Meeting #1
Applying the Life Course Problem Framework to Identify Prevention Metrics

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Forward Change

7.22.22

Overview

- Review of Board Motion Guidance for Metrics Task
- Process for Identifying Prevention Metrics
- What a Problem Framework needs to Help Us Do
- Applying the Life Course Problem Framework
- Thinking in Terms of Trajectories
- Brainstorm North Star Candidate Outcomes

Board Motion Guidance

Key Board Motion Excerpts

By definition, **the purpose of prevention services is to avoid negative outcomes and interactions to achieve a specific targeted outcome**. To achieve this goal, primary prevention focuses on the **reduction of modifiable risk factors**. Research findings are clear; a deeper, more coordinated, Countywide prevention plan, guided by the social determinants of health and well-being, not only **reduces the racial disproportionality laden within our systems**, but positions adults, children, youth and families to thrive.

The strategy must be aligned in a manner that addresses specific issues that brings adults, children, youth and families to the attention of County systems; issues such as **unaffordable housing, lack of employment, food insecurity, the need for access to culturally responsive, trauma- and healing-informed and sometimes specialized mental health, domestic violence, and substance use and addiction services**. The vision for a better County, post pandemic, includes a primary prevention strategy, that at its core, is designed to inherently address **the disproportionality laden within our systems**. **Programming and services** must be **consistently delivered upstream to residents** to improve well-being and strengthen adults, children, youth and families.

Core Metrics Task with Forward Change

Develop "A set of guiding prevention metrics, principally informed by an equity centered framework (i.e., life course, racial equity, or social determinants of health) which reflect how County residents' lives were made better as result of receipt of prevention services."

Process for Identifying Prevention Metrics

The Prevention & Promotion Framework

A Framework of Frameworks

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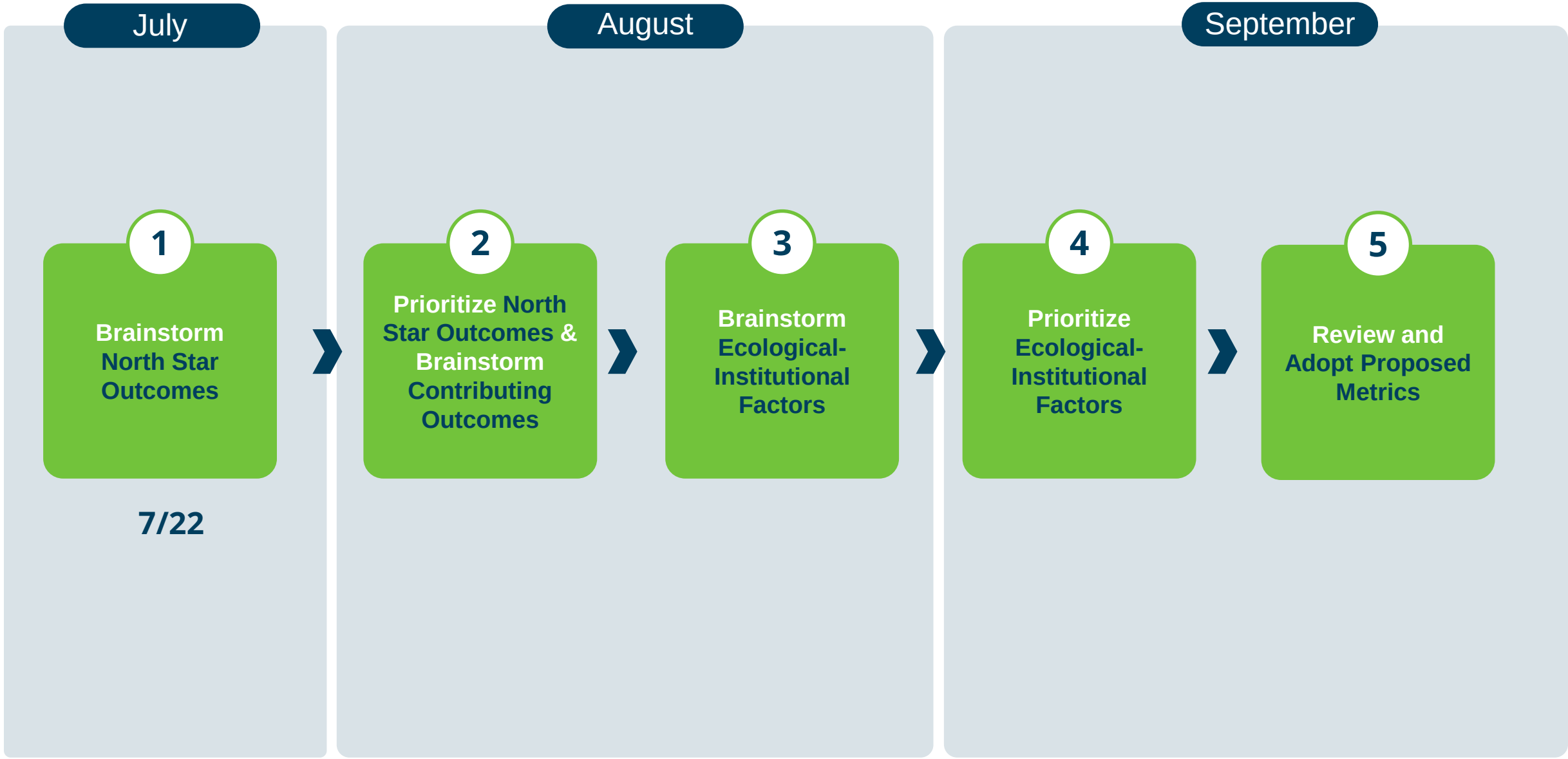
	Frameworks	Models	
Helps identify the long-term outcomes to be prevented or promoted and earlier factors that might cause them	1 The Life Course Framework	LCF Working Problem Model	Reflects choices made about which long-term outcomes are to be prevented or promoted and which factors will be targeted
Helps identify which interventions should be targeted to which populations based on their characteristics	2 Intervention Framework	Intervention Working Model	Reflects choices made about which interventions will be implemented for which populations with what risk and protective factor profiles
Helps identify what factors are necessary to consider in ensuring interventions are implemented effectively	3 Implementation Framework	Implementation Model	Reflects choices made about what components will be included to effectively implement and manage interventions
Helps identify what interventions were effectively implemented, whether they worked, and what they helped learn about the problem.	4 Evaluation & Learning Framework	Evaluation & Learning Model	Reflects choices made about what questions to answer and how to answer them

Process for Identifying Prevention Metrics

Process Step	Step 1	Step 2	Step 3	Step 4
	1 Identify Long-Term Population Outcomes	2 Identify Contributing Outcomes	3 Identify Ecological-Institutional Factors	4 Develop Metrics
Detail	Identify 4-6 Long-Term Population Outcomes we want to Prevent or Promote	Identify earlier life course outcomes that contribute to Long-Term Population Outcomes	Identify Ecological (e.g. neighborhood) and Institutional (e.g. government) Factors that shape Contributing Outcomes and Long-Term Population Outcomes	Develop potential measures and identify data sources (where possible) for Population Outcomes, Contributing Outcomes and Ecological-Institutional Factors
Example	High School Dropout/ Graduation	School Absences	High School Suspensions	• Adjusted Cohort Grad Rate • % of School Days Missed per year • % Out-of-School and In-School Suspensions

Process for Applying the Life Course Framework



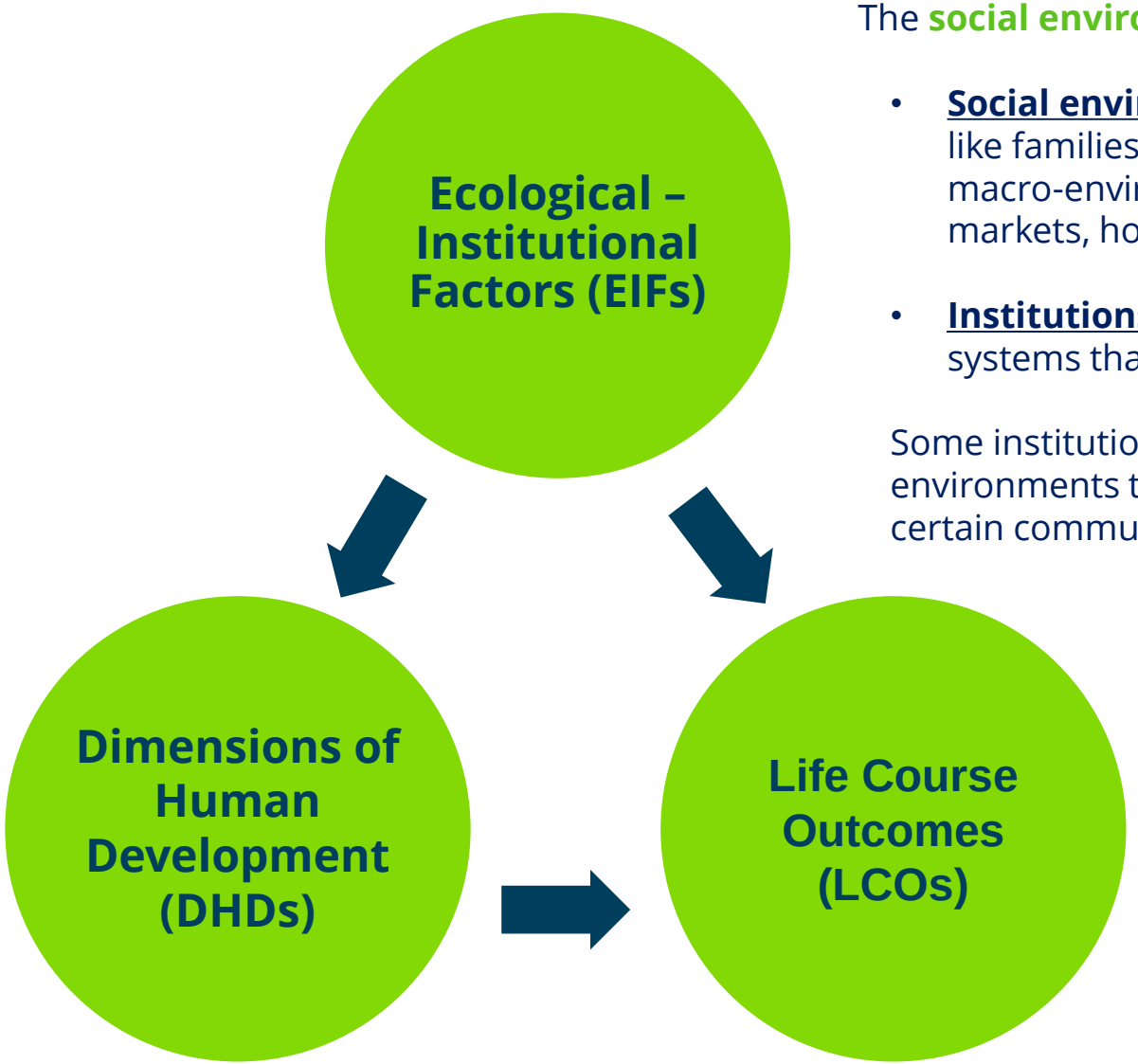
What does a Problem Framework need to help us do?

What does a Problem Framework need to help us do?

1. Identify the long-term life outcomes we want to prevent or promote
2. Identify earlier outcomes that contribute to those long-term outcomes (e.g. risk, promotive and protective factors)
3. Identify aspects of both the ecological environments (e.g. neighborhoods) and institutional systems (e.g. county government, businesses) that shape life outcomes

Applying the Life Course Problem Framework

Life Course Framework Core Concepts



The **social environments** and **institutions**:

- **Social environments**: from micro-environments like families, schools, neighborhoods, peers to macro-environments like school systems, job markets, housing markets, healthcare markets,
- **Institutions:** Public and private organizational systems that shape our social environments

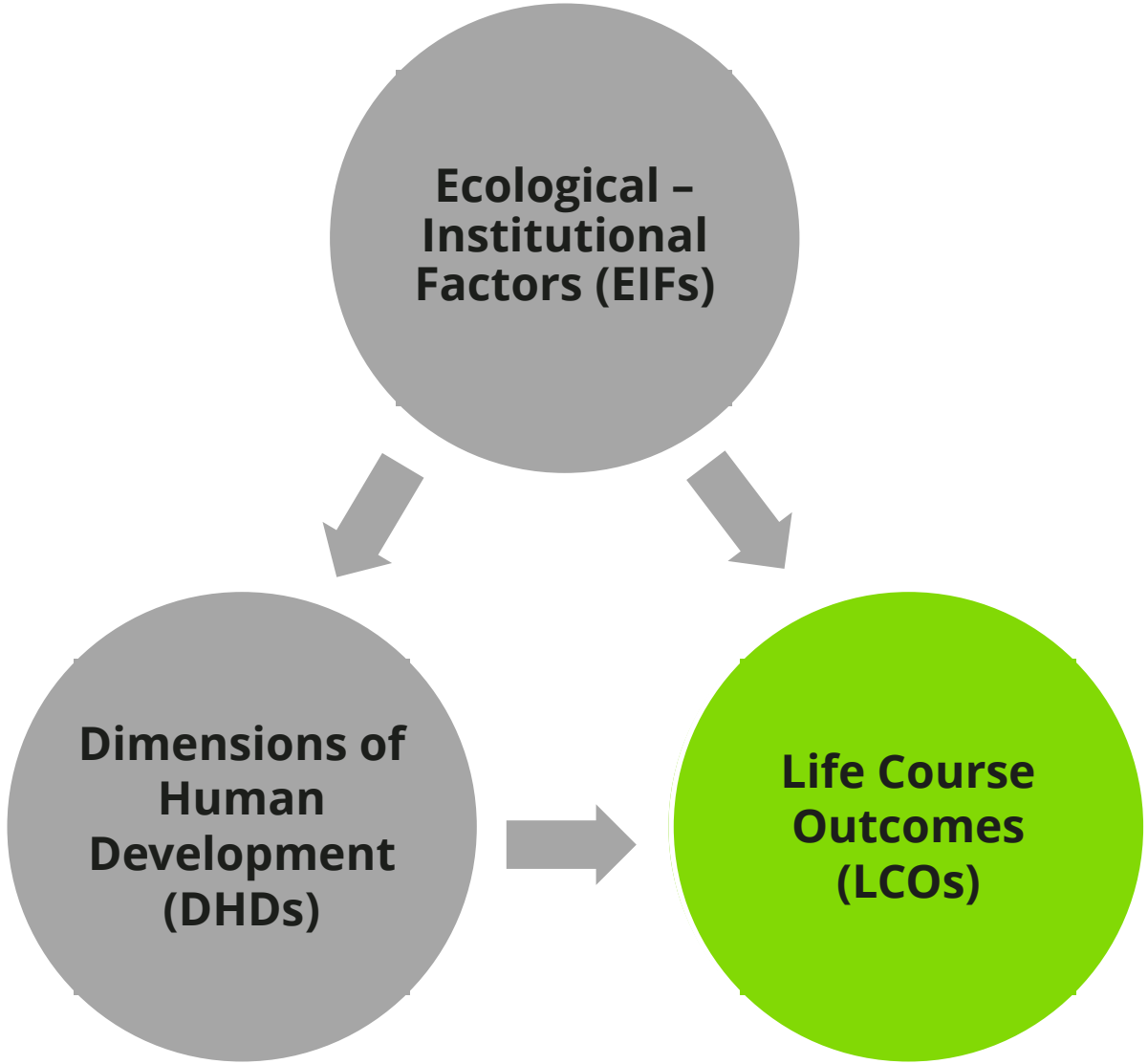
Some institutional behavior and the social environments they affect result in "**active harm**" to certain communities

The **genetic, biological, physiological and psychological** attributes of individuals

- Are **population outcomes** produced by the **interaction of social structure (EIFs) and human development (DHDs)**
- **Examples**: school ready, juvenile delinquency, high school graduation, college completion, adult incarceration

Life Course Outcomes

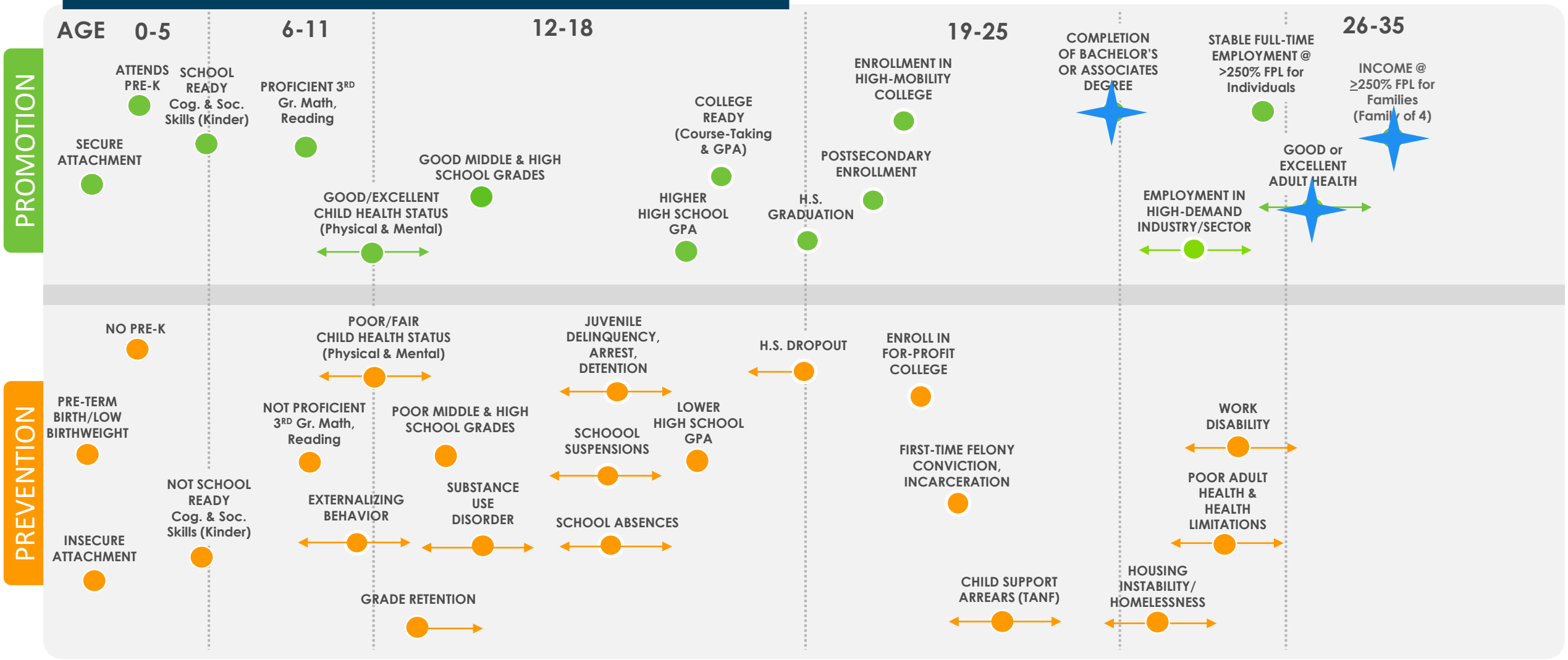
Dimensions of Human Development



The **genetic, biological, physiological and psychological** attributes of individuals

Life Course Outcomes

Striving and Thriving



SOURCE: Arnold Chandler (2021) *Striving and Thriving: Closing Racial Mobility Gaps Across Generations*

Ecological-Institutional Factors

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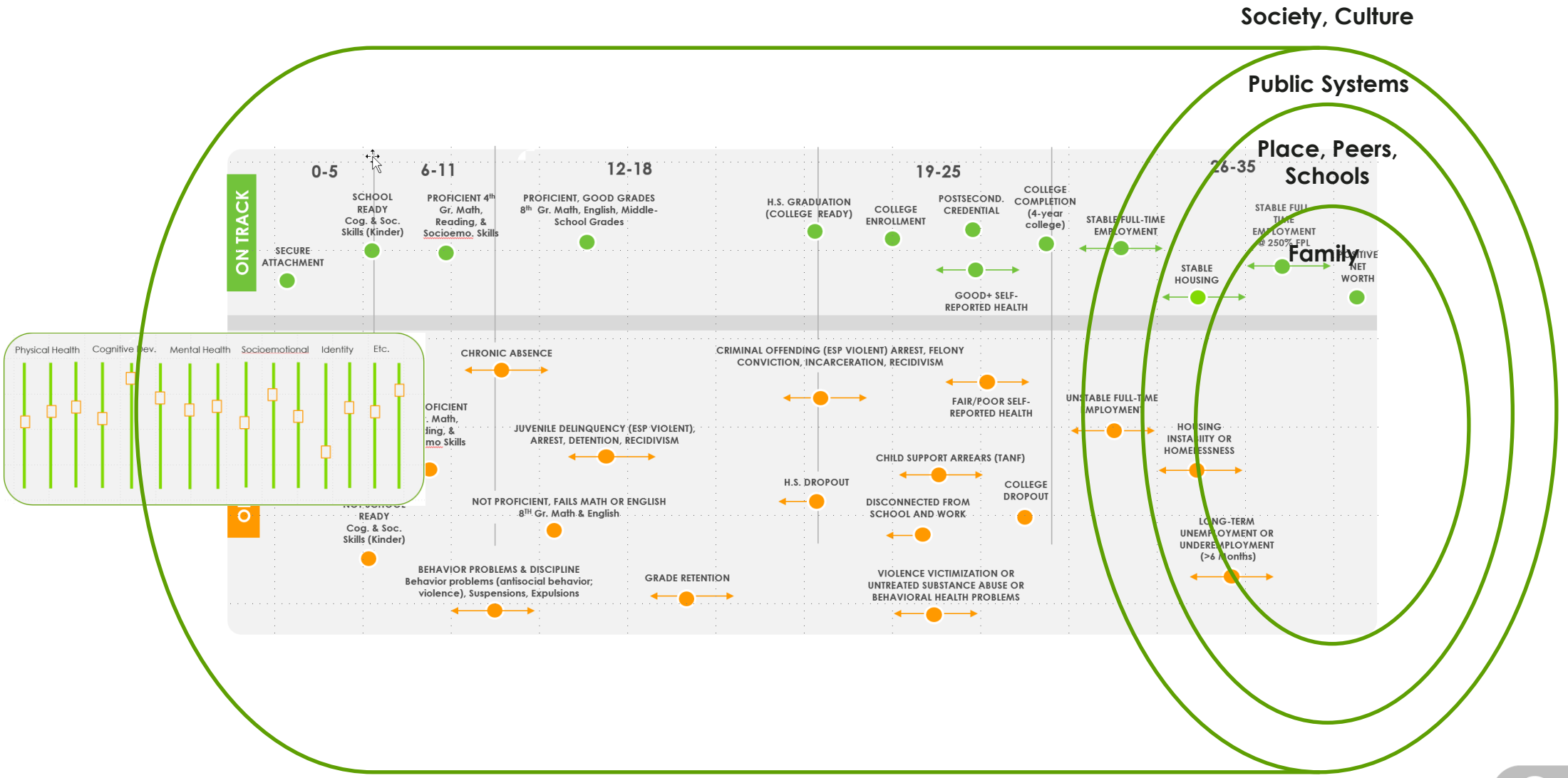

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Ecological-Institutional Factors: Family

0-5 6-11 12-18 19-25 26-35

Society, Culture

Public Systems

Place, Peers, Schools

Family

FAMILY

- Family Income/Poverty
- Housing Cost Burden
- Persistent Childhood Poverty
- Parental age at child's birth
- Early Childhood Environment
- Child Maltreatment (neglect/abuse)
- Parental Educational Attainment
- Incarcerated Parent
- Death of a Family Member
- Child Housing Instability
- School Mobility
- Parental Wealth
- Family Instability
- Food Security
- Parental Attention, Expectations and Skills

Ecological-Institutional Factors: School

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Society, Culture

Public Systems

Place, Peers, Schools

Family

SCHOOL

School funding

School poverty

Teacher quality

Class size

Teacher/Student racial matching

Developmental relationships

School climate

Instructional/Pedagogical practices

Curricula content and approach

School disciplinary practices

Ecological-Institutional Factors: Peers & Mentors

0-5 6-11 12-18 19-25 26-35

Society, Culture

Public Systems

Place, Peers, Schools

Family

PEERS & MENTORS

School peer groups

Neighborhood peer groups

Mentors: formal and informal

Employment networks

Social capital (bridging and bonding)

Social and emotional support relationships

Ecological-Institutional Factors: Place

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Society, Culture

Public Systems

Place, Peers, Schools

Family

PLACE

Concentrated disadvantage/affluence

Residential instability

Collective efficacy

Neighborhood Violence, Crime (Safety)

Aggressive policing practices

Street culture/ Underground economy

Predatory industries (e.g. lending/check-cashing)

Concentrated imprisonment

Environmental pollutants in housing & soil (e.g. lead poisoning)

Housing quality/blight

Green spaces (e.g. parks, recreation areas)

Neighborhood institutional infrastructure (e.g. CBOs, nonprofit, church)

Grocery stores/liquor stores

Ecological-Institutional Factors: Public Systems

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Society, Culture

Public Systems

Place, Peers, Schools

Family

PUBLIC SYSTEMS

Early childhood/Childcare	Child protection
Affordable housing	Child support enforcement
Juvenile Justice	Workforce development
Criminal justice	Libraries
Healthcare	Recreational Services
Public health	County investments
Social services	

Ecological-Institutional Factors: Society & Culture

0-5 6-11 12-18 19-25 26-35

Society & Culture

Public Systems

Place, Peers, Schools

Family

SOCIETY & CULTURE

- Racism/Implicit bias
- Racial discrimination
- Rise in Concentrated Disadvantage
- Rise & decline of violent crime
- Mass incarceration
- Decline in male employment & earnings
- Deindustrialization
- Income inequality
- Income segregation
- Neoliberalism and retrenchment

Thinking in terms of Trajectories

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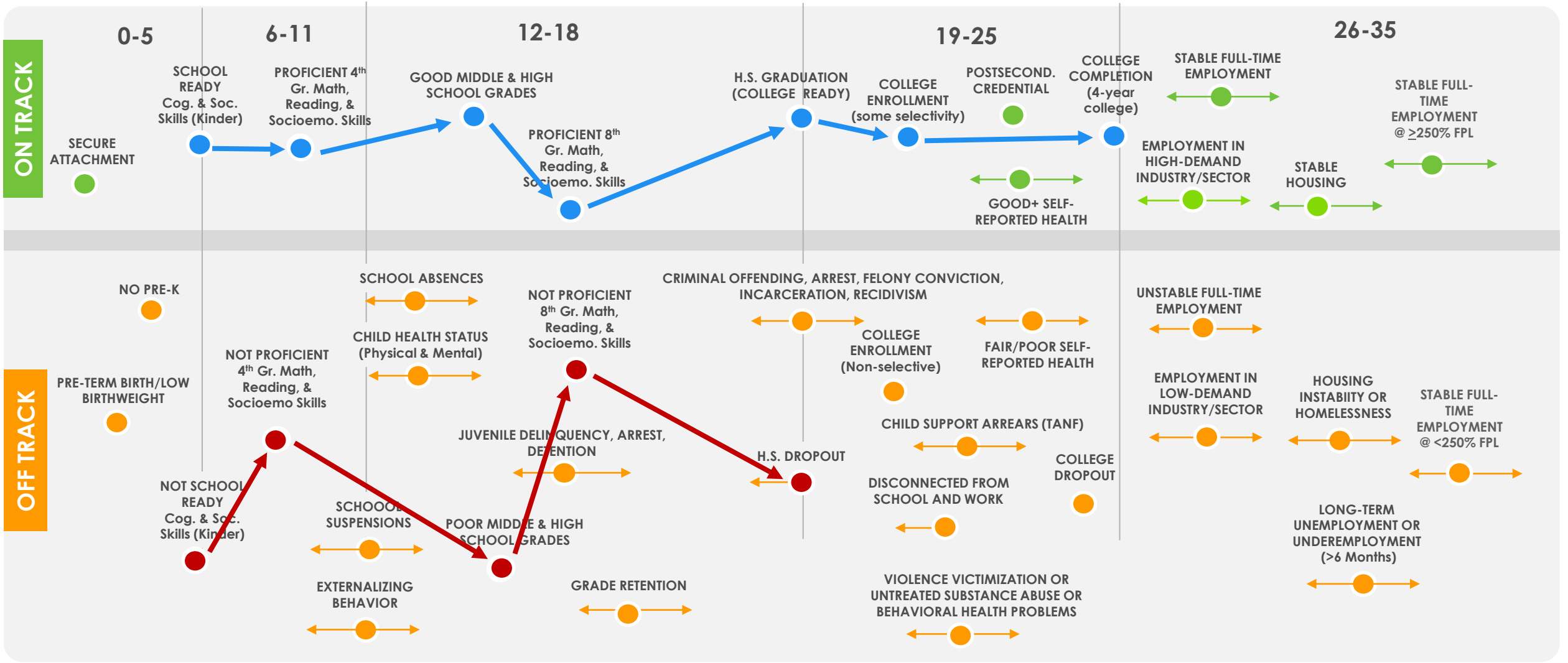
1. **Trajectories**: a trajectory is a path. Within the life course framework, it describes a series of life course outcomes that lead to a long-term outcome.

2. **Earlier outcomes cause later ones**: Earlier outcomes are important steppingstones to achieving or avoiding later outcomes

3. **Path-dependency**: Once a person is on a trajectory, it can be difficult to change that trajectory without significant intervention

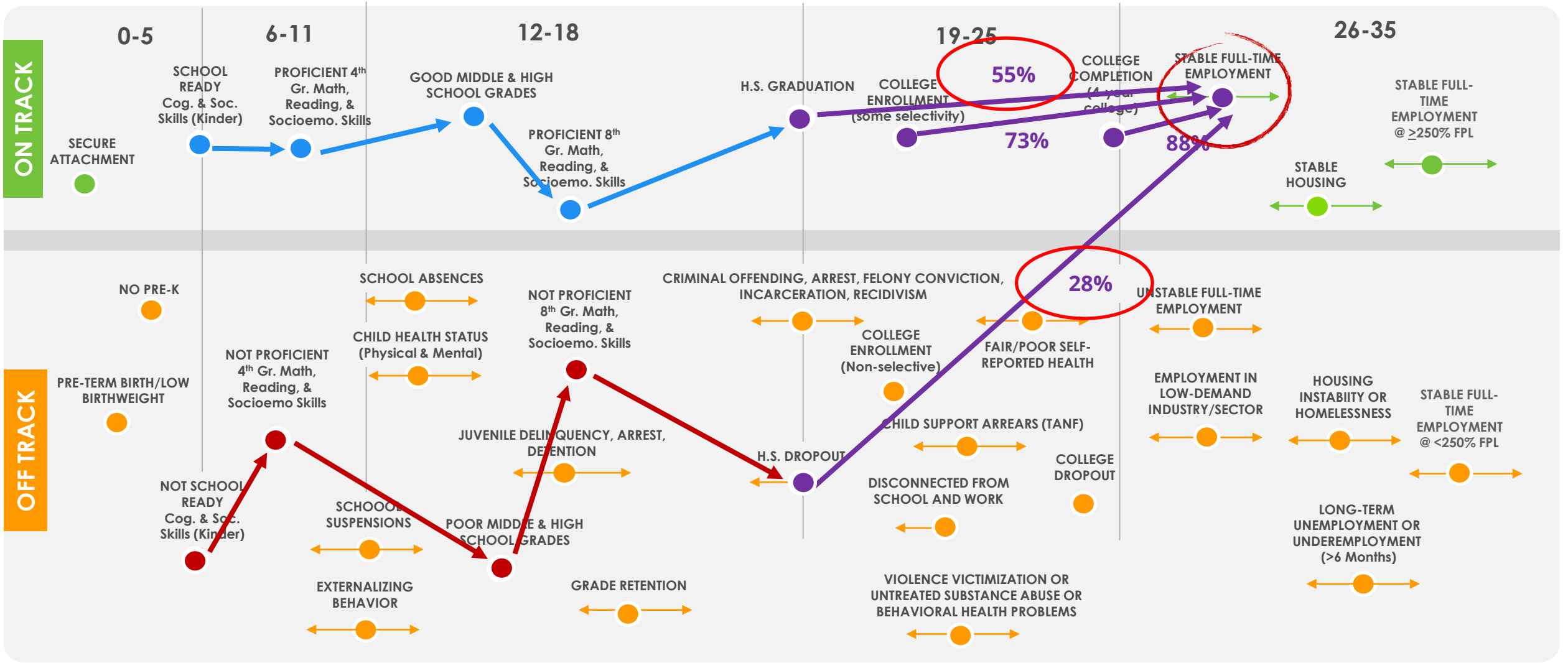
Education Trajectory



African-Americans

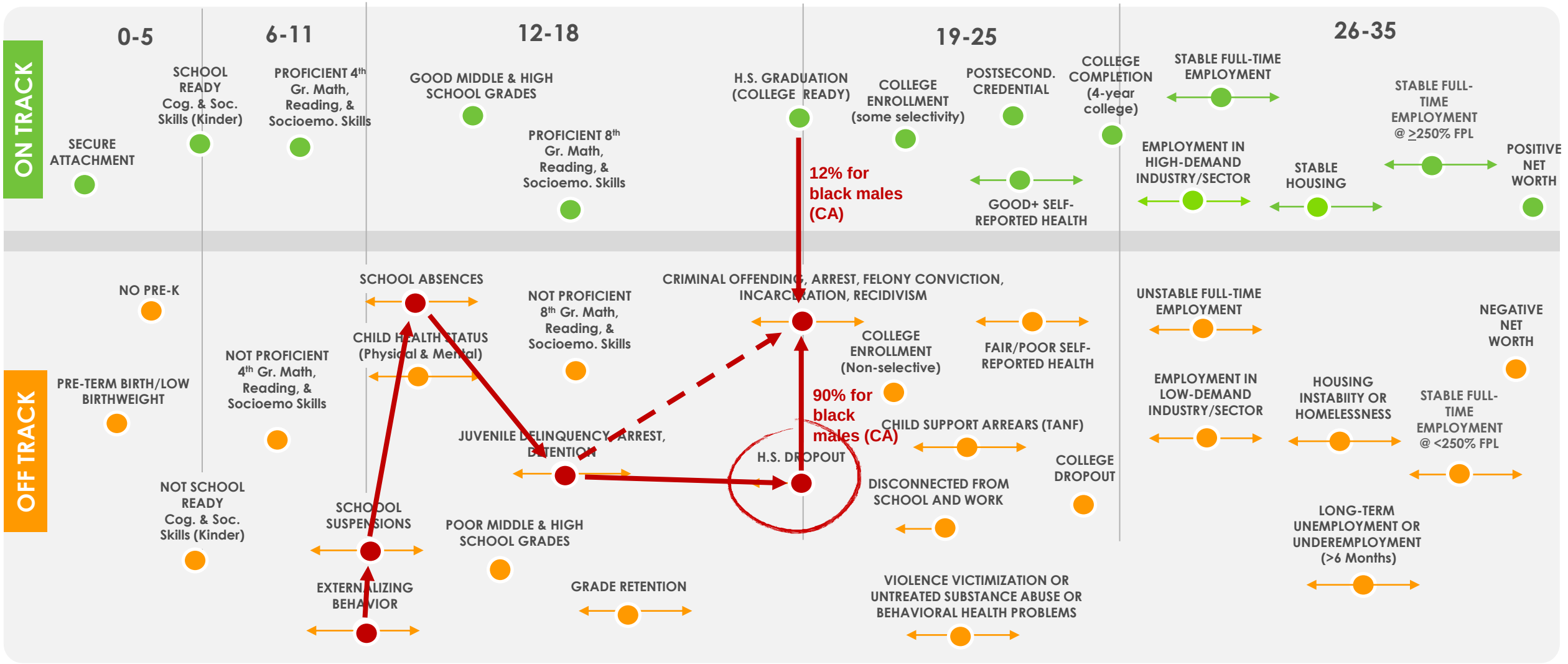
(U.S. born males ages 18-61, 2010)

Education Trajectory and Employment



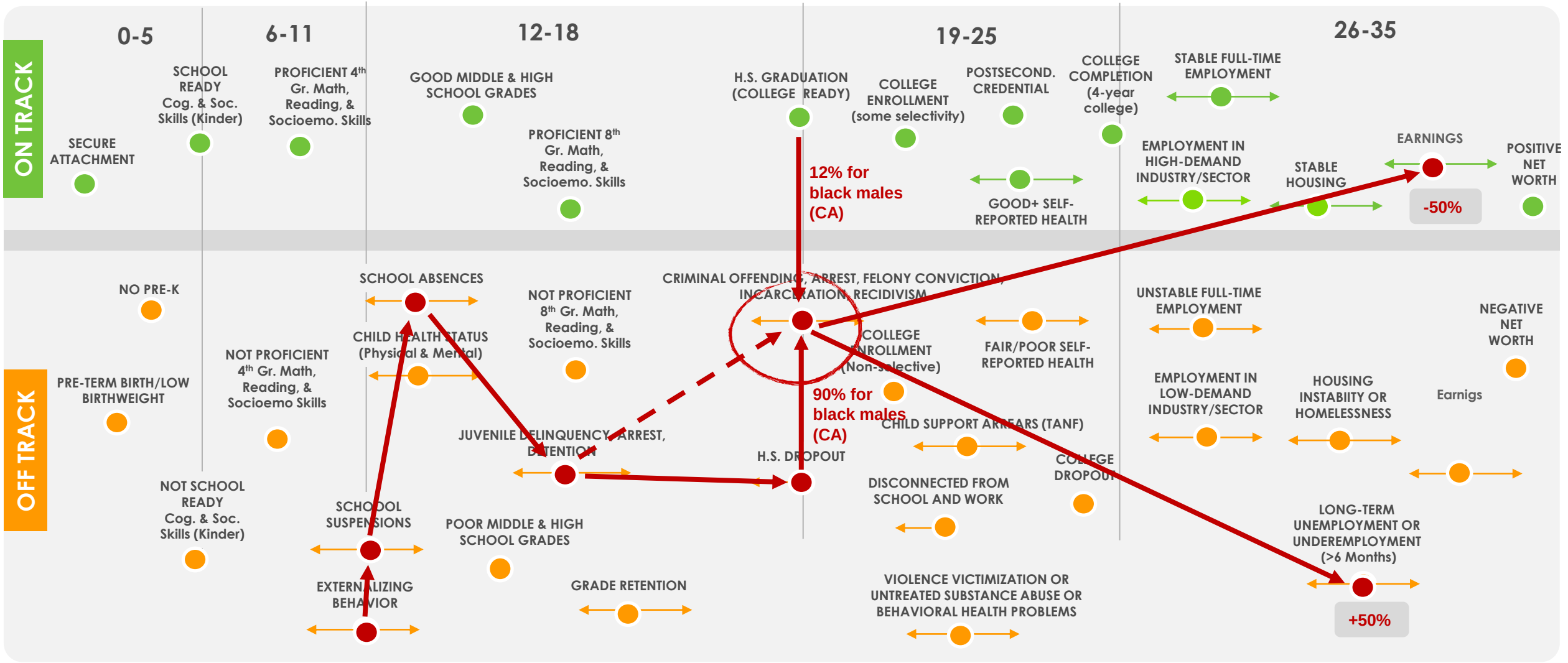
Hirsch, B.T. and Winters, J.V. (2012), An Anatomy Of Racial and Ethnic Trends in Male Earnings in the U.S. Discussion Paper No. 6766, IZA

Prison Trajectory



Steven Raphael (2007) "Early Incarceration Spells and the Transition to Adulthood," in Danziger, Sheldon and Cecilia Elena Rouse (eds) The Price of Independence: The Economics of Early Adulthood, Russell Sage Foundation: New York pp. 278-306.

Prison Trajectory and Income



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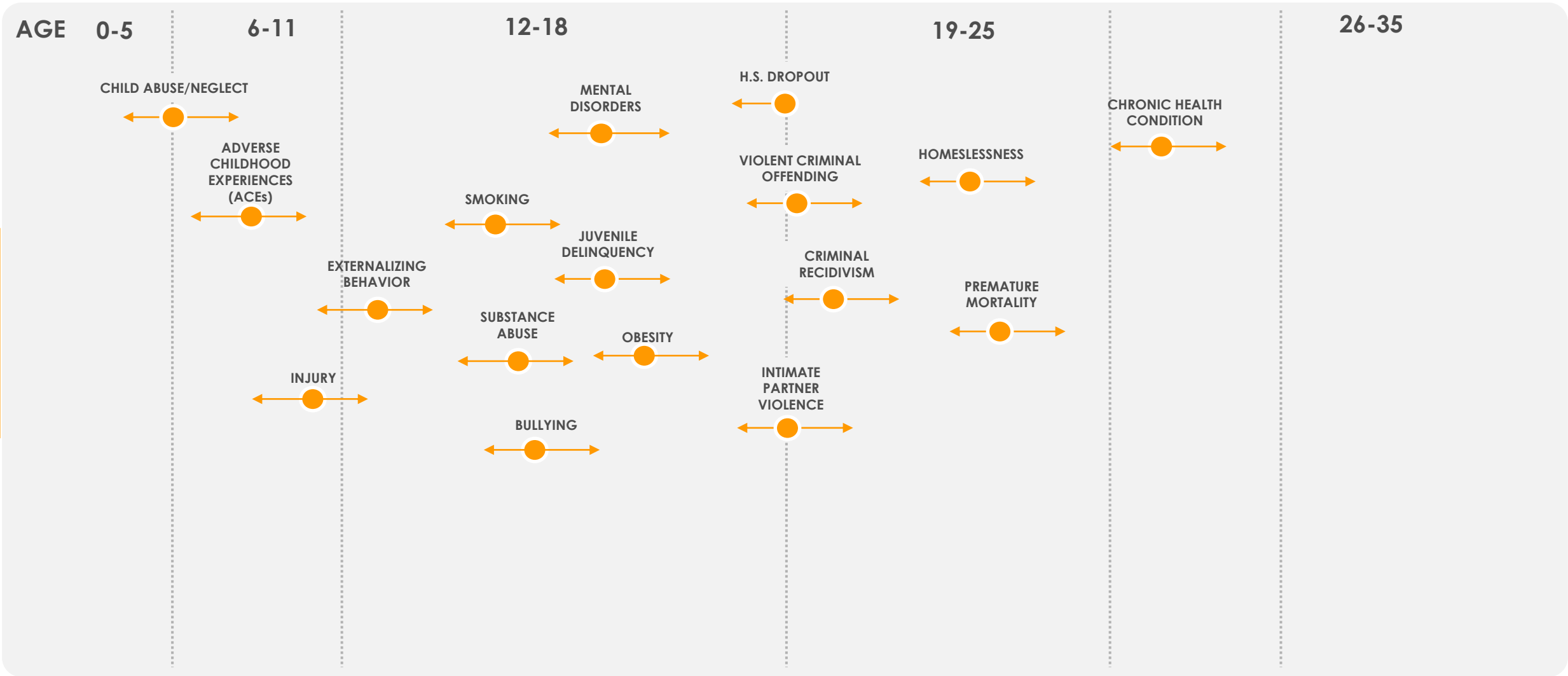
Potential North Star Outcome Candidates

What makes a good “North Star” population outcome

- An “inherent good”
- Broad prevalence within the population
- Equitable: ensuring movement across the advantage/disadvantage spectrum
- High leverage: reflects a lot of important outcomes achieved earlier in life, or will affect a lot of important outcomes later in life
- Substantially within the sphere of county influence. County has the levers to influence outcome.

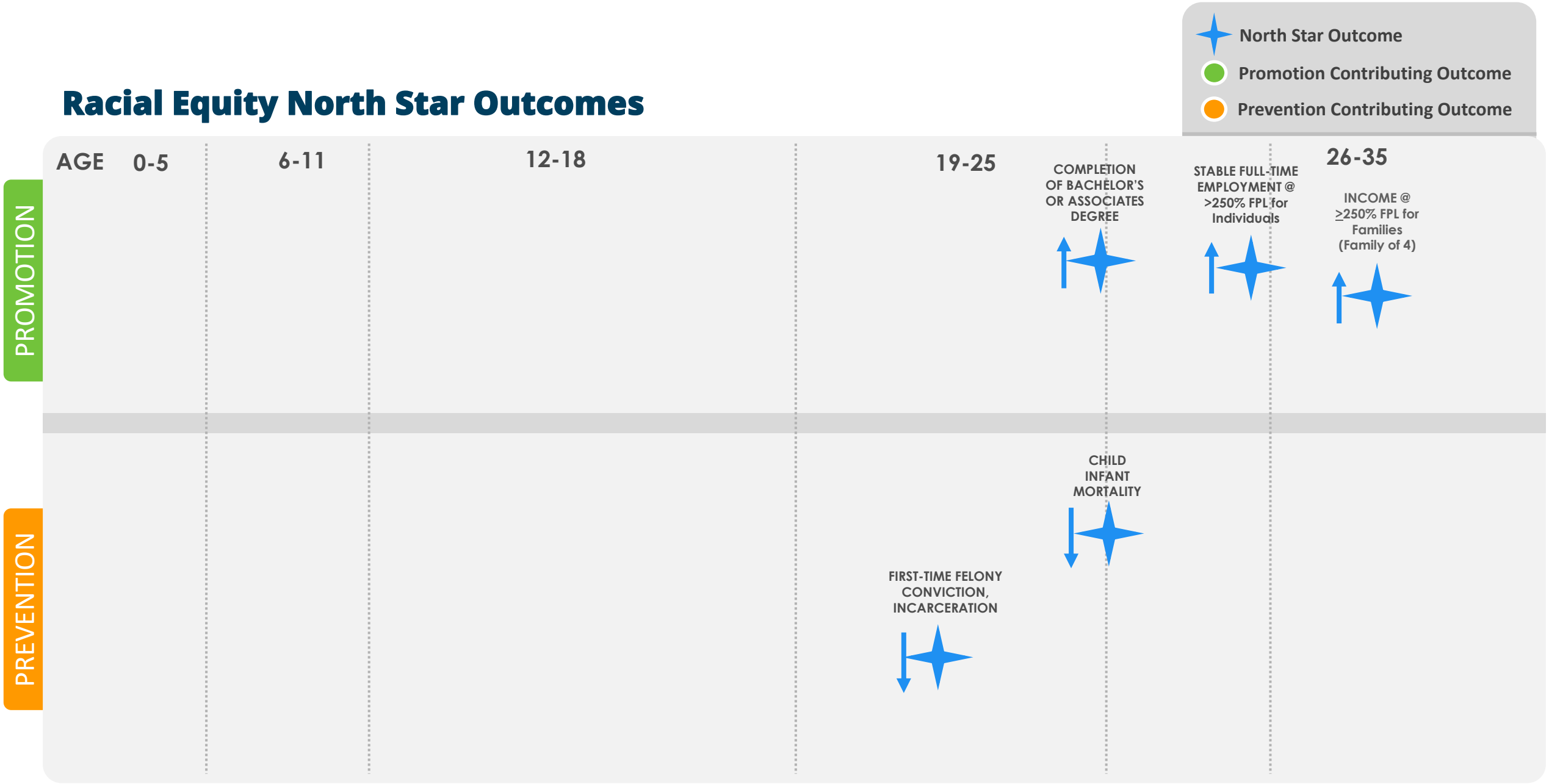
Outcomes targeted by Prevention Efforts Nationally and in Los Angeles County

PREVENTION

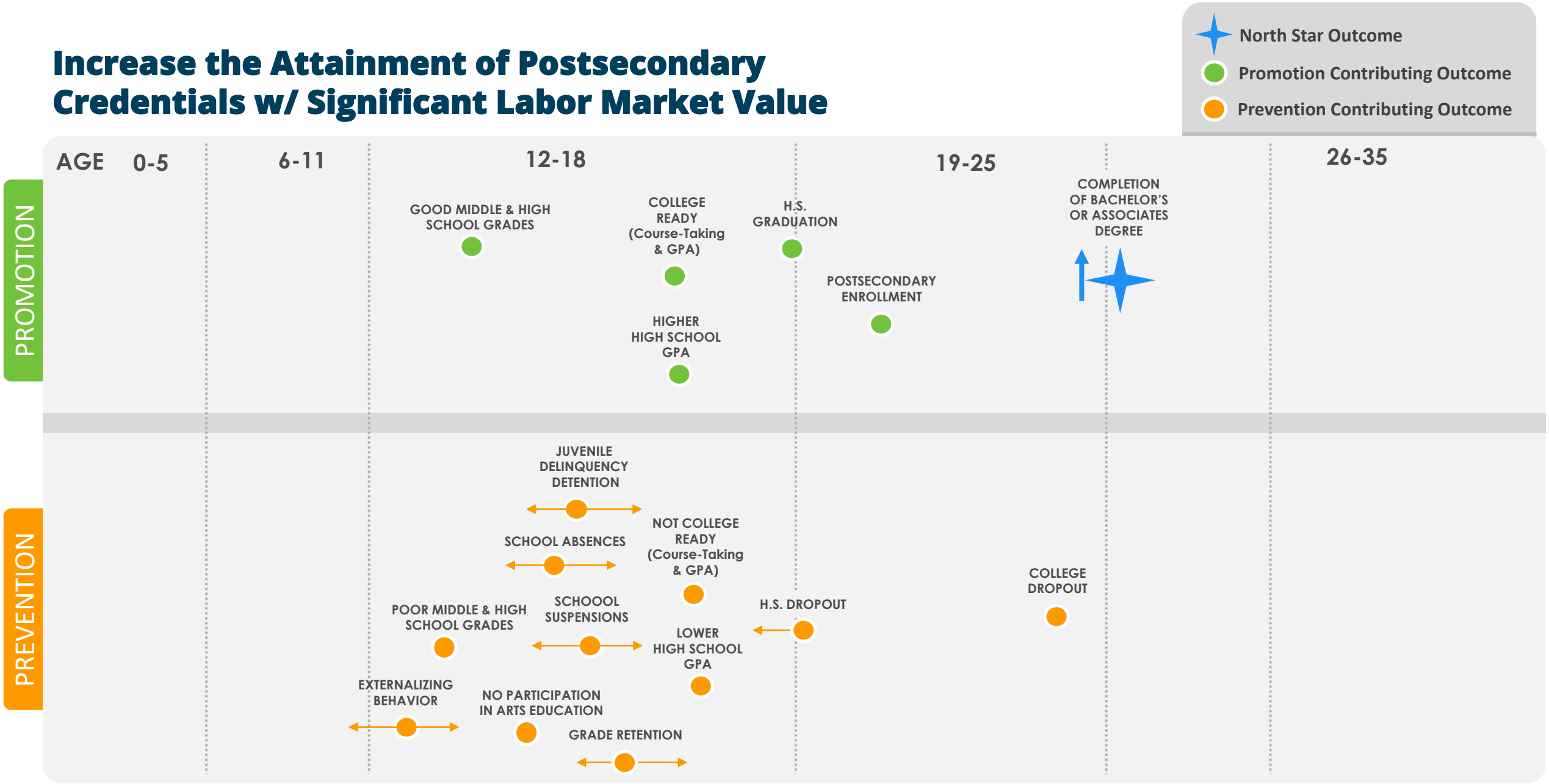


ARDI Racial Equity Strategic Plan North Star and Contributing Outcomes

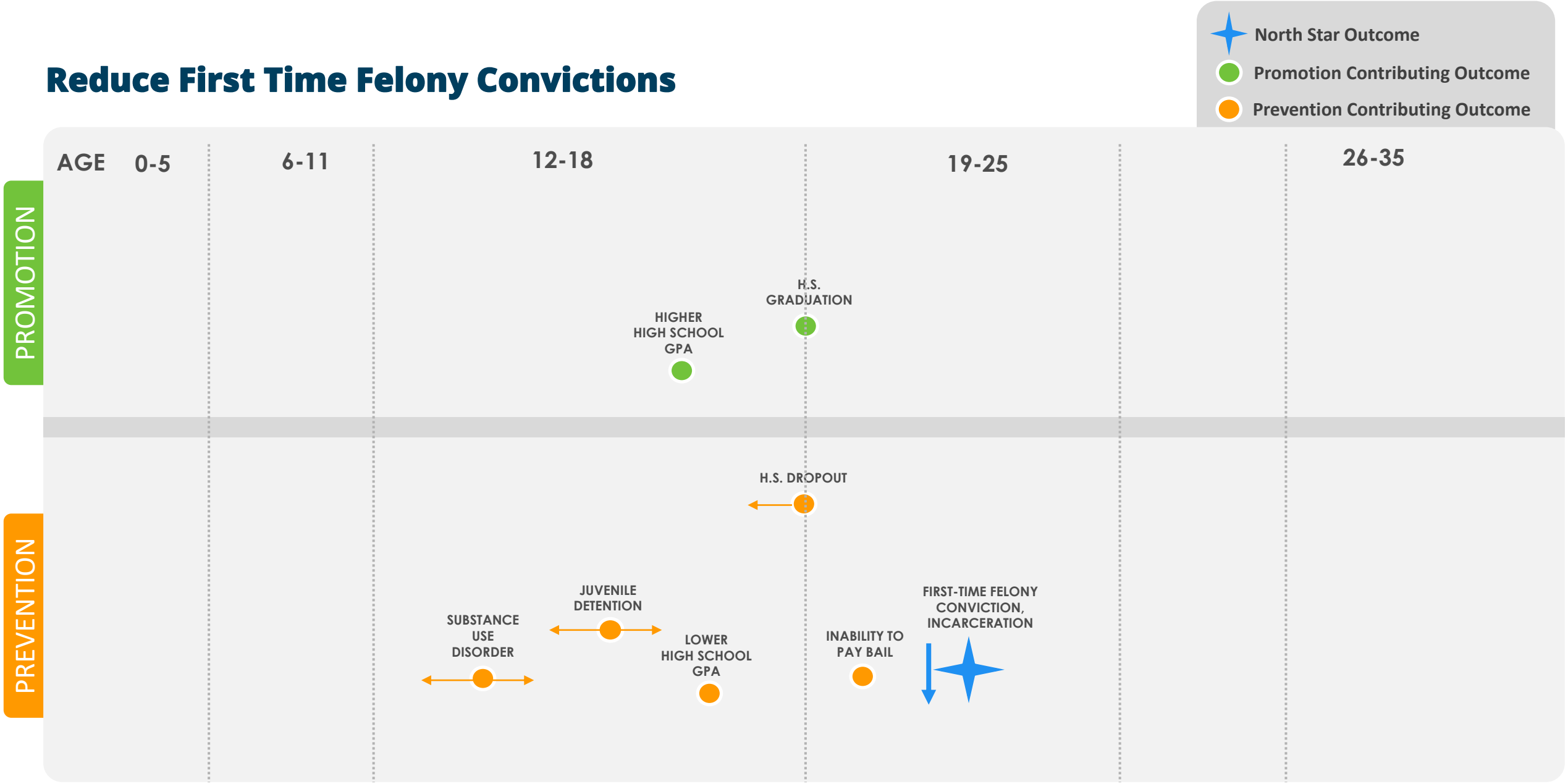
Racial Equity North Star Outcomes



Increase the Attainment of Postsecondary Credentials w/ Significant Labor Market Value

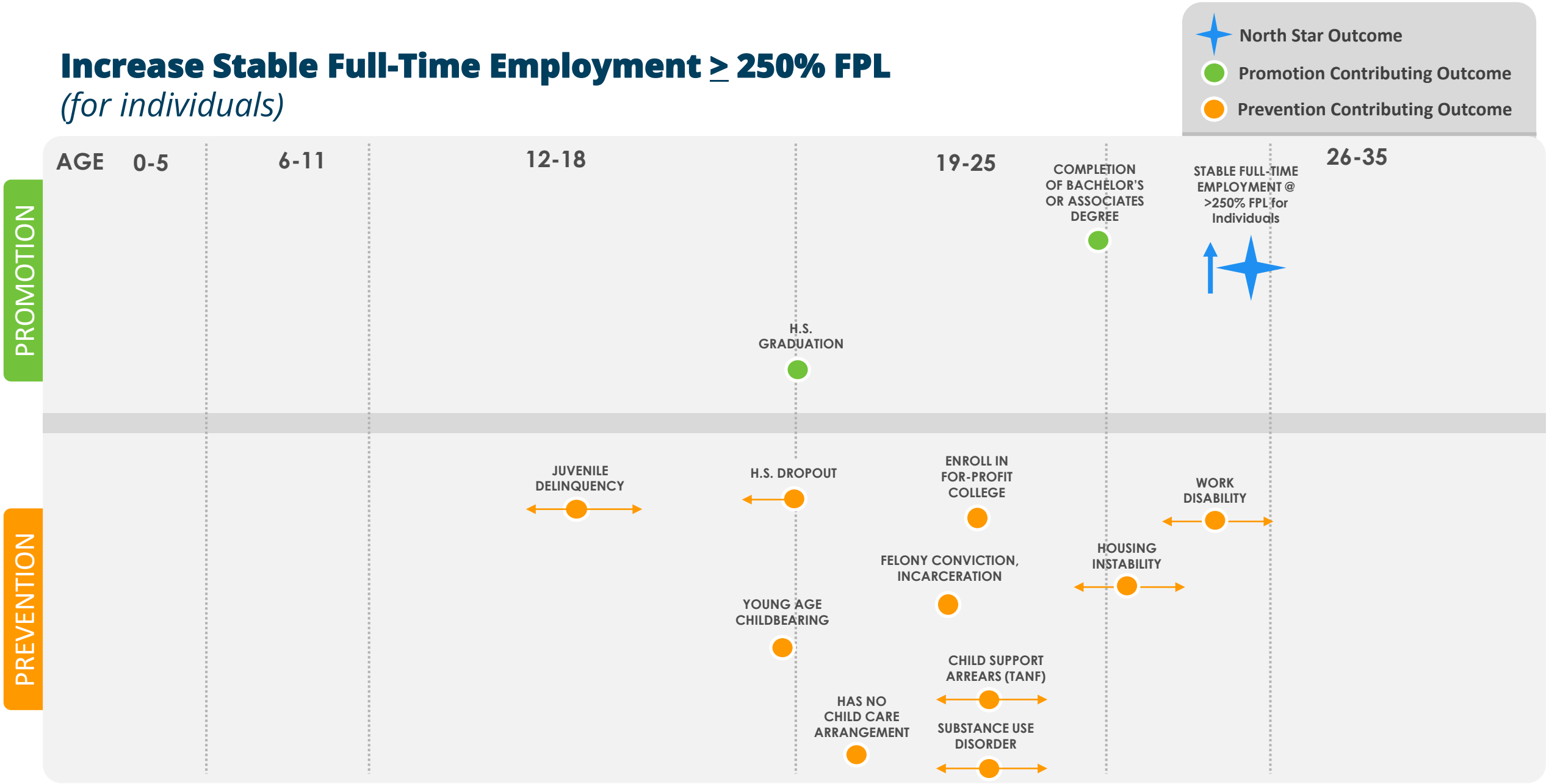


Reduce First Time Felony Convictions



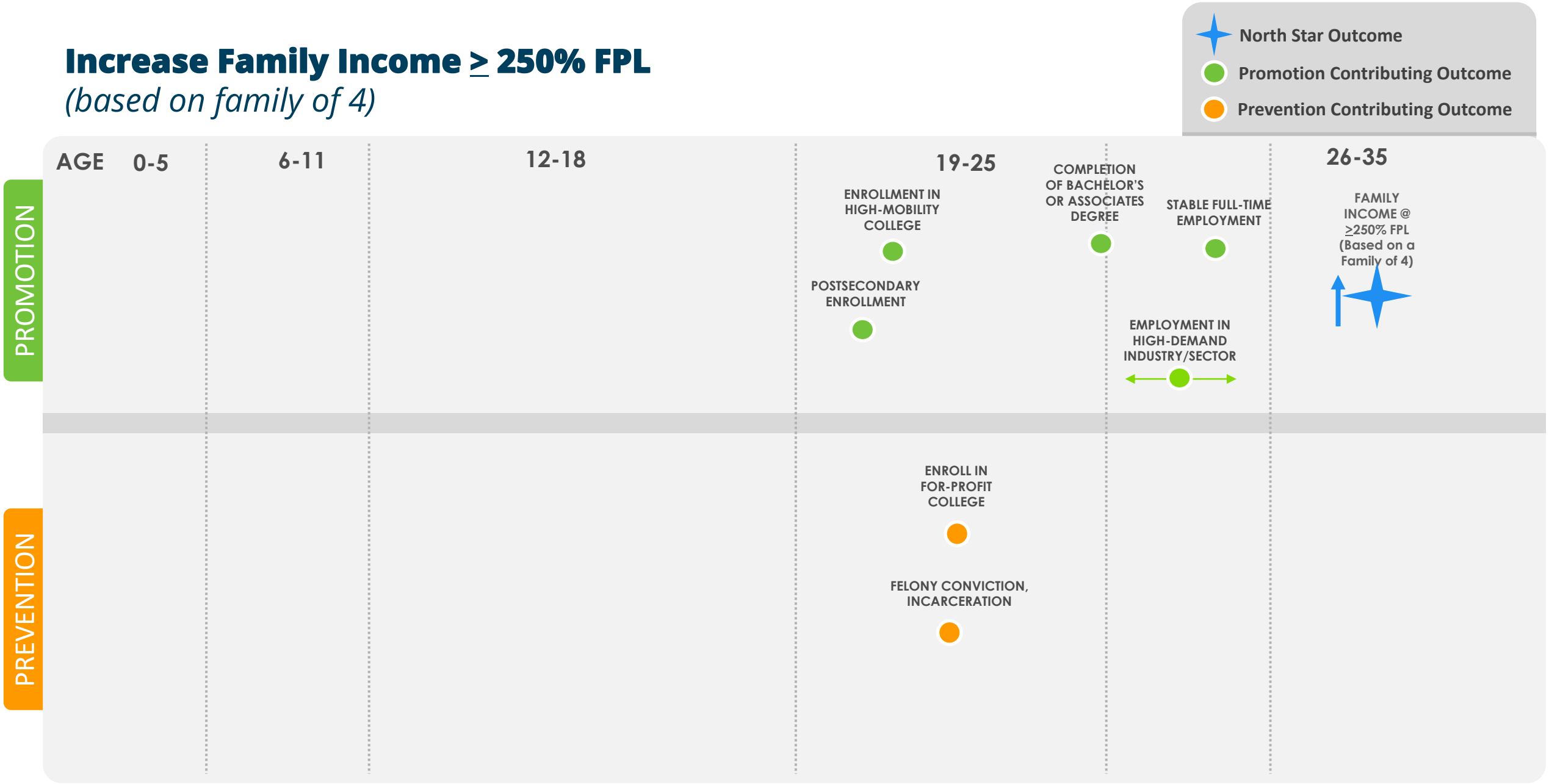
Increase Stable Full-Time Employment ≥ 250% FPL

(for individuals)

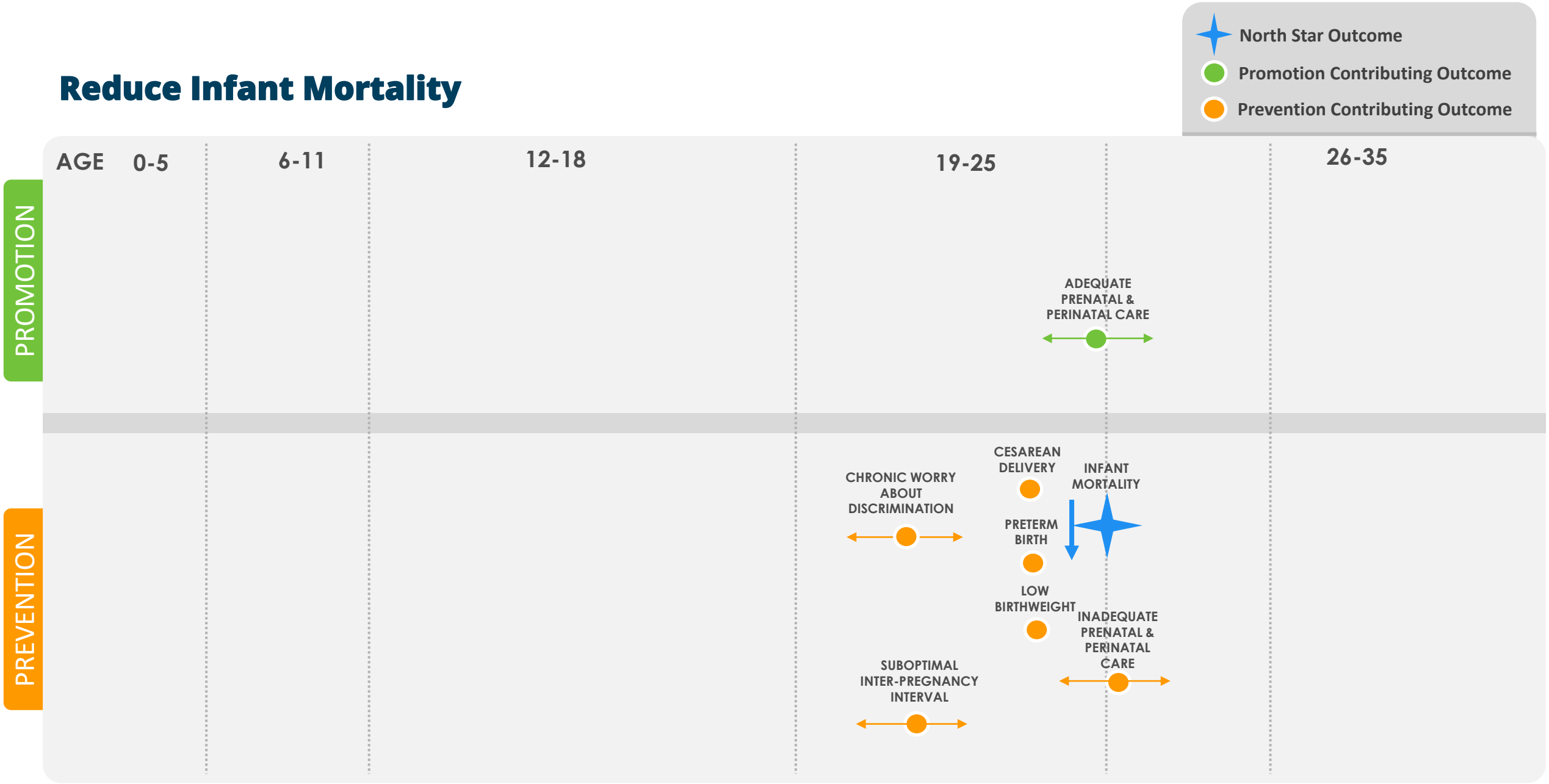


Increase Family Income ≥ 250% FPL

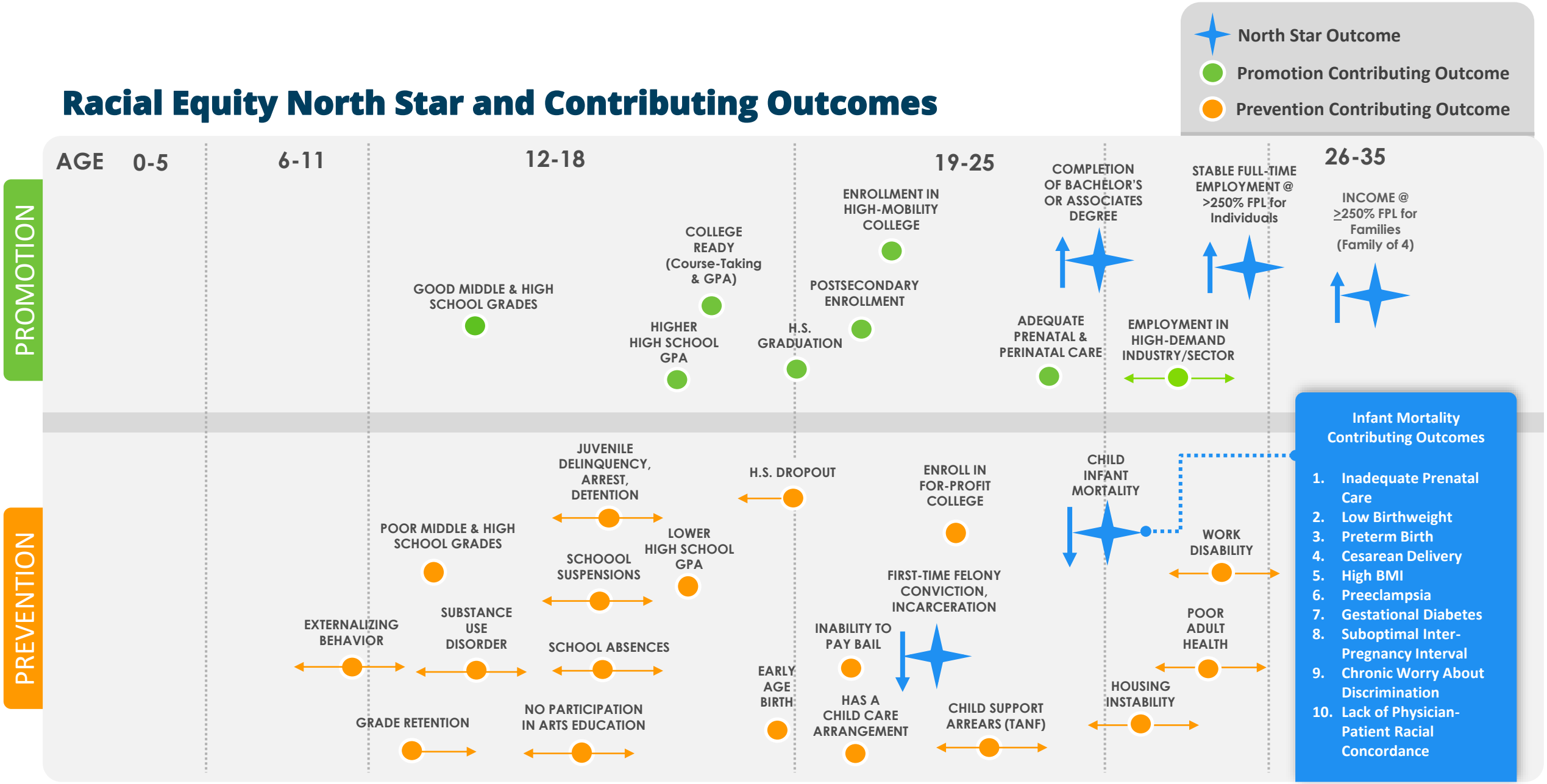
(based on family of 4)



Reduce Infant Mortality



Racial Equity North Star and Contributing Outcomes



Brainstorming North Star Outcome Candidates

Process for Brainstorming North Star Outcomes

1. Brainstorm North Star Outcomes
2. Clarify any Ambiguous Outcomes

Brainstorming Document

https://docs.google.com/document/d/10xyFFqR_BzyH9aq4tREZXyMHb2BCwN-h0nTIpR6eSiY/edit?usp=sharing