

NORTH TEXAS

FUNDERS FORUM



Asset Funders Network

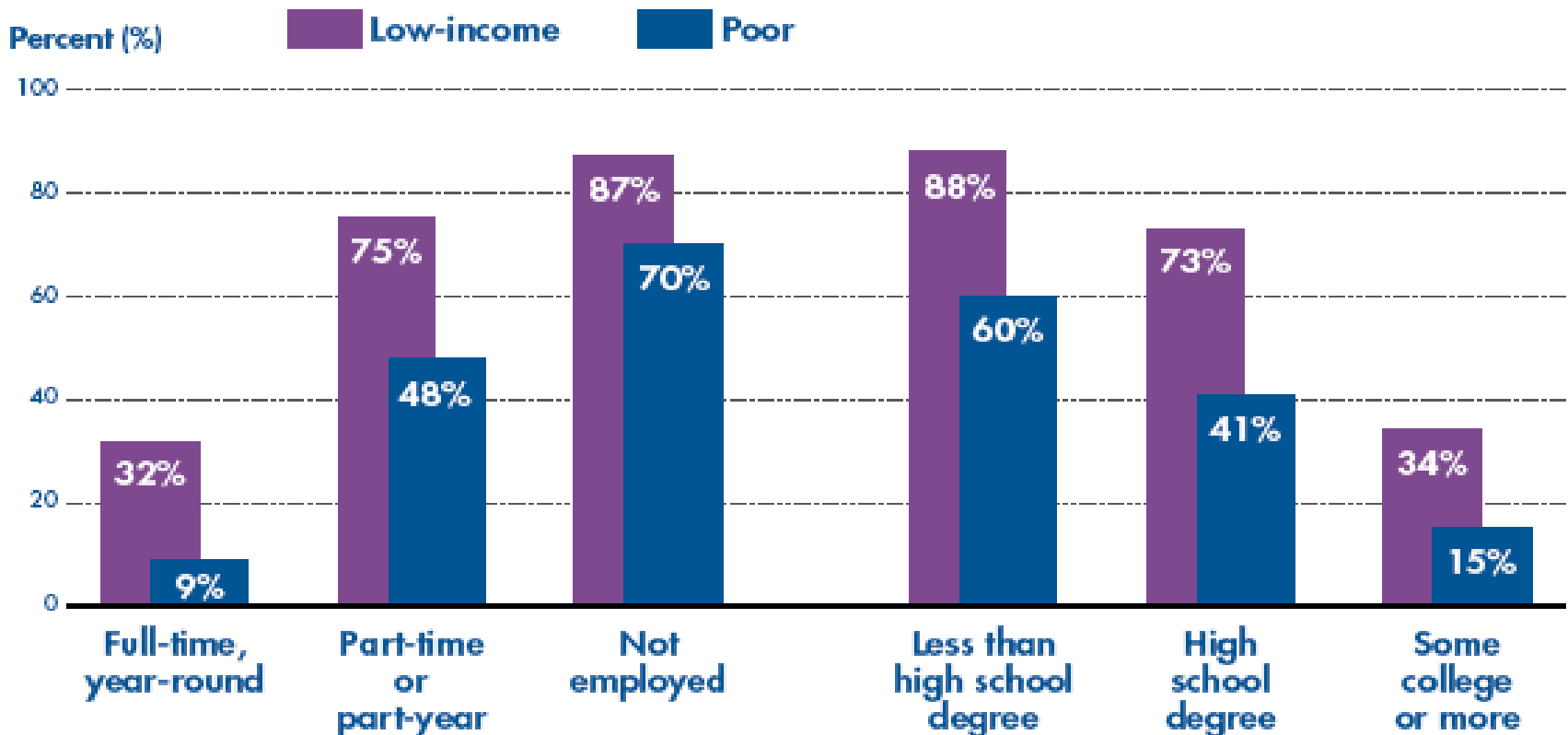
**THE PROMISE OF EMERGING
TWO-GENERATION STRATEGIES**

The Promise of Emerging Two-Generation Strategies

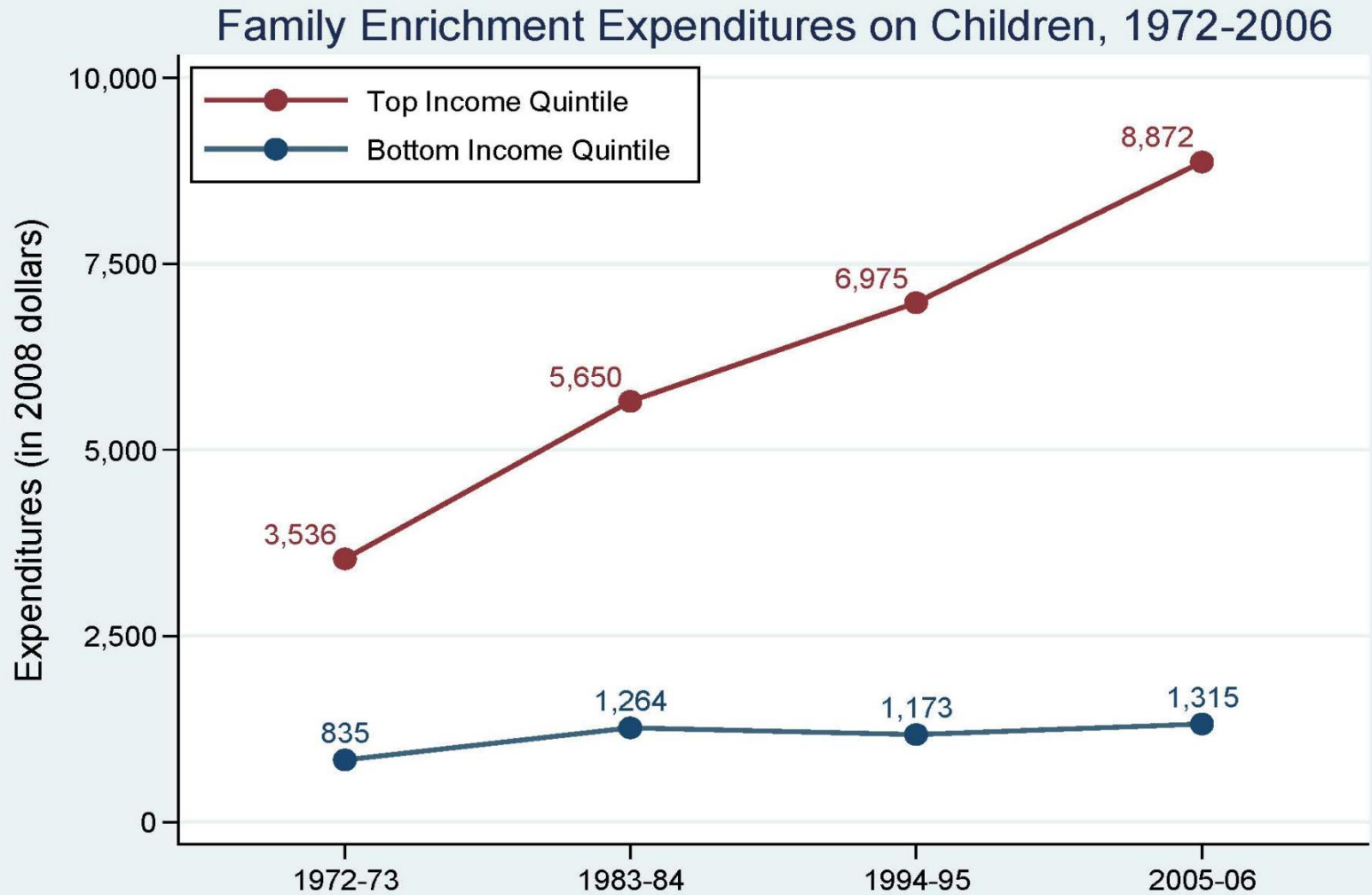
Dr. Christopher T. King
The University of Texas at Austin

Why 2-Generation?

Percentage of infants and toddlers in low-income and poor families by parents' employment and education, 2011



Why 2-Generation?



Source: Duncan & Murnane (2011)

Why 2-Generation?

Social mobility is significantly lower in the US than in most developed countries (Corak, 2013): roughly 8% of children born to U.S. families in the bottom fifth of the income distribution reach the top fifth v. 11.7% in Denmark. (Chetty et al., 2014; Boserup et al., 2013)

- **Dallas ranks 472nd of 2,478 U.S. counties in social mobility.**
- **Only 6.4% of Dallas children born to families in the bottom fifth reach the top fifth.**

Five factors are associated with strong upward mobility: less segregation by income and race; lower income inequality; better schools; lower rates of violent crime; and larger shares of 2-parent households.

Two-Generation Pathways

Haskins et al. (2014) describe six pathways by which parents and home setting affect child development:

- *Stress*
- *Parental Education*
- *Health*
- *Employment*
- *Income*
- *Asset Development*

... suggesting the need for comprehensive, multi-faceted antipoverty strategies.

2-Gen 1.0 vs. 2.0

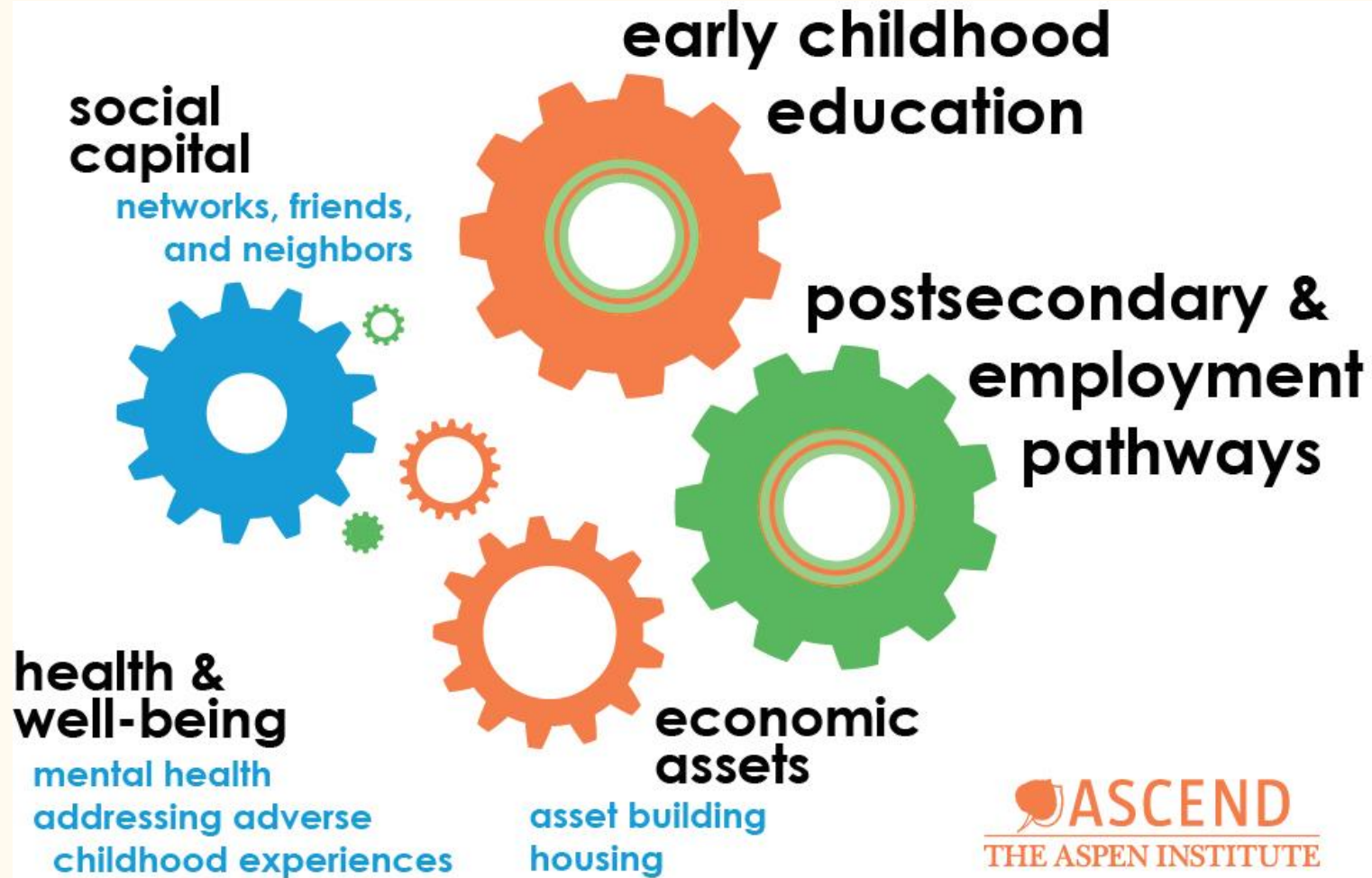
(Chase-Lansdale & Brooks-Gunn, 2014)

2-Gen 1.0 (1980s, 1990s) mainly added parenting, low-intensity services to early childhood education (ECE) and/or mostly served welfare mothers adding child care, producing only *modest effects*.

2-Gen 2.0 (late 2000s) builds on much improved workforce and postsecondary education, and is substantively very different:

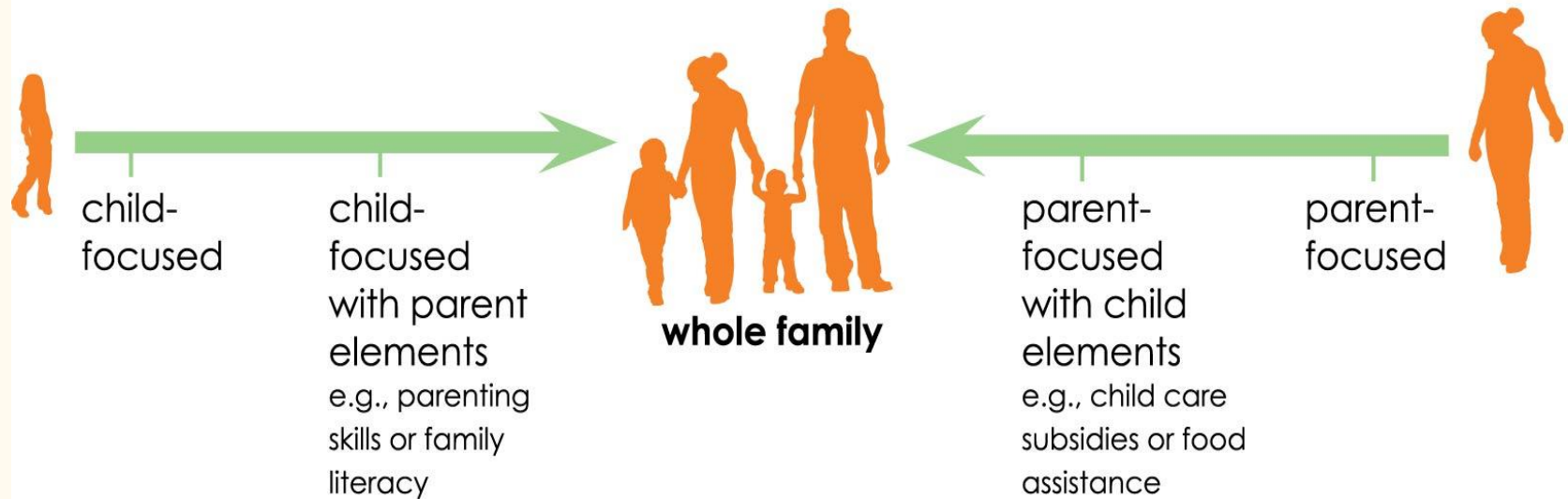
- **Simultaneous human capital investment for a wide range of low-income parents and children**
- **Intensive postsecondary education and training in growth sectors with stackable credentials**
- **Workforce intermediaries combined with strong employer engagement**
- **High-quality ECE**

Ascend's 2-Gen Framework

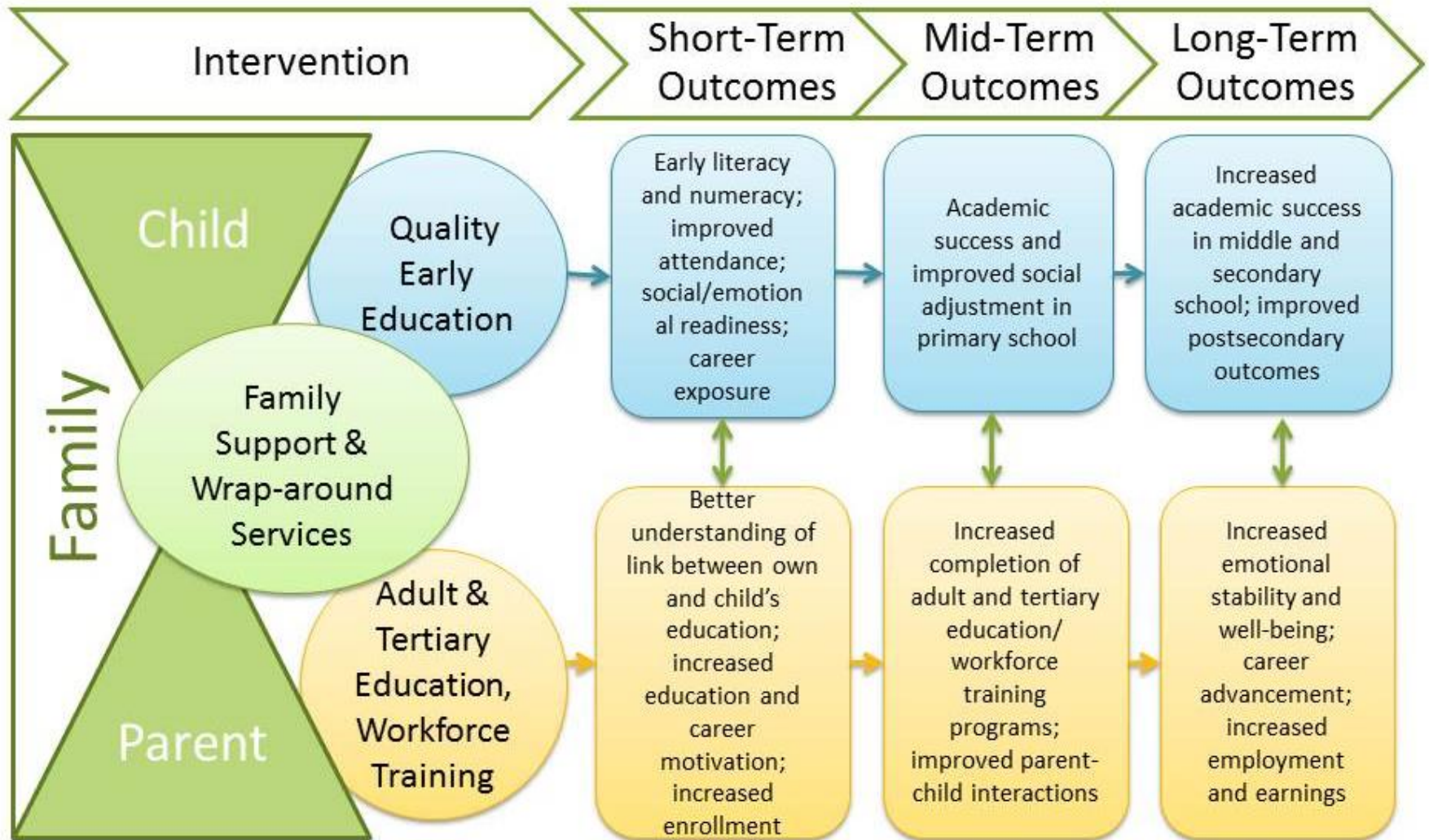


Ascend's 2-Gen Continuum

The Two-Generation Continuum



Conceptual Framework



Source: Chase-Lansdale et al. (2011), Smith & Coffey (2015).

Impacts in Brief

CHILDREN

High-quality early childhood education has lasting cognitive and non-cognitive effects. (*Gormley et al., 2005, 2011; Bartik, 2014; Yoshikawa et al., 2013*) **Consider the *Heckman Equation*** (<http://heckmanequation.org/>):

Invest + Develop + Sustain = Gain

ADULTS

High-quality sectoral training via career pathways has meaningful, significant, lasting impacts on participant employment, earnings and associated ROI. (*Maguire et al., 2010; Elliott & Roder, 2011, 2014; Smith & King, 2011; Smith et al., 2012; King, 2014; King & Prince, 2015*)

CareerAdvance®

Local
Colleges

Sectoral
Training/CPs
Employers

Early Childhood
Program

Career Coaches

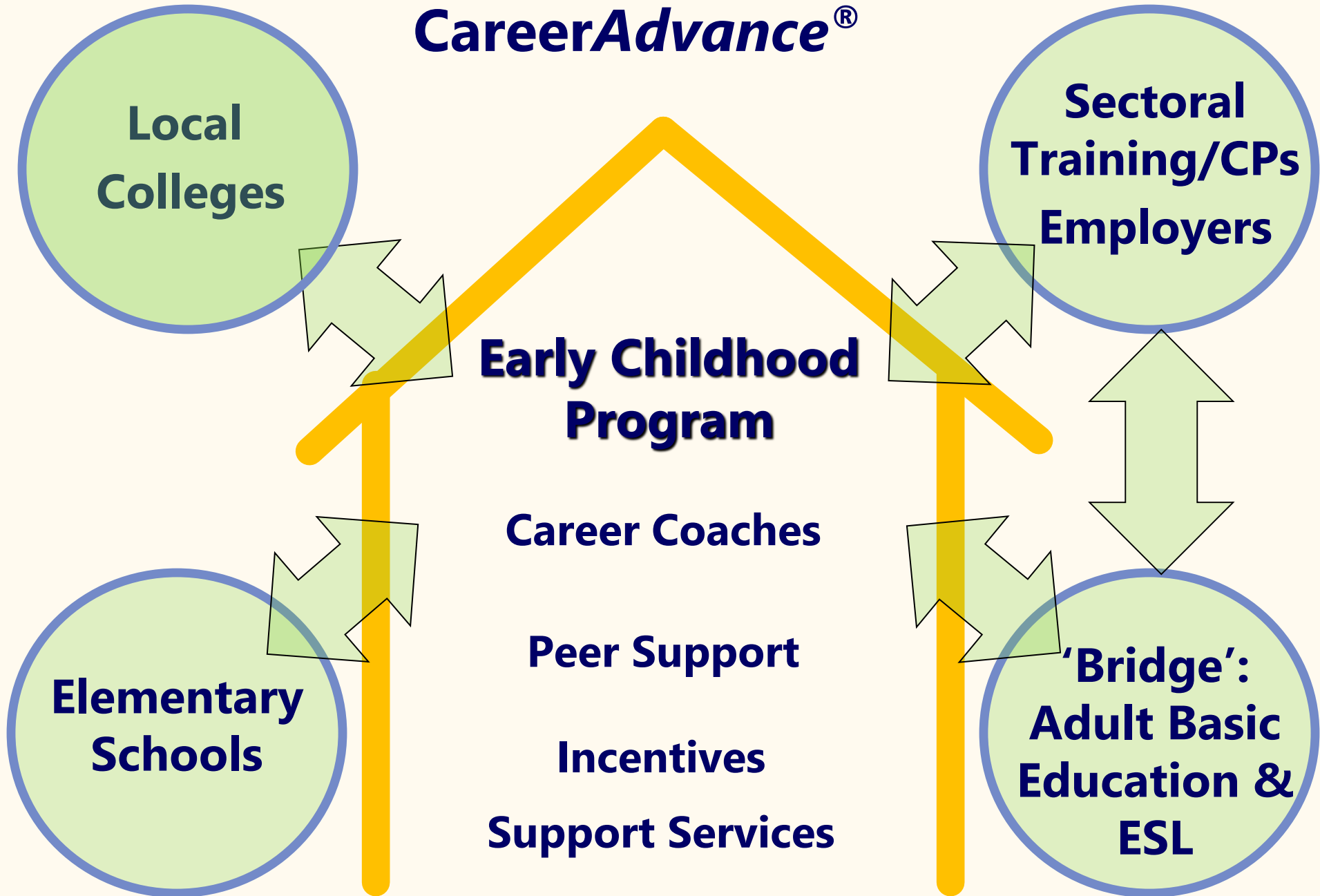
Peer Support

Incentives

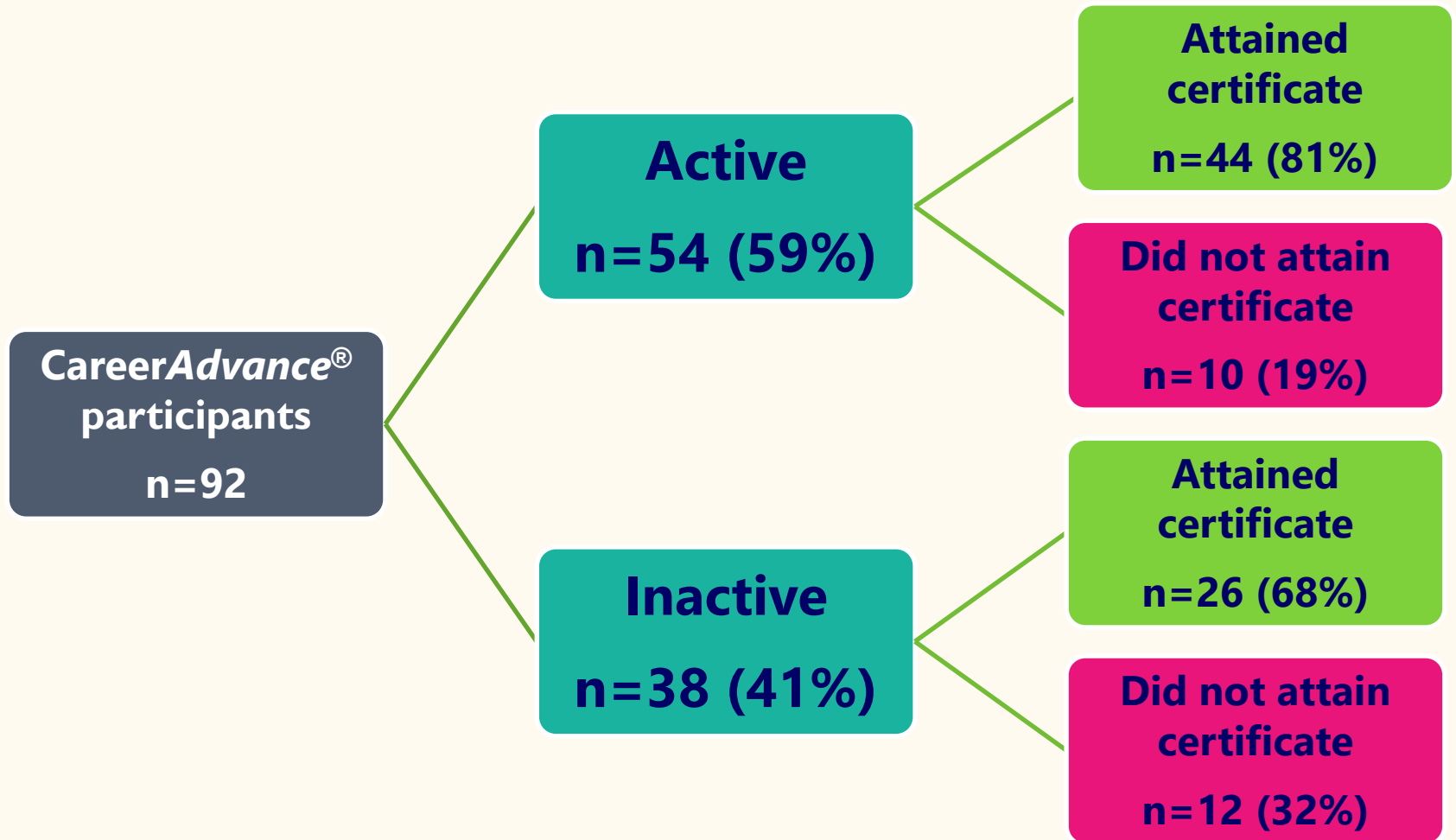
Support Services

Elementary
Schools

'Bridge':
Adult Basic
Education &
ESL



CareerAdvance® Enrollment & Certification at 16 Months, Cohorts 4-7



Source: Sabol et al., 2015.

Qualitative Evidence

2-Gen 2.0 program *impacts* aren't ready yet: initial CareerAdvance[®] impacts slated for release in late April 2016. However—

- Partner (e.g., Tulsa Community College, Union Public Schools), CAP, CareerAdvance[®] and employer *interviews are very encouraging.*

- Participant focus groups and interviews since 2010 tell us CareerAdvance[®] and its *components are largely on the right track.*

NOTE: some state & local examples are included for reference at the end of my presentation.

Career Coaching & Peer Support

“She is always there; she keeps motivating us. We aren’t alone.”

“[The coaches] help you recognize that you have to do something for yourself, not just your kids.”

“I know if I tried to leave this program, I would have some people on my phone. And that’s the good thing about us ... being a small group of people. If one of us tried to leave it, oh, we gonna be on that phone quick, ‘Wait a minute what are you doing?’ ”

Role Modeling

“I’m the first person to even go to school. So it feels good to me to just know that I’m gonna make a better, like pave a better path for my son. The chances of him going to school if I complete school are so much higher. And that’s you know, not only will I create a better life for him as a child, but it’ll give him some encouragement and motivation, and I can be a better role model for him to go to school when he’s older. So it makes me feel a lot better I think.”

Less Time with Children

"I almost feel like I'm neglecting my son, like I know he's taken care of ... but as far as spending time with him, and he's taking a hit, when it comes to like mommy and baby time. Because I don't have that extra time to spend with him anymore now that I am in this program... But I always just have to tell myself that in the long run, it's actually more beneficial."

Lessons Learned: Families

- **Poor families are resilient and bring real assets to the table, including strong motivation to help their children.**
- **Families live chaotic lives and face large barriers to participation and labor market success—e.g., ‘bad paper’, criminal records, family violence.**
- **Parents’ basic skills vary widely. Most must address large deficits before progressing to skills training.**
- **Supports notwithstanding, intense human capital oriented programs aren’t for all low-income families.**

Lessons Learned: Programs

- **Simply referring parents to available education and workforce services does not—and probably will not—work.** (Hsueh et al. 2012)
- **Traditional adult education services are poorly designed and delivered, and largely ineffective.**
- **Career coaches, peer supports and financial aid in cohort models are critical program components.**
- **Getting and keeping partners engaged effectively over time takes considerable energy and resources.**

Lessons Learned: Programs ...

- **Services are highly fragmented in most communities; intermediaries are needed to “glue the pieces together” and keep partners engaged.**
- **Many barriers to 2-Gen success are policy- and program-, *not* family-related.**
- **Given barriers and constraints, it takes far longer to achieve success than most policymakers and program officials are comfortable with.**
- **Simultaneous parent and child program participation, with fully connected, reinforcing components, is only recently being implemented.**

Lessons Learned: Overall

- **2-Gen programs entail high costs up front, but are *likely* to yield high returns over the long term. We should value and fund them as investments, not expenses.**
- **2-Gen strategies can be initiated in various ways: either from quality ECE programs, from leading-edge workforce programs, or from the “marriage” of existing quality adult and child programs. They can also be developed systemically (e.g., Austin, Connecticut).**
- **We haven’t yet figured out the best ways to sustain and scale effective 2-Gen strategies.**

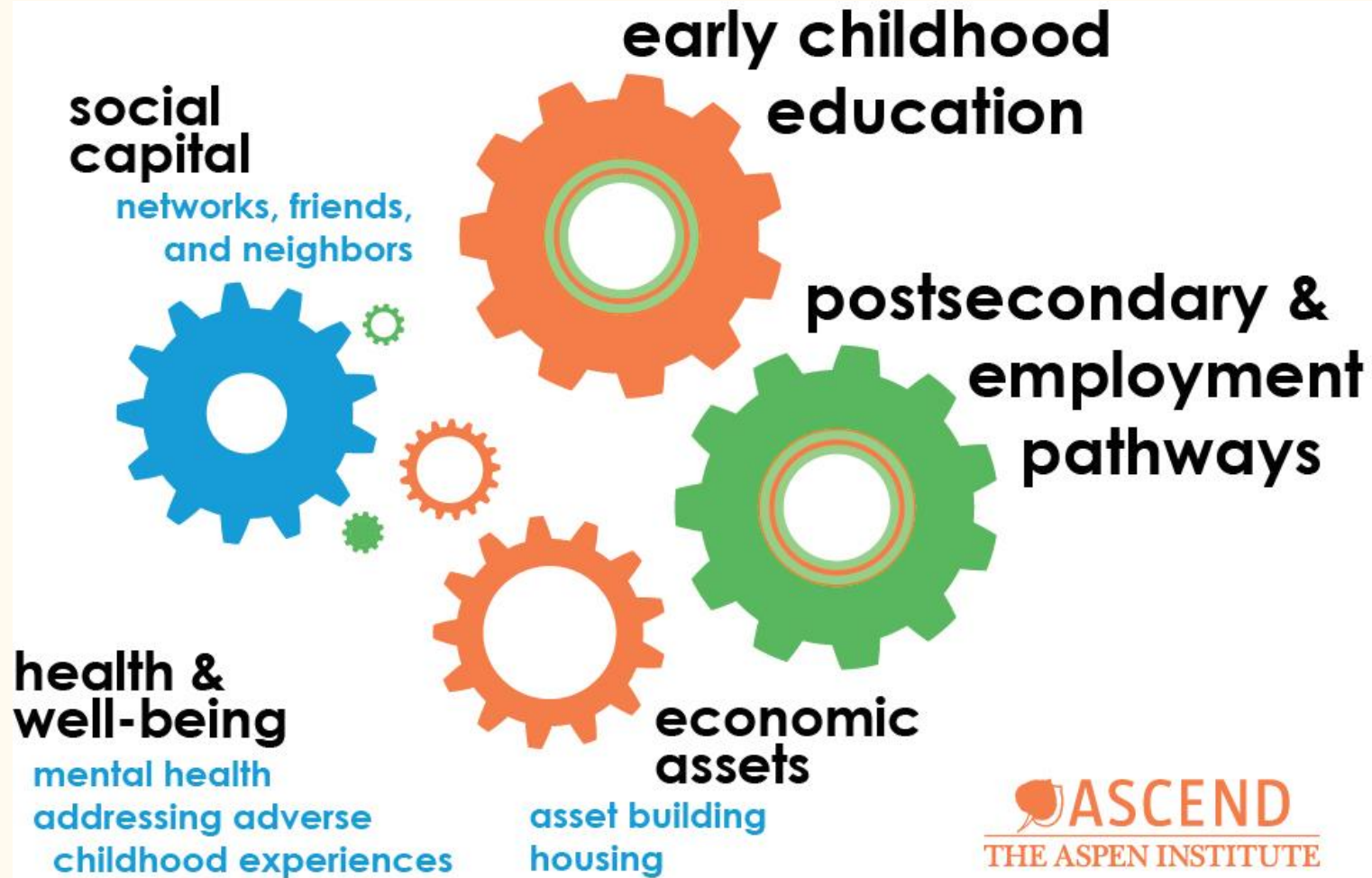
What's Next?

- In Fall 2015, the White House launched its 10-site rural *Integration Models for Parents and Children to Thrive (IMPACT) Demonstrations* featuring a 2-Gen approach.
- In July 2016, USDOL's Employment and Training Administration will fund a number of multi-year programs under its \$25M *Strengthening Working Families Initiative*.
- President Obama's FY 2017 Budget proposes \$100M for *2 Gen Demonstrations* under TANF via USHHS/ACF and \$36M for 2-Gen rural poverty and American Indian programs as part of his *Opportunity for All Initiative*.
- *Ascend at the Aspen Institute* plans to triple its network of 2-Gen partners this year.

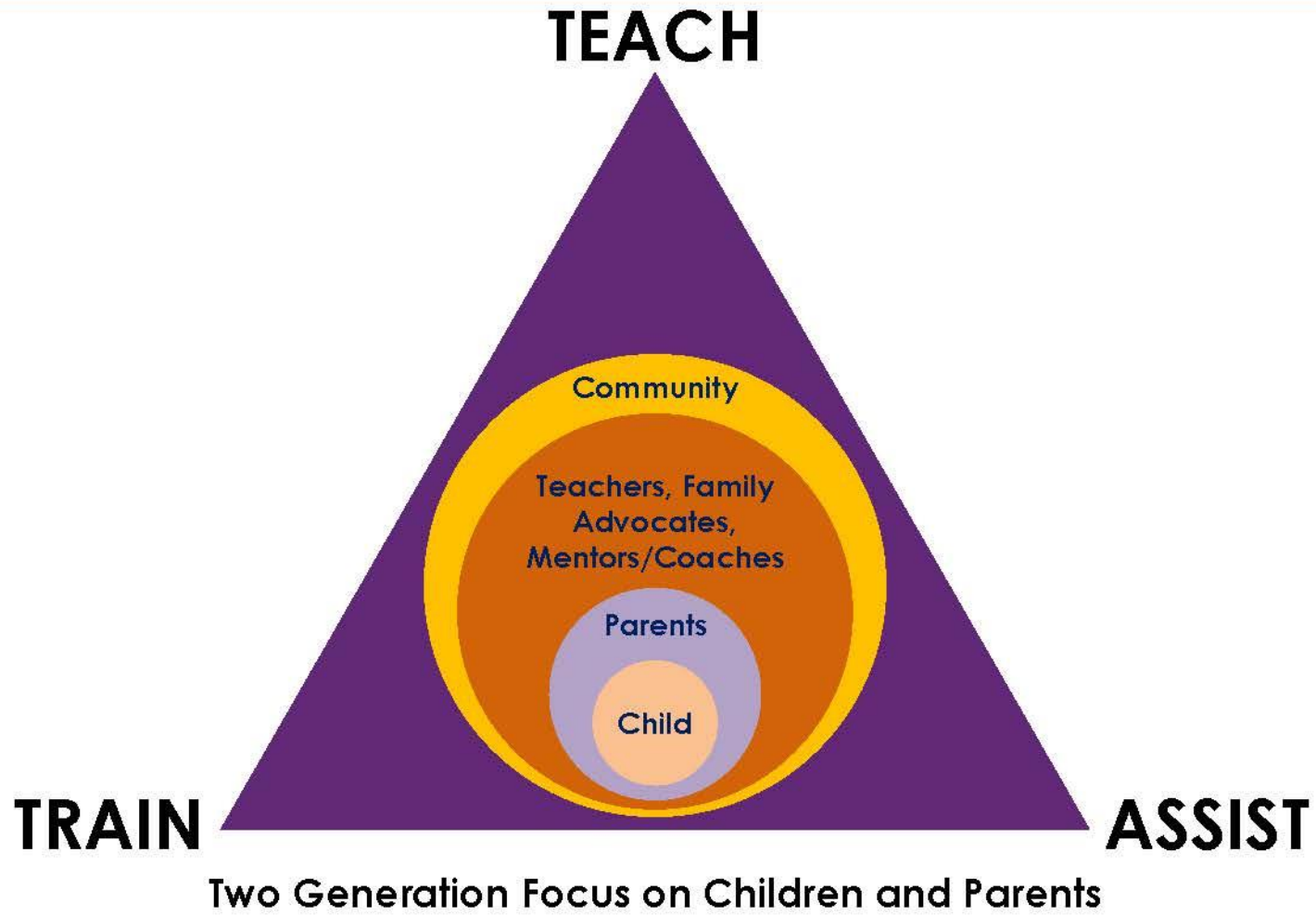
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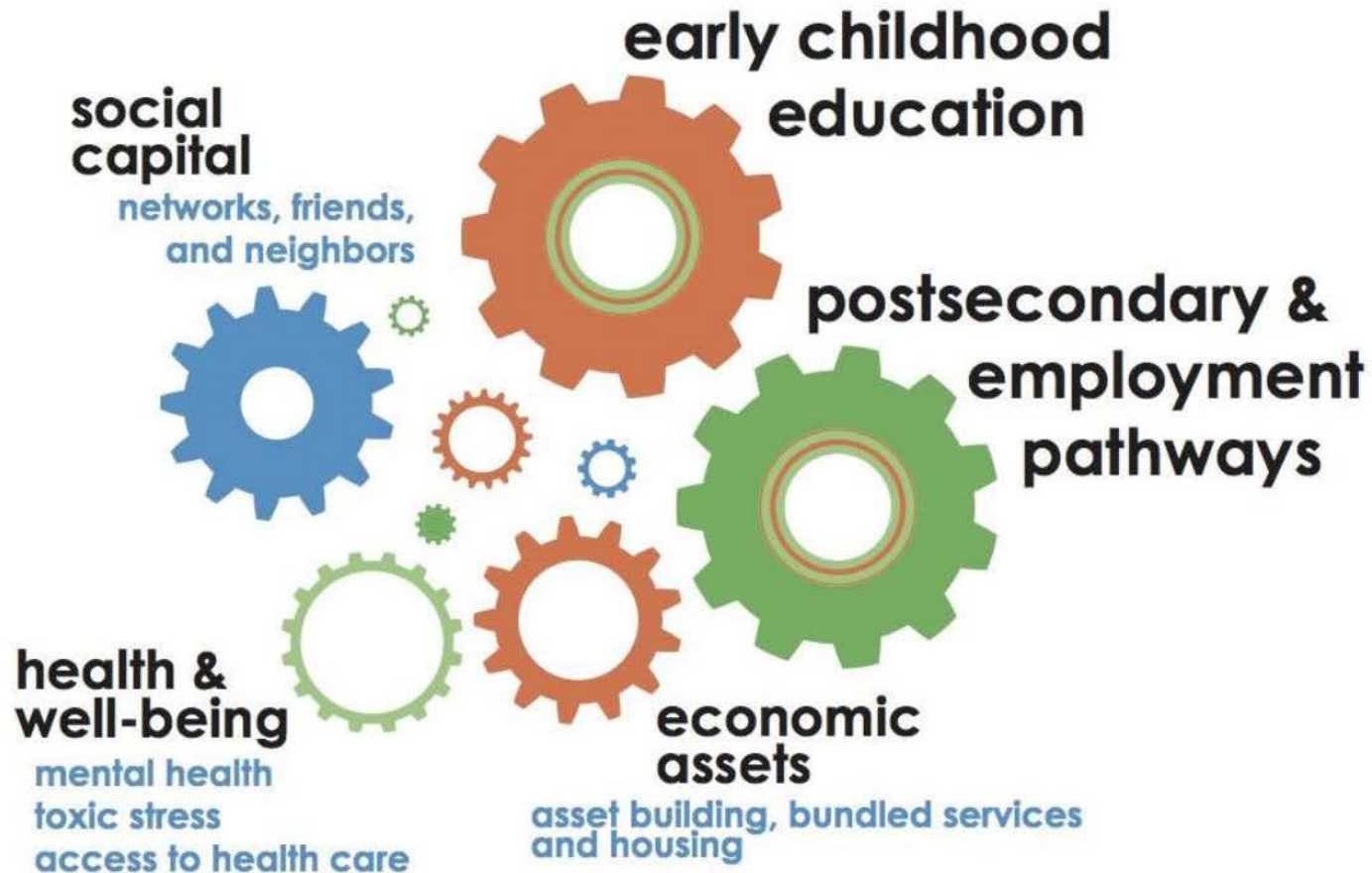
Ascend's 2-Gen Framework



Relationship-Centered Program Model



Components of a Two Generation Approach



*Source: <http://ascend.aspeninstitute.org/pages/the-two-generation-approach>

Building a Two Generation Model

- Relationships are essential – teachers, mentors, coaches
- Engage families and seek input on strategies that work for them
- Foster innovation and build on what works
- Align and link systems and funding streams
- Prioritize intentional implementation
- Measure and account for outcomes for children and parents
- Identify and eliminate roadblocks to success

CCG Positioning on the Two Generation Continuum

The Two-Generation Continuum



Child-Focused	Whole-Family	Parent-Focused
0-5 Early Childhood Education Programs	Home Visiting Programs	Child Care Assistance (financial assistance program)

2Gen Program Enhancements		
Parent Mentor/Coaches, Place-based Parent Programs, Parent Outcome Tracking	Longitudinal Outcome Tracking	Parent education & engagement, increased access to quality care

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**FAMILY AND WORKFORCE
CENTERS OF AMERICA
THE MET CENTER**

Member of the Working Families Success Network (WFSN)

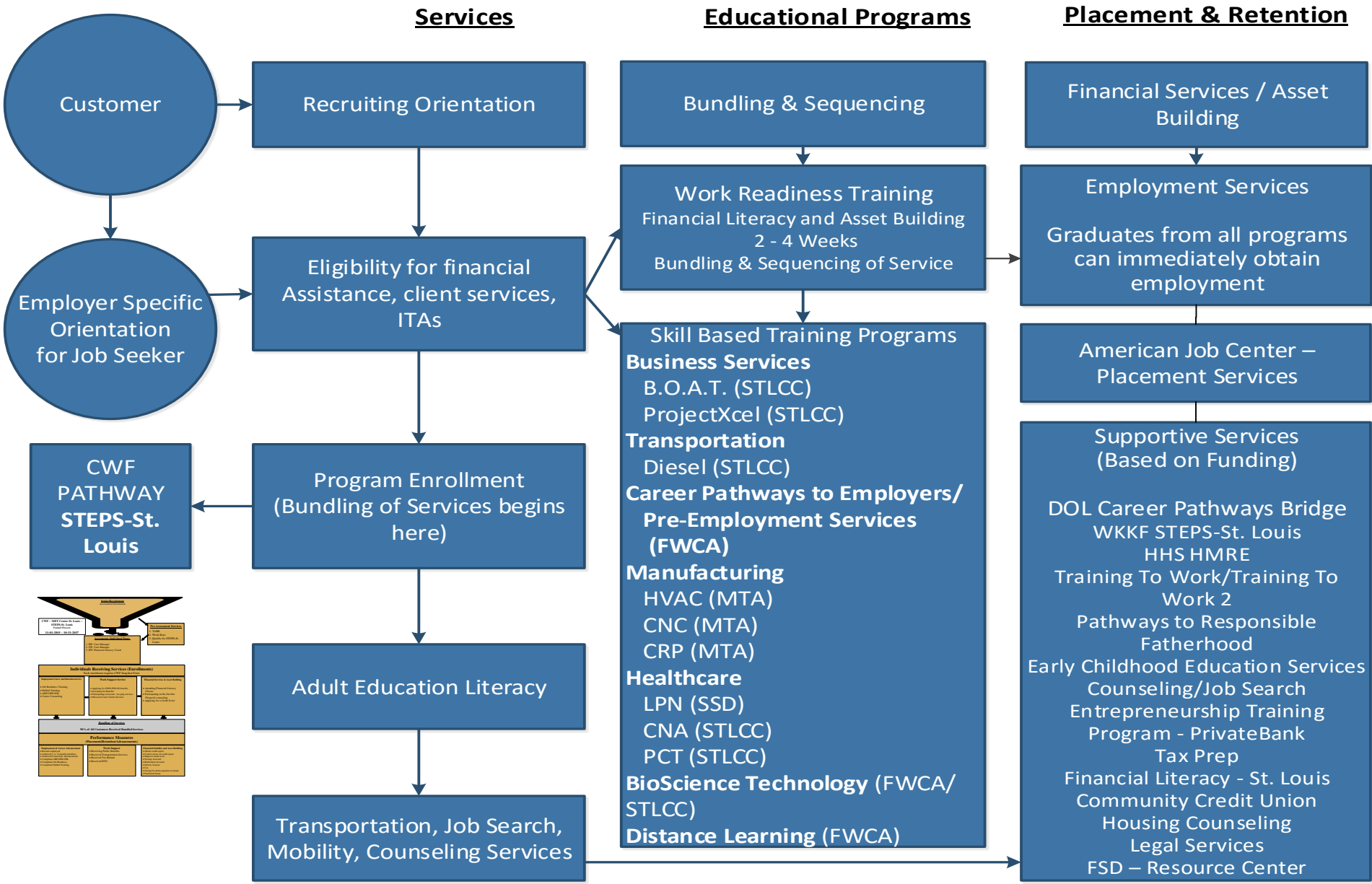
**NORTH TEXAS ASSET FUNDERS
NETWORK FORUM
SPRING MEETING**

APRIL 5, 2016

**CAROLYN SEWARD
PRESIDENT/CEO**

FAMILY AND WORKFORCE CENTERS OF AMERICA/MET CENTER

FWCA/MET CENTER INTEGRATED SERVICE DELIVERY MODEL



TWO GENERATIONAL APPROACH

COLLABORATIVE PARTNERS

STL Economic Development Partnership

Annie E. Casey Foundation

St. Louis City/County WIB

Emerson

Midland States Bank

Washington University

Boeing

Kellogg Foundation



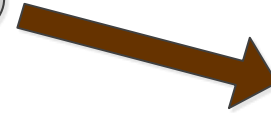
COMMUNITY ENGAGEMENT

Community Residents

Local Businesses

Faith-Based Institutions

Community-Based Organizations



FAMILY STABILITY



MET CENTER SERVICES

Placement & Retention

Skill-Based Training

Open Enrollment

HiSET/AEL

Pre-Employment Services

Entrepreneurship Training

Healthy Marriage/
Relationship

Bioscience Technology

EMPLOYMENT



Early Explorers Child Development Academy

Early Childhood Education

Parent Engagement/Family Strengthening

Clinical Health & Wellness

Child Care



St. Louis Community Credit Union

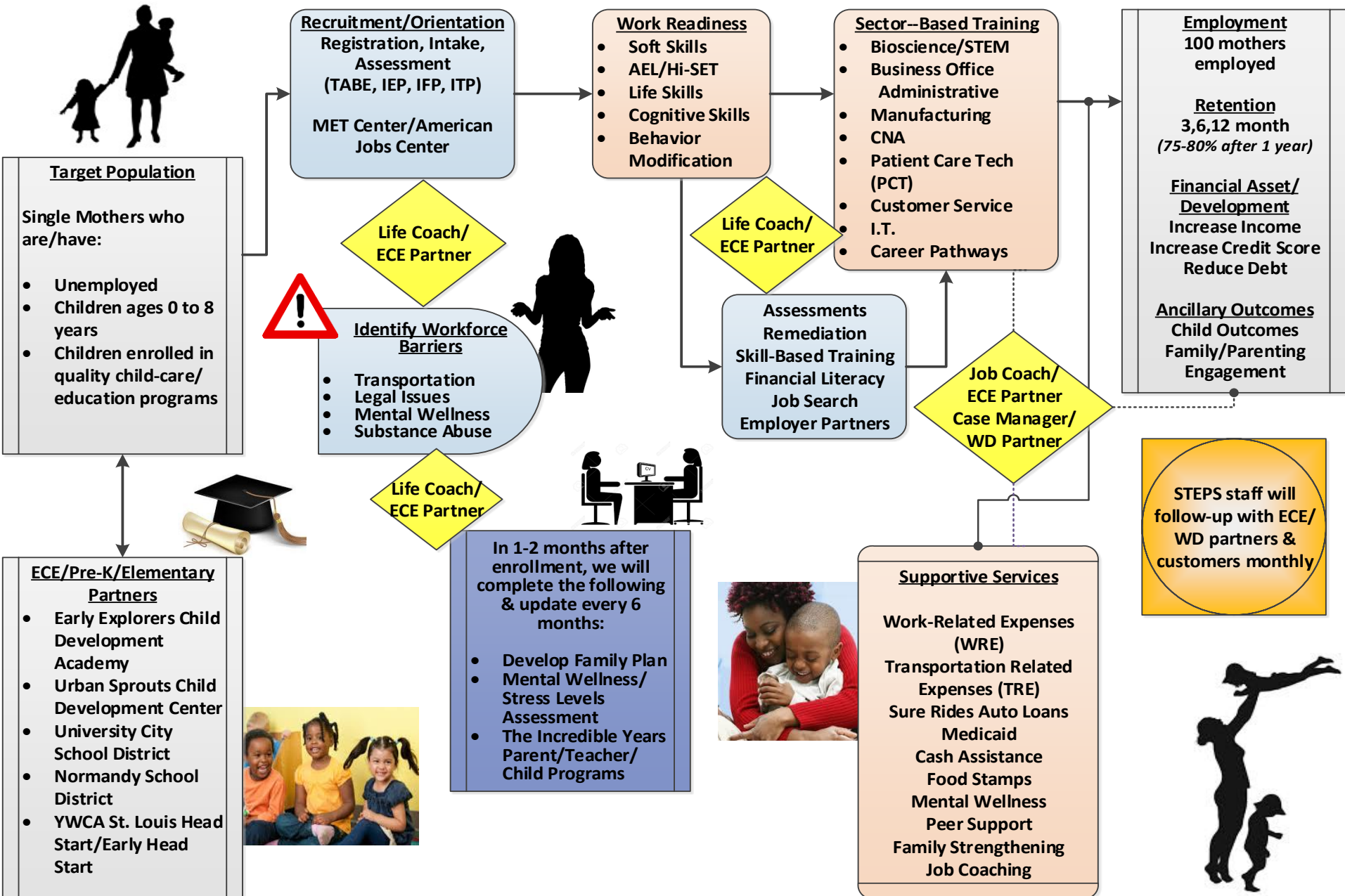
Financial Literacy

Second Chance Banking

Financial Products & Services

Sure Rides Auto Loan Program

STEPS-ST. LOUIS FLOW OF SERVICE



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Panel Discussion
Q/A
