002).

<sup>16</sup> Smith (1995).

<sup>17</sup> The 2Gen approach views family more broadly as a child or children and the individuals parenting the child or children. Individuals in a child's life who fulfill the parenting role may be grandparents, aunts and uncles, foster parents, step-parents and others.

<sup>18</sup> Chase-Lansdale and Brooks-Gunn (2014, Spring) coined the term "two-generation 2.0."

<sup>19</sup> Ascend (2017d).

<sup>20</sup> Chase-Lansdale et al. (2017, March).

<sup>21</sup> For the purpose of this report, "human services" refers broadly to services addressing the human needs of service populations. This category includes organizations and agencies working in the health and human services, education, housing, and employment sectors.

<sup>22</sup> See, for example, CAP Tulsa (Chase-Lansdale et al., 2017, March).

<sup>23</sup> The Aspen Institute, n.d.

<sup>24</sup> This section draws heavily from Making Tomorrow Better Together – A Guide to Outcomes for 2Gen Policymakers (MTBT2) (Ascend, 2017a).

<sup>25</sup> Many of the service delivery outcomes listed come from Sama-Miller, Ross, Sommer, Baumgartner, Roberts, and Chase-Lansdale (2017).

<sup>26</sup> Figure 6 and this discussion combine and build on the stages of collaboration presented in Fishman, Farrell, Allen, and Eiseman (2000), Sama-Miller et al. (2017), and Sandfort and Milward (2008).

<sup>27</sup> The descriptions and definitions of the dimensions and elements presented in this chapter have been revised from the original material found in Capacity Building Center for States (2017). Retrieved from <https://capacity.childwelfare.gov/states/focus-areas/cqi/organizational-capacity-guide/> on June 21, 2019.

<sup>28</sup> Those projects include the Child Welfare Capacity Building Collaborative, the National Child Welfare Resources Centers and Child Welfare Implementation Centers, and the cross-Center and cross-site studies that evaluated them. The dimensions were originally distilled from research literature, categorized, defined, and documented in briefs for the Children's Bureau by James Bell Associates, under contract #HHSP2332001400026C.

<sup>29</sup> Children's Bureau (2018). Retrieved on August 14, 2019 from [https://www.acf.hhs.gov/sites/default/files/cb/what\\_is\\_organizational\\_capacity.pdf](https://www.acf.hhs.gov/sites/default/files/cb/what_is_organizational_capacity.pdf).

<sup>30</sup> Glisson (2015).

<sup>31</sup> The "Getting Started" module of the Annie E. Casey Foundation's Data Governance for Two-Generation Programs: Planning Tool Kit contains an assessment that may be useful. Retrieved from <https://www.aecf.org/resources/data-governance-for-two-generation-programs/> on November 8, 2019.

<sup>32</sup> There is a movement toward "decolonizing" data. See, for example, the work of pioneer Abigail Echohawk of the Seattle Indian Health Board (<https://crosscut.com/2019/05/abigail-echo-hawk-art-and-science-decolonizing-data>).



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