CareerAdvance®: A Dual-Generation Program’s Effects on Families and Children

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*The University of Texas at Austin*

Meeting for HPOG University Partnership Research Grants
HPOG Partner

The Community Action Project of Tulsa (CAP)

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  Director of Innovation Lab
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HPOG University Partnership Research Topics

- Structure and effectiveness of career pathways for sub-sectors in health care
- Family, parent, and child outcomes
Presentation Overview

• CareerAdvance®

• Parents’ roles in children’s success

• Conceptual model and theory of change: Dual-generation strategies

• HPOG Research Grant Design

• Policy Implications
CareerAdvance®
CareerAdvance® Target Population

Parents of Head Start & Early Head Start children, mainly single mothers, some fathers as well
CareerAdvance®

Early Childhood Program

Career Coaches
Peer Support
Incentives & Support Services

Local Colleges
Sectoral Training/Employers
Elementary Schools
Basic Education & ESL
Key Evidence-based Components

- Skills training in growth sectors, e.g., healthcare and allied health, healthcare information technology
- Contextually based adult ed/GED/ESL instruction
- Peer supports
- Weekly career coach meetings
- Mutual obligations agreements
- Workforce intermediary services
- Conditional cash (in-kind) incentives
CareerAdvance® Health Information Technology (HIT) Ladder

- Medical Assistant Program
  - Registered Medical Assistant $10.50-$15.16
- Medical Coding Program
  - Medical Coder $11.60-$16.82
  - Certified Professional Coder $10.94-$16.11
- Health Information Technology Program
  - Health Information Technician $13.03-$26.91

Time Frame:
- 9 mos.
- 1 Year
- 2 Years
- 3 Years
What is a Dual-Generation Program?

- Goal of improving outcomes simultaneously for parents and children in the same family
- Sectoral workforce training linked with early childhood education programs
Parents’ Roles in Children’s Success
Children Under Age 6, By Family Income, 2009

46% of children under 6 are low income

- Near Poor: 22%
- Poor: 24%
- Middle/Upper Income: 54%
Children Under Age 6 Living in Low-Income Families, 1997-2009

A Conceptual Model of Inputs for Healthy Child Development

- Community Context
- Parental Characteristics
- Family & Kin
- Employment
- Income
- Postsecondary Education
- Non-family settings
- Home Environment
- Child Outcomes
- Child Characteristics
A Conceptual Model of Inputs for Healthy Child Development

**Community Context**
- Neighborhood
- Labor Market
- Educational institutions
- Public policies and social services

**Parental Characteristics**
- Race/ethnicity
- Age
- Gender
- Abilities
- K-12 education
- Mental health

**Family & Kin**
- Fathers, husbands, and partners
- Number of children
- Kin availability and social networks
- Income from family and networks

**Home Environment**
- Partner/marital relationship
- Parenting (warmth & connection; language & literacy; cultural traditions)
- Shared learning and role modeling

**Income**

**Employment**

**Non-family settings**
- Preschool (0-5)
- Evening/weekend care
- K-12
- After school programs

**Postsecondary Education**

**Child Outcomes**
- School success
- Social competence

**Child Characteristics**
- Race/ethnicity
- Age
- Gender
- Temperament
- Genetic Predispositions
When Mothers Increase Their Education, Children’s Learning Improves

Dashed Lines reflect the time period during which mother's education increased

Socioeconomic Disparities in U.S. Postsecondary Degree Completion

Graph from Isaacs et al., 2008; Brookings tabulation of PSID data from 2005
Theory of Change:
Linking Sectoral Skills Training with Early Childhood Education
Theory of Change

CareerAdvance®

Parent

Child

Early Education Program

Short-term outcomes

- Educational training and certification
- Job to career goals
- Physical and mental health
- Family system

Mid-term outcomes

- Degree attainment and certification
- Job to career
- Wages/family income
- Physical and mental health
- Family system

Long-term outcomes

- Career advancement
- Economic stability/mobility
- Physical and mental health
- Family system

- Attendance
- School readiness
- Transition to kindergarten

- Attendance
- Elementary school performance

- High school graduation
- Postsecondary Education attainment
How and Why: Parents

- Self-confidence and self-efficacy (e.g., optimism, self-esteem)
- Mental health and stress
- Marital status, quality, family system
- Parenting
  - Warmth, connection, discipline
  - Language and literacy at home
  - Academic expectations
  - Role modeling, shared learning
How and Why: Children’s Success in School

• Cognitive and language skills
• Motivation and engagement in school
• Executive functioning and attention
• Social competence
• Experiencing parents’ own efforts, goals, homework, and achievements
Career Advance®:
CAP Family Life Study

• HPOG Program Grant
  • Small-scale, one-year Outcomes Study
  • Implementation Study
Partnership with HPOG Grantee
The Community Action Project of Tulsa

(1) Weekly individual and group phone calls with CAP and the research team

(2) Shared website

(3) In-person research meetings in Tulsa

(4) Joint data collection and data management
Research Questions:

(1) Does participation in CareerAdvance® relate to longer-term outcomes for parents and children?

(2) To what extent do longer-term parent and child outcomes vary as a function of CareerAdvance® dosage?

(3) Are certain pathways through CareerAdvance® better for some subpopulations of low-income families than others, and if so, why?
Methods

• Quasi-experimental
  • Propensity score matching
  • Using a matched-comparison group

• Longitudinal outcomes/impact measurement

• Mixed-methods approach
Mixed Methods: Quantitative

• Direct parent and child assessments

• Oklahoma administrative data
  (e.g., UI employment & earnings, TANF, SNAP records)

• CAP’s Head Start data

• Measures of performance and implementation (led by OPRE)
## Data Collection: Quantitative

### Family Assessments

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<th>2014</th>
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**HPOG Program Grant**

- Year 1: 60
- Year 2: 120
- Year 3: 120
- Year 4: 120
- Year 5: 60

**HPOG University Partnership Research Grant**

- Year 1: 0
- Year 2: 60
- Year 3: 180
- Year 4: 300
- Year 5: 300

**Total:** 1320
Mixed Methods: Qualitative

• Qualitative

• In-depth interviews: Parents & staff

• Focus groups: Parents & staff
## Data Collection: Qualitative

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<tr>
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Respondent: I think it’s just for me to see that they are also excited for me cause they know that whenever I was studying certain words, my daughter- not my oldest one, my middle one- she would get excited whenever I would say a word, and then she would go and repeat it. Now she’s to the point that she even knows some of those medical words and what they mean, you know? Or she will quiz me herself and I think it was just trying for me to spend time with her, and that was the way she was getting attention by being involved with what mommy is doing.
Respondent: …And you know I think... cause now she is like “Oh what is peri- mommy, don’t forget peri-!” And she even gave me ideas of how to remember. She goes to Perry Elementary School. I was like “I can’t remember peri-. I don’t know what peri-...” and she was like “Mommy just think, my school, just think peri- around Perry!” And that’s what peri- means: around. I was like “Oh thanks!” So, now I am never going to forget what peri- means ... So to me that brought me a lot of joy, I was so happy and excited that she kinda put a thought into how can I help my mom remember.

Interviewer: How old is she?

Respondent: She’s seven
Project’s Long Term Goals

1. **Policymakers** will routinely plan beyond traditional silos implementing early learning and workforce and education strategies.

2. **Practitioners** at the state and local level will implement dual-generation strategies.

3. **Researchers** will understand the synergistic impacts of these strategies and mechanisms.
Key Deliverables

(1) Feedback to HPOG program grantee

(2) Case studies on best practices for practitioners.

(3) Publishable empirical articles

(4) Policy briefs and reports at federal, state, and local levels
Implications

• Deepen understanding of dual-generation programs

• Strengthen and create conditions for low-income families and vulnerable children to succeed