

The Costs of Coordinating Two-Generation Programs

Appendixes

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Appendix C. Study Methodology

Research Questions

The purpose of this study is to answer three primary questions:

1. How much did the FCCC two-generation partnerships in Buffalo, Columbus, and San Antonio cost?
2. How are the FCCC partnerships' costs composed?
3. What can we learn across communities about the activities and staff that drive program costs?

Approach

Organizational budgets offer an incomplete view of program costs because they do not reflect how resources are actually applied in program operations. For example, budgets do not break down personnel costs by program activities. They also do not include uncompensated staff time (“off the clock”) or time spent under other funding sources or through in-kind resources. These all could have been a substantial component of FCCC costs.

This study estimated the staff labor costs of the FCCC partnerships, which were the connective tissue, or glue, that held the FCCC two-generation programs together. These included the labor costs associated with coordinating programming and services and the cost of providing new single-generation services and new two-generation services, such as coaching and family services and events. Labor costs also included the cost of coordinating existing single-generation services (i.e., child-only or adult-only services that preexisted FCCC) for use within a two-generation collaboration, but not the full cost of directly providing those services.

We used a staff time-use survey to estimate two-generation labor costs by program activity category. Data on time use (both compensated and uncompensated time) were then multiplied by a loaded hourly wage rate to produce estimates about program personnel cost. We allowed organizations to determine how they loaded staff rates. Though rates were to include the employee’s hourly labor rate and fringe benefits, organizations may or may not have included overhead and general administration, depending on how they decided to load staff costs. Our analysis focused on the amount of time staff spent on FCCC-related work and the breakdown of how staff spent their time on individual FCCC activities. We were also able to estimate the costs associated with different staff roles (staff self-identified as working in frontline, supervisory, or leadership positions).

Our study did not capture case-level costs, such as the cost per participant in each community. To best estimate individual participation costs would require data on the exact services participants received, for how long, during what time period, and in what dose or intensity. Because we did not capture case-level costs, it would be misleading to use the program-level costs presented in this study to calculate per participant cost (i.e., total cost divided by number of participants), because we know that some participants received more services and incurred higher costs than others. In addition, it is unclear if the number of participants should be those who formally “enrolled” in FCCC in each community or the number of individuals or families who received any service, a much larger group. Therefore, no case-level analyses or estimates are reported in this study, nor should they be derived from the program-level costs presented.

A case-level study design was an option, but the communities ultimately decided that it would be too burdensome and would detract from the time staff spent serving FCCC participants. This decision was a product of the collaborative, community-engaged approach we undertook to ensure the community partnerships understood, consented to, and valued the research and evaluation activities (Coffey et al. 2021). Staff working in the communities reported that the data burden associated with the time-use survey was a challenge.

Survey Instrument

The time-use surveys we created for each FCCC community were structurally identical and comparable in content. On the basis of our insight into FCCC operations from semiannual site visits since 2013, we developed a draft list of staff labor activity categories and definitions that would consistently capture the range of program-related activities across the three communities. These categories and definitions needed to satisfy two conditions: (1) they had to be comprehensive enough to cover the vast majority of activities that staff at all levels do in any given day for FCCC, and (2) they had to be discrete enough that they would not overlap, so staff would not place the same activity under multiple categories. Between April and June 2018, we refined the cost categories and definitions in partnership with the communities. Feedback from staff was collected through focus groups with frontline, supervisory, and leadership staff across multiple organizations. We wanted to ensure each list met our criteria and included examples that survey respondents would immediately recognize. Revisions to the cost categories only changed details of the definitions and kept the parallel structure and content of the cost study fully intact. The final list of cost categories appears in the Program Cost Estimates section in the cost study. For detailed descriptions of these categories in each community, see the following Detailed Cost Categories by Community section (appendix D).

Respondents

To determine who provided two-generation services and should take the time-use survey, we worked with the data leads in each community to develop a list of partnering organizations and their staff. The first step was to identify organizations that would produce meaningful data that reflected the FCCC coordinating function among single-generation service providers as well as the new services developed for FCCC. We surveyed staff at 5 organizations in Buffalo, 6 in Columbus, and 13 in San Antonio. Staff members directly providing single-generation services that preexisted FCCC were considered out of the scope of the study, considering these services were already funded and operating. For this reason, the costs associated with existing child services and adult education/training services in this report should be considered the cost of coordinating these programs rather than of providing the services directly.

We also did not include staff with administrative roles such as human resources, contracts, and payroll in the cost study survey scope. Consequently, general administration costs were only included if those costs were loaded onto employees' hourly rates. The final lists of staff and organizations to be included were mutually agreed upon with communities and finalized before fielding the survey.

Wage Data and Nonlabor Expenses

We gathered loaded wage rates—which reflect employee wages, fringe benefits, and possibly additional overhead or general administration costs—directly from the organizations, or we estimated them. Communities provided loaded wage rates for most staff in an Excel workbook, though there were some differences between communities. San Antonio submitted individual-level loaded wage data from each of their partners, though two people were missing wages. For these individuals, we estimated their wage on the basis of the wage of an individual in a similar role. Buffalo submitted an average loaded wage by title, which obscured individual staff members' wage rates. As a result, all Buffalo staff with a given title have the same rate in our calculations. Columbus submitted individual loaded wage rates for most organizations, with the following exceptions:

- For staff members who were consultants, we only received a fixed annual rate. For these individuals, we divided the amount by 200 and then divided by 8 to arrive at an hourly rate. This assumes that a consultant will work 200 days a year and eight hours a day.
- One organization removed the names of their staff and only listed the rates. In that case, we assigned rates to each individual based on comparisons with partner organizations.
- Two respondents from Columbus public-sector organizations did not submit wage rates. However, their unloaded rates were available to the public on the Ohio treasurer's website. We used these unloaded rates and then added an estimate of hourly benefit costs from the Bureau of Labor Statistics.¹ Overhead or administrative expenses were thus not included for these two respondents.

The Excel workbook also asked for the costs of direct FCCC expenses, such as direct cash assistance or family bus passes, because those expenses are difficult to estimate. However, few organizations provided that information, so we excluded it from analysis to avoid biasing the findings. For this reason, the costs presented in this study represent only the cost of staff time (i.e., personnel costs), which we believe are the most useful for other organizations contemplating similar efforts and are likely to be less discretionary in a similar two-generation effort. We excluded nonlabor expenses from this study, considering they are often discretionary, not well tracked, and vary from program to program and

across cities. We also think that many community organizations can estimate nonlabor costs reasonably well using local knowledge, while the cost of the staff time required to enhance existing place-based services with a two-generation model is less well known and harder to estimate. Future efforts will want to consider the appropriate outlays for such direct costs on the basis of the population and programming, as well as available resources.

Survey Implementation

Each community's data lead, in consultation with organizational partners, the Urban Institute, and the Annie E. Casey Foundation, established the timeline for the FCCC time-use survey. The Urban Institute fielded the survey in all three communities using a web-based survey tool.

We fielded Buffalo's bimonthly cost study from December 2018 to October 2019 and collected a full year of data for October 1, 2018, through September 30, 2019, though we were only able to use data for the first half of this data collection period (see the following Three-Month Estimates for Buffalo section) and only report on the first three months of data in the cost study. Six months of Buffalo's data can be found in the cost study (Gold et al. 2021). Columbus's monthly time-use survey was in the field from November 2019 to January 2020 to collect data reflecting time use between October 1 and December 31, 2019. San Antonio fielded their monthly survey from February to April 2019, collecting data on time use from January 1 to March 31, 2019.

In each community, staff had a four-week window to complete the survey. Individuals who had not responded were reminded to complete the survey at the start of week two and week three. On a few occasions, when response rates were low, we reached out directly to the data lead to remind staff about the survey.

Response Rates

Response rates were uneven over time and between sites. Across all sites, response rates were highest at the beginning of the data collection period, in the first survey. Response rates dropped off substantially by the last survey. Some respondents failed to take the survey at different points, and others never responded at all. Tables C.1–3 summarize the responses by community and wave.

Buffalo had the longest data collection period and the lowest response rate overall. Because response rates worsened over time, we excluded data from the fourth through sixth waves of the survey. When we consider only the first three data collection periods, between 17 and 18 people were eligible to respond in each survey wave (staff turnover caused changes in the sample size). Over the

three waves, we fielded 53 surveys, and about 75 percent were either partially or fully completed. In the cost study, we report only on the first three months of Buffalo’s data so that estimates will be comparable to the other sites. During this three-month period only, we fielded 35 surveys and about 77 percent were completed fully or partially.

In Columbus, we surveyed 23 people in each of three waves and fielded 69 surveys, about 82 percent of which were either fully or partially completed. In San Antonio, we sent surveys to 45 people in each wave, fielding 135 surveys across three points in time. About 75 percent of all surveys were completed (either fully or partially).

TABLE C.1
Individual Responses by Wave in Buffalo

	Wave 1		Wave 2		Wave 3		Total	
	#	%	#	%	#	%	#	%
Complete	13	72	13	76	13	72	39	74
Partially complete	1	6	0	0	0	0	1	2
No response	4	22	4	24	5	28	13	25
Total	18	100	17	100	18	100	53	100

Source: Urban Institute analysis of time-use survey data.

Note: Buffalo’s total sample size changed because of staff turnover during data collection.

TABLE C.2
Individual Responses by Wave in Columbus

	Wave 1		Wave 2		Wave 3		Total	
	#	%	#	%	#	%	#	%
Complete	20	87	18	78	16	70	54	78
Partially complete	2	9	1	4	0	0	3	4
No response	1	4	4	17	7	30	12	17
Total	23	100	23	100	23	100	69	100

Source: Urban Institute analysis of time-use survey data.

TABLE C.3
Individual Responses by Wave in San Antonio

	Wave 1		Wave 2		Wave 3		Total	
	#	%	#	%	#	%	#	%
Complete	36	80	33	73	25	56	94	70
Partially complete	3	7	1	2	3	7	7	5
No response	6	13	11	24	17	38	34	25
Total	45	100	45	100	45	100	135	100

Source: Urban Institute analysis of time-use survey data.

In all three communities, partial responses included the number of hours spent, but not how they were spent across different activity categories. Some staff submitted information about their name and organization but did not answer questions about time spent on FCCC. We used the information available in the survey and filled in missing information as practicable, as described in the next section.

Missing Data

We determined it was sometimes necessary to fill in missing data so that we were not interpreting survey nonresponse as zero staff costs. In estimating missing labor costs, we first used available data that may have come from other survey waves completed by the same staff member or from other staff members in similar roles who responded in that wave.² We also used our knowledge of the staff and organizations working in these communities, based on seven years of experience evaluating FCCC, to make reasonable assumptions about how staff spent their time. For example, we may have known that a staff member was a full-time FCCC employee providing family coaching and therefore assumed that person spent 40 hours per workweek on FCCC activities. We validated such assumptions by checking the staff member's responses in other survey waves and the responses of other coaches in the same community. In rare cases, we also estimated data when reported values were far outside the bounds of what a person had reported for other survey waves and was outside normal expectations for a 40-hour workweek (e.g., reporting working more than 100 hours every week for the four-week reporting period).

We believe our solution was superior to applying a single mathematical approach to fill in missing data across all respondents. We explored but ruled out other statistical techniques (such as using a simple average for people in a similar role or an average across survey waves) in favor of a more fine-grained approach. We also reviewed this approach with the data leads in each community.

We present the totals accounting for the estimated costs in the cost study as the preferred estimates. We include the raw (unestimated) program costs in appendix A of the cost study.

Three-Month Estimates for Buffalo

We present three-month costs for Buffalo in the cost study so that comparisons can be made more easily with the communities that reported three months of costs. We halved Buffalo's costs in wave two and added them to the site's total costs for wave one. Note that the costs across the first three survey waves were so consistent (varying by less than 1 percent) that we could have instead taken the total cost for all three survey waves and divided it by two. We selected the first approach because it is a more precise method of calculating the costs for the desired time frame.

Appendix D. Detailed Cost Categories by Community

The nine cost categories used in the cost study allow for standardization and cross-site consistency across the three FCCC communities (see Program Cost Estimates in the cost study). However, some of the tasks that made up these categories varied by community. Here, we detail the actual tasks we ascribed to cost categories in each community (tables D.1–3).

TABLE D.1

Detailed Cost Categories in Buffalo

Cost Category	Definition
Outreach and enrollment	<p>Tasks related to interactions with Buffalo’s target population to inform, engage, or bring in prospective clients; currently enrolled clients may or may not be involved in activities.³</p> <p>Tasks in this category include the following:</p> <ul style="list-style-type: none"> Outreach and enrollment-related professional development or training Client intake and enrollment appointments Information sessions and intake pre-work for unenrolled parents (i.e., relationship-building activities) Tabling at school events Program promotional efforts, including time for planning, preparation, and execution (e.g., setting up or tearing down events; organizing food, speakers, and space for events; making and distributing flyers or other promotional material; staffing community events such as PAZ Cafés, Saturday Academies, and dinners; conducting social media outreach)
Coaching	<p>Tasks related to all forms of coaching for enrolled adults, including financial counseling and job coaching. Tasks in this category include the following:</p> <ul style="list-style-type: none"> Coaching-related professional development or training Appointments or contacts with clients to facilitate connections with employment, which may include résumé assistance, mock interviews and roleplay, job shadowing, and job referrals Appointments or contacts with clients to create or refine plans for employment or financial stability, which may include student loan counseling; informal financial and budgeting education (i.e., not curriculum-based class instruction), such as how to shop for a car; and credit counseling Personal follow-up with disengaged clients, which includes outreach by electronic means, such as phone calls, texts, and emails, and in-person outreach, including and staff-initiated appointments Work before or after coaching appointments associated with direct service-related tasks (e.g., searching for rental properties, revising cover letters or résumés, sending job referrals, researching student loan service options). Crisis intervention and barrier-removal activities that are direct services (e.g., speaking with a landlord to help a client avoid eviction); referrals to other service providers should <i>not</i> be counted in this category

Cost Category	Definition
Adult education/training	<p>Tasks related to facilitating, teaching, or instructing any form of curriculum-based training or credentialing program. This includes vocational training through the Buffalo Center for Arts and Technology, the Buffalo Public School adult education center, SUNY Erie’s Educational Opportunity Center, the Board of Cooperative Educational Services, soft skills training through the Learning to Work It Out curriculum, and adult educational programs for high school equivalency/GED and higher education. This also includes professional development or training for administering adult education or training programs (e.g., the time to train new staff on the Learning to Work It Out curriculum). This does not include costs incurred by providing participants with education supplies for adult training (certification fees, textbooks, and uniforms) or costs for covering certification fees and uniforms for parents enrolled in adult education training.</p>
Child services	<p>Tasks related to educational services for children, including child care, early education and pre-K, and auxiliary elementary school services. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Professional development or training related to child services (e.g., trauma-informed care training) Child care and early education services at centers financially supported by the effort Child care during PAZ Café After-school curricular enrichment programs for school-aged children like field trips Outreach and assistance to help Children’s Academy parents enroll their children at Westminster Community Charter School School connections to other support services
Family services	<p>Tasks related to integration of the parent and child components of FCCC interventions. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Training or professional development related to parent-child services (e.g., Parents as Teachers training) Child-focused Parents as Teachers services, such as being a liaison between parents and schools and supporting parents’ advocacy for their children Translation of Ages and Stages Questionnaire results for parents Parent-focused workshops on supporting early childhood development
Coordination and referrals	<p>Tasks related to linking clients with services and resources, which may be part of the effort or outside it. These activities are done on behalf of the client (i.e., these are connections staff make), and only reflect the process of making the connection; the time of a client’s service participation once the connection is made is <i>not</i> counted here. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Team meetings in which individual clients are discussed and referred, whether as a PAZ team or with other staff in an organization, such as Coaches’ Corner meetings or staff meetings within individual organizations Warm hand-offs to other staff, service providers, and partners Case management services to align multiple services for clients
Data entry and analysis	<p>Tasks related to collecting, inputting, managing, and analyzing two-generation/FCCC programmatic data, which may be quantitative or qualitative. Tasks in this category include the following:</p> <ul style="list-style-type: none"> Attending professional development or training on any data system or process (e.g., training for CapLinked). Inputting data from sign-in sheets or FormSite into CapLinked Working on enrollments, appointments, case notes, referrals, or goals Inputting case notes into a data system Analyzing programmatic data for improvement of services or outcomes Presenting and discussing programmatic data to improve services or outcomes <p>This does include the time to analyze, prepare, or report data to comply with <i>any</i> funder’s reporting obligations or for evaluation tasks in this category.</p>

Cost Category	Definition
Management and supervision	<p>Tasks related to management and supervision of employees on FCCC activities. Examples of activities counted in this category include the following:</p> <ul style="list-style-type: none"> Quality-control activities Service-related management Assignment of roles and responsibilities <p>This does not include the costs of routine supervisory activities unrelated to oversight of two-generation activities (e.g., payroll and time cards, benefits management, budget management, performance reviews).</p>
Leadership	<p>Tasks that shape the organizational and institutional composition of the effort. This category includes the following tasks:</p> <ul style="list-style-type: none"> Negotiating and establishing new partnerships with organizations, including financial negotiations, data-sharing agreements, and memorandums of understanding Setting organizational and strategic FCCC priorities Managing organizational relationships, including those with funders, other organizations inside and outside the partnership, and organizational integration Hiring for FCCC-related positions

Source: Urban Institute, Family-Centered Community Change cost study.

TABLE D.2
Detailed Cost Categories in Columbus

Cost Category	Definition
Outreach and enrollment	<p>Tasks related to interactions with the Columbus target population to inform, engage, or bring in prospective clients; currently enrolled clients may or may not be involved in these activities.⁴ Tasks in this category include the following:</p> <ul style="list-style-type: none"> Client intake and enrollment contacts or meetings Information sessions and intake pre-work for unenrolled parents (i.e., relationship-building activities) Program promotional efforts, including time for planning, preparation and execution (e.g., setting up or tearing down events; organizing food, speakers, and space for events; making and distributing fliers or other promotional material; staffing community events such as dinners)
Coaching	<p>Tasks related to all forms of coaching for enrolled adults, including financial counseling and job coaching. Tasks in this category include the following:</p> <ul style="list-style-type: none"> Contacts or meetings with clients to facilitate connections with employment, as well as any associated direct service (e.g., role-playing job interviews; helping a client get a license, write a résumé, purchase a bus pass) Contacts or meetings with clients to create or refine plans for employment or financial stability, as well as any associated direct service (e.g., loan counseling, budgeting support) Personal follow-up with disengaged clients, which includes outreach by electronic means, such as phone calls, texts, and emails, and in-person outreach, including home visits and staff-initiated appointments Crisis intervention and barrier-removal activities that are direct services (e.g., speaking with a landlord to help a client avoid eviction); referrals to other service providers should <i>not</i> be counted in this category
Adult education/training	<p>Tasks related to facilitating, teaching, or instructing any form of curriculum-based training or credentialing program. This includes vocational training, soft skills training, and adult educational programs for high school equivalency/GED and higher education.</p>

Cost Category	Definition
Child services	<p>Tasks related to educational services for children, including child care, early education and pre-K, and auxiliary elementary school services. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Child care and early education services at centers financially supported by the effort In-school tutoring or counseling services for school-aged children After-school curricular enrichment programs for school-aged children Outreach and assistance to help Schoenbaum Family Center parents enroll their children at Weinland Park Elementary School
Family services	<p>Tasks related integration of the parent and child components of FCCC interventions. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Coordination of parental enrichment or education to address children’s needs in school Parent-focused workshops on supporting early childhood development
Coordination and referrals	<p>Tasks related to linking clients with services and resources, which may be part of the effort or outside it. These activities are done on behalf of the client (i.e., these are connections staff make) and only reflect the process of making the connection; the time of a client’s service participation once the connection is made is <i>not</i> counted here. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Team meetings in which individual clients are discussed and referred Warm hand-offs to other staff, service providers, and partners Case management services to align multiple services for clients
Data entry and analysis	<p>Tasks related to collecting, inputting, managing, and analyzing two-generation/FCCC programmatic data, which may be quantitative or qualitative. Tasks in this category include the following:</p> <ul style="list-style-type: none"> Inputting data from sign-in sheets into digital formats Inputting case notes or other client data into a data system Analyzing programmatic data for improvement of services or outcomes Presenting and discussing programmatic data to improve services or outcomes <p>This does not include the time to analyze, prepare, or report data to comply with <i>any</i> funder’s reporting obligations or for evaluation tasks in this category.</p>
Management and supervision	<p>Tasks related to management and supervision of employees on FCCC activities. Examples of activities counted in this category include the following:</p> <ul style="list-style-type: none"> Quality-control activities Service-related management Assignment of roles and responsibilities <p>This does not include the costs of routine supervisory activities unrelated to oversight of two-generation activities (e.g., payroll and time cards, benefits management, budget management, performance reviews).</p>
Leadership	<p>Tasks that shape the organizational and institutional composition of the effort. This category includes the following tasks:</p> <ul style="list-style-type: none"> Negotiating and establishing new partnerships with organizations, including financial negotiations, data-sharing agreements, and memorandums of understanding Setting organizational and strategic FCCC priorities Managing organizational relationships, including those with funders, other organizations inside and outside the partnership, and organizational integration Hiring for FCCC-related positions

Source: Urban Institute, Family-Centered Community Change cost study.

TABLE D.3

Detailed Cost Categories in San Antonio

Cost Category	Definition
Outreach and enrollment/Family engagement	<p>Tasks related to interactions with San Antonio’s target population to inform, engage, or bring in prospective clients; currently enrolled clients may or may not be involved in these activities.⁵ Tasks in this category include the following:</p> <ul style="list-style-type: none"> Outreach and enrollment-related professional development or training Client intake and enrollment meetings or contacts Information sessions and intake pre-work for unenrolled parents (i.e., relationship-building activities) Program promotional efforts, including time for planning, preparation, and execution (e.g., setting up or tearing down events; organizing food, speakers, and space for events; making and distributing flyers or other promotional material; staffing community events such as dinners or bingo nights; conducting social media outreach) School visits and neighborhood outreach events
Coaching	<p>Tasks related to all forms of coaching for enrolled adults, including financial counseling and job coaching. Tasks in this category include the following:</p> <ul style="list-style-type: none"> Coaching-related professional development or training Contacts or meetings with clients to facilitate connections with employment, as well as any associated direct service (e.g., role-playing job interviews; helping a client get a license, write a résumé, purchase a bus pass) Contacts or meetings with clients to set goals and to create or refine plans for employment or financial stability, as well as any associated direct service (e.g., loan counseling, budgeting support) Personal follow-up with disengaged clients, which includes outreach by electronic means, such as phone calls, texts, and emails, and in-person outreach, including home visits and staff-initiated meetings or contacts Crisis intervention and barrier-removal activities that are direct services (e.g., speaking with a landlord to help a client avoid eviction); referrals to other service providers should <i>not</i> be counted in this category
Adult education/training	<p>Tasks related to facilitating, teaching, or instructing any form of curriculum-based training or credentialing program. This includes vocational training through Health Profession Opportunity Grants, I-BEST, Good Careers Academy, and other vocational programs; soft skills training; and adult educational programs for high school equivalency and higher education. This also includes professional development or training for administering adult education or training programs (e.g., the time to train new staff on new curricula).</p>
Child services	<p>Tasks related to educational services for children, including child care, early education and pre-K, and auxiliary elementary school services. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Professional development or training related to child services (e.g., trauma-informed care training) Child care and early education services at centers financially supported by the effort Connection of dual-generation families with child care arrangements
Family services	<p>Tasks related to work that integrates the parent and child components of FCCC interventions. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Training or professional development related to parent-child services Coordination of parental enrichment or education to address children’s needs in school Parent-focused workshops on supporting early childhood development

Cost Category	Definition
Coordination and referrals	<p>Tasks related to linking clients with services and resources, which may be part of the effort or outside it. This includes tasks related to expanding the partnership. These activities are done on behalf of the client (i.e., these are connections staff make) and only reflect the process of making the connection; the client’s service participation once the connection is made is <i>not</i> counted here. Examples of activities that fall under this category include the following:</p> <ul style="list-style-type: none"> Team meetings in which individual clients are discussed and referred Warm hand-offs to other service providers and partners Case management to align multiple services for clients
Data entry and analysis	<p>Tasks related to collecting, inputting, managing, and analyzing dual-generation/FCCC programmatic data, which may be quantitative or qualitative. Tasks in this category include the following:</p> <ul style="list-style-type: none"> Attending professional development or training on any data system or process (e.g., training for TAV Connect) Inputting data from sign-in sheets into digital formats Inputting case notes or other client data into a data system Analyzing programmatic data for improvement of services or outcomes Presenting and discussing programmatic data to improve services or outcomes <p>Time spent reporting programmatic performance data to United Way of San Antonio and Bexar County is included in this category. Time to analyze, prepare, or report data to comply with any other funder’s reporting obligations or time for evaluation tasks is <i>not</i> included in this category.</p>
Management and supervision	<p>Tasks related to management and supervision of employees on FCCC activities. Examples of activities counted in this category include the following:</p> <ul style="list-style-type: none"> Quality-control activities Service-related management Assignment of roles and responsibilities Professional development or training on management and supervision <p>Routine supervisory activities unrelated to oversight of dual-generation activities are <i>not</i> counted (e.g., payroll and time cards, benefit management, budget management, performance reviews).</p>
Leadership	<p>Tasks that shape the organizational and institutional composition of the effort. This category includes the following tasks:</p> <ul style="list-style-type: none"> Negotiating and establishing new partnerships with organizations, including financial negotiations, data-sharing agreements, and memorandums of understanding Setting organizational and strategic FCCC priorities Managing organizational relationships, including those with funders, other organizations inside and outside the partnership, and organizational integration Hiring for FCCC-related positions Holding regular meetings between FCCC partners to plan and coordinate FCCC work Fiscal reporting, billing, and invoicing to United Way of San Antonio and Bexar County to satisfy formal funding obligations Attending professional development or training on how to manage or handle leadership tasks (e.g., professional development on funding sustainability)

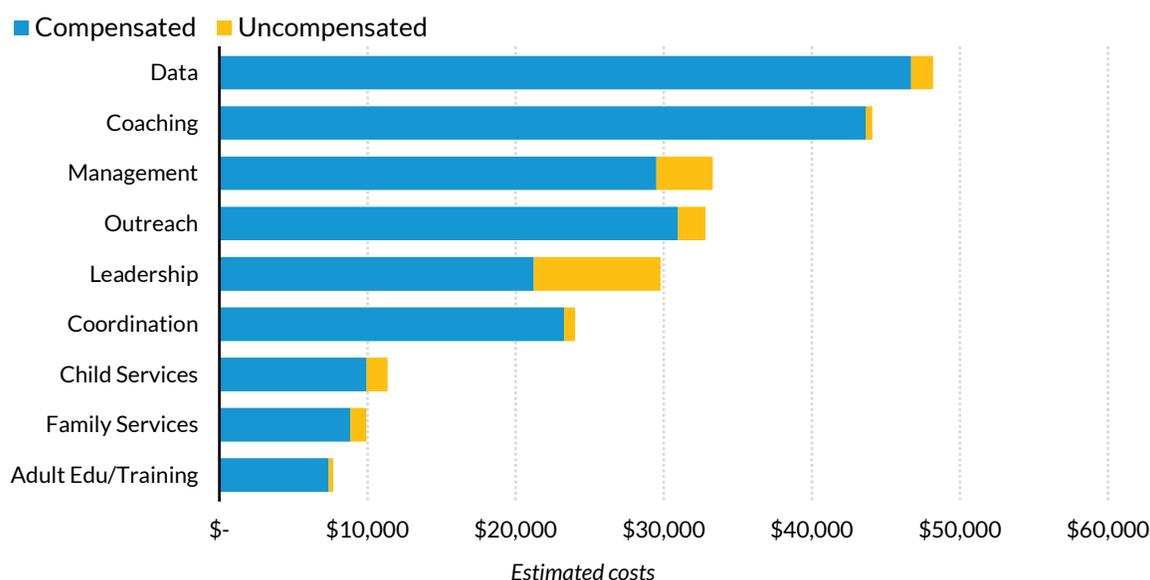
Source: Urban Institute, Family-Centered Community Change cost study.

Appendix E. Six-Month Data Collection for Buffalo

On the basis of the data staff reported in the time-use survey, Buffalo’s program cost \$241,203 in staff labor for the six-month data collection period from October 2018 to March 2019. Figure E.1 summarizes the labor costs by activity and compensation. Two-thirds of all costs related to data activities (20 percent), coaching (18 percent), outreach and enrollment work (14 percent), and management activities (14 percent). A smaller proportion of costs came from leadership activities (12 percent) and coordination activities (10 percent). Child services (5 percent), the provision of family services (4 percent), and adult education/training (3 percent) made up the remainder of program costs.

FIGURE E.1

Estimated Buffalo Labor Costs by Activity and Compensation (October 2018–March 2019)



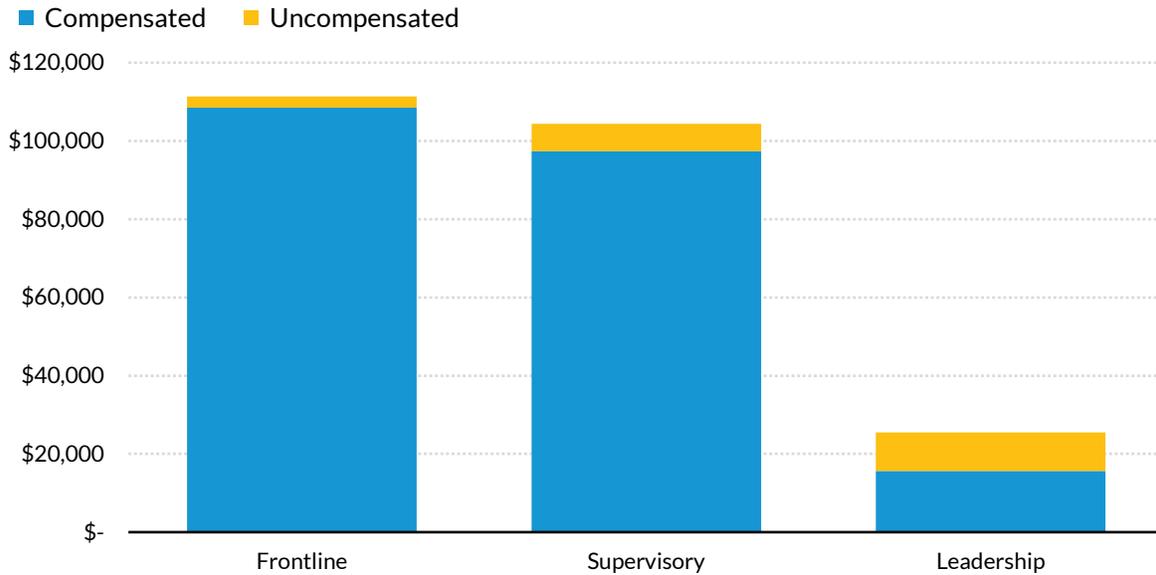
Source: Urban Institute analysis of time-use survey data.

Note: Estimated costs are as reported by staff and cleaned by the Urban research team.

As displayed in figure E.2, the largest proportion of labor costs was related to work done by frontline staff (46 percent), followed by supervisory staff (43 percent), and leadership staff (11 percent).

FIGURE E.2

Estimated Buffalo Labor Costs by Role and Compensation (October 2018–March 2019)



Source: Urban Institute analysis of time-use survey data.

Notes: Estimated costs are as reported by staff and cleaned by the Urban research team. Throughout this report, we use the staff role from the most recent wave of data. Therefore, we use the staff role reported in survey wave two for the three-month costs and the staff role reported in survey wave three for the six-month costs. One staff person reported being leadership staff in wave two and supervisory staff in wave three. This person in the three-month estimates made up 44 percent of the leadership costs, which shifted to supervisory costs in the six-month estimates. As a result, leadership staff costs are approximately \$25,000 in both the three- and the six-month cost estimates, and the proportion of the total cost that was supervisory in the six-month estimates increased relative to leadership and frontline costs.

Nearly all labor costs were compensated (92 percent), meaning that staff were paid for their time, including work that happened during normal business hours and paid time beyond normal hours. About \$19,683 of all labor costs were uncompensated (i.e., unpaid staff time, including “off the clock” hours committed to FCCC-related activities and hours that could not be billed for time worked).⁶ Together, leadership activities and management tasks accounted for nearly two-thirds of all uncompensated costs (43 percent and 19 percent, respectively). Leadership staff reported the largest proportion of uncompensated costs (50 percent), compared with supervisory staff (35 percent) and frontline staff (15 percent).

Notes

- ¹ Estimated loaded rates for Columbus are based on the Bureau of Labor Statistics estimated cost per hour of benefits for private employees in the Midwest (\$10.62). For more information, visit “Employer Costs for Employee Compensation for the Regions—December 2020,” accessed February 1, 2021, https://www.bls.gov/regions/southwest/news-release/employercostsforemployeecompensation_regions.htm.
- ² For frontline staff and supervisory staff, a peer was someone within the organization with a similar title and role. For leadership staff, we often looked outside the organization to identify someone who served a similar role in the partnership.
- ³ To be considered a client, an adult must meet the following two criteria: (1) he or she must have a child enrolled at a Children’s Academy, Highgate Heights, or Westminster Community Charter School; and 2) he or she must complete an interest or enrollment form.
- ⁴ To be considered a client, an adult must meet one of the following criteria: (1) have a child enrolled at Weinland Park Elementary School, (2) have a child enrolled at Schoenbaum Family Center, (3) live in a Community Properties of Ohio unit in zip code 43201, or (4) live in Weinland Park with an income under 200 percent of the federal poverty level with children ranging in ages from birth to 10 years old.
- ⁵ San Antonio’s target population consists of families that meet all the following criteria: (1) they are employed or seeking employment, (2) their incomes are below 200 percent of the federal poverty level, (3) they have children ranging in ages from birth to 10 years old, and (4) they live within 10 specific zip codes.
- ⁶ Both salaried and hourly workers can have uncompensated time.

Reference

Coffey, Amelia, Peace Gwam, and Sue Popkin. 2021. *Community-Engaged Approaches to Evaluating a Collective Impact Initiative: Experiences Evaluating Family-Centered Community Change*. Washington, DC: Urban Institute.

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