THE OFFICE OF GOVERNOR
WES MOORE
GOVERNOR'S OFFICE FOR CHILDREN

ENOUGH Grant Program
Identifying & Adapting Evidence-Based Programs

July 30, 2024

Webinar Agenda

1   **ENOUGH Grant Program Overview**

2   **Identifying & Adapting Evidence-Based Programs**

3   **Q&A and Applicant Resources**
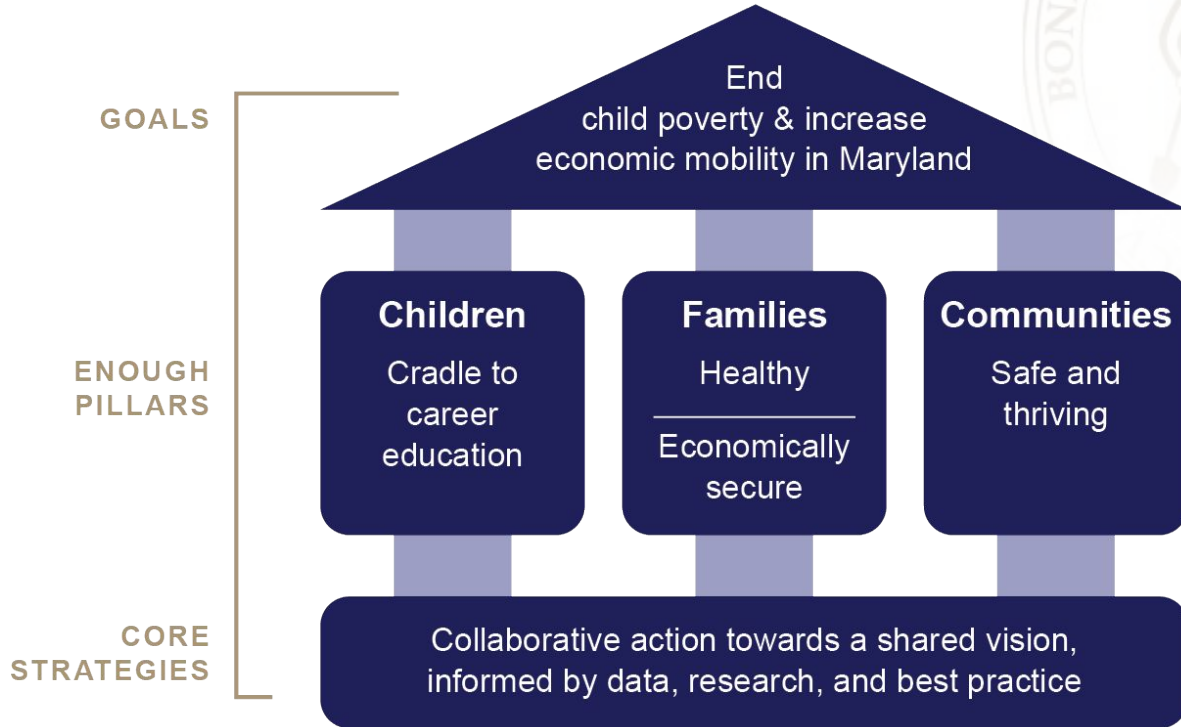
ENOUGH Grant Program Overview

ENOUGH Initiative

The Engaging Neighborhoods, Organizations, Unions, Governments and Households (ENOUGH) Initiative is a first-of-its-kind state-led, place-based investment strategy designed to create poverty-fighting opportunities driven by communities, data and cross-sector partnerships.

- ENOUGH Act signed into law May 9, 2024

- Administered by the Maryland Governor's Office for Children

- Whole of government approach to ending child poverty

"Communities across Maryland will provide the vision, and the state will provide the support."
- Governor Wes Moore

ENOUGH Theory of Action

GOALS

End
child poverty & increase
economic mobility in Maryland

ENOUGH PILLARS

Children
Cradle to career education

Families
Healthy
___
Economically secure

Communities
Safe and thriving

CORE STRATEGIES

Collaborative action towards a shared vision, informed by data, research, and best practice

ENOUGH Result Areas

Cradle to Career Education: Unlocking children's potential through early care and education from birth until working in a career, specifically ensuring smooth transitions through kindergarten, middle school, and high school graduation with a pathway to college and/or career
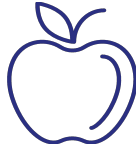
Healthy Families: Ensuring community member and family access to high quality healthcare with goals of decreasing infant mortality, increasing life expectancy, and improving mental health

Economically Secure Families: Ensuring higher employment and entrepreneurship resulting in livable and family-sustaining wages, and stable, thriving households where families can provide for necessities, weather hard times, and build wealth

Safe and Thriving Communities: Creating communities where residents feel safe and where the built environment supports their ability to thrive, including through high-quality, affordable housing, a thriving commercial core, and access to recreational spaces, nutritious food, and transportation

FY25 ENOUGH Grant Program

Purpose: Funding to eligible communities to create community-driven, cross-sector partnerships to plan and advance place-based strategies that reduce child poverty and increase economic mobility.

Basic Eligibility Requirements:

✔ Lead Applicant

✔ Core Partners

✔ Community

Lead Applicant Eligibility Requirements

Lead Applicant is called the **Community Quarterback Organization**

Community Quarterback organization may be any of the following:

- community-based organization
- non-profit organization
- local government entity
- Local Management Board
- Community Action Agency

Core Partners Eligibility Requirements

Minimum* <u>required</u> partners include:

- a community-based non-profit organization,
- a local government entity, <u>and</u>
- a public school
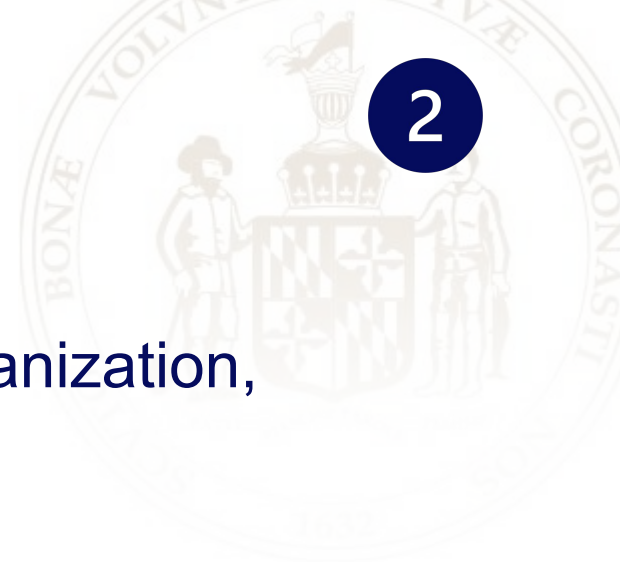
*Expectation is that applicants will engage a **broad coalition of partners** across sectors.*

ENOUGH Grant Program Pathway – Three Tracks of Entry

3

Grant Program Track	Award Amount	Project Period
Track 1: Partnership Development	$65,000	6-12 Months
Track 2: Plan Development	$300,000	12-24 Months
Track 3: Implementation	Up to $5M* (FY25)	Up to 4 Fiscal Years

Track 3: Implementation award is based on the number of children contributing to eligibility criteria in the proposed service geography. Proposed budget for Track 3 should include three additional years of ENOUGH funding. The Governor's Office for Children will help Track 3 applicants identify their multi-year budget limit.

MEETS COMMUNITY ELIGIBILITY CRITERIA	COMMUNITY QUARTERBACK	PARTNERSHIP COLLABORATIVE	COMMUNITY NEEDS ASSESSMENT	NEIGHBORHOOD ACTION PLAN
Communities that have at least one U.S. Census tract where more than 30% of children are living in poverty AND (2) is served by a community school with a concentration of poverty level of at least 80%	Community-led organization with resources and capacity to lead ENOUGH activities and manage ENOUGH funds, in coordination with community partners	A robust partnership of community-led organizations representing each of the ENOUGH results areas An established partnership governance structure to ensure alignment, information sharing, and resource deployment	Completed needs assessment identifying assets and gaps, informed by community data and residents' input	An action plan that leverages various funding streams to address gaps identified in the needs assessment and provide a continuum of services for the community across ENOUGH results areas

TRACK 1: PARTNERSHIP DEVELOPMENT

TRACK 2: PLAN DEVELOPMENT

TRACK 3: IMPLEMENTATION

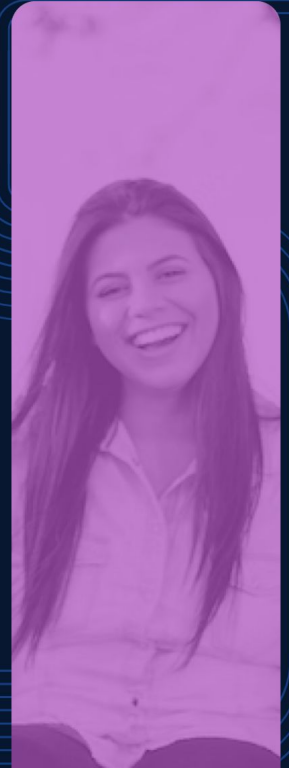Tip: Use the Track Selector Tool to help identify the track to which you should apply: https://bit.ly/ENOUGHTrack.

Identifying & Adapting Evidence-Based Programs

Who We Are

Patrick Carter
Vice President, State Practice

Sarah Needler
Associate Director, State Practice

RESULTS
FOR AMERICA

Results for America is a national, nonpartisan, nonprofit with a mission to make investing in what works the "new normal" so that government decision makers use evidence and data to increase the impact of the over $2 trillion that governments spend each year to open opportunities and advance economic mobility.

Results for America does this work confidentially, objectively, and independently. Results for America has never applied for or received government funding because we don't want to give even the appearance of a possible conflict of interest. Our team is focused only on helping governments across the country and across the political spectrum improve outcomes.

RESULTS FOR AMERICA

Agenda

- ○ The opportunity and impact of evidence
- ○ Evidence-Based Programs and Grant Requirements
- ○ Identifying and Adapting Evidence-Based Programs
- ○ How evidence information is collected through the ENOUGH Act grant application

RESULTS
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My great aunt asked me to buy her some new light bulbs!

- She told me what size she needs, how bright they should be, and where they are needed.
- They are in a high ceiling so there is some commitment involved in what we pick.
- We both want something that *works*.

There are dozens of options that meet her specified criteria....

Which one should I buy?

Where should I go for information on what works....

- Read the back of the package?
- Get a recommendation from her neighbor?
- Check out a newspaper story on "new light bulb technology" ?
- Talk to an electrician?

Yes! Gathering information from people who are in similar situations alongside expert opinions and summary data are all very important.

However none of these are able to independently and comprehensively analyze numerous alternatives compared to each other over a long period of time.
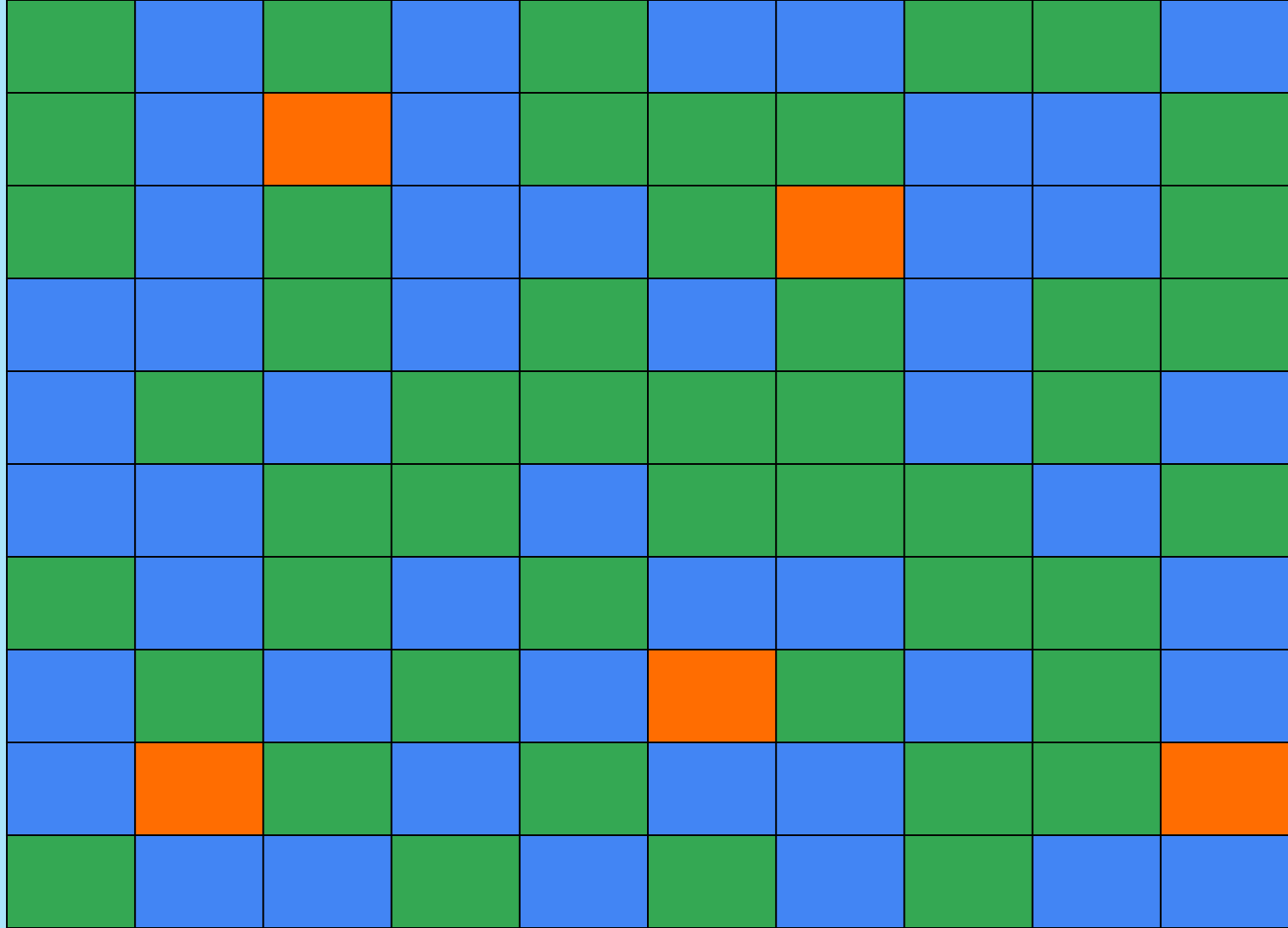
UL Certification establishes minimum electrical safety requirements and independently tests light bulbs to see if they meet them.

Wirecutter and Consumer Reports establish criteria for success and systematically test dozens of light bulbs over a long period of time in varying conditions.

Using information on systematic reviews of data related to light bulbs is similar to using evidence in program development - it gives us the best available information on *impact*.

The ENOUGH Act NOFO defines "evidence" and asks you to report on the proposed evidence (and rewards its) so the State can know upfront which interventions are most likely to have an impact.

Understanding the Opportunity of Evidence

Why Evidence-Based Spending?

Benefit-Cost Ratios of 300+ Social Policies and Programs

Source: Created by Results for America using data from Washington State Institute of Public Policy

Why Evidence-Based Spending?

Benefit-Cost Ratios of 300+ Social Policies and Programs

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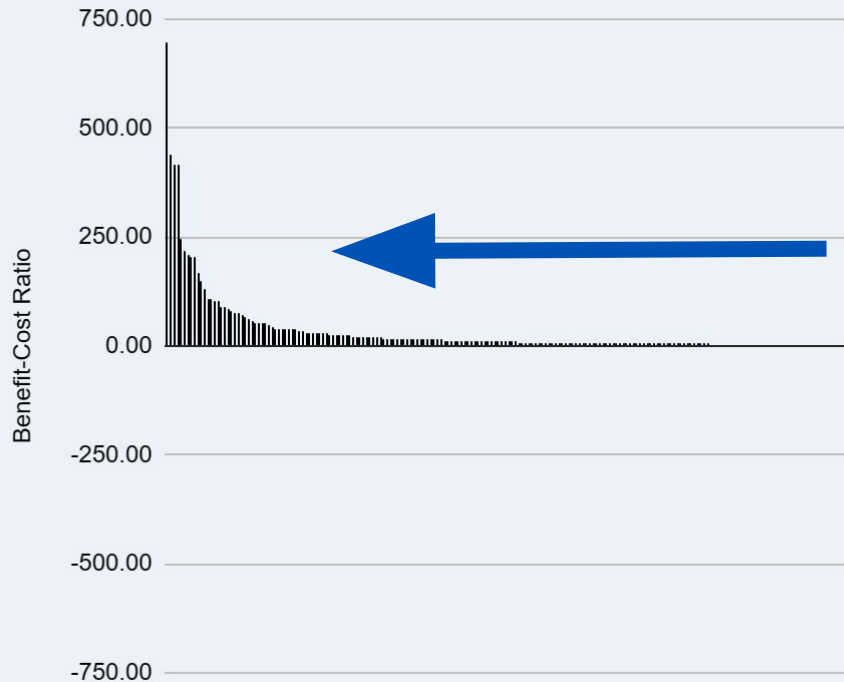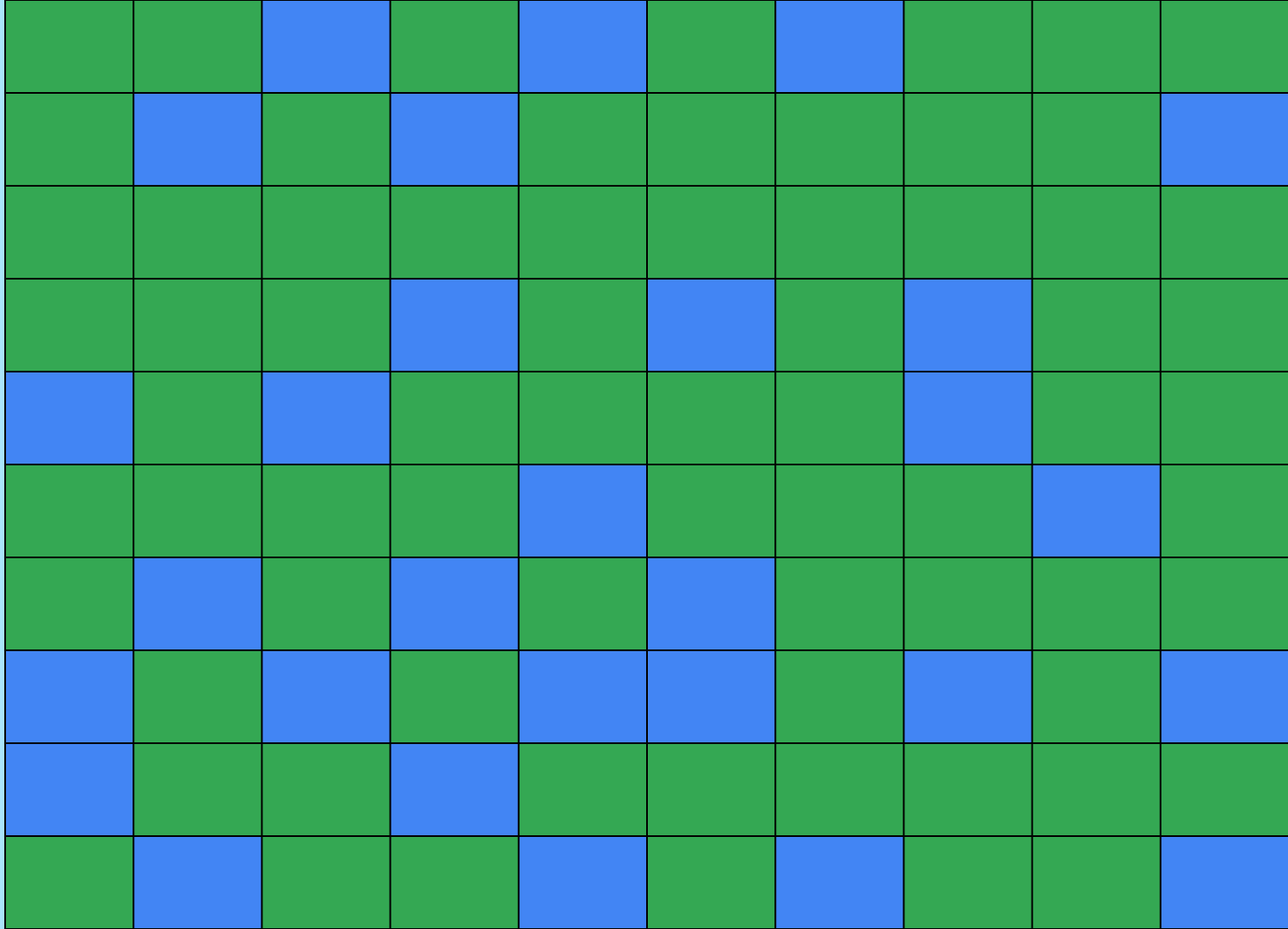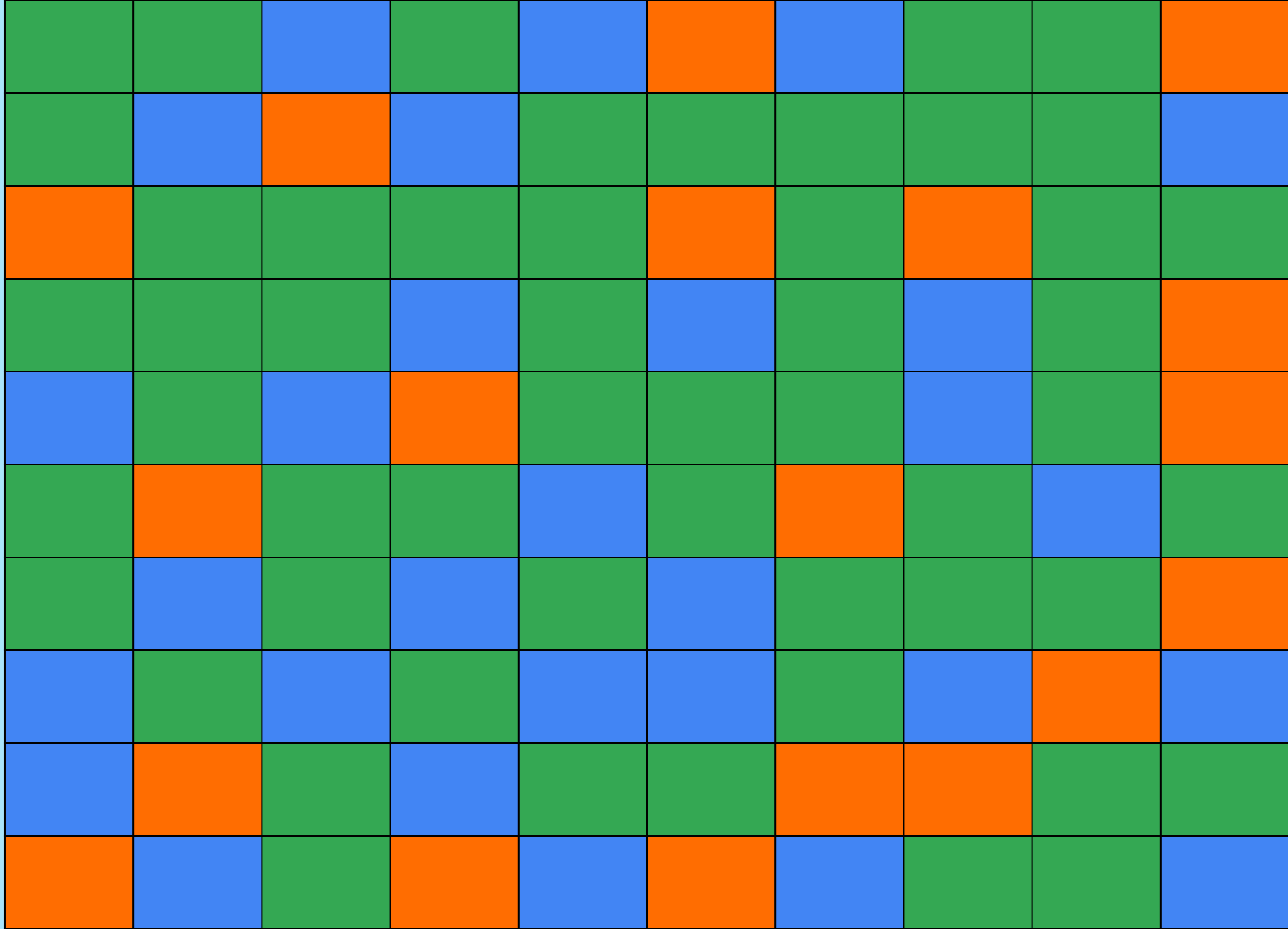
We hope to empower government leaders to:

- Invest more dollars in these programs;
- Invest in programs that are building towards evidence from these programs; and
- Measure the impact of the programs in their own jurisdictions.

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How Tennessee used evidence to improve student learning outcomes

TN General Assembly passed and the TN Governor signed the [Learning Loss Remediation and Student Acceleration Act](#) which required local education agencies and public charter schools to implement a program of after-school learning mini-camps, learning loss bridge camps, and summer learning camps to remediate student learning loss

TN used these funds to implement [evidence-based summer learning camps](#)

The TN Education Research Alliance [evaluated the program](#)

Student learning outcomes improved
(especially for elementary, non-White, and economically disadvantaged students)

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How DC OSSE is using evidence to improve student outcomes

In the 2022-2023 school year, OSSE launched the high-impact tutoring (HIT) initiative to accelerate learning for students and to address long-standing academic disparities

⬇

OSSE used $33 million in ESSER funds to provide grants to local education agencies and tutoring providers to implement the evidence-based HIT initiative

⬇

Early findings show HIT has positive attendance benefits for DC students

⬇

In March 2024, Mayor Bowser announced an additional $4.8 million to continue HIT

⬇

DC student attendance and learning outcomes improve

Understanding Evidence-Based Programs & Grant Requirements

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Poll Question

If you were asked to explain what it means for a program to be "evidence-based", how confident would you be in your response?

- Very confident
- Somewhat confident
- Not confident at all

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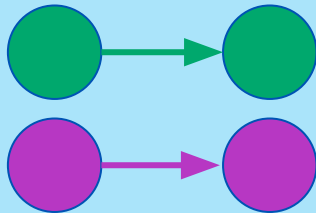# How Evidence is Defined for ENOUGH Act Grants

The Partnership in each community will be guided by local data, rigorous evidence, and the expertise and insights of community residents to shape a shared vision for action across all ENOUGH Result Areas.

*"Evidence-based" means that there is evidence from an **experimental or quasi-experimental study** that a project component has been effective in improving a relevant outcome with similar populations or in similar settings.*

RESULTS
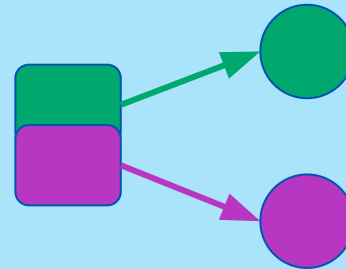FOR AMERICA

Study Design

Experimental

Actively create comparable groups that do and don't have access to the studied program by randomizing participants
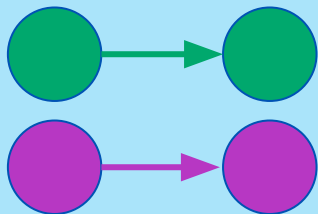
Quasi-Experimental

Use statistical analysis to produce comparison groups without influencing program participation

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Experimental Study Design

Experimental

Actively create comparable groups that do and don't have access to the studied program by randomizing participants
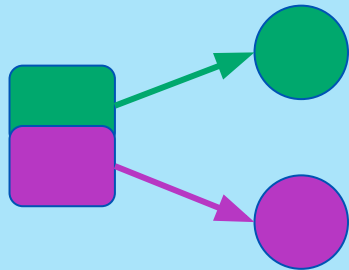
Example

Third grade students are randomly selected to participate in an after-school tutoring program. Test scores before and after the tutoring program are compared between the students who participated in the tutoring program and those who did not in order to identify the impact (both groups would have similar characteristics).

RESULTS FOR AMERICA

Quasi-Experimental Study Design

Quasi-Experimental

Use statistical analysis to produce comparison groups without influencing program participation

Example

In 2022 an after-school tutoring program was provided to all second grade students in one district. Third grade reading scores of students from three other districts are compared to the universal tutoring district with some statistical controls. This will isolate the impact that the program had based on student characteristics, previous scores, geography, etc.

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Questions?
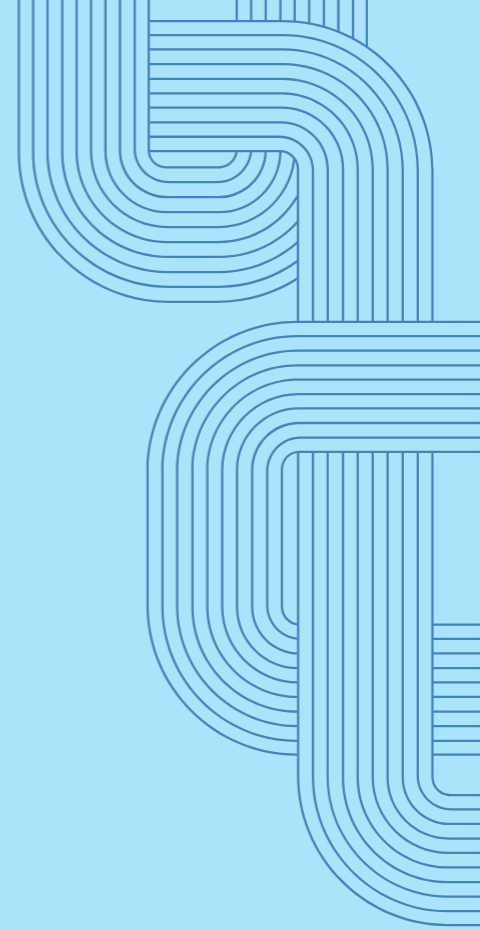
Identifying Evidence-Based Programs

Sources of Evidence

*Sources of evidence include (among others): programs rated as "evidence-based" in government **clearinghouses**, rigorous evaluation and research findings, academic literature, professional or academic convening reports, government publications, and empirically robust research briefs.*

Clearinghouses and Ratings
Resource for Identifying and Evaluating Evidence-Based Programs

Issue Area	Clearinghouse Name	Rating that meets the strongest definition of evidence = similar populations + informed rationale[1]
Clearinghouses Across Issue Areas	Results for America Economic Mobility Catalog	**Proven** and **Strong** meet definition *(Promising does not meet definition)*
	The Results First Clearinghouse Database	**Green/Highest Rated** and **Yellow/Second Highest Rated** meet definition *(Blue, Gray, and Red do not meet definition)*
	Arnold Ventures' Social Programs that Work	**Top Tier**, **Near Top Tier**, and **Suggestive Tier** meet definition
Early Childhood	U.S. Department of Education What Works Clearinghouse	**Strong**, **Moderate**, and **Promising** meet definition *(No Tier Assigned does not meet definition)*
	U.S. Department of Health and Human Services HomVee Clearinghouse	**Meets U.S. Department of Health and Human Services (HHS) Criteria** meets definition
	Center for Research and Reform in Education Evidence for ESSA	**Strong**, **Moderate**, and **Promising** meet definition
K-12 Education	U.S. Department of Education What Works Clearinghouse	**Strong**, **Moderate**, and **Promising** meet definition. *(No Tier Assigned does not meet definition)*
	Center for Research and Reform in Education Evidence for ESSA	**Strong**, **Moderate**, and **Promising** meet definition
Post-Secondary Education and Workforce Development	U.S. Department of Education What Works Clearinghouse	**Strong**, **Moderate**, and **Promising** meet definition. *(No Tier Assigned does not meet definition)*

| Issue Area	Clearinghouse Name	Rating that meets the strongest definition of evidence = similar populations + informed rationale[1]
Post-Secondary Education and Workforce Development (cont.)	U.S. Department of Labor Clearinghouse for Labor Evaluation and Research	**High** or **Moderate** meet definition if the intervention shows positive impact on important outcomes *(Low does not meet definition; Interventions that show a negative impact on importation outcomes do not meet definition)*
	Center for Research and Reform in Education Evidence for ESSA	**Strong**, **Moderate**, and **Promising** meet definition
Health and Well-Being	Institute of Behavioral Science Blueprints for healthy youth development	All interventions listed meet definition.
	U.S. Department of Health and Human Services Teen Pregnancy Prevention Evidence Review	**Favorable Evidence** and **Potentially Favorable Evidence** meet definition *(Indeterminate evidence, Conflicting Evidence, Potentially unfavorable evidence, and Unfavorable evidence do not meet definition)*
	CA Evidence-Based Clearinghouse for Child Welfare	**Well-Supported**, **Supported**, and **Promising** meet definition *(Evidence Fails to Demonstrate Effect, Concerning Practice, and Note Rated do not meet definition)*
Housing	Results for America Economic Mobility Catalog - Housing and Community Development	**Proven** and **Strong** meet definition *(Promising does not meet definition)*
	The Results First Clearinghouse Database - use search option to search for "Housing"	**Green/Highest Rated** and **Yellow/Second Highest Rated** meet definition *(Blue, Gray, and Red do not meet definition)*
Justice/Public Safety	US Department of Justice Crime Solutions	**Effective** and **Promising** meet definition *(No Effects does not meet definition)*

[1] Informed rationale means the reasoning (such as a theory of change, logic model or narrative description) behind why a program is likely to improve important outcomes in similar contexts and for similar populations, based on research and input from participants and relevant stakeholders.

The Economic Mobility Catalog

Helping local leaders identify and implement evidence–based strategies to improve upward economic mobility for their residents

▶ HOW TO USE THE CATALOG
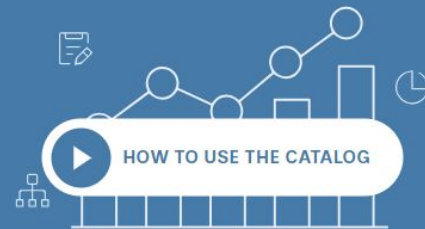
Explore strategies by issue area

- 👶 **Early childhood**
- 🍎 **K–12 education**
- 🧪 **Post-secondary education and workforce development**
- ➕ **Health and well-being**

Explore strategies by outcome

- 💚 **Stable and healthy families**
- 👥 **Supportive neighborhoods**
- 🏫 **Kindergarten readiness**
- 📖 **Elementary and middle school success**

The Latest

CASE STUDY

New teacher induction programming: Cedar Rapids, IA

"Evidence based" may make it sound like these programs are inaccessible to many providers, but in a recent survey of nonprofits, more than half of respondents said they were implementing one.

Options for considering evidence-based programs

1. Find evidence for *existing* programs

2. *Modify existing* programs to make them evidence-based

3. Find *new* evidence-based programs

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Options for considering evidence-based programs

1. Find evidence for *existing* programs

Example

An organization is implementing a summer learning program. They find that their program has the same core components as the evidence-based summer learning program in the Results First Clearinghouse Database.

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Options for considering evidence-based programs

2. ***Modify existing*** programs to make them evidence-based

Example

An organization is implementing an afterschool program, but it's not exactly like the evidence-based programs in the RFA Economic Mobility Catalog. So they adapt the program to have the same core components as an evidence-based afterschool program.

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Options for considering evidence-based programs

3. Find *new* evidence-based programs

Example

An organization wants to propose a program to improve adolescent literacy as part of their ENOUGH grant application. They find the evidence-based Intelligent Tutoring for Structure Strategy program in the U.S. Department of Education What Works Clearinghouse.

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"Informed rationale" means the reasoning (such as a theory of change, logic model or narrative description) behind why a program is likely to improve important outcomes in similar contexts and for similar populations, based on research and input from participants and relevant stakeholders.

Adapting Evidence-Based Programs

Adapting Evidence-Based Programs

Reasons for adaptation:

- Cultural relevance
- Resource availability
- Specific population needs

What are the key design attributes that contribute to a successful evidence-based program?

Example: Evidence-Based Summer Learning

A community identifies improved academic performance as an important goal. Summer learning programs are among the ideas being considered to boost learning.

They know, however, that not all summer learning programs lead to improved outcomes.
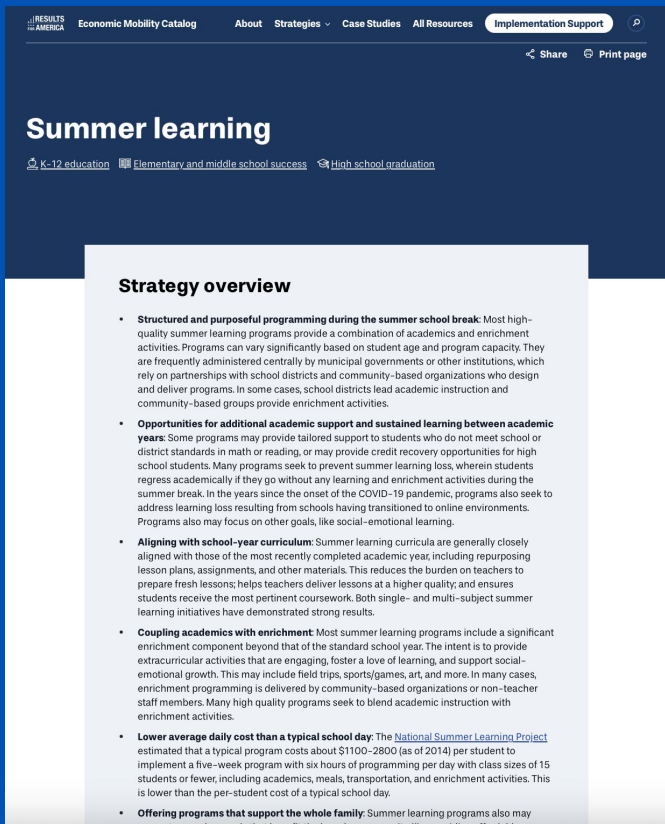
Where can they look to learn more about the design principles that make up *evidence-based summer learning programs?*

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Example: Evidence-Based Summer Learning

[Results for America's Economic Mobility Catalog: Summer Learning](#)

Additional Resources

[Summer Learning in Tuscaloosa, AL](#)

Example: Evidence-Based Summer Learning

[EdResearch for Action's Design Principles for Academic Summer Learning Programs](#)

Additional Resources

[K-5 Summer Learning in Woonsocket, RI](#)

[Summer Learning Program Profiles](#)

[Measuring and Improving Summer Learning Programs](#)

Eight Design Principles Make Up Evidence-Based Summer Learning Programs

Program Structure

Duration: Programs last 5+ weeks; 3+ hours of academic instruction per day.

Class Size: Classes capped at 15 students

Attendance: Programs communicate importance of high attendance, establish deadlines, and create create engaging site climates.

Enrichment Activities: Engaging enrichment activities take place alongside academics.

Academic Curriculum: High-quality curriculum maximize effective instruction.

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Eight Design Principles Make Up Evidence-Based Summer Learning Programs

Personnel

Academic Teachers: Certified teachers with content knowledge and grade-level experience.

Enrichment Instructors: Enrichment lessons led by instructors with content expertise are more likely to engage students.

Administration: In addition to site administrators, large, centralized summer programs require early and comprehensive planning led by a half-time summer program director who can begin working in January, if not earlier.

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What happens when you can't design a summer learning program that reflects all eight design principles?

Leaders may need to adapt as they balance local needs against the eight design principles

Potential Reasons for Adaptation

- Staffing capacity and personnel limitations
- Families' demands for summer flexibility
- Resource availability
- Cultural relevance
- Specific population needs

While research should always be used to **guide decision-making**, it needs to be evaluated in **relation to specific values**.

The process of using evidence to make effective decisions **requires value judgments** in evaluating the evidence and **in determining which evidence is most important** (Bright 2018).

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Example: K-5 Summer Learning in Woonsocket, RI

EdResearch for Action

Design Principles in Practice
Summer Learning Series

K-5 SUMMER LEARNING IN WOONSOCKET, RI

Christina Claiborne | Annenberg Institute at Brown University
Sam Stockwell | Annenberg Institute at Brown University

Design Principles in Practice Summer Learning Series
March 2023
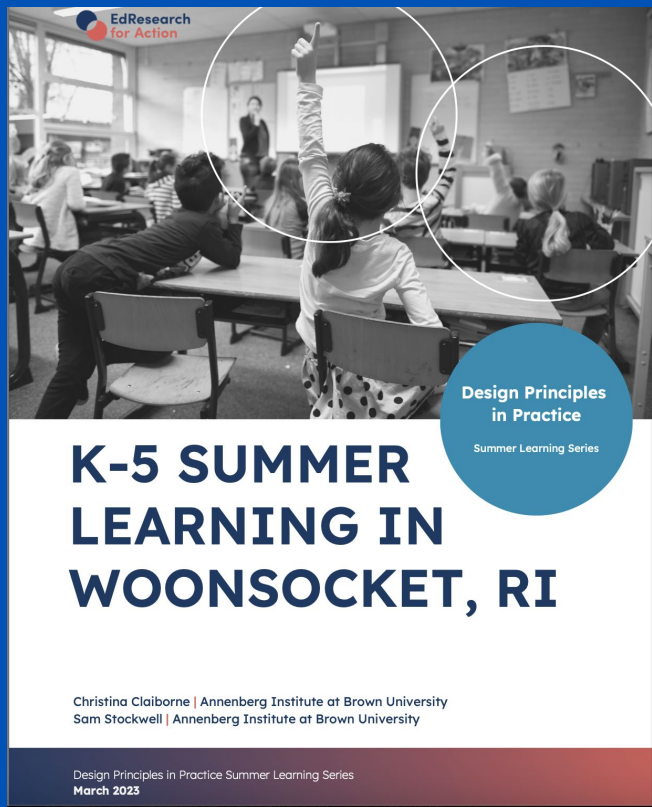
Woonsocket's Guiding Values

1. **Prioritizing program personnel**
High value placed on teachers' knowledge and skills

2. **Designing for student personalization**
A one-size-fits-all approach will not be highly engaging for students

RESULTS FOR AMERICA

Example: K-5 Summer Learning in Woonsocket, RI

Woonsocket's Design & Adaptations: Enrichment Activities

Value #1: Prioritizing Program Personnel

Research Design Principle	Design Principle in Practice
Engaging enrichment activities that take place alongside academics can help fill the "opportunity gap" and have been shown to reinforce regular attendance.	Woonsocket engaged local community based organizations (CBOs) in the planning process early on and leveraged their resources to create a program that offered all students high-quality enrichment opportunities in addition to academics.

RESULTS FOR AMERICA

Example: K-5 Summer Learning in Woonsocket, RI

Woonsocket's Design & Adaptations: Enrichment Activities

Value #2: Designing for Student Personalization

Research Design Principle	Design Principle in Practice
Programs that last at least five weeks and include at least three hours of academic instruction per day have been demonstrated to generate significant and lasting effects on student achievement. Optimally, programs will be offered to students for multiple summers.	Opting not to require participation in a single five or six week program, Woonsocket's model of three two-week sessions allowed them to engage students who otherwise might not have been able to attend a longer program.

RESULTS FOR AMERICA

Example: K-5 Summer Learning in Woonsocket, RI

Woonsocket's Design & Adaptations: Student Recruitment

Value #2: Designing for Student Personalization

Research Design Principle	Design Principle in Practice
Attendance is strongest when programs communicate the benefits of high attendance during recruiting, establish an enrollment deadline, and create an engaging site climate with positive adult-student relationships.	Schools leveraged existing modes of communication to recruit students, provided clear behavior expectations for students, and created engaging site climates that focused on project-based learning and positive relationships.

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Looking at Impact to Identify Opportunities to Improve

Regardless of the *degree* to which you adapt your program, it is important to develop a plan to **collect data** and **measure improvement.**

- Doing so will give you insight into opportunities to improve

Measuring & Improving Summer Programs

Best Practices for Data Collection

EdResearch for Action   TN EDUCATION RESEARCH ALLIANCE

Summer Learning Series
March 2023

Measuring & Improving Summer Programs: Best Practices for Data Collection

This best practices resource is designed to provide school and district leaders with **guidance on the types of data** that they should collect, as well as **how to collect, analyze, and interpret** the data to gain insights into the effectiveness of their summer programs.

This resource focuses on simple **descriptive analyses** (e.g., percentages and averages), since they are straightforward to calculate and widely understood by stakeholders. These types of analyses **provide immense value** to leaders and help **identify areas where changes** can be made to improve the effectiveness of programs and **areas of success** that should be replicated. Findings can also support leaders to make evidence-based decisions about program design, curriculum, and instruction.

Ultimately, collecting and examining this data can give school and district leaders a measuring stick with which to assess their progress towards their goals. It can help **ensure that their summer programs are always improving** and providing the best possible outcomes for students.

This resource draws on work with districts in Tennessee and Rhode Island and focuses on quantitative data

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Looking at Impact to Identify Opportunities to Improve

Woonsocket's Implementation Learnings Include:

- Partnering with CBOs provided increased opportunities and resources for students and alleviated the burden of enrichment programming from academic teachers, so that they could remain focused on providing excellent instruction.

- Flexible registration structure led to high enrollment and low attrition across the three sessions.

Looking at Impact to Identify Opportunities to Improve

Woonsocket's Impact Learnings Include:

- 95% of students who were expected to attend actually participated
- Summer participation improved math scores for students in grades K and 1
- Multilingual Learner (MLL) students who attended the summer program did better on fall test scores than MLL students who did not attend the program

How Evidence Information is Collected through the ENOUGH Act Grant Application

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*Track 3: Implementation applicants must submit the **Evidence-Based Programs Table** with their application to receive bonus points.*

Evidence Based Programs Table
Example provided in italics below. Please remove this example and add your own responses.

Name of Local Program or Service	Name of Evidence Based Program or Intervention	Research Citation or Clearinghouse Used	Clearinghouse Rating* (if applicable)	Link to Evidence Resource	Program Adaptations or Alterations	Informed Rationale** for Choosing This Intervention
7th Grade Check and Connect Program	*Check and Connect*	*Results for America Economic Mobility Catalog*	*Strong*	*https://catalog.results4america.org/*	*None planned.*	*The population that served as the evidence basis is very similar to our student profile, and this program is popular with parents in our school district.*

* Clearinghouse databases normally rank or evaluate the level of effectiveness or evidence basis for a program and give it a rating or category identifier (e.g, "strong evidence"). If such a categorization or label exists for your program, put the rating here.

**Informed rationale means the reasoning (such as a theory of change, logic model or narrative description) behind why a program is likely to improve important outcomes in similar contexts and for similar populations, based on research and input from participants and relevant stakeholders.

RESULTS FOR AMERICA

Questions?

Patrick Carter
Patrick@results4america.org

Q&A and Applicant Resources

Applicant Support: Training Hub and Resource Library

Prospective applicants have access to a curated training hub and resource library focused on the ENOUGH qualifying criteria and result areas.

ENOUGH Qualifying Criteria

Quarterback Organization
Structure and Role

Partnership Collaborative
Engagement and Governance

Community Assets & Needs Assessment
Data, Asset Maps, and Participatory Processes

Neighborhood Action Plan
Collective Action and Braiding Leveraged Funds

Cradle to Career Education

Healthy Families

Economically Secure Families

Safe and Thriving Communities

ENOUGH Result Areas

ENOUGH Grant Program Competition Timeline

Notice of Intent to Apply Due for All Tracks   **<u>July 19, 2024</u>**

Full Application Deadline for Track 2 and Track 3   September 20, 2024

Full Application Deadline for Track 1   November 1, 2024

Award Notifications   Winter 2024

Estimated Project Start   January 2025

NEXT STEPS: Action Items for Interested Communities

1. Sign up for the ENOUGH Grant Program Listserv to be notified of technical assistance offerings, Grant Program FAQs, and other applicant resources. You can also send an email to ENOUGH@Maryland.gov to receive updates.

2. Visit the ENOUGH Community Eligibility Map at **https://bit.ly/ENOUGHMap** to identify eligible geographies for ENOUGH Grant Program funds.

3. Use the ENOUGH Track Selector Tool at **https://bit.ly/ENOUGHTrack** to identify the right ENOUGH Grant Program Track for your partnership based on readiness and capacity criteria.

4. Read the **Notice of Funding Opportunity (NOFO)** for detailed grant program requirements, application templates, review criteria, budget limitations, allowable costs, application formatting, and submission process.
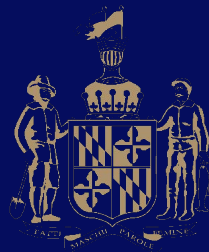
Follow Us

Contact Us

For additional questions or to request access to the ENOUGH listserv, please email us at **ENOUGH@Maryland.gov.**

Visit the Governor's Office for Children website for updates on the

ENOUGH Grant Program Community Support offerings!

GOC.Maryland.gov

We look forward to hearing from you.

THE OFFICE OF GOVERNOR
WES MOORE

GOVERNOR'S OFFICE FOR CHILDREN

GOC.MARYLAND.GOV