

Parenting Matters



Parenting investments as a pathway out of poverty: Evidence and recommendations

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Buffett Early Childhood Institute
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Today's Discussion



What Happened to the War on Poverty?

- Defining poverty
- Looking back
- Safety net

What Else Can Make a Difference?

- Parenting programs
- Two-gen 2.0

Innovations and Improvements

- Using & coordinating existing platforms
- Tailoring solutions
- Involving families/staff

Defining Poverty

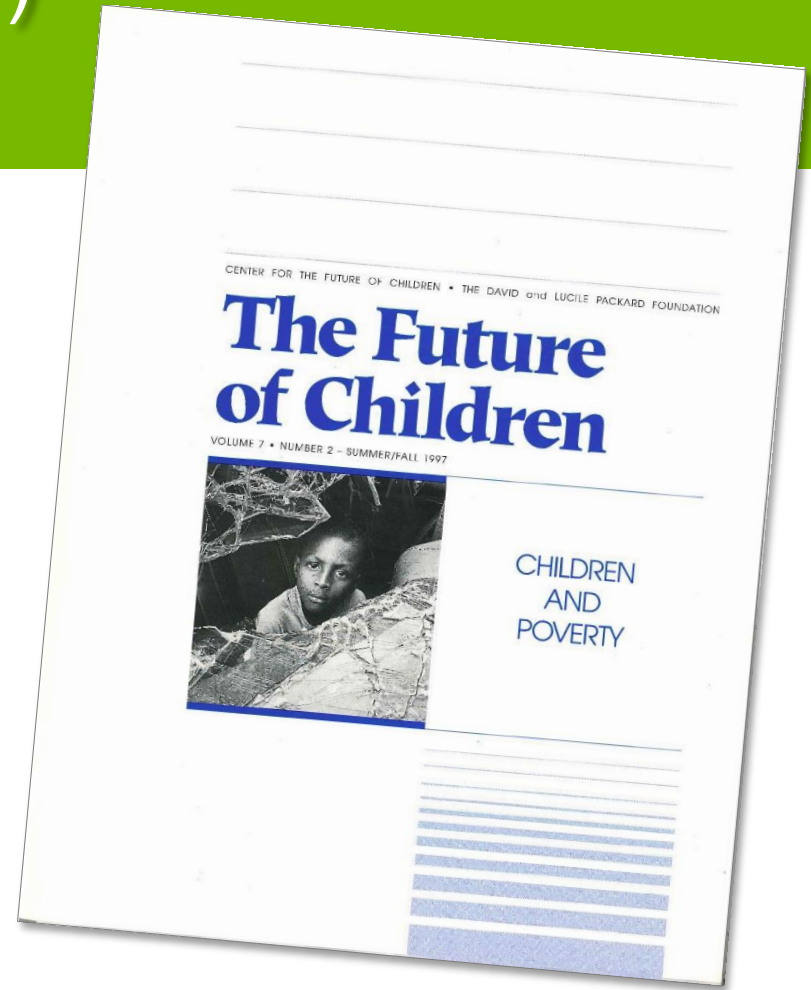
Family poverty thresholds inform poverty guidelines and program eligibility

- 2017 poverty guideline for a family of 4 = \$24,600
- Deep poverty = 50% of poverty = \$12,300

Supplemental Poverty Measure (SPM) = includes noncash government benefits as income and subtracts taxes and other expenses (Sherman and Trisi 2015)

The Future of Children: Children and Poverty (1997)

“About one in five American children have lived in families in which cash income failed to exceed official poverty thresholds.”





2015 poverty rates by age:
19% children (0–18-year-olds)
12% adults (18–64)
9% older adults (65+)

<https://www2.census.gov/programs-surveys/demo/visualizations/p60/256/figure5.pdf>

Our Aging Safety Net

War on Poverty
Turned 50 in 2014

Head Start
(100% poverty)
is 52

WIC
(185% poverty)
is 45

EITC
is 42

Indicators of progress:

- Rates of poverty declined overall from 19 to 11 percent
- Using SPM, safety net does move families and children out of poverty

Areas of need:

- Political will to focus on poverty (new NASEM Committee)
- Understanding of individual needs by income/SPM level



Evidence for Making a Difference

The Supporting Parents Committee reviewed the evidence for programs aimed at parenting knowledge, attitudes, and practices and their impacts on children's outcomes. Including:

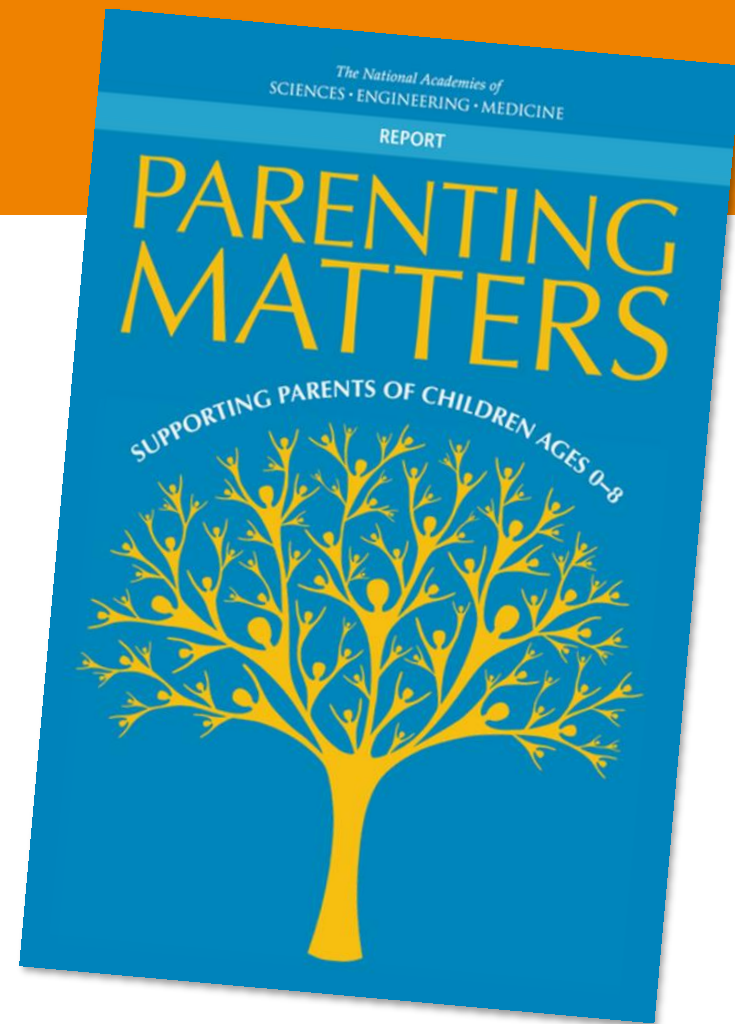
- Parenting programs (home visiting)
- Two-generation programs 2.0
- Educare (randomized controlled trial underway, completed now)

At the same time, authors of *The Lancet* special section on early childhood development were doing the same with an international focus.

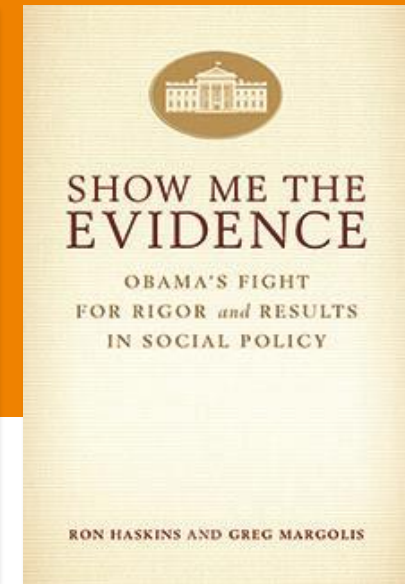
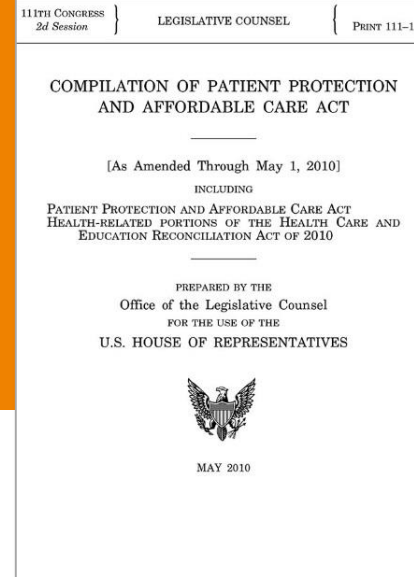
Parenting Learning Supports

“I always prefer education for the parents, from the beginning to the end. From pregnancy, some don’t know when to go to the doctor. So we need education from the beginning to the end.”

-Mother from Omaha, NE
(Parenting Matters interview)



Show Me the Evidence



U.S. Department of Health & Human Services & Administration for Children & Families

Home Visiting Evidence of Effectiveness

HOME RESEARCH OUTCOMES WHAT'S NEW PUBLICATIONS REVIEW PROCESS ABOUT US HELP

What is Home Visiting Evidence of Effectiveness?

The Department of Health and Human Services launched the Home Visiting Evidence of Effectiveness (HomVEE) review to conduct a thorough and transparent review of the home visiting research literature. HomVEE provides an assessment of the evidence of effectiveness for home visiting program models that target families with pregnant women and children from birth to kindergarten entry (that is, up through age 5).

The HomVEE project assesses the quality of the research evidence. Information in HomVEE about program models and implementation reflects information provided by the developer or other model stakeholders. Questions about the program models should be directed to the developers or other model stakeholders. Contact information is provided for each model in the model's **implementation profile**.

[MORE](#)

Implementation Guidelines Summary Across Program Models

Information About Federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grants

What's New!

Read the updated report for an evidence-based model, the Attachment and Biobehavioral Catch-Up (ABC) model.

Read the updated reports for two program models.

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Evaluating Selected Programs for Expectant and Parenting Youth

2014-2019

Prepared for U.S. Department of Health and Human Services, Office of Adolescent Health

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Related News

Support for Expectant and Parenting Youth Reaches New Heights in Effectiveness >

Related Publications

Raising the Bar: Impacts and Implementation of the New Heights Program for Expectant and Parenting Teens in Washington, DC >
 Apr 24, 2017

Expectant and parenting teens and young adults can face immense challenges, including interruptions in their education, difficulties finding work or staying gainfully employed, and coping with subsequent pregnancy, health, and relationship problems. To better understand and assess the effectiveness of services for pregnant and parenting youth, Mathematica is rigorously testing the effectiveness of three programs designed to delay subsequent pregnancies, improve contraception use, and encourage and promote expectant and parenting females to remain in school and, ultimately, graduate.





Evidence for traditional two-generation programs is mixed.

Intentional, more work-oriented programs for adults with coordinated child services show promise.

Child and Parenting Outcomes After 1 Year of Educare

Educare is a birth to age 5 early education program designed to reduce the achievement gap between children from low-income families and their more economically advantaged peers through high quality, center-based programming and school-family partnerships.

CHILD DEVELOPMENT

Child Development, xxxx 2017, Volume 00, Number 0, Pages 1–18

Child and Parenting Outcomes After 1 Year of Educare

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Educare is a birth to age 5 early education program designed to reduce the achievement gap between children from low-income families and their more economically advantaged peers through high-quality center-based programming and strong school-family partnerships. This study randomly assigned 239 children (< 19 months) from low-income families to Educare or a business-as-usual control group. Assessments tracked children 1 year after randomization. Results revealed significant differences favoring treatment group children on auditory and expressive language skills, parent-reported problem behaviors, and positive parent-child interactions. Effect sizes were in the modest to medium range. No effects were evident for observer-rated child behaviors or parent-rated social competence. The overall results add to the evidence that intervening early can set low-income children on more positive developmental courses.

Fewer than half (48%) of children from low-income families have the academic and social-emotional skills needed to be considered ready for school at age 5, compared to 75% of children from moderate- or high-income families (Isaacs, 2012). As children progress through elementary and high school, the achievement gap evident at kindergarten entry does not change (Duncan & Magnuson, 2011). Evidence from social science and economic research suggests

that intervening early in children's lives to prevent later academic and social-emotional difficulties is more effective than remediating problems later (Heckman, 2010; Lamy, 2012). Because the achievement gap between disadvantaged and more affluent children begins as early as 9 months of age (Halle et al., 2009), starting interventions in the lives of children from low-income families during infancy may be the best strategy for ensuring equity later on. This article presents initial results from an experimental study of Educare, an intervention designed to address this income gap in early development.

Educare is a high-quality birth to age 5 early care and education (ECE) program for low-income families. As an enhanced Early Head Start (EHS)/HS program, Educare is designed to deliver high-quality classroom and family programming by offering full-day, year-round comprehensive services. Developed by practitioners, the program blends multiple funding streams and uses the ECE research base in conjunction with HS/EHS performance standards (Office of Human Development Services, 2015) to

Lisa St. Clair is now with Omaha Program Evaluation Services.

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24,000 Miles, Six Weeks, and Three Aha! Moments About Early Childhood Issues



We are still not reaching all of the most vulnerable children and families with the services and supports that research has revealed to be effective in promoting children's healthy development and learning.



The programmatic, system, and policy solutions recommended throughout the world are similar.



Evidence- and data-driven innovation and improvements have come to the realm of early childhood programs.

Improvement and Innovation

Existing platforms provide opportunity for improvement

Family strengths and needs are not the same, so one-size-fits-all solutions are unlikely

- Must consider depth of poverty in understanding program impacts
- Different solutions for \$2 per day families, for families who can and do take up services at higher versus lower rates?

Learning collaboratives show promise for ongoing improvement and scaling

The service platforms exist and can be built out to reach more children and families with high quality, evidence-based programs.



Chapter 7 of the Parenting Matters report outlines a national framework of parenting supports with learning and improvement included by design.

Tailor Services and Systems to Family Needs

“Some parents, especially those who are more organized and self-directed, receive adequate services ... within the loose network of existing services.

A substantial proportion of parents ... need a more coordinated, ongoing set of services if they are to engage consistently in the types of parenting represented by the knowledge, skills, and attitudes in Chapter 2.”

-Parenting Matters report, p. 352

Parenting Matters Recommendation 7

Launch a national effort to address major gaps in the research-to-practice/practice-to-research pipeline related to parenting.

This effort should include:

- (1) systematic review of the evidence for selected areas;**
- (2) further development and testing of the most promising interventions;**
- (3) research on newly developed and existing interventions conducted through collaborative improvement and innovation networks; and**
- (4) rigorous efficacy, effectiveness, and implementation studies or promising programs and policies.**

More than an Axe: Use Evidence to Improve Programs and Policy



“If rigorous research is used only to eliminate programs, we should not be surprised that policymakers and advocates resist subjecting their favorite programs to such research.”

Paul Decker blog post: <https://www.mathematica-mpr.com/commentary/more-than-an-axe-use-evidence-to-improve-programs-and-policy>

Early Learning Lab: Tailored Solution- Making for Scale



Our Approach

Source new and improved solutions

Co-create

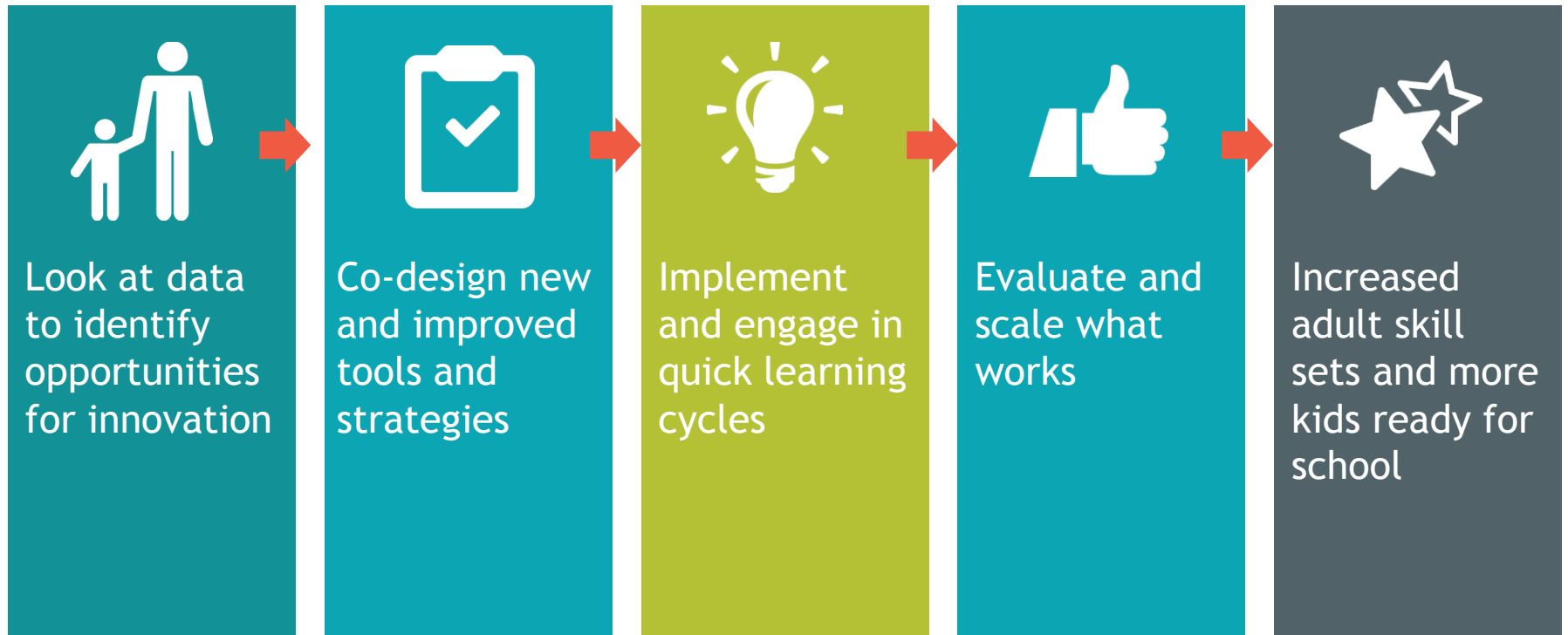
Learn in
rapid cycles

Develop
capacity

Build on
what we
know

Testing and Learning Methodology

Developing new and improved tools and strategies



ELSEE Project Driver Diagram

SMART aim:

Proposed: All ELSEE teachers are at 80% or above on targeted TPOT key practices and <1 red flag



Global aim:

Decline in FMSD third grade student referrals for special services by 20 percent by the 2020-21 school year



DRIVERS

TEACHER PRACTICE:

Teachers are prepared and supported to teach children social emotional and early literacy in T&L classrooms.



BUILDING EARLY LEARNING CHAMPIONS:

Administrators are engaged in building an understanding of early learning best practices to support teacher implementation of social emotional and early literacy strategies.



FAMILY ENGAGEMENT:

Families of children are provided social-emotional and early literacy strategies to establish a home-school connection.



ACTIVITIES

- Training in Pyramid Model strategies (6 training sessions)
- Minimum 1 hour weekly coaching on use of social-emotional and early literacy strategies
- 6 coach reflection sessions with Pyramid Model expert
- Monthly professional communities of practice meetings

- 4 Early Learning Principals' Academy trainings (including aligned content with Pyramid Model expert)
- All principals and managers overseeing an ELSEE teacher participate in Learning and Scaling Collaborative

- Teachers will implement two strategies from the Pyramid Model for connecting with families
- Teachers will implement two ways for supporting family use of the Pyramid Model practices

Wrap Up

Mix of policy and program tools to take on childhood poverty

- Tax and safety net programs measurably moved families out of poverty
- Less clear in other program areas

Know little about children from families at different levels of poverty—use of services and outcomes

- Need to understand how to tailor, document costs, and cost/benefit; looking to new NASEM committee

Need to be bolder and more creative in taking on this issue

- Use, improve, and innovate with existing platforms
- Engage with users of services, staff to co-design services and develop meaningful strategies and evidence



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