

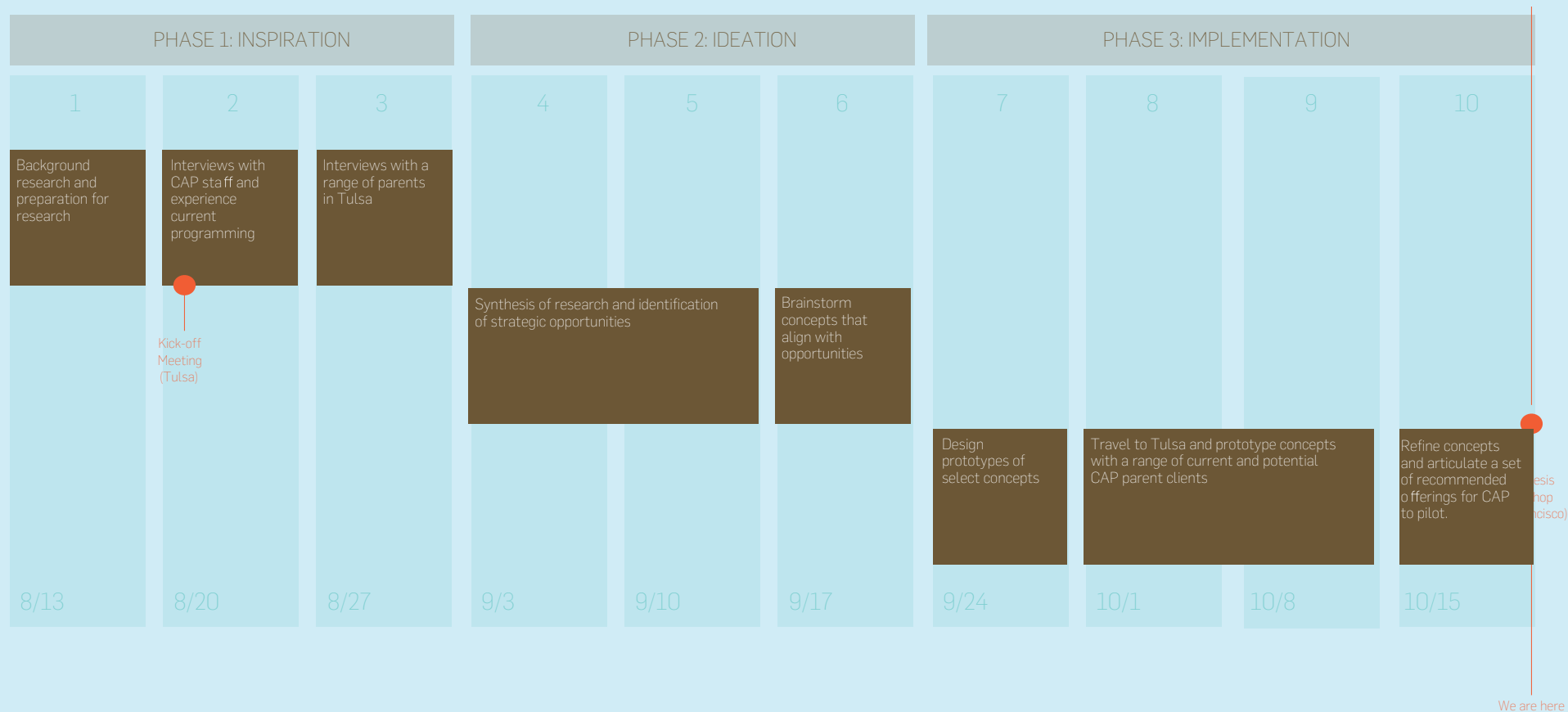
# Accelerate



# GOALS OF PROJECT

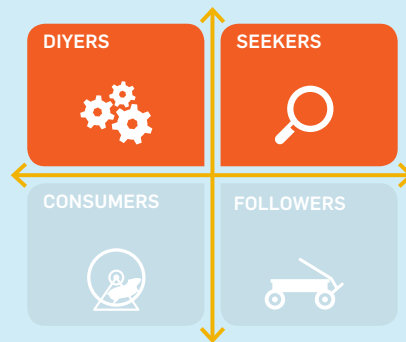
1. Understand CAP families' level of engagement in their children's development
2. Articulate a set of design principles to increase families' engagement with CAP
3. Design and prototype concepts for selected CAP programs

# Where are we in the project?



## Prototyping goals:

Test ways to accelerate motivated parents and expose parents to examples of success.



### **ACCELERATE**

Maximize CAP's impact on kids through better parenting by accelerating the intrinsically motivate parents.

### **EXPOSE**

The rest we reach through modeling. We show them success is possible.

## Prototyping goals:

Understand what tips the scale so families see CAP as a good deal.



## Prototyping goals:

### Put design principles to work

- Create a market
- Provide evidence
- Act as a peer

1

# PREMIUM

A multi-tiered business model that allows motivated parents to self-select. CAP then supports them with additional services.

## What We did:

We presented a CAP Premium brochure and a welcome kit to CAP families in group sessions. The brochure introduced a fictional new program for CAP families with extra benefits and extra requirements.

welcome kit:

program brochure

telephone numbers

parking permit

ID card

monthly calendar





4

FOCUS GROUPS

18

PARENTS

5

SPANISH-SPEAKING  
PARENTS

17

THOUGHT PREMIUM IS  
A GOOD IDEA

1

WAS DRAGGED TO  
GROUP BY WIFE

# QUESTIONS WE WANTED TO ANSWER

Is a premium offering enough to encourage engagement over multiple activities (*i.e. is it good deal*)?

YES

Are there enough parents willing to commit for CAP Premium (*aka motivated parents*)?

YES



# WE SAW MORE MOTIVATED PARENTS THAN WE EXPECTED.

The participation requirements were not barriers to enrollment. The benefits of the program outweighed the costs.

"That's good as far as parents who are working and have something going on, but as far as parents who stay at home—they

can put in more than two hours."

-Candice, Frost

"Those [requirements] are good enough to start the program out. Maybe as it went farther y'all could build onto it more." -David, Frost



# TRANSPARENCY ABOUT COSTS INCREASES PARENTS' SENSE OF RESPONSIBILITY.

When parents understand that the service they are receiving is expensive (not free), they are willing to participate in the activities that are required (not optional).

"Volunteering in the class and doing things like that, it shows your child you're committed and you should follow through... whatever commitment you make

you will follow through and learn from it. " -Jennifer, McClure

"I think they should ask to get you involved even more in the class"

-Delana, McClure

# CONSEQUENCES ARE NOT ONLY ACCEPTED; THEY'RE VALUED.

CAP is not free and parents respect that. There was strong agreement that if a family is not meeting its obligations for participation in CAP, that family should be removed from the program.

"If that family won't do it, they should make room for a family that's committed." -Rita, McClure

# CAP PREMIUM IS A GOOD DEAL.

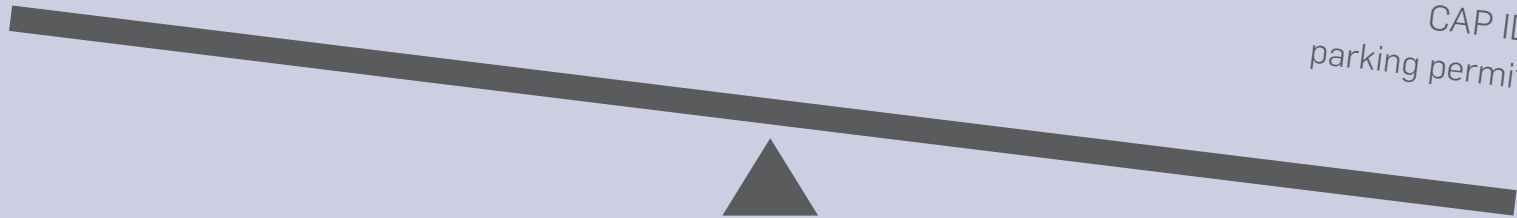
In fact, its so good almost everyone wanted to participate.

## Costs

- \$20 application fee
- 1 parenting class per year
- 2 volunteer hours per semester

## Benefits

- 0-3 education
- extended hours
- emergency financial support
- alumni services
- CAP ID
- parking permit



## OVERARCHING RECOMMENDATION

# Offer the exclusivity and responsibility of CAP Premium universally. Provide transparency about costs and require meaningful parent commitment.

## IDEAS FOR IMPLEMENTATION

- **Redesign the enrollment process** so staff are transparent about costs and explicit about parent involvement requirements. Treat parents as partners in a valuable investment: their children.
- **Evolve parent curriculum** to provide relevant classes for each year of the family's enrollment. The final class should prepare the families for life after CAP.
- **Create small, culturally relevant parent groups** for orientations and information sessions. Parents respect authority figures they can relate to.
- **Build an alumni network of parents** whose families have graduated from CAP to help support each other during the transition to elementary school and beyond.
- **Make parents feel special.** Affirm their decision to enroll their family in CAP. Eg: provide a CAP welcome kit.
- **Charge a \$20 application fee.** Families feel more invested when they have skin in the game.

2

# CAP POINTS

A rewards system recognizing parent success and achievement toward their goals.

## What We did:

CAP Point Week gave Eastgate parents the opportunity to earn points by getting involved with their children's school and CAP services. Point values were higher if multiple tasks were completed. Rewards were only earned after at least 3 activities had been completed.

reminder flyer

thank you flyer

announcement flyer

point card

point stickers





**45%**

OF FAMILIES PARTICIPATED

**7**

SCHOOL DAYS IN POINT WEEK

**72**

HOURS VOLUNTEERED

**99**

BOOKS BORROWED FROM LIBRARY

**64%**

OF STAFF SAY THERE ARE MORE MOTIVATED PARENTS THAN THEY THOUGHT

**75%**

OF STAFF HAD FUN DURING POINT WEEK

## Questions we wanted to answer

Do points encourage engagement over multiple activities?

**YES**

Are motivated parents accelerated by small pushes and incentives that recognize their success?

**LIKELY**

Are non-motivated parents influenced by the examples of other parents' success and motivated by the rewards?

**YES**

Are there more motivated parents than we expected?

**YES**

A photograph of a man and a woman sitting on a red couch. The man, on the right, is smiling broadly and looking towards the camera. He has dark, wavy hair and is wearing a blue button-down shirt. The woman, on the left, is partially visible, wearing glasses and a blue and white patterned shirt. A black cushion with colorful circular patterns is between them. The background is a warm, yellowish wall.

# WE SAW MORE MOTIVATED PARENTS THAN WE EXPECTED.

72 families completed at least three activities during point week. The rewards they earned were worth the time they spent.

I've seen a lot of parents that don't normally come to parent connection or volunteer, all of a sudden do it. - Eddie, Eastgate



# SHORT-TERM HORIZON REWARDS WORK.

Excitement and engagement were high throughout the week.

I've never seen the parents more excited to participate. There was a lot of motivation and excitement this week. - Eddie, Eastgate

# PARENTS WERE MOTIVATED BY OTHER PARENTS' INVOLVEMENT.

Parents who were not CAP Point Week-savvy became involved after they saw other parents waiting to talk with teachers.

One mom asked the other mom what was going on. Then she asked for a card so she could do it, too. - Teacher, Eastgate

# KIDS GIVE PARENTS ADDITIONAL MOTIVATION.

Parents received long-term rewards via affirmation from their children. Children also pestered parents to get involved because their friends' parents were.

"I learned how to value what the teachers were doing, and I really liked it because my daughter was happy that I was there with her." -

Parent, Eastgate

# CAP POINT WEEK BROKE DOWN BARRIERS THAT HAD KEPT PARENTS FROM ENGAGING.

Parents who were uncomfortable speaking with teachers or didn't know how to volunteer found motivation to engage for the first time.

All my kids' parents are Spanish-speaking and my Spanish isn't great, so they don't talk to me much. But some made the effort

to come talk to me for the first time. - Teacher, Eastgate



# PARENTS APPRECIATED BEING ABLE TO CHOOSE FROM A RANGE OF REWARDS.


From parent-focused to child-focused rewards, and practical to extravagant rewards, all parents found rewards that were meaningful to them.

Many parents who earned enough points for the mega gift drawing opted instead for multiple Walmart gift cards.

"You have no idea how much this [iPod shuffle] means to me. Now I can exercise and get healthy."

- Parent, Eastgate

"I've always wanted to take my kids here [Incredible Pizza] but I could never afford it." - Parent, Eastgate



# TEACHERS WERE HIGHLY ENGAGED AND OWNED THE PROCESS WHEN WE GAVE THEM CONTROL.

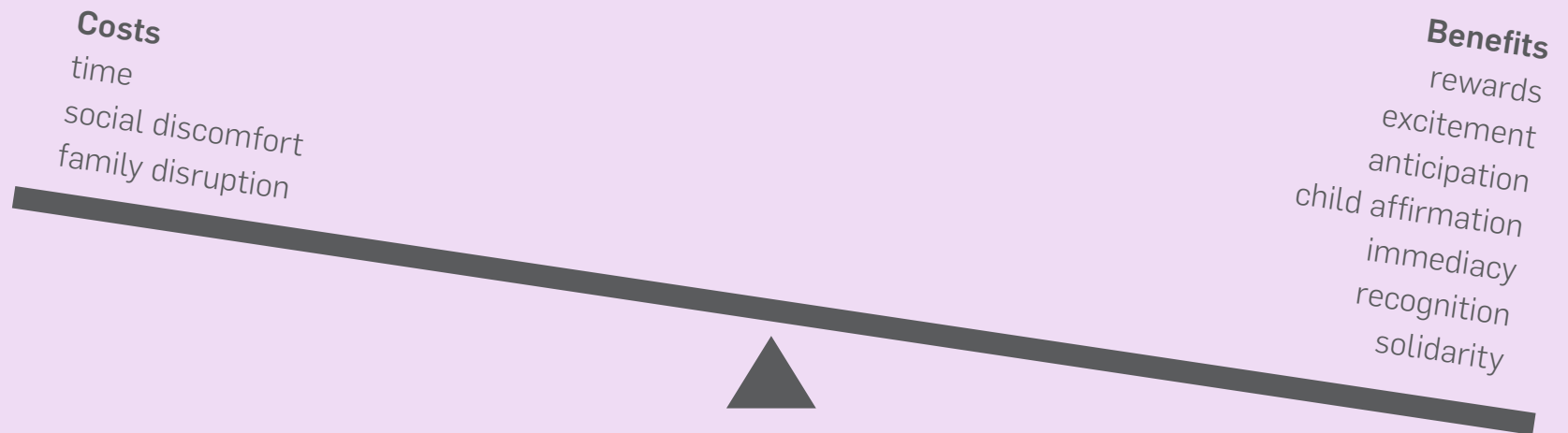
By allowing teachers to determine which parent engagements merited points, they felt personally invested in their families' success. These engagements helped them better serve their students.

One teacher had three parents in her class who earned enough points for the mega drawing. She was ecstatic when she learned that one of them had won.

"They opened up and told me about their family histories and things. And that was the most valuable thing to me." - Teacher, Eastgate

# CAP POINTS IS A GOOD DEAL.

Parents not only found motivation during the week, but continued to engage at the school after the deadline for CAP Point Week had come and gone. Parents who were already engaged were grateful to receive recognition for their time and effort, and welcomed new parents who were getting involved for the first time.



## OVERARCHING RECOMMENDATION

Develop a rewards program to affirm parents' decision to enroll their family in CAP and motivate and accelerate engagement in CAP requirements.

## IDEAS FOR IMPLEMENTATION

- **Schedule a one-month reward program** that coincides with dips in involvement or engagement (after the rush of the first 45 days) to re-ignite excitement.
- **Build excitement and anticipation** around reward program throughout the year.
- **Consider more ways to elicit affirmation from children** for parents who earn points.
- **Empower teachers** to administer the reward program.

3

# CAP CIRCLES

A program that delivers parent programming through existing community and culturally relevant social networks.

## What We did:

We recruited CAP parents during drop-off and pick-up at Disney and Skelly to invite three or more other parents to create their own learning circles. Each circle would then choose a 1-hour parenting workshop to be held at the time and location of their choice, taught by the teacher of their choice.





35

PARENTS RECRUITED

2

PARENT CIRCLE  
PLANS SUBMITTED

0

COMPLETE PARENT CIRCLE  
PLANS SUBMITTED

1

CIRCLE WORKSHOP  
CONVENED

2

PARENTS ATTENDED  
WORKSHOP

6

CHILDREN AT  
THE HOME DURING  
WORKSHOP

0

BABYSITTERS  
RETAINED FOR THE  
WORKSHOP

## Questions we wanted to answer

Will parents self organize?

NO

Is it possible to deliver relevant and culturally appropriate content through existing social networks?

HARD  
TO SAY

Are CAP parent requirements manageable? Which school was more successful in creating circles?

YES

Who joins? Do CAP parents attract other CAP parents with or without requirements? How do non-CAP parents influence the circle?

NA

Can the experience inform the development of other CAP programs?

YES

Are parents more engaged?

HARD  
TO SAY

# IT'S HARD FOR PARENTS TO UNDERSTAND PARENT CIRCLES.

It took a long time to explain the concept to each parent. Even then, the two plans that were submitted were not complete.

Neither circle planned for food or baby sitter. One circle only consisted of three parents.

# IT'S DIFFICULT FOR PARENTS TO CREATE A PARENT CIRCLE.

Many parents who had expressed interest ran into barriers that kept them from creating their Parent Circles

"I only found one friend, almost two. That's it." - Kristina

"Me and my friends all have jobs, so it's hard to find a time we can all do it." - Janet


"We don't know what to do with all our kids." - Anaya

A man and a woman are sitting on a brown patterned couch in a room with large windows in the background. The man, on the left, is wearing a dark blue polo shirt and glasses, and is looking down at a piece of paper he is holding. The woman, on the right, is wearing a dark blue long-sleeved shirt and jeans, and is also looking at the paper. A red bag and a water bottle are on the couch next to her. The text 'IT'S EASY FOR PARENTS TO SEE THE VALUE OF PARENTING CLASSES ONCE THEY TAKE ONE.' is overlaid on the image in large white letters on a black background.

IT'S EASY  
FOR  
PARENTS  
TO SEE THE  
VALUE OF  
PARENTING  
CLASSES  
ONCE THEY  
TAKE ONE.

The one-hour parenting workshop is a great recruitment tool.

Febe had never heard of Incredible Years. By the end of the parent circle workshop, she asked if she could enroll the next time the course was offered.



PARENTS ARE  
MORE LIKELY  
TO GET  
INVOLVED  
WHEN THEY  
RECEIVE A  
PERSONAL  
INVITATION.

People are more inviting  
than any brochure.

Vianca wanted to join the parent circle but was uncomfortable leaving her home alone. When Pati offered to drive her, she enthusiastically accepted.

# PARENT CIRCLES ARE NOT A GOOD DEAL.

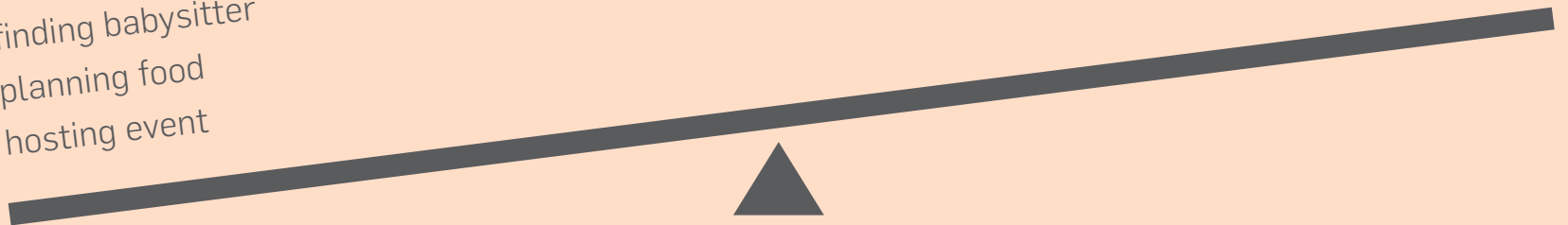
While parents showed a desire to learn amongst peers, it wasn't strong enough for them to do all the work it takes to self-organize a 1-hour parenting workshop in one week.

## Costs

- finding enough friends
- reaching out to strangers
- coordinating schedules
- finding babysitter
- planning food
- hosting event

## Benefits

- choice of subject
- choice of teacher
- choice of classmates
- choice of location
- improved child behavior
- more relaxed parent



## OVERARCHING RECOMMENDATION

Don't ask too much from parents in terms of self-organizing peer learning opportunities. Instead, create opportunities for them to benefit from learning with their peers.

## IDEAS FOR IMPLEMENTATION

- **Schedule 1-hour parenting workshops** to recruit more families.
- **Personally invite or request parent involvement** at every scheduled meeting with caseworker.
- Incentivize parents to **enroll in classes with a buddy**.

4

# SUCCESS STORIES

A campaign showcasing parents' success and celebrating their ability to overcome difficulties.

## What We did:

We created a campaign of four posters that tell short, inspirational success stories about fictional CAP Parents and hung them at Eugene Field, Skelly, Frost and Disney sites. Viewers were urged to send a text message to show peer support for the person in each poster. We also hung posters at a handful of locations in the community and passed them out in our Premium parent groups.



posters and flyers



4

STORIES TOLD

16

POSTERS HUNG

4

SCHOOL SITES

3

COMMUNITY POSTING  
LOCATIONS

9

PARENTS WHO  
RECEIVED FLYERS

1

TEXT SENT

## Questions we wanted to answer

Do parents notice these stories?

NO

Do parents text in support? How many parents text? Are in school or external communications more effective?

ONLY 1

What do parents say about the campaign? If they notice it, is it positive? Do they describe feelings of solidarity or motivation?

YES

Is it something they would like to see more of?

YES

# TEXTS AREN'T THE BEST WAY TO GAUGE MOTIVATION.

The only person who texted was an intrinsically motivated person. This may be due to the fact that it takes a certain amount of motivation to send a text to a total stranger.



While her son's learning nursery rhymes, Tanya's learning how to be a nurse.

Mientras su hijo aprende canciones infantiles, Tanya esta aprendiendo como ser una enfermera.

"Bravo Tanya!  
I'm a nurse too." - Text

# SCHOOL POSTERS AREN'T THE BEST MEDIUM.

The walls of the school sites were already cluttered with other messages. Plus, parents are focused on their children as they're making their way through the halls.

**cap**  
Community Action Project

**Inscríbese Ahora para Los Años Increíbles y Abriendo Puertas**  
¡Diviértase y ayude a su hijo/a al mismo tiempo!



"They put all these signs on the doors. I'm too busy making sure my kid's fingers don't get

caught in the doors to read the signs." - Anaya



# SUCCESS STORIES CONNECT WITH PARENTS ON AN EMOTIONAL LEVEL.

Parents gravitated to the stories that they could personally relate to. A common reaction was a feeling of solidarity.

"Seeing this makes me think about how I didn't get my diploma, and I wish that I could. I'm just two credits away." - Rita

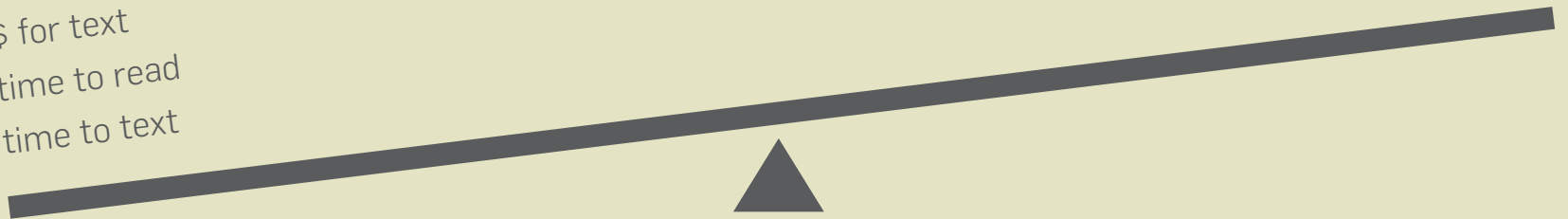
# THE PROTOTYPE IS NOT A GOOD DEAL.

As the prototype was designed, there were not enough benefits to merit spending the time and money to send a text to a stranger.

## Costs

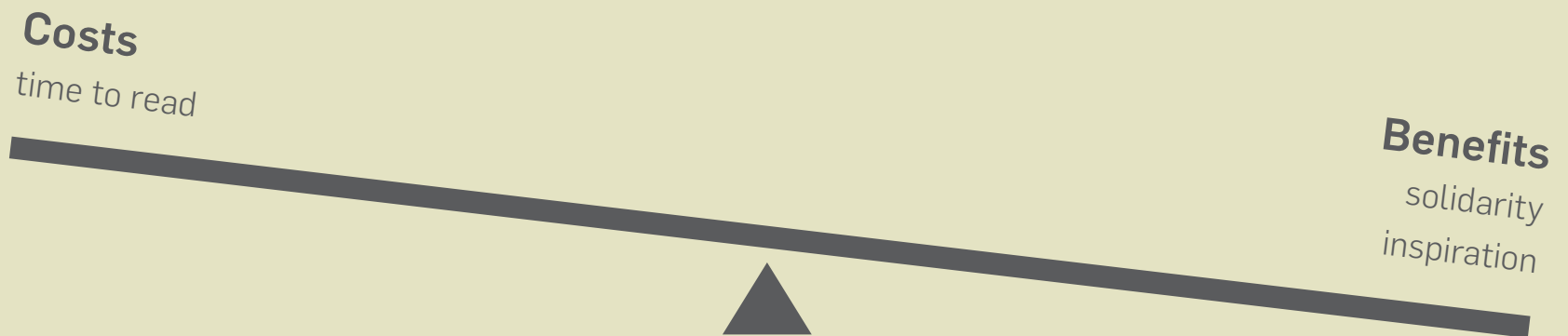
\$ for text  
time to read  
time to text

**Benefits**  
solidarity  
inspiration



# BUT THE SUCCESS STORIES ARE.

When asked about the stories themselves, the parents consistently shared feelings of solidarity and inspiration. The stories were worth the read.



## OVERARCHING RECOMMENDATION

Provide parents with evidence of the success of their peers. It inspires them to look at their own paths and provides solidarity as they consider taking new paths.

## IDEAS FOR IMPLEMENTATION

- **Include a range of success stories** in your communications to tap into experiences and feelings that parents can relate or aspire to.
- **Present success stories in person** at all parent gatherings to build a sense of camaraderie.

# CONCLUSION

# Let's look at how we applied our design principles in the four prototypes.

## **Create a market**

We gave parents choice and provided clear expectations of costs and benefits.

- CAP Premium
- CAP Point Week

## **Give parents evidence**

We offered short term rewards and windows to success.

- CAP Point Week
- CAP Success Stories

## **Act as a peer**

We gave parents and teachers control.

- CAP Premium
- CAP Point Week
- CAP Parent Circles

## Prototyping using the design principles revealed:

- there are more motivated parents out there than expected
- these parents are willing to engage when they clearly understand the benefits offered and commitment required
- the benefits and requirements presented must look like a good deal

You can offer a good deal by:

- **offering the exclusivity and responsibility of CAP Premium universally.** Provide transparency about costs and require meaningful parent commitment.
- **developing a rewards program to affirm parents' decision to enroll their family in CAP,** and to motivate and accelerate parent engagement in CAP requirements.
- **not asking too much from parents in terms of self-organizing learning opportunities.** Instead, create opportunities for them to benefit from learning with their peers.
- **providing parents with evidence of the success of their peers.** It inspires them to look at their own paths and provides solidarity as they consider taking new paths.

# APPENDIX A

## Tactical Learnings

## CAP Premium

### **Alumni Services**

Parents with children who already went through CAP or are nearing CAP graduation found the prospect of alumni services most appealing. They all had experienced the value of CAP's programs and will miss the access to their counseling services.

### **Emergency Financial Services**

New CAP families consistently called out emergency financial services as their favorite benefit. To some it meant help with food and clothes. To others it meant help with rent or utility bills.

### **Extended drop-off/ Pick-up times**

This was especially attractive to working parents.

### **ID=Safety**

Most parents saw the CAP ID card as a way to improve child safety at sites, requiring it to sign a child in or out.

### **Parking=Danger**

Parents at Frost and McClure reacted very positively to the idea of a Premium parking permit. They expressed a need to better traffic control during drop-off and pick-up.

## CAP Point Week

Parents with multiple children in school, and their teachers, found the 1-card-per-family rule frustrating and confusing. It was easy for parents to find work-arounds to “play” the system. In retrospect, families with multiple children should be allowed to earn more points if they’re engaging in multiple activities.

There was no way for teachers to know if parents had participated in each activity only once. This can be solved by specifying which spaces on the point card correspond to each activity.

Having an intrusive display that engaged children helped keep CAP Point Week top-of-mind for parents.

After care teachers and school receptionists need to be included in staff preparation for any reward program.

Reward donations should be pursued at the beginning of the school year so they can be secured by the end of the reward program.

## Parent Circles

Babysitting is not a relevant concept for the parents. Even providing a budget for babysitting did not help them overcome this hurdle.

The most desired workshop topics were Handling Separations and Reunions and Positive Discipline.

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