

TABLE 1: OUTCOMES TYPICALLY TARGETED BY TWO-GENERATION PROGRAMS

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE	
CHILD IS READY FOR SCHOOL AND TAKES CHARGE OF HIS/HER LEARNING (Foundation for Child Development)			
EDUCATIONAL SUCCESS (from early childhood through postsecondary levels)	Meets developmental milestones	Development and Psychopathology 2013 US Department of HHS, ACF 2010 Chase-Lansdale & Brooks-Gunn 2014	
	Improved literacy skills	Aikens et al., 2013 St. Pierre et al., 1996	
	Improved classroom behavior	St. Pierre et al., 1996	
	Higher attendance	Connolly & Olson 2012 St. Pierre et al., 1996 Chase-Lansdale & Brooks-Gunn 2014	
	Reduction in grade repetition	St. Pierre et al., 1996	
	Improved postsecondary outcomes	Ascend at the Aspen Institute Chase-Lansdale & Brooks-Gunn 2014	
	Improved grades/achievement	Greenberg & Domitrovich 2011 St. Pierre et al., 1996 Zhao & Modarresi 2010 Chase-Lansdale & Brooks-Gunn 2014	
	PARENT BECOMES MORE POWERFUL LEARNING PARTNER AND IS MOTIVATED TO PURSUE POSTSECONDARY LEARNING (Foundation for Child Development)		
	Increased GED attainment	Bassett 2014 Chase-Lansdale & Brooks-Gunn 2014	
	Increased enrollment in postsecondary education	Ascend at the Aspen Institute Sabol & Chase-Lansdale 2014 Chase-Lansdale & Brooks-Gunn 2014	
	Increased motivation to pursue postsecondary education	Ascend at the Aspen Institute Chase-Lansdale & Brooks-Gunn 2014	
	Receipt of certification and/or degree	Ascend at the Aspen Institute Chase-Lansdale & Brooks-Gunn 2014	
	Parents are empowered as their children's first/primary teachers	National Head Start Association Impact Working Group (in progress)	
	Improved functional literacy	St. Pierre et al., 1996	
Increased involvement in children's learning activities	Gelber & Isen 2011		
Higher expectations for parent's and child's educational attainment	Sommer et al., 2012 Chase-Lansdale & Brooks-Gunn 2014		
Improved parenting skills	Development & Psychopathology 2013 Chase-Lansdale & Brooks-Gunn 2014		

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE
EDUCATIONAL SUCCESS	FAMILY: EDUCATIONAL SUCCESS BECOMES A CORE FAMILY VALUE	
	Increased family literacy	
	Enhanced home learning environment	Foundation for Child Development 2012
	Increased family engagement	Miller et al., 2014
WORKFORCE DEVELOPMENT AND ECONOMIC ASSETS	CHILD HAS A MODEL FOR ECONOMIC SUCCESS	
	Career exposure	Ascend at the Aspen Institute 2014
	Increased wage benefits	Johnson and Jackson 2011
	PARENT IS MOTIVATED TO CLIMB CAREER LADDER	
	Improved earnings	St. Pierre et al., 1996 Chase-Lansdale & Brooks-Gunn 2014
	Reduced reliance on public aid	Ascend at the Aspen Institute 2012
	Defined career goals	Ray Marshall Center Dual-Generation Strategy Initiative 2011; RMC 2012 Chase-Lansdale & Brooks-Gunn 2014
	Job stability	Love et al., 2002 St. Pierre et al., 1996 Chase-Lansdale & Brooks-Gunn 2014
	Better income/job	St. Pierre et al., 1996
	Increased participation in job training	Love et al., 2002
	FAMILY IS EMPOWERED AND STABLE	
	Increased economic status and stability	Ascend at the Aspen Institute 2012 Chase-Lansdale & Brooks-Gunn 2014
	Increased financial assets	Ascend at the Aspen Institute 2014
	Basic needs are continuously being met	Ascend at the Aspen Institute 2014
SOCIAL CAPITAL	CHILD DEVELOPS EMOTIONAL AND INTELLECTUAL CAPACITY TO SUCCEED IN SOCIETY	
	Improved social adjustment in school and community	Aikens et al., 2013 Ascend at the Aspen Institute, 2012 Zhai et al., 2011 Chase-Lansdale & Brooks-Gunn 2014
	Improved cognitive performance	Development and Psychopathology 2013 Love et al., 2002 US Dept. of HHS, ACF 2010 Zhai et al., 2011 Chase-Lansdale & Brooks-Gunn 2014

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE
SOCIAL CAPITAL	PARENT IMPROVES EMOTIONAL CAPACITY AND PARENTING SKILLS TO ENSURE THEY AND THEIR CHILDREN CAN SUCCESSFULLY NAVIGATE SOCIETY	
	Increased coordination with teachers in child's learning	Cognitive Behavioral Practice 2001
	Improved emotional support skills	Love et al., 2002
	Development of warm and nurturing relationships with children	Strengthening Families Protective Factors Survey 2012 Chase-Lansdale & Brooks-Gunn 2014
	Increased knowledge and confidence to raise healthy and successful children	Strengthening Families Protective Factors Survey 2012 Chase-Lansdale & Brooks-Gunn 2014
	FAMILY IS CONNECTED WITH ECONOMIC, SOCIAL, AND/OR OTHER SUPPORTS (National Human Services Assembly)	
	Increased family cohesion	Ray Marshall Center 2011 Ascend at the Aspen Institute 2012 Chase-Lansdale & Brooks-Gunn 2014
	Increased participation in community life	Ray Marshall Center 2011 Ascend at the Aspen Institute 2012
	Increased connection to other families	Ascend at the Aspen Institute 2014 Sommer et al., 2012
	HEALTH AND WELL-BEING	CHILD PHYSICAL AND EMOTIONAL HEALTH DEVELOPS APPROPRIATELY
Meets developmental milestones		Ascend at the Aspen Institute 2014 Chase-Lansdale & Brooks-Gunn 2014
Increased executive functioning skills		The Future of Children 2014 Chase-Lansdale & Brooks-Gunn 2014
Positive cognitive and social-emotional development		Love et al., 2002 Vogel et al., 2010 Chase-Lansdale & Brooks-Gunn 2014
Increased child health insurance coverage		US Dept of HHS, ACF 2010
Increased likelihood of being immunized		US Dept of HHS, ACF 2010

OUTCOME DOMAIN	MEASURABLE OUTCOMES	SOURCE/REFERENCE
HEALTH AND WELL-BEING	PARENT HEALTH AND MENTAL HEALTH IS STRENGTHENED	
	Decreased psychological distress	The Future of Children 2014 Chase-Lansdale & Brooks Gunn 2014
	Decreased maternal depression	The Future of Children 2014
	Increased access to health insurance	The Future of Children 2014
	Increased confidence	Crittenton Women's Union Foundation for Child Development 2012
	FAMILY RELATIONSHIPS ARE STRENGTHENED	
	Increased emotional well-being	Ascend at the Aspen Institute 2014 Chase-Lansdale & Brooks Gunn 2014

Please note that this Outcomes Table compiles outcomes for two-generation programs as identified by researchers, evaluators, and practitioners within the existing two-generation literature to date. This literature spans the fields of neurobiology, early developmental psychology, program evaluation, early childhood education, and emerging two-generation research. This version of the Outcomes Table will serve as a starting point for Ascend's forthcoming Outcomes Bank, which will highlight the research and evidence base substantiating outcomes specific to two-generation approaches. Additional outcomes will be added as they are identified by the field.