The Promise of Emerging Two-Generation Strategies

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Why 2-Generation?

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

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

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Basic Facts About Low-Income Children: Children Under 3 Years, 2011
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?

Median Family Wealth by Race/Ethnicity, 1963–2013


Notes: 2013 dollars. No comparable data are available between 1963 and 1983. African American/Hispanic distinction within nonwhite population available only in 1983 and later.
Why 2-Generation?

Trends in Racial and Income Achievement Gaps, by Birth Cohort

Source: Sean Reardon, Stanford U., 2014
Why 2-Generation?

Family Enrichment Expenditures on Children, 1972-2006

Expenditures (in 2008 dollars)

Source: Duncan & Murnane (2011)
Why 2-Generation?

Social mobility in the U.S. 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)

Five factors associated with strong upward mobility (Chetty et al., 2015):

• less segregation by income and race
• lower income inequality
• better schools
• lower rates of violent crime
• larger shares of 2-parent households.
Two-Generation Pathways
(Haskins, Garkfinkel & McLanahan, 2014)

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.
A Brief Thought Experiment

You’re a single mom raising 2 children under age 4 with little support from their father. You have just a high school diploma and no real marketable skills.

Q1: Where can you turn for help to improve your situation? Your children’s?

Q2: What’s the likely response of agencies/groups that might be available to serve you and your children?

Q3: What are some implications for 2-Gen, family-centric strategies?
Two-Generation Defined

Two-generation strategies intentionally and systematically connect adult/child investments for larger, longer lasting impacts on family economic success.
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

The Aspen Institute
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
2-Gen 1.0 vs. 2.0
(Chase-Lansdale & Brooks-Gunn, 2014 & others)

Head Start (1965) from LBJ’s War on Poverty was the first. 2-Gen 1.0 (1980s, 1990s) added parenting and low-intensity services to early childhood education (ECE) and/or mostly served welfare mothers adding child care, producing only modest short-term effects.

2-Gen 2.0 (late 2000s) building on much improved workforce and postsecondary education (PSE) is substantively very different—

- Simultaneous human capital investment for a wide range of low-income parents and their children
- Intensive PSE and career pathway training in growth sectors with stackable credentials
- Contextualized adult education ‘bridge’ programs
- Strong employer engagement via workforce intermediaries
- High-quality ECE
Conceptual Framework

State & Local 2-Gen Initiatives

Annie E. Casey Foundation programs in a handful of sites, e.g., Atlanta, Tulsa, Garrett Co. (MD), with a mix of strategies and services leading to family economic success. Also, Family-Centered Community Change Initiative in Buffalo, Columbus & San Antonio.

WK Kellogg Foundation’s Supporting Transitions to Employment for Parents (STEP) Program linking quality ECE and workforce services in 7 sites: Albany, Battle Creek, Brighton Center (KY), Chicago, Cincinnati, St. Louis & Seattle.

Colorado’s Department of Human Services transforming services for children and parents through a 2G approach with multiple initiatives, including fatherhood grants, children’s savings accounts, links to workforce services.

Connecticut’s State 2G Strategy funding quality ECE, workforce, related services in 6 pilots: Bridgeport, Colchester, Hartford region, Meriden, New Haven & Norwalk, plus Waterbury, an NCP site.
2-Gen Initiatives…

**Jeremiah Program**, place-based PSE, quality childcare and housing in Minneapolis/St. Paul, Austin, Fargo for single moms and their children.

**Endicott College (Beverly, MA)**, immersion 4-year college for low-income mothers and quality ECE/child care for their children.

**Miami-Dade College (FL)** houses **Single Stop**, which offers 1-stop education, financial and support services for low-income parents at one of the largest US postsecondary institutions.

**College and Community Fellowship (NYC)** removes individual and structural barriers to higher education for women with criminal histories.

**2-Gen Austin**, an emerging *systemic* effort engaging a broad array of policymakers, funders and thought leaders spanning quality ECE/child care, workforce and PSE with United Way as backbone.
Tulsa Career Advance®

Early Childhood Program

- Career Coaches
- Peer Support
- Incentives
- Support Services

Local Colleges

Sectoral Training/CPs Employers

Elementary Schools

‘Bridge’: Adult Basic Education & ESL
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; Phillips et al., 2016)*

**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; MDRC, 2016)*

Consider the **Heckman Equation** *(heckmanequation.org)*:

Invest + Develop + Sustain = Gain
Example of Labor Market Impacts

Quarterly Earnings

- Capital IDEA
- Comparison group

Q0: Begin Capital IDEA training
Q6: Complete training

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.

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* haven’t yet been estimated. Initial CareerAdvance® impacts for Tulsa will be released in Fall 2016. However,

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

- Participant focus groups and interviews since 2010 tell us that CareerAdvance® and its components are largely on the right track.
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.”
“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 enrolling in 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)

- Adult/remedial ed and literacy services have traditionally been poorly designed, delivered, largely ineffective.

- Career coaches, peer supports, financial aid and training via cohort models are critical program components.

- Getting and keeping partners engaged over time takes considerable energy and resources. Intermediaries needed to “glue” them together.
Lessons Learned: Programs ...

- Services are highly fragmented in most communities.
- 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. They should be *funded 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, Colorado, Connecticut, Utah.

- Sustaining and scaling effective 2-Gen strategies pose serious challenges.
What’s Next?

- In Fall 2015, the White House launched its 10-site *Rural Integration Models for Parents and Children to Thrive (IMPACT)* 2Gen demos.

- In July 2016, USDOL’s ETA funded 14 multi-year programs under its $54M *Strengthening Working Families Initiative*, more than double what was planned.

- President Obama’s FY 2017 Budget has proposed $100M for 2Gen *TANF Demos* and $36M for 2Gen *Rural Poverty and American Indian programs* in his *Opportunity for All Initiative*.

- In Fall 2016, Innovate+Educate and the National Assn. of Workforce Boards will pilot 2-Gen models in 3 WIBs over 3 years with $1.5M from the WK Kellogg Foundation, combining quality ECE and parent employability assisted by new technologies.

- In Fall 2016, NGA will launch the 6-state 2Gen *Parents And Children Thrive Together (PACTT)* Policy Academy working with CLASP.
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