Breaking the Cycle of Poverty by Designing Programs for All Family Members
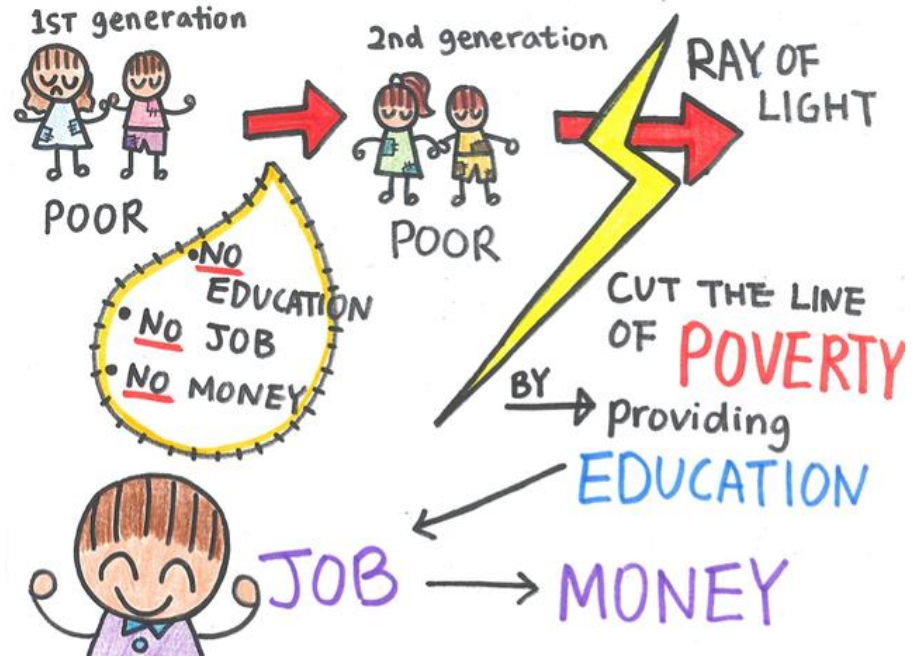

NAWRS 2019 Workshop
Collaborating Across Lines to Build Up Lives
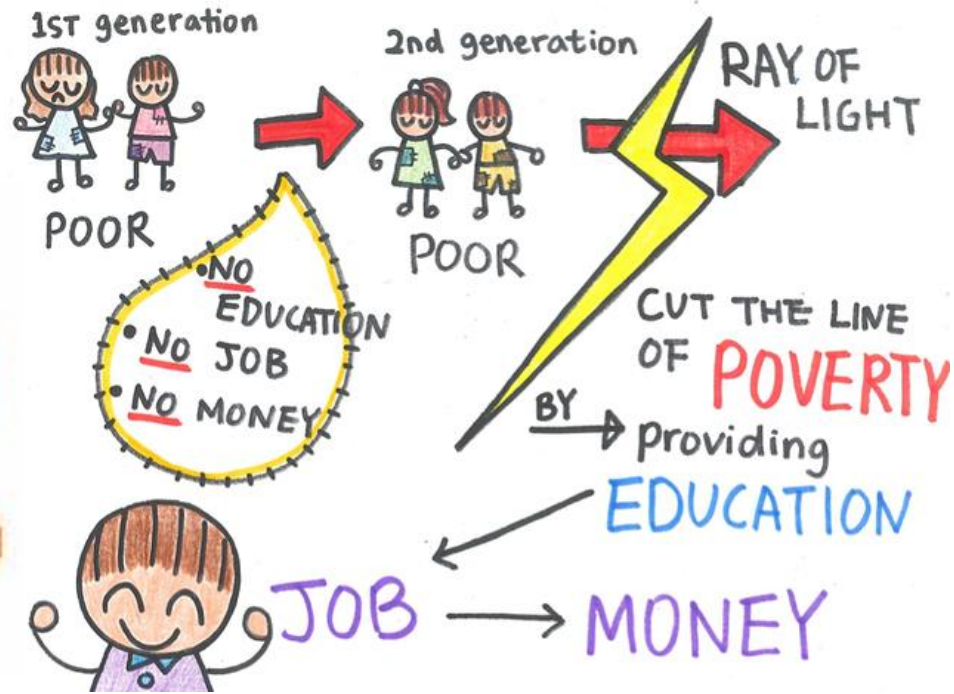New Orleans, LA – July 29, 2019
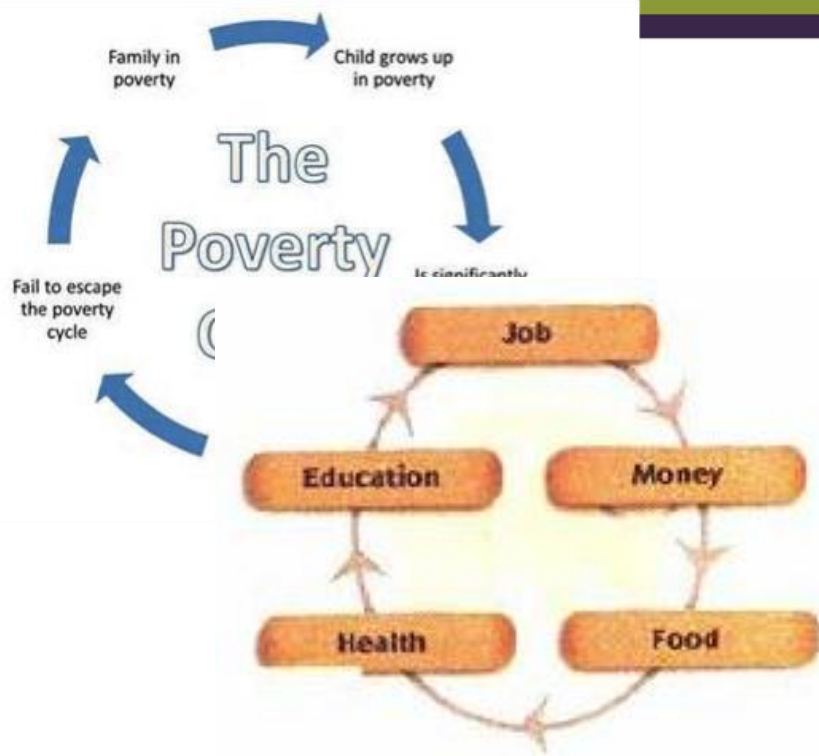
Cycle of Poverty

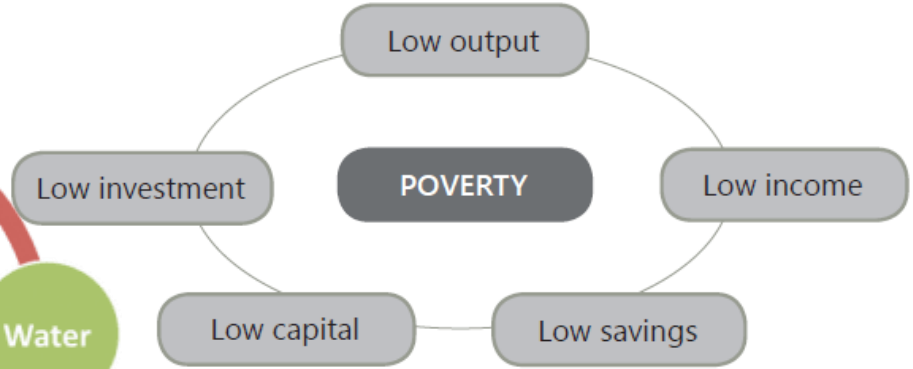# Cycle of Poverty

Cycle of Poverty
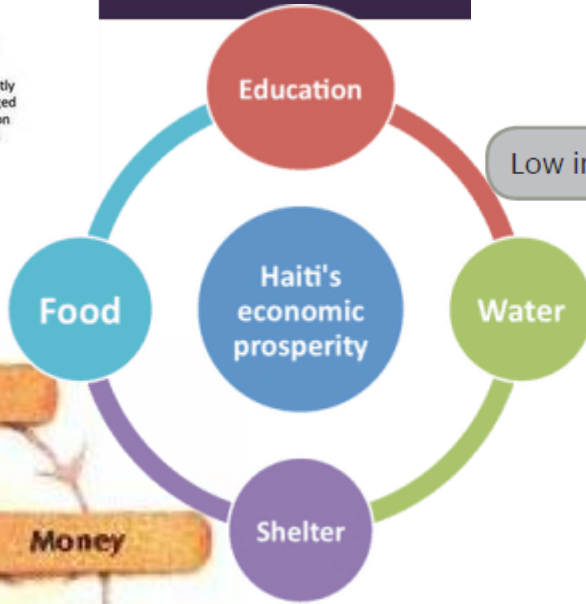
Cycle of Poverty

Figure 6. The vicious cycle of poverty (Self-designed)
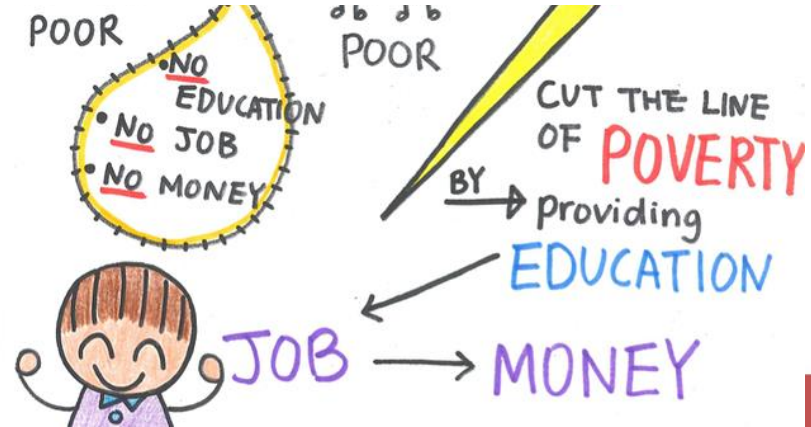
Cycle of Poverty
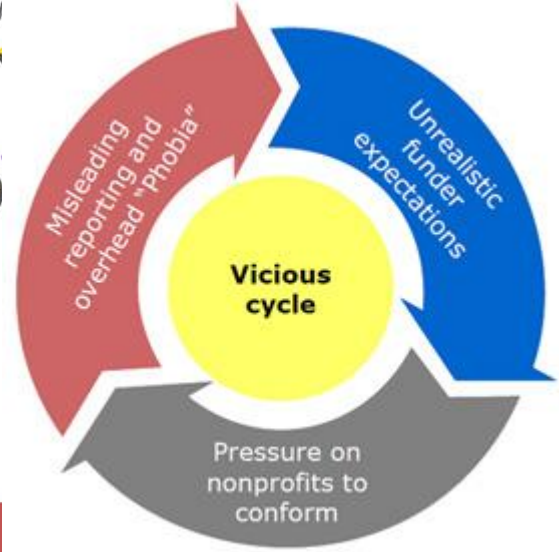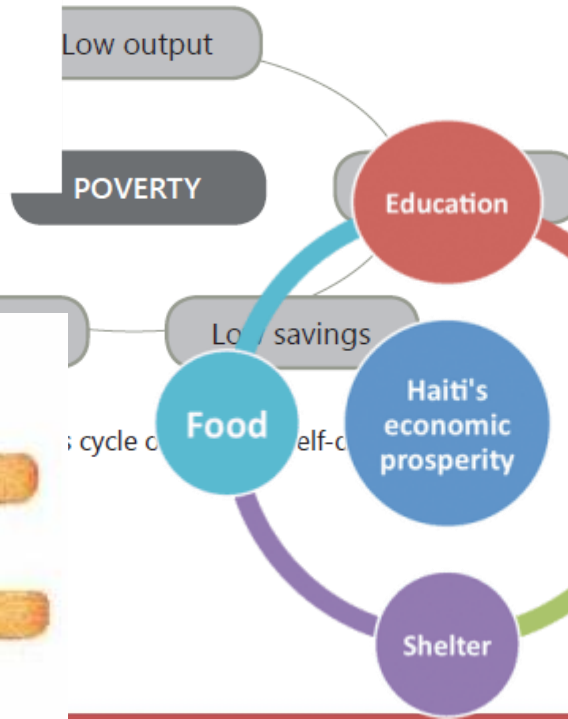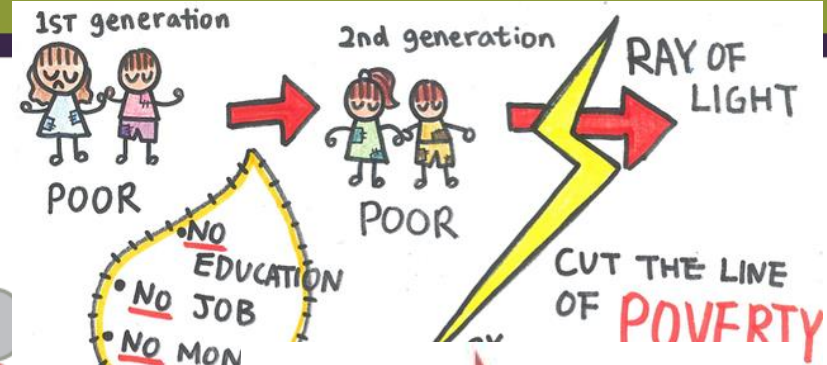
Cycle of Poverty
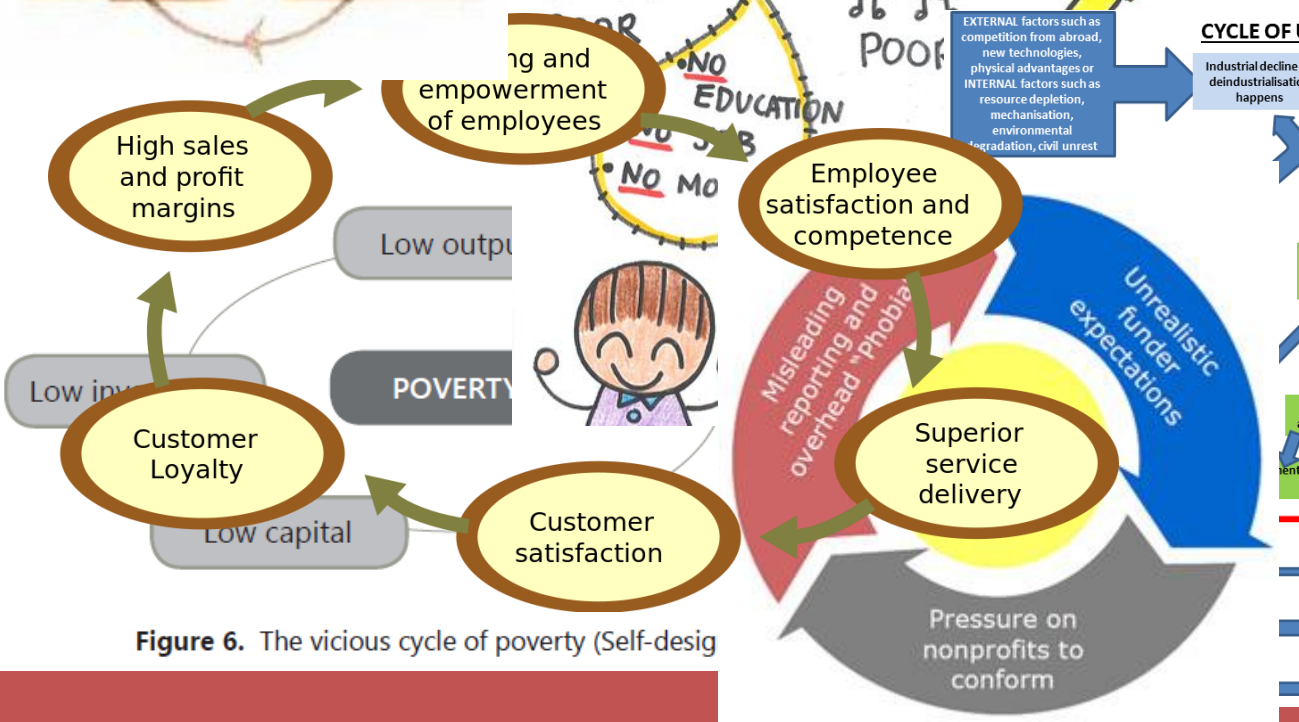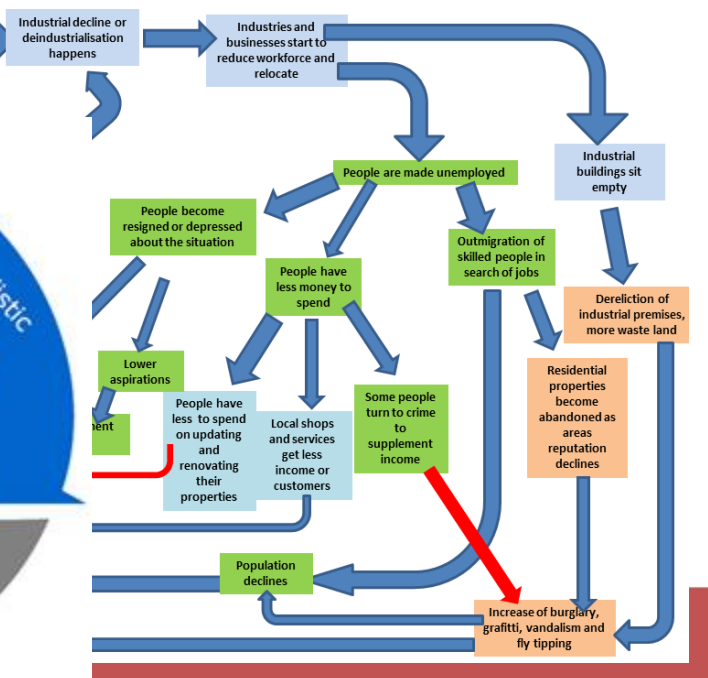
Figure 6. The vicious cycle of poverty (Self-desig...

Working Across Generations

CHILD-FOCUSED

CHILD-FOCUSED WITH PARENT ELEMENTS

e.g., early childhood development, parenting skills, family literacy, and health screenings

WHOLE FAMILY

PARENT-FOCUSED WITH CHILD ELEMENTS

e.g., child care, workforce programs, food and nutrition, and supports for student parents

PARENT-FOCUSED

ASCEND
THE ASPEN INSTITUTE

INTRODUCTIONS

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United Way of San Antonio
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Minnesota - Workforce Solutions
Currently with Carver County, MN

OVERVIEW

- Examples from 3 Sectors & 3 States
  - State Government (Utah)
  - County Government (Minnesota)
  - Community Based Organization (Texas)
- 7 Components of Family Focused Programs

7 Components

1) Identify _Common Value_

2) Build _Political Will_

3) Ongoing _Leadership_

4) Incorporate _Storytellers & Family Voice_

5) Work is _Data-Driven_

6) Includes Clear _Goals & Objectives_

7) Requires _Resources_

FIND A COMMON VALUE

… For the poor you will always have with you in the land. Therefore I command you, 'You shall open wide your hand to your brother, to the needy and to the poor, in your land.'

--Deuteronomy 15:7-11

FIND A COMMON VALUE(S)

EQUITABLE OPPORTUNITY FOR ALL UTAH CHILDREN
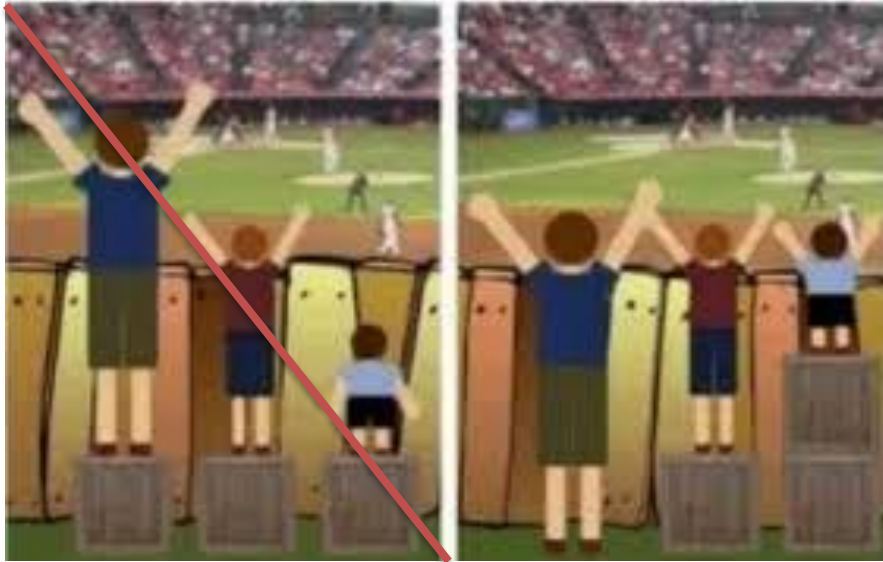
Utah's Messenger: Stuart Reid

- Credible

- Respected by Peers

- Understood Utah Politics

Leadership

- Focus on integration
- Collaboration
- Partnerships
- Planning

- Implementation
- Research
- Modification
- Implementation

STORYTELLERS

Storytelling

Diversity asks, "Who is in the room?" Equity responds: "Who is trying to get in the room but can not?" Whose presence in the room is under constant threat of erasure ? " Inclusion asks, " Has everyone's ideas been heard ?" Justice responds, "Whose idea won't be taken as seriously because they are not in the majority?"

Dr. Dafina-Lazarus Stewart

Storytelling

- Voice
- Needs
- View
- Inclusive knowledge
- Focus group
- Cultural connection
- Active advisor and implementer

Storytelling

- Building community around children(we must know our past in order to move forward and define our future)
- Nurturing of spirit and renewed energy
- Investing and focusing on children
- Parent is a teacher
- Community/everyone is a teacher the child (everybody in concepts)

DATA - DRIVEN
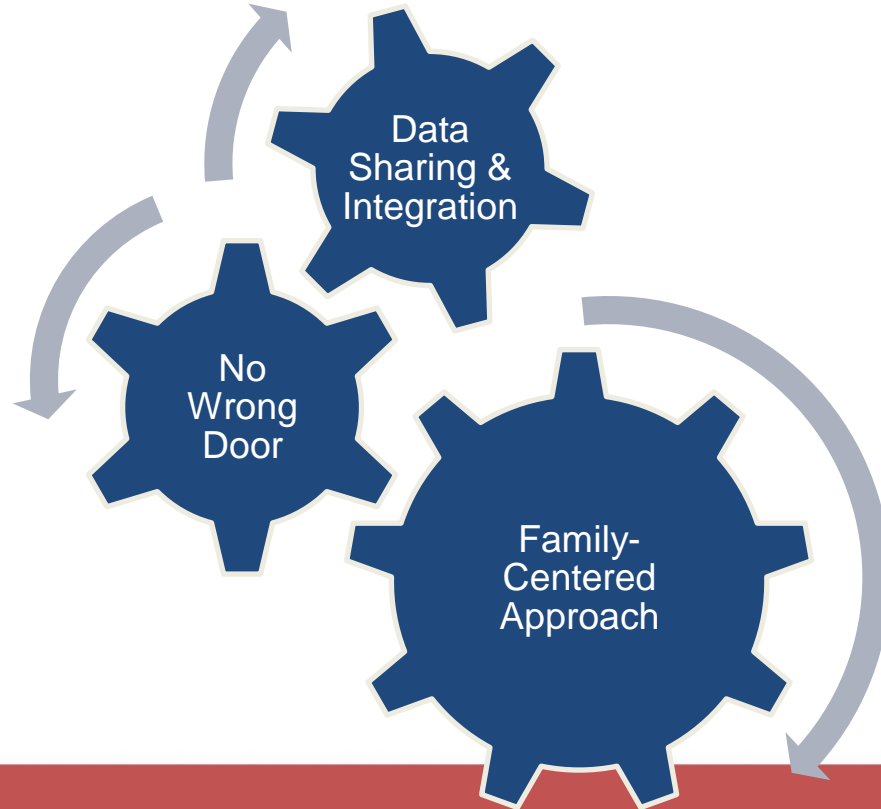
The Intersection of Population & Performance Accountability

POPULATION

WHOLE POPULATION

RESULT

INDICATORS

STRATEGIES

PROGRAM POPULATION

PROGRAM RESULT

BETTER OFF/DIFFERENCE MADE PERFORMANCE MEASURES

PROGRAM STRATEGIES/ACTIVITIES

PERFORMANCE

HOW MUCH
HOW WELL } **PERFORMANCE MEASURES**

RESOURCES

- Formal Funding (grant, etc.)

- Collaborative (everyone brings their money to the table)

- Collaborative (no funding, but instead people are resources to changing their organization's work/mission to implement)

Q & A

BETTER TOGETHER:

Benefits of Bringing Academic and Agency Researchers Together to Address Intergenerational Poverty

SESSION OVERVIEW

1. Provide Background on Utah's Intergenerational Poverty Initiative
2. Sectors of Research Necessary to Lead to Improved Outcomes for Families
3. Utah's Approach for Coordinating these Sectors of Research
4. Overcoming Challenges with Respect to Coordination
5. Successes Emerging from the Coordination

RESEARCH COLLABORATION

Reducing Intergenerational Poverty Requires Large Research Collaboration Effort

Large Research Collaboration Efforts Require:

1. A BIG Idea!

2. Leadership

3. A will across groups to engage

THE BIG IDEA . . .

Utah's Intergenerational Poverty Initiative

Created the Intergenerational Welfare Reform Commission in 2012/2013:

- Workforce Services
- Human Services
- Health
- Utah State Board of Education
- Juvenile Court

- Required regular reports and a data tracking system
- Required collaboration of Commission member agencies

UTAH'S GOAL:
Reduce the number of Utah families in the cycle of poverty, improving their quality of life and helping them become economically stable.

WHY

HOW

WHAT

WHO
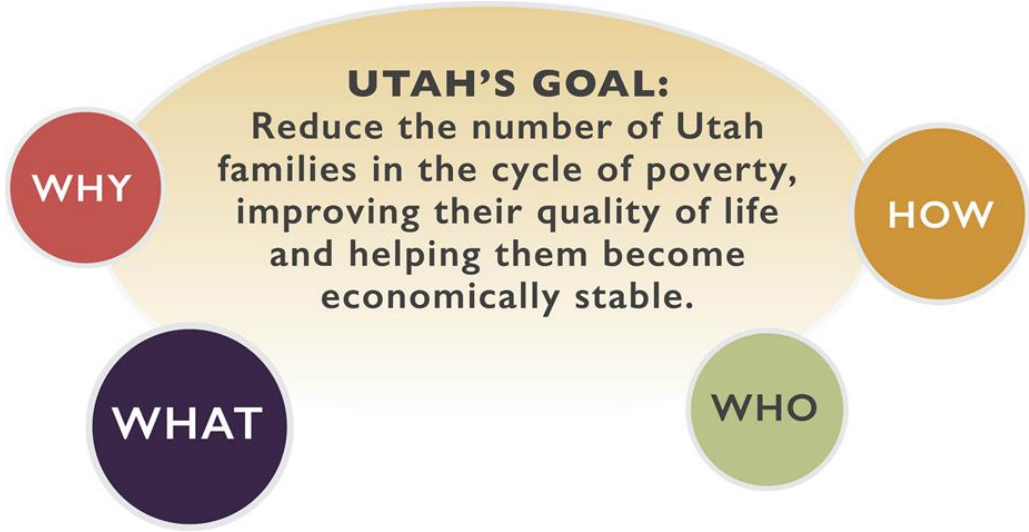
AREAS
OF CHILD WELL-BEING LEADING TO SUCCESS IN ADULTHOOD

EDUCATION

- **5-Year Goal:** Align systems assisting w/educational outcomes to ensure efforts are focused in schools disproportionately impacted by intergenerational poverty. These systems include all levels of government, local schools, communities, businesses and non-profits.

- **10-Year Goal:** Children at risk of remaining in poverty as they become adults graduate from high school at a rate equal to the statewide rate.

FAMILY ECONOMIC STABILITY

- **5-Year Goal:** Children at risk of remaining in poverty are living in stable families, able to meet their basic needs.

- **10-Year Goal:** Children at risk of remaining in poverty are living in families that are self-sufficient/reliant.

HEALTH

- **5-Year Goal:** Children experiencing intergenerational poverty have access to quality physical health, mental health and dental care, regardless of where their family resides in Utah.

- **10-Year Goal:** Children experiencing intergenerational poverty are receiving physical, mental and dental care at the same rates as the statewide rates in each of those areas, regardless of where their family resides in Utah.

EARLY CHILDHOOD DEVELOPMENT

- **5-Year Goal:** Align all systems involved in early childhood development to ensure Utah has the capacity to prepare children at risk of remaining in poverty for kindergarten.

- **10-Year Goal:** Children at risk of remaining in poverty, as they become adults are emotionally, cognitively and developmentally prepared for kindergarten.

LEADERSHIP. . .

Leaders willing and dedicated

- Influence system change
- Maintain focus
- Power to convene
- Ensure accountability

CROSS SECTOR ENGAGEMENT
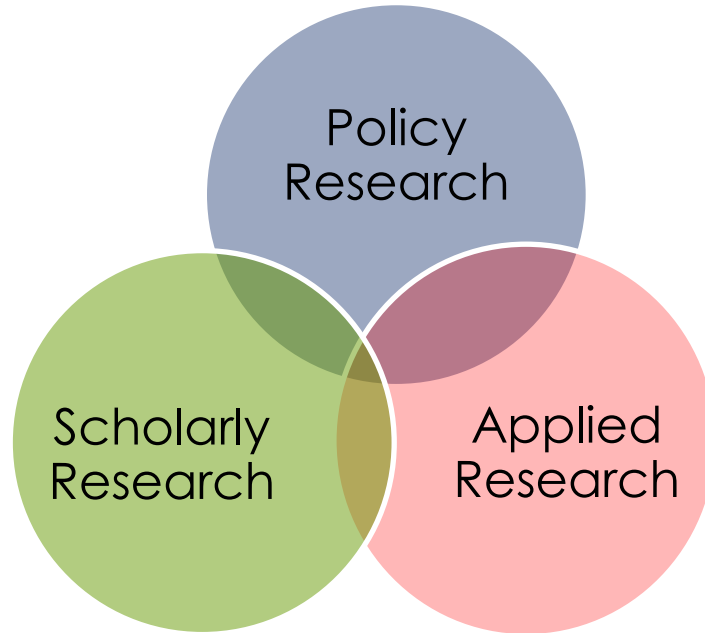
Issues to Address

1. What/who drives the research?
2. What are the incentives and disincentives, from the perspective of each research sector, to collaborate?
3. What have been and continue to be the challenges to collaboration?
4. Have there been successes to collaboration?

POLICY RESEARCH

Drivers

- Use of data to reveal gaps in policy and resources to generate action and political will to reduce poverty
- Policymakers and politicians influence at a minimum the framing of the research if not the research itself.

Incentives/Disincentives to Collaboration

Challenges

SCHOLARLY RESEARCH

- Match theory with evidence in published research reports reviewed by other academics

SCHOLARLY RESEARCH

Incentives for Collaboration

Overall, I am a better academic...
> ...I can understand the issues in a more concrete way

Professional Incentives
- Ability to publish from the data I analyze (scholarship 70%)
- Potential to help the community (citizenship 10%)
- I can engage students in the process of locally applied research (teaching 20%)

SCHOLARLY RESEARCH

<u>Disincentives for Collaboration</u>

- I can't understand issues in a more concrete way
- I can't publish from the data I analyze
- I don't help the community
- I can't engage students in the process of locally applied research

Overall, research collaboration at the local level is professionally risky and for many fields (sociology, economics, political science), using already existing data with clear publishing rights is the most sure path to advancement...especially pre-tenure.

SCHOLARLY RESEARCH

<u>Challenges</u>

1. Research is not performed in a vacuum!!!

   - Results of a study have political consequences academics may not see

2. Research from government sources are often not designed for multiple regression analysis.

   - Variables may be collected differently across agencies
   - Missing data is not always missing at random
   - Few "process" variables that gauge the "why" of correlations in the data.

3. The research process is much faster in the policy world!

   - Academics are trained to develop theories, concepts, and constructs that can link to data but are not trained in policy.

APPLIED RESEARCH

Drivers of the Research

- Building the relationships—responding to agency needs.

- Agency sets the agenda—our job is to help them do their job better/more effectively.

- Gather multiple forms of data to inform agency directed research questions with results informing policy and programmatic decisions.

- Confluence of evidence-based practice and practice-based evidence.

APPLIED RESEARCH

Incentives for Collaboration

- Real opportunity to inform public policy and program development

- Students have access to first hand experience of relationship between practice, policy and research

- I can, with agency approval, publish from the data I analyze

- Data valuable to both policy research and scholarly research – unique position to serve as intermediary between partners

APPLIED RESEARCH

<u>Disincentives for Collaboration</u>

- Easily disregarded as "not enough" or "invalid" by all sides.

- Political realities and power structures hold more influence than "real people"

- Gaining credibility takes time and effort; one must learn to see the issues from the inside when you are an outsider.

APPLIED RESEARCH

<u>Challenges</u>

- Agency-driven agenda is often unclear—"What do you really want to know?"
- Managing bias—"We already know the answer, we just need you to prove it!"
- Pace of change: Idea Today ⟶ Change tomorrow!
- Moving between research team and implementation
- Political agenda higher priority than exploring the question
- Balancing the qualitative and quantitative story
- Conflict between day-to-day operations and the research process
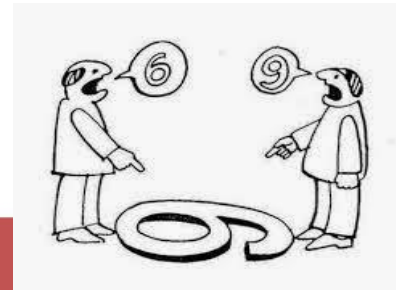
OVERCOMING CHALLENGES

- Share the outcome/goal/result
- Invest time in communication
- Respect each sectors unique drivers, goals, roles and objectives
- Remember your lessons from kindergarten—don't leave the sandbox!

INITIATIVE SUCCESSES . . .

- Statewide discussion around poverty and the experiences of those living in poverty
- Data coordination across agencies and research sectors
- More nuanced, in depth understanding of the issue
- Ensuring individuals are brought into the story
- Trauma's role and relationship to families experiencing intergenerational poverty
- Evidence-based approach to problem solving
- Creating a research culture of learning from each other
- Improved coordination of applied researchers across agencies
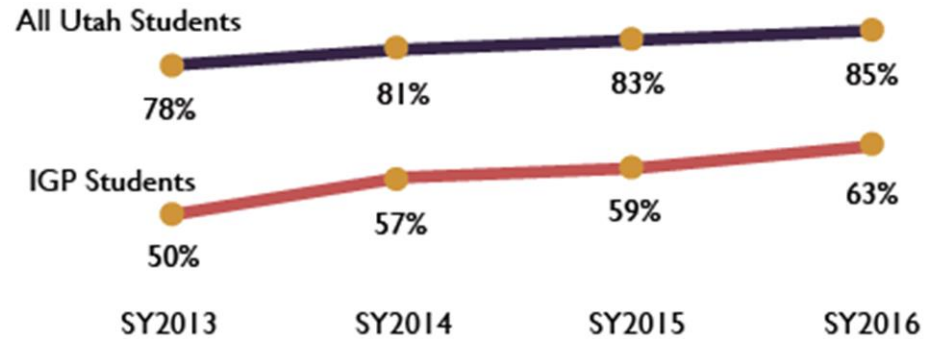- Research becoming more sophisticated in 2019

Improving Outcomes

Graduation Rates Continue Positive Trend
SY2013 – 2016

All Utah Students
78%   81%   83%   85%

IGP Students
50%   57%   59%   63%

SY2013   SY2014   SY2015   SY2016

Resources

- intergenerationalpoverty.uta
  h.gov

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