

Hartford
OPPORTUNITY YOUTH
 Collaborative
 JUNE 3, 2015 ♦ CAPITAL WORKFORCE PARTNERS

WORKGROUP CHARGE

The Data & RBA Committee developed the Collaborative's Results-Based Accountability (RBA) framework, is collecting and synthesizing data and research, and is enhancing a shared data platform and protocols.

GOALS

- ◆ Review status of P20 WIN request
- ◆ Learn how peer communities are sharing data
- ◆ Learn how Aspen will evaluate effectiveness
- ◆ Share system and program updates

PRE-MEETING READING MATERIALS & HANDOUTS

- ◆ Aspen OYIF Theory of Change
- ◆ Aspen OYIF Common Indicators
- ◆ Overview of National Evaluation for JFF-Aspen Social Innovation Fund Award
- ◆ Initial Variable List for National Evaluation for JFF-Aspen Social Innovation Fund Award

AGENDA

I. Welcome & Introductions

9:00 AM - 9:05 AM

II. P20 WIN Request Update and Discussion

9:05 AM - 9:25 AM

III. Data Sharing and Aspen Convening Updates

9:25 AM - 9:40 AM

IV. Evaluation for Aspen OYIF and JFF-Aspen SIF

9:40 AM - 9:50 AM

V. Wrap Up & Final Thoughts

9:50 AM - 10:00 AM

Aspen OYIF Theory of Change

This Theory of Change (TOC) provides an overarching conceptual framework (essentially a series of hypotheses) about how the Opportunity Youth Incentive Fund (OYIF) is expected to improve outcomes for Opportunity Youth (OY).

This TOC will serve as the foundation for Equal Measure's (formerly the OMG Center) evaluation, helping to focus our lines of inquiry and data collection as we seek to answer our core evaluation question:

- How does implementing a collective impact approach contribute to systemic shifts in communities that improve educational, work, and life outcomes for Opportunity Youth?

Importantly, we want to stress that this is not a site-level TOC, but rather presents a conceptual framework for *how* we expect the OYIF work to unfold *across* the 21 communities, recognizing that each community has a unique set of assets and challenges, and that the work will be highly contextualized to these realities.

We expect this "theory of change" to evolve over time into a "reality of change" as we learn more from our partners in the 21 communities about how they are contributing to systemic shifts and the extent that these are improving the educational, work, and life outcomes for OY.

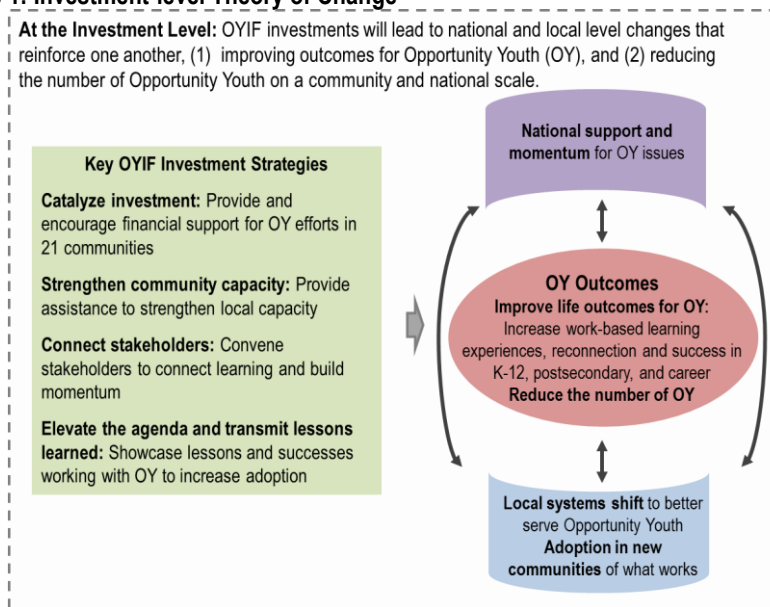
Due to the complexity and breadth of the Fund, the OYIF Theory of Change highlights the work at two levels:

- 1) The *Investment-level Theory of Change* reflects strategies employed by the Aspen Forum for Community Solutions and its partners to support and accelerate the work of the 21 OYIF communities while building national support and momentum for OY.
- 2) The *Community-level Theory of Change* reflects strategies employed among the 21 OYIF sites to improve and align local systems that lead to community-wide systemic shifts that improve outcomes for OY.

Investment-level Theory of Change

Figure 1 below provides an overview of the Investment-level TOC. This TOC reflects the key components of the OYIF support for 21 communities, articulating those key strategies and their expected impacts among OYIF communities, the national landscape, and OY.

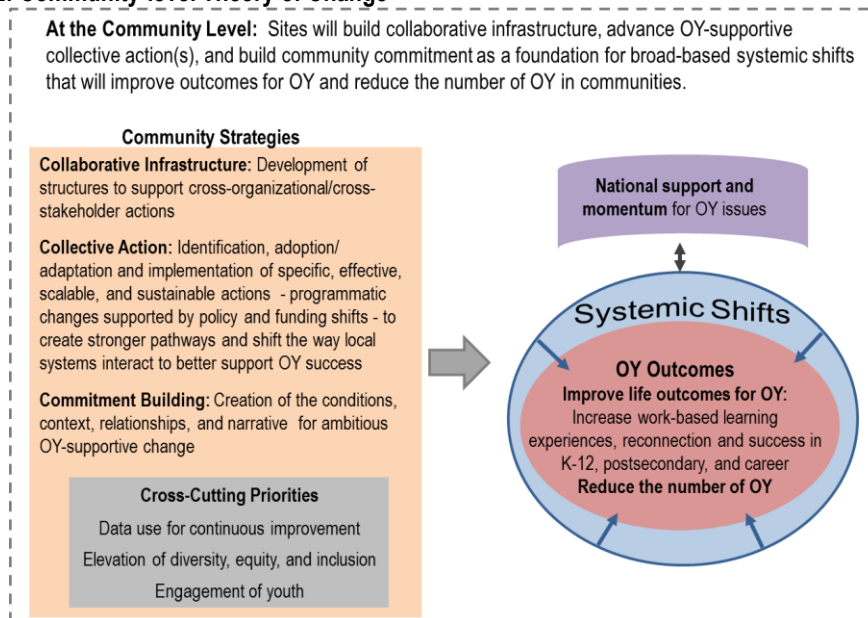
Figure 1: Investment-level Theory of Change



Community-level Theory of Change

At the community level, our evaluation will seek to understand the systemic shifts that take place, as well as how these shifts result in better support and improved outcomes for OY. Figure 2 below provides an overview of how we expect sites' strategies focused on collaborative infrastructure, collective action, and commitment building to drive outcomes for OY.

Figure 2: Community-level Theory of Change



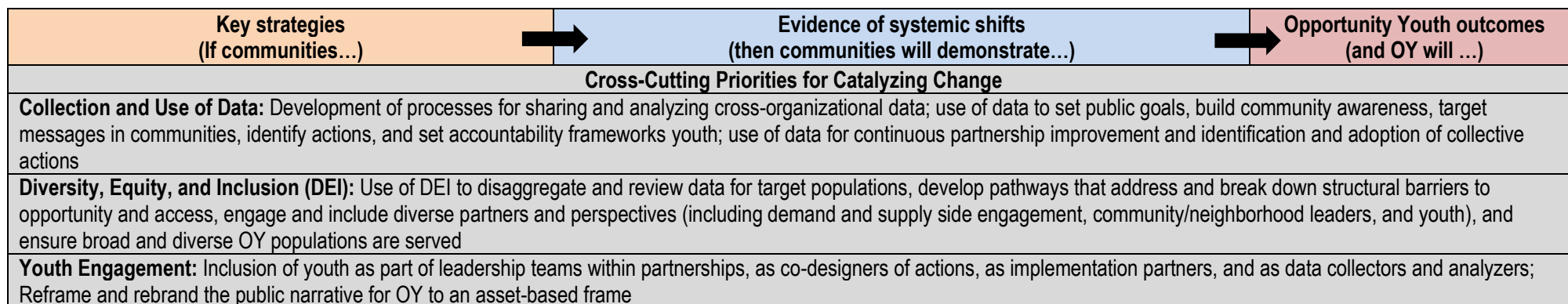
Key concepts in the community-level theory of change include:

- **‘Stronger pathways’:** “Pathways” refers to the continuum of supports for OY reengagement; educational momentum; connection to career; as well as youth development, and on-going supports to navigate life events. ‘Pathways’ and ‘pathways development’ is often associated with direct programming, but in the context of this collective action strategy, ‘pathways’ refers to developing new and/or shifting existing programs as well as individual and shared partner practices, that can be sustainable, scalable, and that are supported by shifts in both policy (institutional, political, etc.) and funding.
- **‘Shift local systems’:** Multiple local systems intersect with the lives of Opportunity Youth, including educational (K-12 and postsecondary), juvenile justice, child welfare, workforce, business, health, and human services. Representatives of these systems are critical partners in this work; greater connections/alignment across these systems to more effectively support OY is an objective of this work.
- **‘Systemic shifts’:** “Systemic shifts” refers not specifically to shifts in these local systems, but to the changes in how communities support OY as a *whole*. Taken together, changes in collaborative infrastructure, collective action, and commitment building indicate that the “system” has shifted; while local systems may change, broader systems change is unlikely without shifts in each of these three areas.

Linking Community Strategies to Systemic Shifts and Opportunity Youth Outcomes

The table below highlights the connection between strategies focused on collaborative infrastructure, collective action, and commitment building and the types of systemic shifts to which they lead. The table also links these systemic shifts to expected outcomes for OY. Although the 21 OYIF sites will approach this work differently given context, capacity, and areas of expertise, these strategies and outcomes represent the range of approaches across OYIF communities as a whole. Lastly, this figure highlights three cross-cutting priorities embedded in sites' work: 1) the collection and use of data; 2) elevation of diversity, equity, and inclusion; and 3) youth and employer engagement. The evaluation will seek to understand the integration of these priorities in site-level efforts.

Key strategies (If communities...)	Evidence of systemic shifts (then communities will demonstrate...)	Opportunity Youth outcomes (and OY will ...)
Collaborative Infrastructure: <ul style="list-style-type: none">• Strengthen backbone capacity (<i>backbone support</i>)• Develop new partnerships (e.g., with employers, education, child welfare, juvenile justice)• Strengthen partnership capacity (<i>continuous communication, mutually reinforcing activities, shared measurement</i>)• Support vision (<i>common agenda</i>)	<ul style="list-style-type: none">• Increased representativeness of the partnership vis-à-vis the community• Commitment among partners to sustaining partnership activities and structures (and specifically the backbone role)• Increased accountability among partners to implement collective, mutually reinforcing activities, and hold one another accountable for the shared OY agenda	<ul style="list-style-type: none">• Experience Work-Based Learning: Complete internship or related work experiences• Reconnect to K-12: Earn a secondary credential (i.e., high school diploma or high school equivalency)• Connect to Postsecondary: Enroll in a postsecondary institution• Achieve Postsecondary Success: Enroll, persist and earn postsecondary credentials (e.g., industry-recognized credentials, two- and four-year degrees)• Achieve Career Success: Gain family-sustaining employment in a career field (e.g. wages)
Commitment Building: <ul style="list-style-type: none">• Cultivate champions• Reach targeted constituents• Leverage existing resources (e.g., human and financial, local and national)	<ul style="list-style-type: none">• Increased visibility of the shared OY agenda in the community• Increased investments in new opportunities and pathways for OY (e.g., new/reallocated funding, in-kind resources, joint leveraging of funding streams)• Successful reframing of issues around OY and an asset-based, public OY narrative rebranding• Advocacy and policy wins• Ongoing evolution/continuation/ sustainability of commitment-building activities	
Collective Action (<i>specific, effective, scalable, and sustainable programmatic changes supported by policy and funding shifts</i>): <ul style="list-style-type: none">• Adapt existing pathway opportunities and address emerging barriers• Include partners at multiple pathway points (e.g. new and existing, educational, business, and workforce)• Adopt evidence-based pathways strategies (from within community and external to community)• Take targeted action to address programmatic, policy, and funding gaps in local OY systems and supports	<ul style="list-style-type: none">• System level policy and/or infrastructure shifts• Increased number and type of effective OY opportunities and pathways• Increased quality of supports for OY in community (through programmatic, policy, and funding changes)• Increased scale of supports for OY in community (through programmatic, policy, and funding changes)• More effective integration of programs and organizations in existing and new pathways serving OY (including incorporation of new partners/players)• Demonstrated focus on multiple OY populations (including those of highest need)	



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OYIF Common Indicators Collaborative Progress Proposed Chart for Reporting Investments by Key Stakeholders			
<i>Purpose of Investment OR What the Investment Supports</i>	<i>Type of Investment (Check all that Apply)</i>	<i>Amount of Investment</i>	<i>Source(s) of Investment</i>
	<input type="checkbox"/> New funding <input type="checkbox"/> Reallocation of dollars <input type="checkbox"/> In-kind Resources <input type="checkbox"/> Joint leverage of funding		
	<input type="checkbox"/> New funding <input type="checkbox"/> Reallocation of dollars <input type="checkbox"/> In-kind Resources <input type="checkbox"/> Joint leverage of funding		
	<input type="checkbox"/> New funding <input type="checkbox"/> Reallocation of dollars <input type="checkbox"/> In-kind Resources <input type="checkbox"/> Joint leverage of funding		
	<input type="checkbox"/> New funding <input type="checkbox"/> Reallocation of dollars <input type="checkbox"/> In-kind Resources <input type="checkbox"/> Joint leverage of funding		

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<p style="text-align: center;">OYIF Common Indicators Collaborative's Progress in Aligning/Changing Systems and Providing New Opportunities and Pathways for Opportunity Youth Overview</p>
<p><i>All sites will report on the following:</i></p>
<p>Investments key stakeholders make to create new opportunities and pathways for opportunity youth including, for example:</p> <ul style="list-style-type: none"> • New public and/or private funding • Reallocation of public dollars • In-kind resources <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. <i>Do we want to include investments to support the collaborative/backbone in the reporting, for example, funding to build/support data capacity or in-kind resources for data?</i> (We do not include this in the current version of the collaborative progress measures) 2. <i>Do we want to ask sites to report on amount and specifically what the money supported?</i> (see attached chart for example of this level of data collection; if we went this route backbones would complete the chart versus writing a narrative)
<p>System level policy and/or infrastructure changes that occur as a result of the collaborative's work including, for example:</p> <ul style="list-style-type: none"> • Juvenile justice system changes policy to ensure all re-entry programs for youth include evidence-informed education and career/employment programming • Youth-serving systems agree to collaborate to help create and sustain a Reengagement Center through for example, funding, staffing and/or providing a location The social service agency responsible for foster youth agrees to collaborate with districts or state department education to track the education status of foster youth to ensure they are progressing OR the state social service agency requires the tracking of education data for foster youth • A partnering community college agrees to waive placement test requirements to allow OY to take college courses as part of a bridge program <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1 <i>Since these changes can come about as the result of insider efforts, for example, a high level system leader participating on the collaborative uses his/her influence to bring about change or outside pressure such as an advocacy campaign to promote change in a system's policies and/or advising/pressuring legislators to advance system policies supportive of opportunity youth, do we want to ask backbones to also report on the strategies or process for achieving the change or at least to identify whether it occurred as the result of inside change, outside pressure or a combination?</i> 2 <i>CBO's do not actually comprise a "system" in the traditional sense but might we also want to include something like the following in this section, or should it be included below under "opportunities and pathways"?</i>

- a. CBOs providing stabilization services collaborate to streamline services to reduce redundancies and increase efficiencies and/or agree to a shared referral system

Number and type of anchor programs/pathways the collaborative is developing, enhancing and/or supporting including:

- Purpose of opportunity or program/pathway, for example (in many cases it may be a combination of options):
 - High school credential and/or GED
 - Stabilization such as housing, counseling, programming designed to build self-agency, responsibility etc.;
 - Structured internship/work experience
 - Reengagement
 - Postsecondary bridging/first year supports
- Population of opportunity youth designed to serve including, for example:

By education status:

- Without a high school credential
- With a high school credential

By system involvement or need for stabilization services:

- Foster care youth
- Court-involved
- Pregnant/parenting
- Homeless
- Other?

- Collaborative partners involved and their roles

Discussion Questions:

1. *Much of the data in the first two bullets will also be gathered through the reporting on Common Indicators for youth outcomes, so there's a question if also want narratives on each program as part of the collaborative's progress report? (If yes, then would probably suggest a survey format with check offs and just have a narrative for the question on involvement of collaborative partners.)*
2. *Do we want to use Equal Measure's definition of "pathway" here (see below) both for consistency and because it is more detailed?*
3. *Do we want to also ask for program funder sources if available (not specific amounts –just the source; for example, per pupil dollars, WIA, private philanthropic, etc.)?*

Equal Measure's "Pathways" definition:

"Pathways" refer to:

- Continuum of supports for OY reengagement, educational momentum, connection to career, and youth development
- Developing new and/or shifting (enhancing?) existing programs, as well as individual and shared partner practices (*probably will need examples of this*) that can be sustainable, scalable, and supported by shifts in both policy (e.g., institutional, legislative) and funding.

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OYIF REPORTING ON COMMON INDICATORS FOR YOUTH OUTCOMES PROPOSED DATA COLLECTION

Anchor Programs:

- Each anchor program will identify focus, for example:
 - Stabilization
 - High School Credential: Diploma and/or GEDHSE
 - Postsecondary/Career Bridging
 - Career/Industry Training
 - Postsecondary AA or BA
 - AND/OR
- Objective(s), for example:
 - High school credential: Diploma and/or GEDHSE
 - Internships or related work experience connected to pathway
 - Enrollment in postsecondary institution/career training programs
 - Postsecondary credentials
 - Employment
- Each program will report number of youth participants for demographics and system involvement and for the outcomes that are relevant to their program based on key focus and/or objectives

Discussion Questions:

1. *Are the identified focuses and objectives the right ones? What, if any, should we change or add?*
2. *Do we want programs to report on both focuses and objectives or just one or the other?*

Education Status/Demographics/System Involvement

Each anchor program will provide number of youth by:

- Total number of youth served

By Education Status

- Number without a high school credential
- Number with a high school credential
 - Diploma
 - GEDHSE

By Demographics

- Race/ethnicity
- Male/Female
- Age, for example:
 - 16-19
 - 20-24

By System Involvement, for example:

- By specific system
- AND/OR

Across Systems by current status, for example:

- Present reporting period
- Past but not present

Discussion Questions:

1. *Are these the right set of indicators on demographics, education status and system involvement?*
2. *Should we qualify that programs should report on what's possible given their data collection and capacity?*

Outcomes Achieved

Each program will report the overall number of young people achieving each outcome and by each of demographic and system indicators above (Or do we want to say as many of the above demographic and system indicators as possible??)

- Earn a secondary credential:
 - High school diploma
 - GED
- Participate in and complete an internship or related work experience connected to a pathway
 - Participate
 - Complete
- Enroll in postsecondary institution
 - Short-term certificate program (*defined as aligned with high-demand industries with starting wages at 80% of median?*)
 - Industry-recognized credentials
 - Two-year degrees
 - Four-year degrees
- Enroll in Career/Industry Training Programs (not in postsecondary institutions)
 - Apprentice program
 - Short-term certificate program (*aligned with high-demand industries with starting wages at 80% of median?*)
 - Industry-recognized credentials
- Earn postsecondary credentials
 - Short-term certificate program (*aligned with high-demand industries with starting wages at 80% of median?*)
 - Industry-recognized credentials
 - Two-year degrees
 - Four-year degrees
- Obtain gainful employment (*in career field? in area of study? Definition?*)

Discussion Questions:

1. *Are they definitions for the more ambiguous outcomes working? Do we need to further define or change these definitions?*
2. *To what extent do we want programs to report outcomes by the above demographics and system involvement categories? Is this required? Requested based on program data capacity?*

Urban Institute SIF Study Overview

For SIF Grantees

Hello! We are researchers from the Urban Institute, a non-profit, non-partisan research organization based in Washington, DC. We will be evaluating the efforts of the Social Innovation Fund (SIF) grantee sites in an effort to build evidence about promising practices to serve opportunity youth. This document provides some basic information about what the evaluation is and what it may consist of.

Study Overview and Purpose

Jobs for the Future and the Aspen Institute Forum for Community Solutions contracted with the Urban Institute to evaluate the programming at your site that is supported by the SIF and your local matching dollars. This evaluation will run throughout the period of the SIF grant. It will likely include an analysis of participants' outcomes as well as site visits and other research to understand the implementation of your programming. The goal of the evaluation is to provide evidence about what works well and document the nature of the programming, including challenges and opportunities for learning and program evolution. We hope that the evaluation will help inform the program funders, program administrators, and the wider field about successes and challenges so that providers can create even better programs for opportunity youth in the future.

The study will consist of both an implementation and impact evaluation. The **implementation study** is guided by the following research questions:

- To what extent have the core features of the identified intervention(s) been put in place? That is, what is the level of fidelity to the interventions?
- Which features of the pre-identified interventions have participants experienced?
- What are the perceptions of participants who received the intervention(s)?
- What contextual factors promote or impede implementation of these interventions, alone or in combination?

The **impact evaluation** will look at participant outcomes (the treatment group) compared with outcomes of similar non-participants (the comparison group) to see if involvement in SIF programming resulted in more academic, social, and employment success.

Guiding Principles

We really appreciate your willingness to participate in the national evaluation. We know that evaluations can be challenging, but we will try to work with you to ensure that we are both achieving our evaluation goals as well as meeting your site's programmatic needs. This means that we'll try our best to abide by the following guiding principles:

- To the best of our ability, we will work with Jobs for the Future and the Opportunity Youth Incentive Fund contractor, Equal Measures, to share information, reduce redundant requests, and coordinate our interactions.
- We will try to impose as low a burden as possible on sites.

- We will work with sites to understand what is important to understand and measure in addition to the core evaluation indicators, considering local context and programmatic needs.
- We will stay in touch and always be available to answer questions or address evaluation-related issues. We will designate a senior researcher on our team to be the main point of contact between your site and the evaluation team.

Expected Activities and How You Can Help

We expect to undertake the following core activities:

- An initial (90 minute) phone call to verify information from the proposals, obtain updates since their submission, and ask a series of questions to help inform the design of the national evaluation.
- Quarterly meetings or phone calls to keep up with new program developments in each of the sites.
- A one-and-a-half- to two-day site visit, currently planned for fall/early winter 2015. The timing will depend on number of partners contributing to local intervention and other logistical issues related to distance between providers, availability of key staff, and other considerations. There may be a second round of visits after the first year, but that is still to be determined. During each visit, we hope to meet with core project staff, service providers, your local evaluation partner, and other key stakeholders; we also would like to conduct a focus group with program participants.
- Additional meetings (on an as needed-basis), to be coordinated around national cross-site convenings.
- One or more surveys of participants and a non-participant comparison group. The details of this are still to-be-determined; much of this depends on the type and quality of the data that your site will be collecting on these populations.

You can help us through the following:

- Designate a main point of contact for your site. This person will be the main coordinator for communication and site visits and will help us with other logistics, such as obtaining participant consents, surveying participants, and other activities.
- Identify someone who can help work through data issues. We will need to understand the details of your data systems and how we can obtain data on participants and the non-participant comparison group. This could be the same person as the main liaison, or it might be someone else from the data team.
- Let your partners know about the evaluation so that everyone is on board with the idea that we may be talking with them and requesting data.

Next Steps

The next step is that we will contact you to schedule the initial conversation about your site's plans for SIF-supported programming. We will use that information to develop the final evaluation plan, which will be completed in late June 2015.

Initial Variable List for SIF Evaluation – Hartford

This is a preliminary list of variables of interest to start a discussion about data collection. These may be modified, and there may be additions and subtractions as we grow to understand your program better and develop the final evaluation plan.

Please indicate for each if you are able to provide the following information for each individual in the **treatment group and for a potential comparison group**. The treatment group is the group of participants in your SIF-supported programming, while the comparison group is opportunity youth who do not participate in your SIF-supported programming but otherwise have similar characteristics (and may be involved in other programming).

Some concepts are more difficult to measure than others. We are glad to talk about different options for measuring these values.

For each item below, please indicate **1, 2, or 3**:

1. you already collect or plan to collect the item,
2. you could collect the item but it would require a change to the data system, or
3. you do not think it is possible to collect the data item.

Item	Treatment Group (indicate 1, 2, or 3)	Potential Comparison Group (indicate 1, 2, or 3)	Notes
Before the beginning of the program (either application or enrollment):			
Contact Information			
Name	1	1	
Phone	1	1	
Email	1	1	
Address	1	1	
Other contact who might know how to reach participant	1	1	
Demographic and Family Information			
Race	1	1	
Age	1	1	
Gender	1	1	
Highest grade completed	1	1	
Current high school status (e.g., still in HS, HS dropout, achieved HS diploma, achieved GED or equivalent)	1	1	
High school GPA	3	3	
Number of children	2	2	
Zip code of residence	1	1	
Ever arrested	2	2	
Ever incarcerated	2	2	
Ever in foster care	2	2	
Ever homeless	2	2	

Item	Treatment Group (indicate 1, 2, or 3)	Potential Comparison Group (indicate 1, 2, or 3)	Notes
Current housing situation (e.g., own, rent own apartment, living with parents or relatives, living with others, in shelter, no roof)	2	2	
Household size	1	1	
Marital status	2	2	
Parents' educational background (e.g., no HS completion, HS diploma or equivalent, some college, college or beyond)	2	2	
Employment/Income			
Employment status (e.g., unemployed, part-time, full-time, out of labor force)	1	1	
Earnings	1	1	Hourly wage?
Household income	1	1	
Receipt of benefits such as SNAP, TANF, Unemployment Insurance, or disability	1	1	
Health insurance coverage	2	2	
Outputs and intermediate outcomes:			
All programs (aggregate measures)			
# enrolled per year and overall	1	1	
# completing per year and overall	1	1	
# participating in each type of activity offered	1	1	
# completing each type of activity offered	1	1	
All programs (individual measures)			
Amount of program participation (e.g., attendance, contact hours, etc.)	1	1	
Enriched preparation programs			
Perceives themselves as a potential college student	2	2	
Develops a clear, realistic, and detailed postsecondary and career plan	2	2	
Develops an understanding of how to learn best	2	2	
Exhibits behaviors such as agency, persistence, and time management	2	2	
Has a sufficient care network	2	2	
Postsecondary bridging programs			
Enrolls in credit-bearing courses appropriate to reinforcing essential skills	2	2	
Exhibits career-ready skills and behaviors	2	2	Competency Learning Plan?
Gains postsecondary and career navigation skills	2	2	
Demonstrates proficiency in key skills and subject areas	2	2	
Has access to postsecondary facilities	2	2	

Item	Treatment Group (indicate 1, 2, or 3)	Potential Comparison Group (indicate 1, 2, or 3)	Notes
Builds peer and social networks supportive of postsecondary success	2	2	
Outcomes after the end of the program:			
Highest grade completed	1	1	
Current high school status (e.g., still in HS, HS dropout, achieved HS diploma, achieved GED or equivalent)	1	1	
High School GPA	3	3	
HS diploma date earned	1	1	
HS equivalent date earned	1	1	
College readiness (this may be defined various ways)	2	2	
College application	2	2	
Date of college application	2	2	
College enrollment	1	1	
Date of college enrollment	1	1	
Type of higher education institution (e.g., community college, technical school, four year college)	1	1	
Receiving financial aid	2	2	
Complete first year of college	2	2	
Number of college credits earned	2	2	
Earn college credential	2	2	
Number and type of college credentials earned	2	2	
Date of credentials earned	2	2	
If enrolled in college, mentors current students	2	2	
Current housing situation (e.g., own, rent own apartment, living with parents or relatives, living with others, in shelter, no roof)	2	2	
Household size and composition	1	1	
Number of children	2	2	
Arrested since beginning program	2	2	
Incarcerated since beginning program	2	2	
Employment status (e.g., unemployed, part-time, full-time, out of labor force)	1	1	
Earnings	1	1	
Household income	1	1	
Receipt of benefits such as SNAP, TANF, Unemployment Insurance, or disability	1	1	
Health insurance coverage	2	2	