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# ***The Promise of Two-Generation Anti-poverty Strategies: Existing and Emerging Evidence***

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*JobPath Presentation*

Habitat for Humanity  
Tucson, AZ

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# Why 2-Generation?

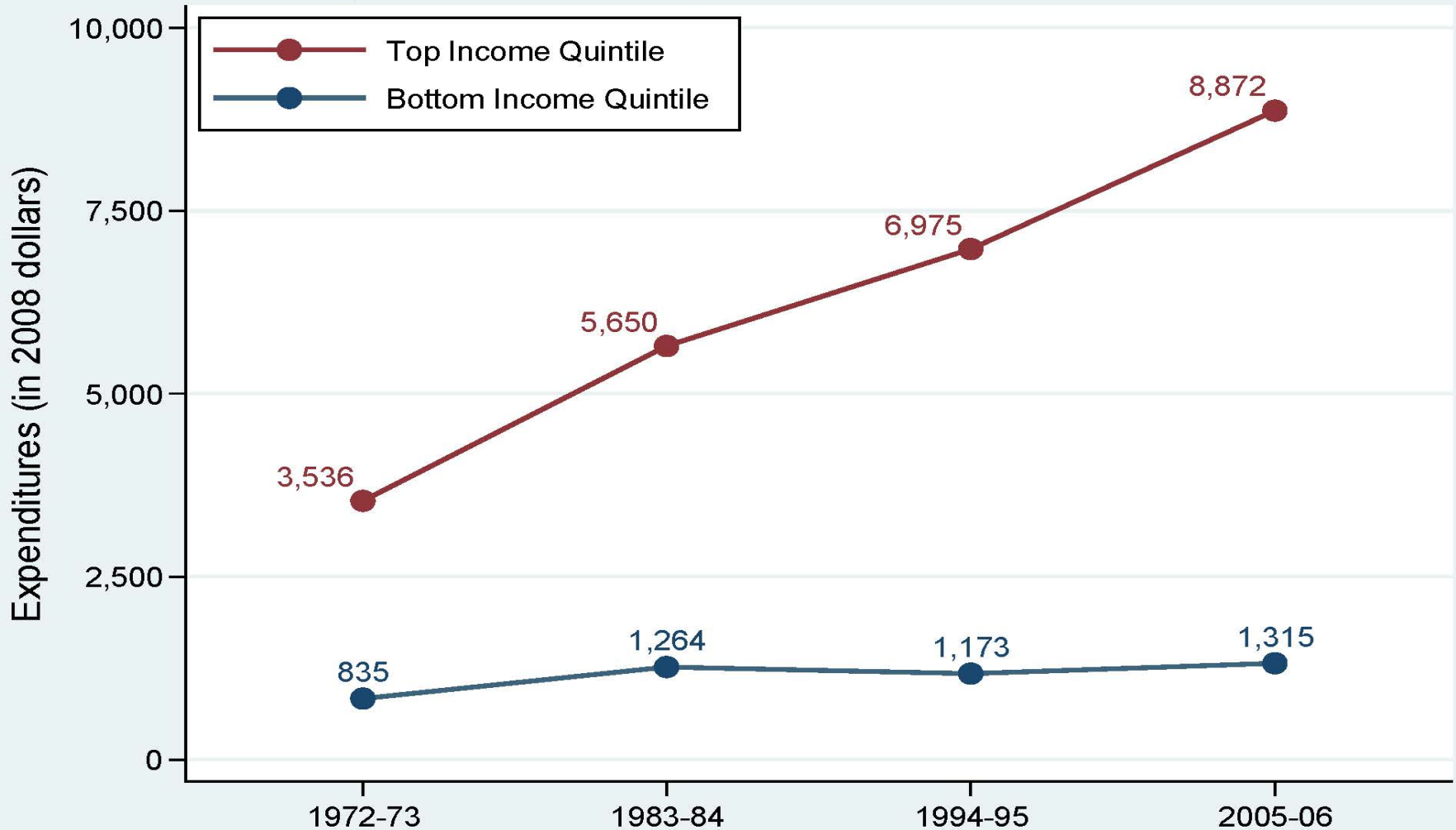
Share of Total Income Accruing to 10% Highest Income Families, (Includes Capital Gains), 1918-2012



Source: Piketty & Saez (2012): <http://www.econ.berkeley.edu/~saez/TabFig2012prel.xls>

# Why 2-Generation?

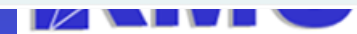
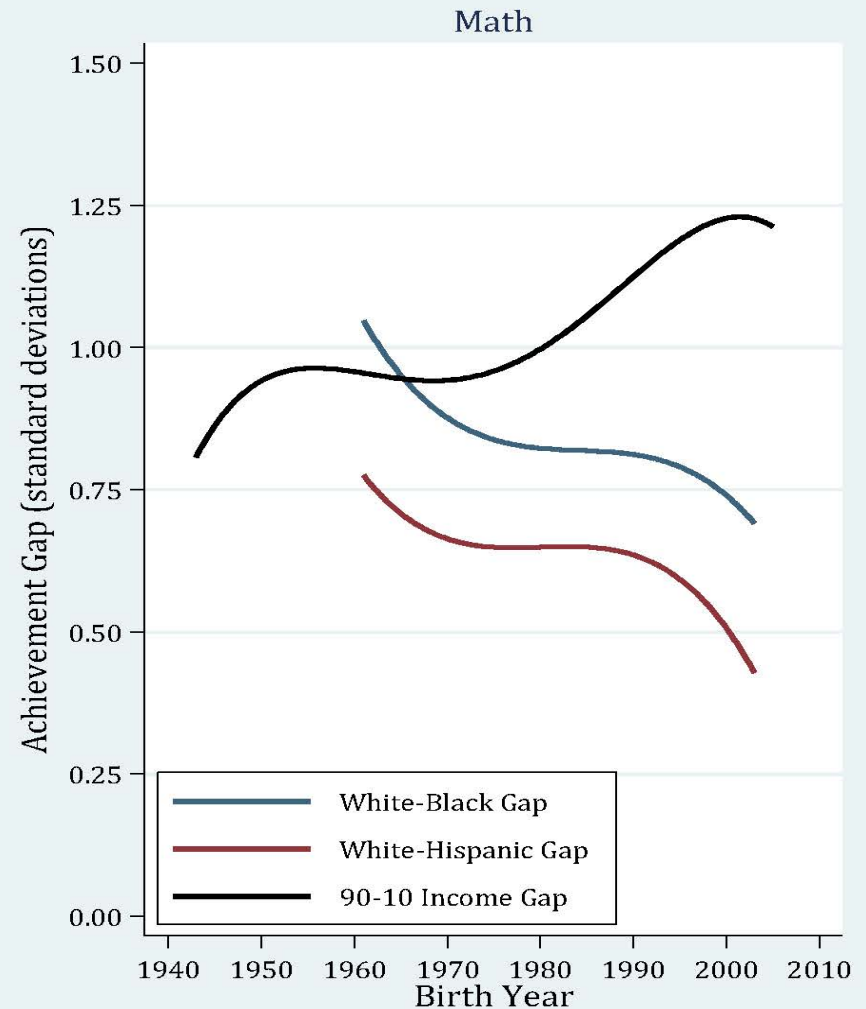
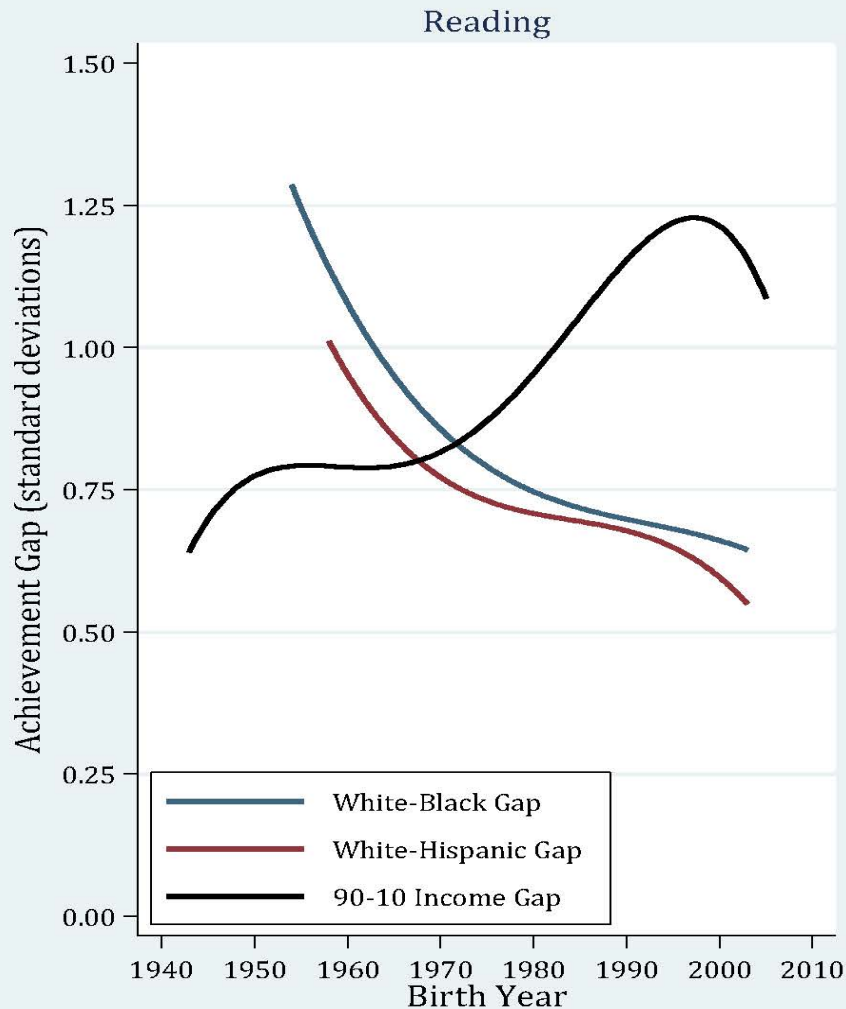
Family Enrichment Expenditures on Children, 1972-2006



Source: Duncan & Murnane (2011)

# Why 2-Generation?

Trends in Racial and Income Achievement Gaps, by Birth Cohort



# Why 2-Generation?

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U.S. social mobility is significantly lower 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)

- *Tucson ranks 51<sup>st</sup> in social mobility among the Top 100 U.S. metro areas.*
- *Only 7.1% of children born to Tucson families in the bottom fifth reach the top fifth.*

# Two-Generation Pathways

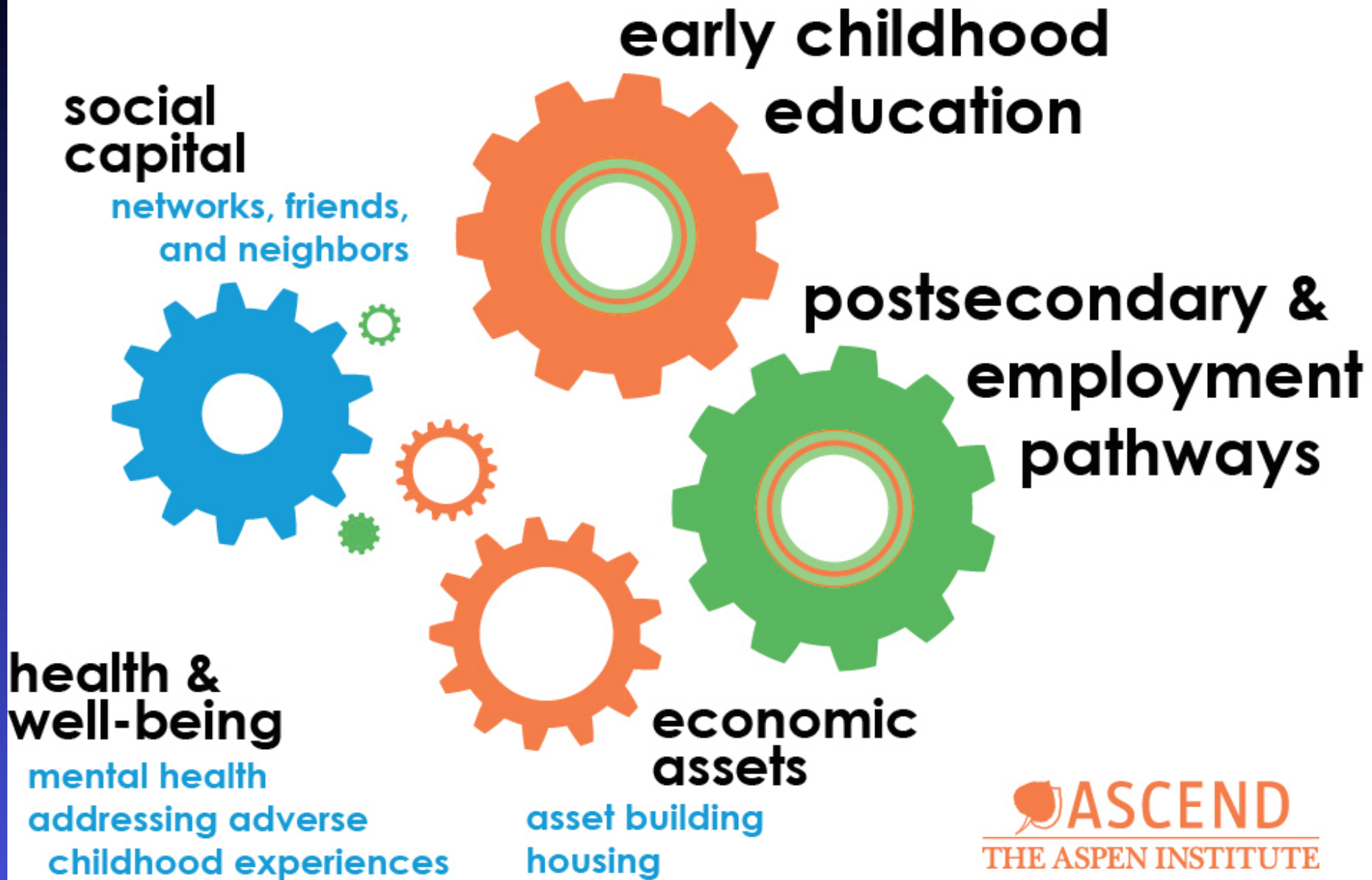
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Haskins et al. (2014) describe six pathways by which parents and home setting affect child development:

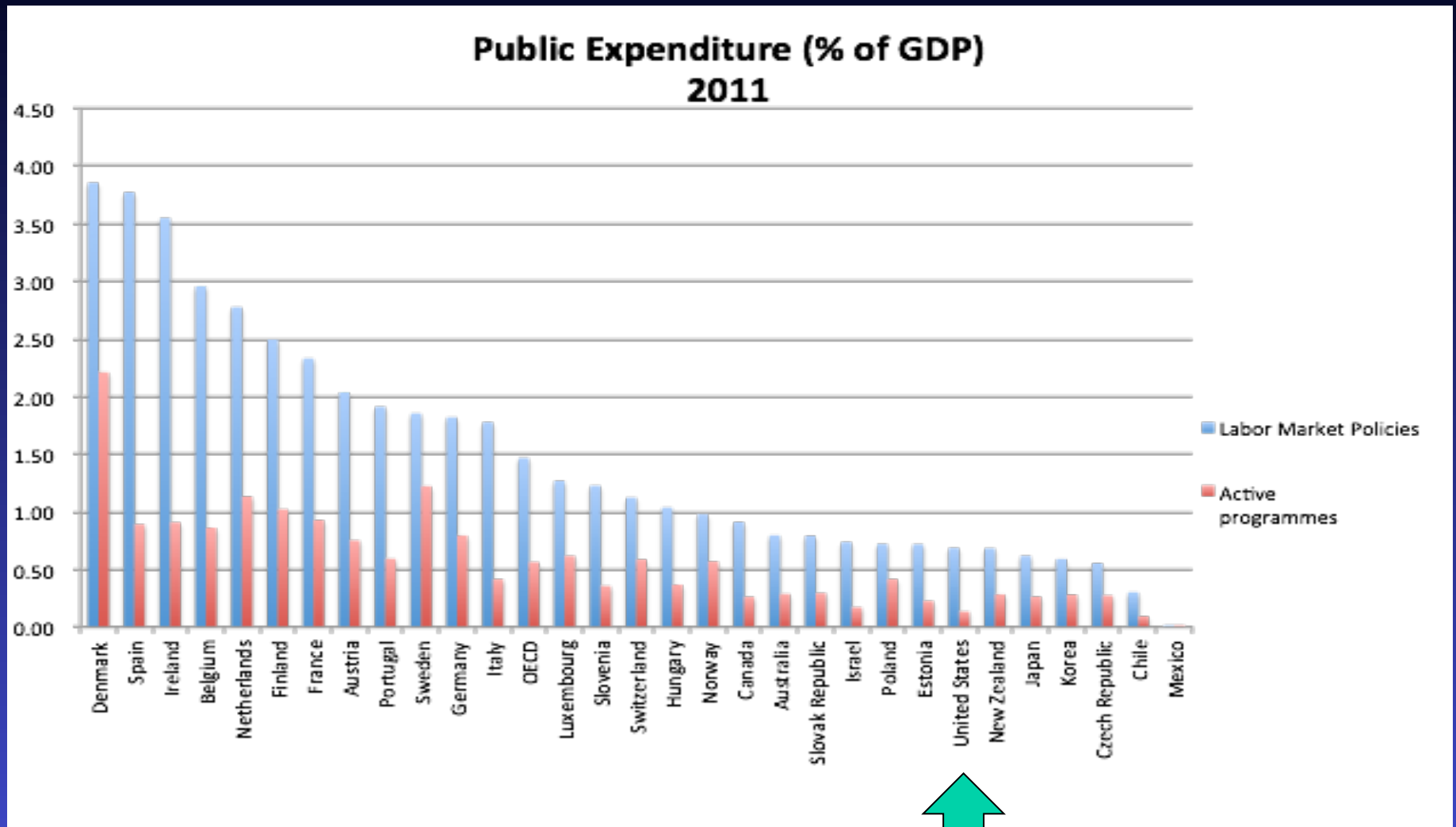
- *Stress*
- *Parental Education*
- *Health*
- *Employment*
- *Income*
- *Asset Development*

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

# Two-Generation Framework



# Labor Market Policy Spending, % of GDP



Source: OECD, 2012.





# Promise of 2-Gen 2.0 ...

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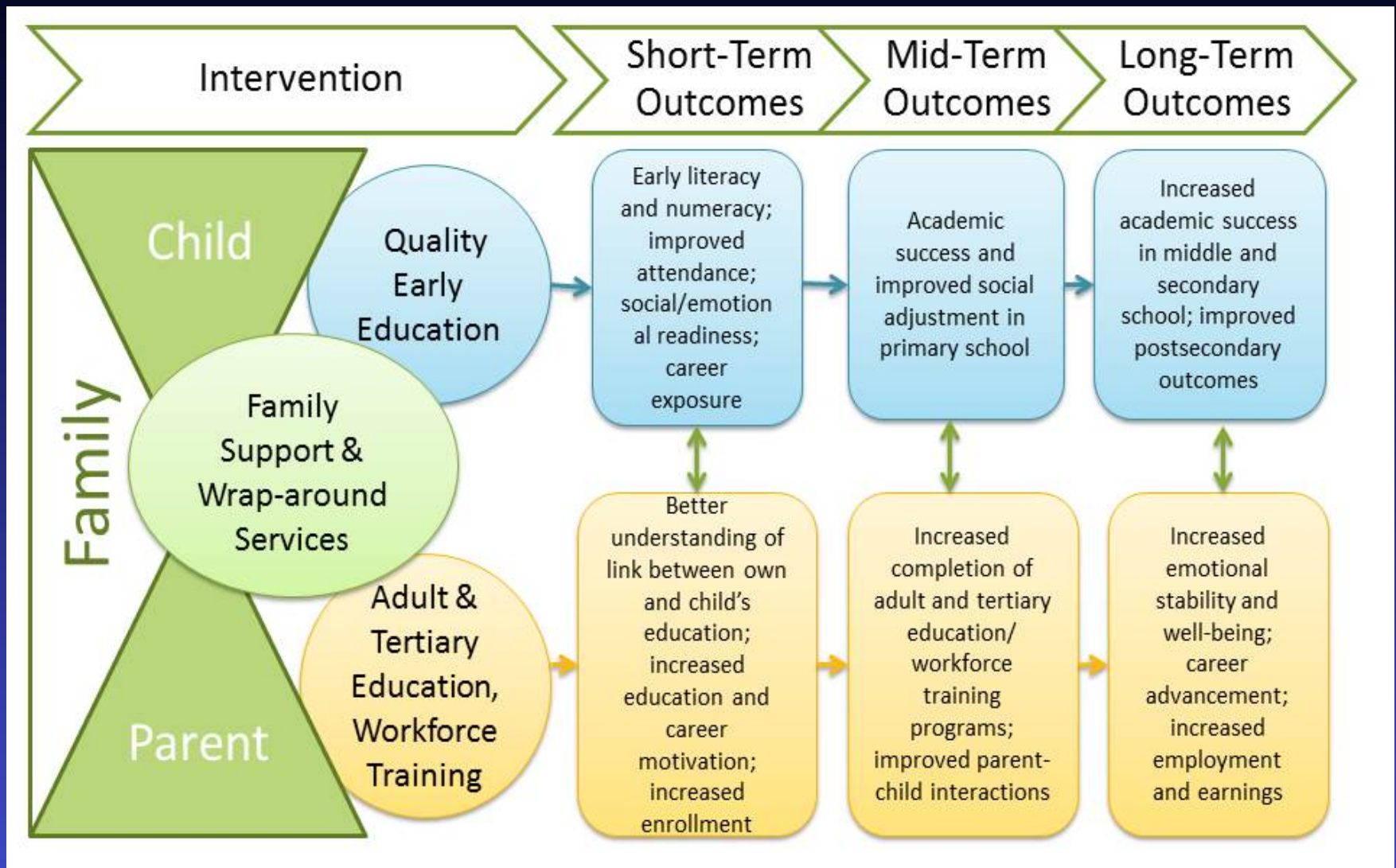
2-Gen 1.0 (1980s, 1990s) mainly added parenting, low-intensity services to ECE and/or mostly served welfare mothers adding child care, producing only modest effects.

2-Gen 2.0 (late 2000s) builds on much improved workforce and postsecondary ed, 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*



# Conceptual Framework



Source: Chase-Lansdale et al. (April 2011), Smith & Coffey (2014).

# Impacts in Brief

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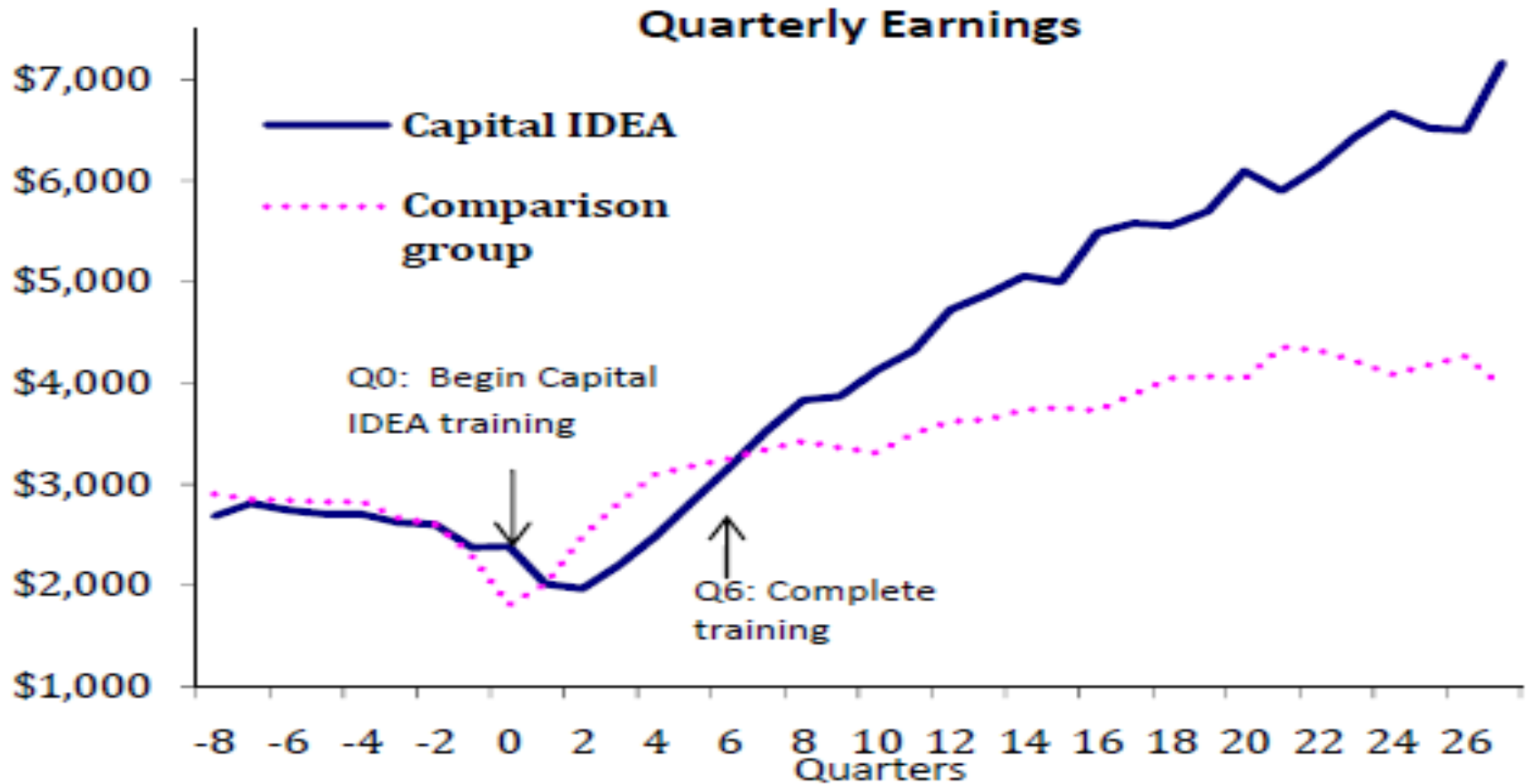
## *Children*

High-quality early childhood education has lasting cognitive and non-cognitive effects. *(Gormley et al., 2005, 2011; Bartik, 2014; Yoshikawa et al., 2013)*

## *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)*

# Labor Market Impacts



**Note: Capital IDEA participation begins at Quarter 0. Participant earnings are compared to comparison group earnings from the previous eight quarters to ensure a quality matched comparison.**

# Innovative Local 2-gen Initiatives

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Annie E. Casey Foundation sites in Atlanta, Baltimore, Tulsa & W. Maryland with varying mix of 2-gen strategies.

Jeremiah Program, a place-based postsecondary effort for moms in Minneapolis/St. Paul, Austin & Fargo for single mothers and their children.

Single Stop/Miami-Dade College (FL), offering one-stop education, financial and support services for low-income parents at one of the largest US postsecondary institutions.

2-Gen Austin, an emerging effort engaging a broad array of policymakers, funders and thought leaders in a systemic 2-Gen effort.



# CareerAdvance<sup>®</sup>

Local  
Colleges

Sectoral  
Training/CPs  
Employers

Early Childhood  
Program

Career Coaches

Peer Support

Incentives

Support Services

Elementary  
Schools

'Bridge':  
Adult Basic  
Education &  
ESL



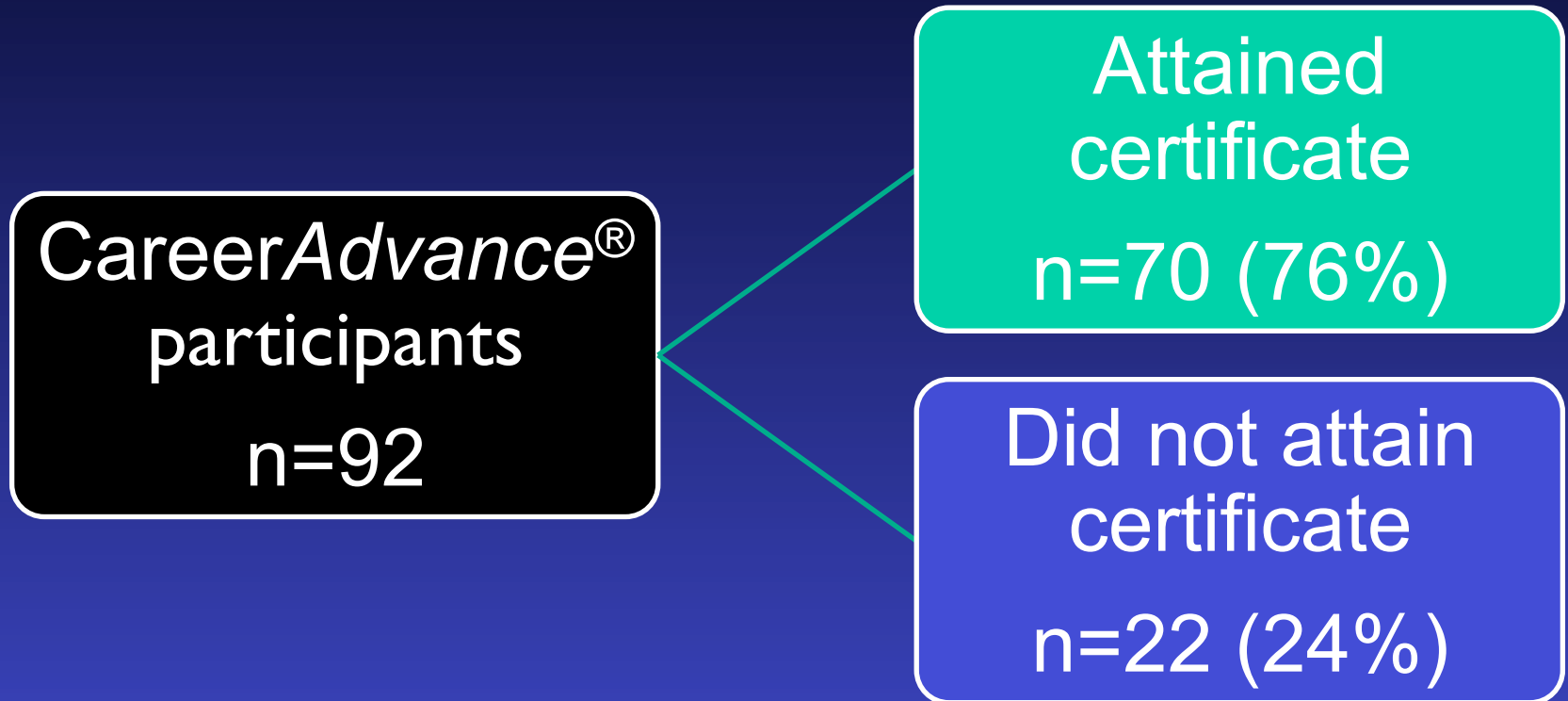
# Tulsa's CareerAdvance®

- 2008-2009 Project planning
- Aug. 2009 1<sup>st</sup> CNA cohort enrolls
- Sep. 2010 5-yr \$10M HPOG grant
- Aug. 2011 4<sup>th</sup> CNA, PCT, HIT cohort enrolls
- Jan. 2013 *Ed. Pathways Program* launched
- Fall 2013 *Family Adv. Program* launched
- Aug. 2013 8<sup>th</sup> Allied Health, Nursing etc. cohort enrolls
- Jan. 2015 11<sup>th</sup> cohort enrolls
- Sept. 2015 HPOG funding ends



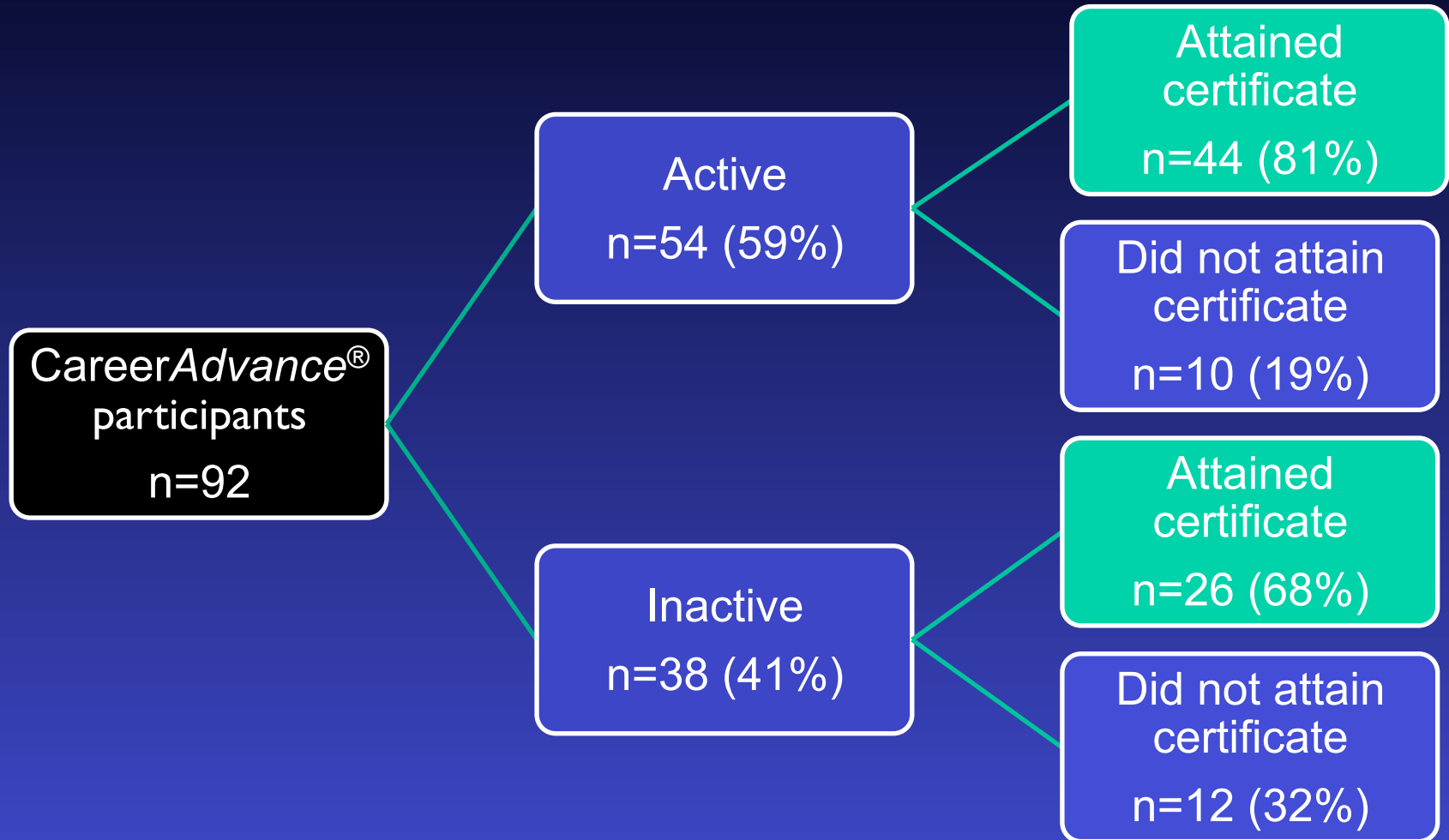
# CareerAdvance<sup>®</sup> Certification at 16 Months, Cohorts 4-7

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# CareerAdvance<sup>®</sup> Enrollment & Certification at 16 Months, Cohorts 4-7



# Program Comparison Data

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- Opening Doors Program: 32% of low-income community college students still enrolled after one year
- New Chance Demonstration: 52% certified within 42 months
- Learning, Earning & Parenting Program: 46% certified within 36 months
- JTPA Title II-A Programs: 32% certified within 30 months
- *CareerAdvance*<sup>®</sup>: 76% certified within 16 months



# Qualitative Evidence

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- Too soon to estimate 2-gen 2.0 program *impacts*. Early *outcomes* just emerging from Tulsa's CareerAdvance<sup>®</sup>.
- Partner (e.g., Tulsa Community College, Union Public Schools), CAP, CareerAdvance<sup>®</sup> and employer *interviews are very encouraging*.
- Participant focus groups and interviews since 2010 tell us CareerAdvance<sup>®</sup> *and its components are largely on the right track*. A few examples ...

# Career Coaching

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*“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.”*

*“She is like your mom. You don’t want to listen, but you know she has your best interest at heart.”*

*“I was going to give up but the coaches wouldn’t let me.”*



# Cohorts & Peer Support ...

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*“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?’ “*

*“My cohort showed me that there are women out there just like me. We all had the same story. I was so scared and nervous at first. Now I know that you just have to put in the work and keep motivated.”*

# Role Modeling

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*“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.”*

# Financial Incentives

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*“I strive to get to class so that I can earn my reward for doing good.”*

*“It helps keep us accountable for every day.”*

*“[When I tried school before] there was nothing to motivate you to show up. Here there is the incentive and the gas card to encourage us.”*

*“Don’t plan on the incentive; don’t spend it before you get it.”*



# Less Time with Children

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*“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

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- 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—e.g., ‘bad paper’, criminal records, family violence—much less parenting or succeeding in the labor market.
- Basic skills vary widely *within* cohorts, *between* pathways. 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

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- Simply referring parents to education and workforce available services does not and probably will not work. (Hsueh et al. 2012)
- Traditional adult education services are poorly designed and delivered, 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 ...

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- Services are highly fragmented in most communities; typically need an intermediary to “glue the pieces together” and keep the partners engaged.
- Many barriers to 2-gen program 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 and reinforcing components are only recently being implemented.

# Lessons Learned: Overall

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- Two-generation programs entail high costs up front, but are *likely* to yield high returns over the long term. We should view them as investments, not expenses, and value and fund them accordingly.
- Two-generation 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).
- We haven’t yet figured out the best ways to sustain and scale effective 2-gen strategies.

# Concluding Observations

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Some state policy and program frameworks—and their local institutions—are better structured to help families get the services they need to succeed. States can act to improve their capacity *without* federal legislation.

WIOA of 2014 may be more supportive of 2-gen strategies and their evidence-based components, e.g., sector-based, career pathways for parents. It's largely *up to states and localities* to implement them well.

Food Stamp E&T Demonstrations, TANF, Head Start, ESEA & CCDF reauthorizations offer concrete opportunities for developing 2-gen strategies.



# Contact Information

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