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

- Full-time, year-round: 32% (Low-income), 9% (Poor)
- Part-time or part-year: 48% (Low-income), 75% (Poor)
- Not employed: 87% (Low-income), 70% (Poor)
- Less than high school degree: 88% (Low-income), 60% (Poor)
- High school degree: 73% (Low-income), 41% (Poor)
- Some college or more: 34% (Low-income), 15% (Poor)

© National Center for Children in Poverty (www.nccp.org) Basic Facts About Low-income Children: Children Under 3 Years, 2011
Why 2-Generation?

Family Enrichment Expenditures on Children, 1972-2006

Expenditures (in 2008 dollars)

- Top Income Quintile
- Bottom Income Quintile

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 (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

- Social Capital: networks, friends, and neighbors
- Early Childhood Education
- Postsecondary & Employment Pathways
- Health & Well-being: mental health, addressing adverse childhood experiences
- Economic Assets: asset building, housing
Ascend’s 2-Gen Continuum

The Two-Generation Continuum

- child-focused
- child-focused with parent elements e.g., parenting skills or family literacy
- whole family
- parent-focused with child elements e.g., child care subsidies or food assistance
- parent-focused
Conceptual Framework

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)
Early Childhood Program

Career Coaches
Peer Support
Incentives
Support Services

CareerAdvance®

Local Colleges
Sectoral Training/CPs Employers

Elementary Schools
’Bridge’: Adult Basic Education & ESL
CareerAdvance® Enrollment & Certification at 16 Months, Cohorts 4-7

CareerAdvance® participants  
n=92

Active  
n=54 (59%)

Attained certificate  
n=44 (81%)

Did not attain certificate  
n=10 (19%)

Inactive  
n=38 (41%)

Attained certificate  
n=26 (68%)

Did not attain certificate  
n=12 (32%)

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.*
“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?’”
“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.”
“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.
Contact Information

Dr. Christopher T. King
Ray Marshall Center
LBJ School of Public Affairs
The University of Texas at Austin
512.471.2186
chris.king@raymarshallcenter.org
Ascend’s 2-Gen Framework

- Social Capital: networks, friends, and neighbors
- Health & Well-being: mental health, addressing adverse childhood experiences
- Early Childhood Education
- Postsecondary & Employment Pathways
- Economic Assets: asset building, housing

ASCEND
THE ASPEN INSTITUTE
Relationship-Centered Program Model

TEACH

Community
Teachers, Family Advocates, Mentors/Coaches
Parents
Child

TRAIN

ASSIST

Two Generation Focus on Children and Parents
Components of a Two Generation Approach

- Social Capital
  - Networks, friends, and neighbors
- Early Childhood Education
- Postsecondary & Employment Pathways
- Health & Well-being
  - Mental health
  - Toxic stress
  - Access to healthcare
- Economic Assets
  - Asset building, bundled services and housing

*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

<table>
<thead>
<tr>
<th>Child-Focused</th>
<th>Whole-Family</th>
<th>Parent-Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 Early Childhood Education Programs</td>
<td>Home Visiting Programs</td>
<td>Child Care Assistance (financial assistance program)</td>
</tr>
</tbody>
</table>

### 2Gen Program Enhancements

- Parent Mentor/Coaches, Place-based Parent Programs, Parent Outcome Tracking
- Longitudinal Outcome Tracking
- Parent education & engagement, increased access to quality care
Contact Information

Tori Mannes
President/CEO, ChildCareGroup
1420 W. Mockingbird Lane, Suite 300
Dallas, TX 75247
214-905-2400
tmannes@ccgroup.org
www.childcaregroup.org
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
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

MET CENTER SERVICES

- Placement & Retention
- Skill-Based Training
- Open Enrollment
- HiSET/AEL
- Pre-Employment Services
- Entrepreneurship Training
- Healthy Marriage/Relationship
- Bioscience Technology

EMPLOYMENT

- Financial Literacy
- Second Chance Banking
- Financial Products & Services
- Sure Rides Auto Loan Program

St. Louis Community Credit Union

FAMILY STABILITY

Early Explorers Child Development Academy
- Early Childhood Education
- Parent Engagement/Family Strengthening
- Clinical Health & Wellness
- Child Care

Sure Rides Auto Loan Program
**STEPS-ST. LOUIS FLOW OF SERVICE**

**Target Population**
Single Mothers who are/have:
- Unemployed
- Children ages 0 to 8 years
- Children enrolled in quality child-care/education programs

**Recruitment/Orientation**
- Registration, Intake, Assessment (TABE, IEP, IFP, ITP)
- MET Center/American Jobs Center

**Work Readiness**
- Soft Skills
- AEL/Hi-SET
- Life Skills
- Cognitive Skills
- Behavior Modification

**Identify Workforce Barriers**
- Transportation
- Legal Issues
- Mental Wellness
- Substance Abuse

**Assessments Remediation**
- Skill-Based Training
- Financial Literacy
- Job Search

**Sector-Based Training**
- Bioscience/STEM
- Business Office Administrative
- Manufacturing
- CNA
- Patient Care Tech (PCT)
- Customer Service
- I.T.
- Career Pathways

**Supportive Services**
- Work-Related Expenses (WRE)
- Transportation Related Expenses (TRE)
- Sure Rides Auto Loans
- Medicaid
- Cash Assistance
- Food Stamps
- Mental Wellness
- Peer Support
- Family Strengthening
- Job Coaching

**Employment**
- 100 mothers employed

**Retention**
- 3, 6, 12 month (75-80% after 1 year)

**Financial Asset/Development**
- Increase Income
- Increase Credit Score
- Reduce Debt

**Ancillary Outcomes**
- Child Outcomes
- Family/Parenting Engagement

**In 1-2 months after enrollment, we will complete the following & update every 6 months:**
- Develop Family Plan
- Mental Wellness/Stress Levels Assessment
- The Incredible Years Parent/Teacher/Child Programs

**STEPS staff will follow-up with ECE/WD partners & customers monthly**
CONTACT INFORMATION

CAROLYN D. SEWARD
PRESIDENT/CEO – FAMILY AND WORKFORCE CENTERS OF AMERICA/MET CENTER OPERATIONS

6347 PLYMOUTH AVENUE
ST. LOUIS, MO 63133
(314) 746-0752 – OFFICE
(314) 746-0735 – FAX

EMAIL: CSEWARD@FWCA-STL.COM
EMAIL: CSEWARD@METCENTERSTL.COM
WEBSITE: WWW.FWCA-STL.COM
WEBSITE: WWW.METCENTERSTL.COM