

---

# ***The Promise and Effects of Emerging Two-Generation Strategies***

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

***ACT WORKFORCE SUMMIT***  
**Austin, TX**

**November 8, 2017**

# Acknowledgements

---

***Program Partners:*** CAP Tulsa, Jeremiah Program, NAWB & many more

***Philanthropic Supporters:*** George Kaiser Family Foundation, Foundation for Child Development, W.K. Kellogg Foundation, Annie E. Casey Foundation, United Way for Greater Austin

***Government Funders:*** USHHS ACF & OPRE

***Academic & Other Thought Partners:*** Ascend Program at Aspen Institute, Northwestern, NYU, Columbia, OSU, Innovate+Educate

# Why 2-Generation?

---

**Social mobility in the U.S. is significantly lower than most developed countries (Corak, 2013): about 8% of children born to U.S. families in bottom fifth of income distribution reach top fifth v. 12% in Denmark.**(Chetty et al. 2014; Boserup et al. 2013)

**Five factors 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, Garkinkel & 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.**

# 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

**early childhood  
education**

**social  
capital**

networks, friends,  
and neighbors

**postsecondary &  
employment  
pathways**

**health &  
well-being**

mental health  
addressing adverse  
childhood experiences

**economic  
assets**

asset building  
housing

# 2-Gen 1.0 vs. 2.0

(Chase-Lansdale & Brooks-Gunn, 2014 & others)

---

Head Start (1965) clearly 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) builds on much improved workforce and postsecondary ed (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

# Child & Adult Impacts in Brief

---

## **CHILDREN**

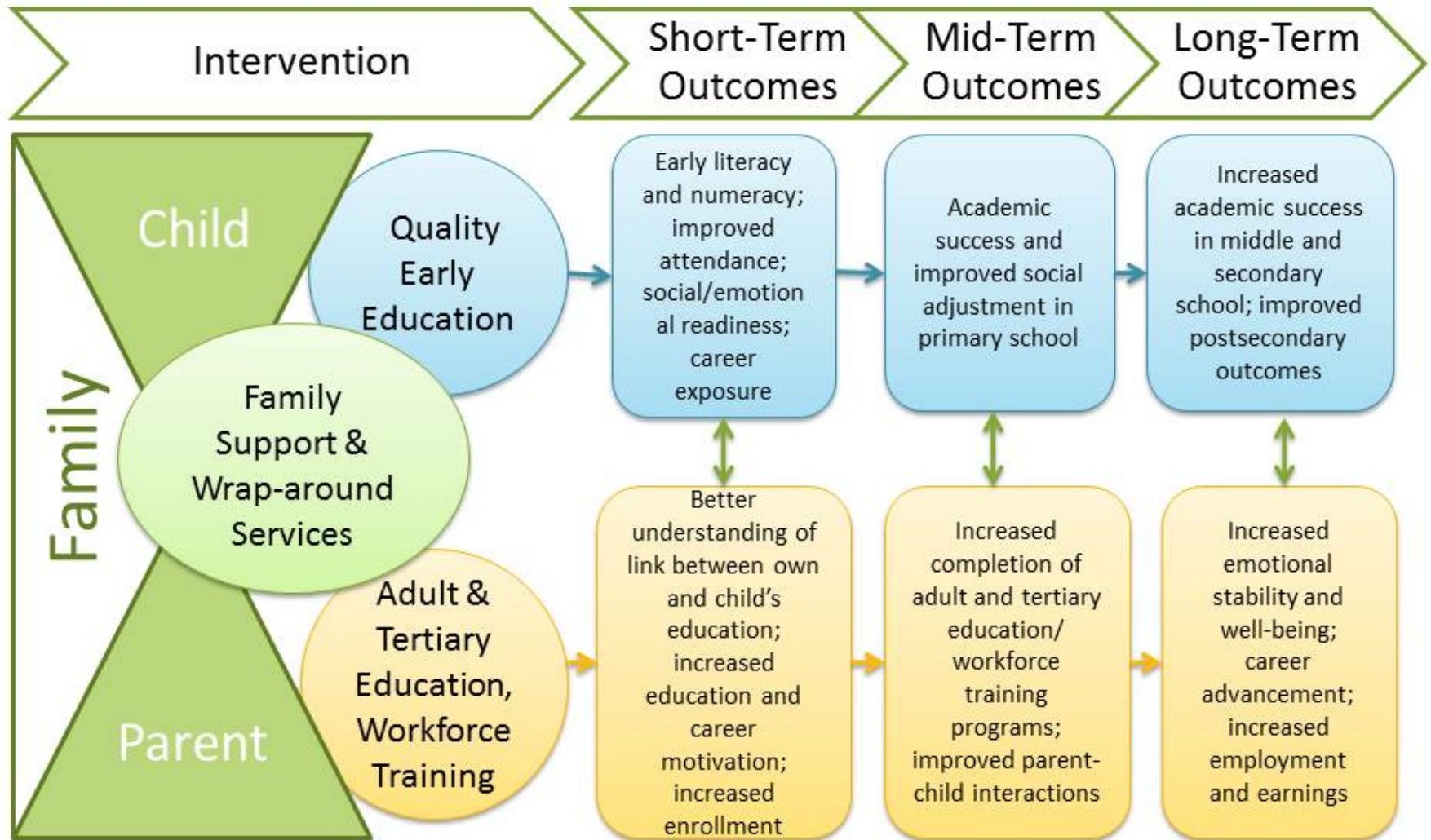
**High-quality early childhood education has lasting cognitive and non-cognitive effects on children.** *(Gormley et al., 2005, 2011; Bartik, 2014; Yoshikawa et al., 2013; Gormley & Phillips, 2016)*

## **ADULTS**

**High-quality sectoral training via career pathways has meaningful, significant, lasting impacts on adult participant employment, earnings and associated ROI.** *(Maguire et al., 2010; Elliott & Roder, 2011, 2014, 2017; Smith & King, 2011; Smith et al., 2012; King, 2014; King & Prince, 2015; MDRC, 2016)*



# Conceptual Framework



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

# Tulsa CareerAdvance<sup>®</sup>

Local  
Colleges

Sectoral  
Training/CPs  
Employers

Early Childhood  
Program

Career Coaches

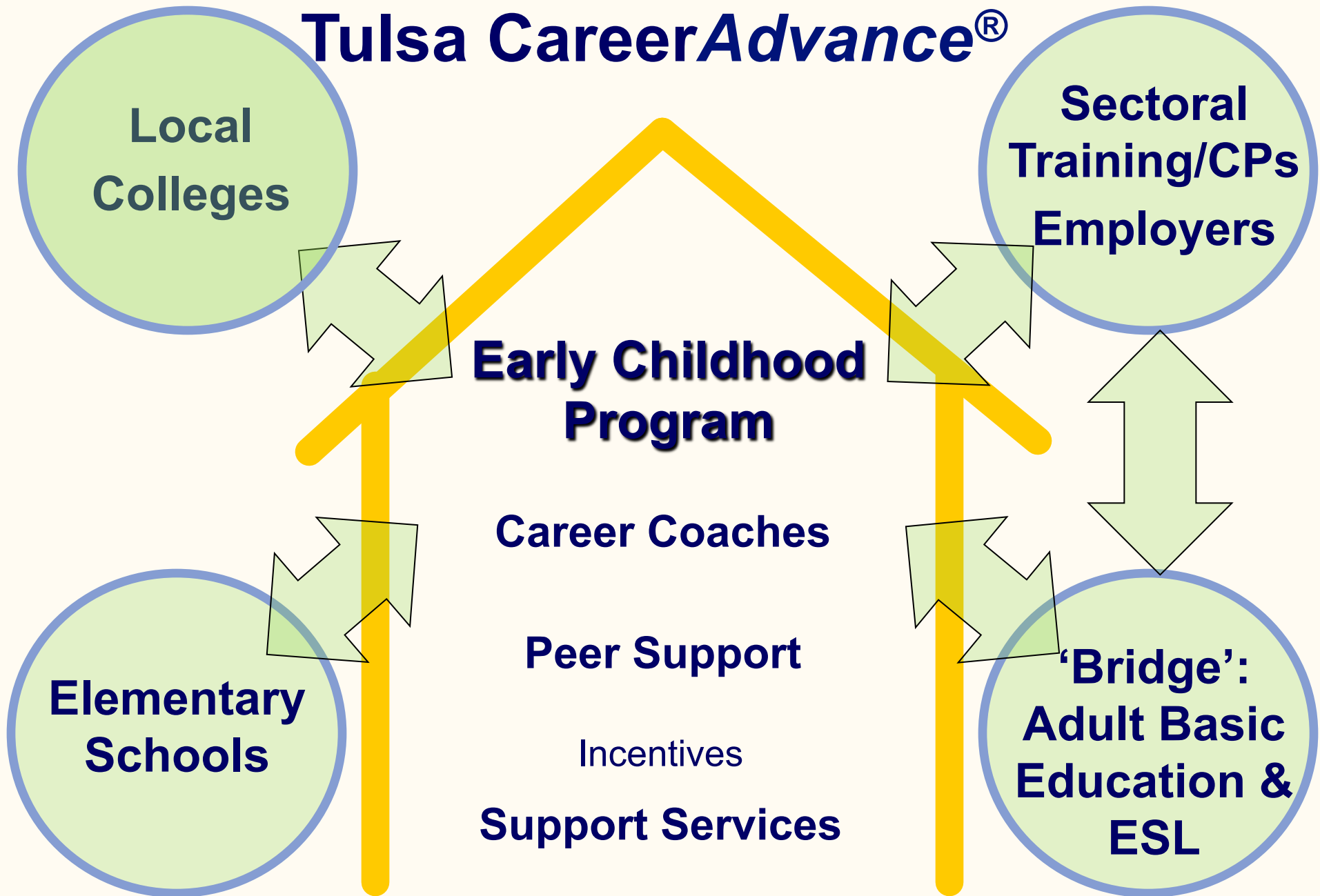
Peer Support

Incentives

Support Services

Elementary  
Schools

'Bridge':  
Adult Basic  
Education &  
ESL

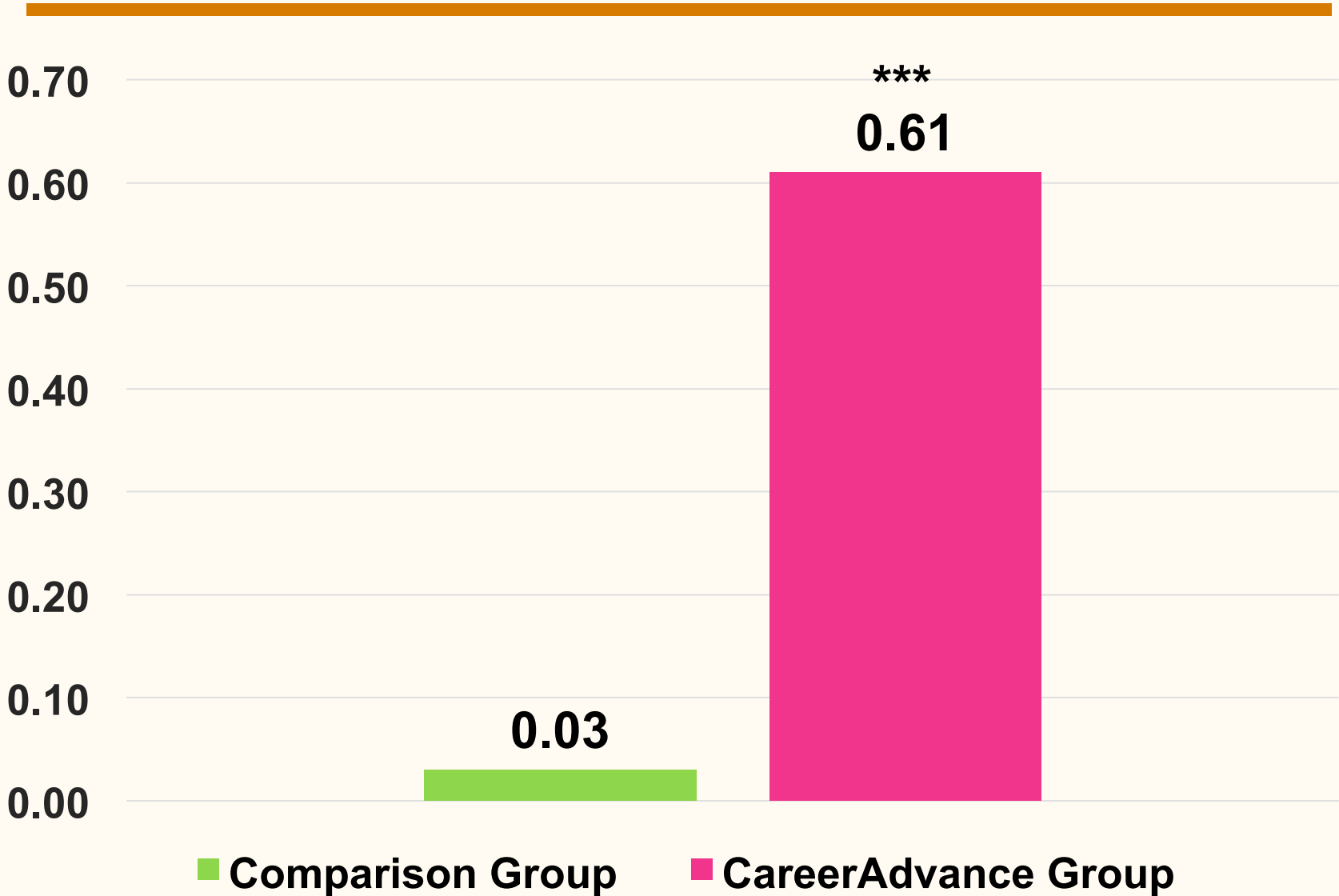


# CAP Family Life Study

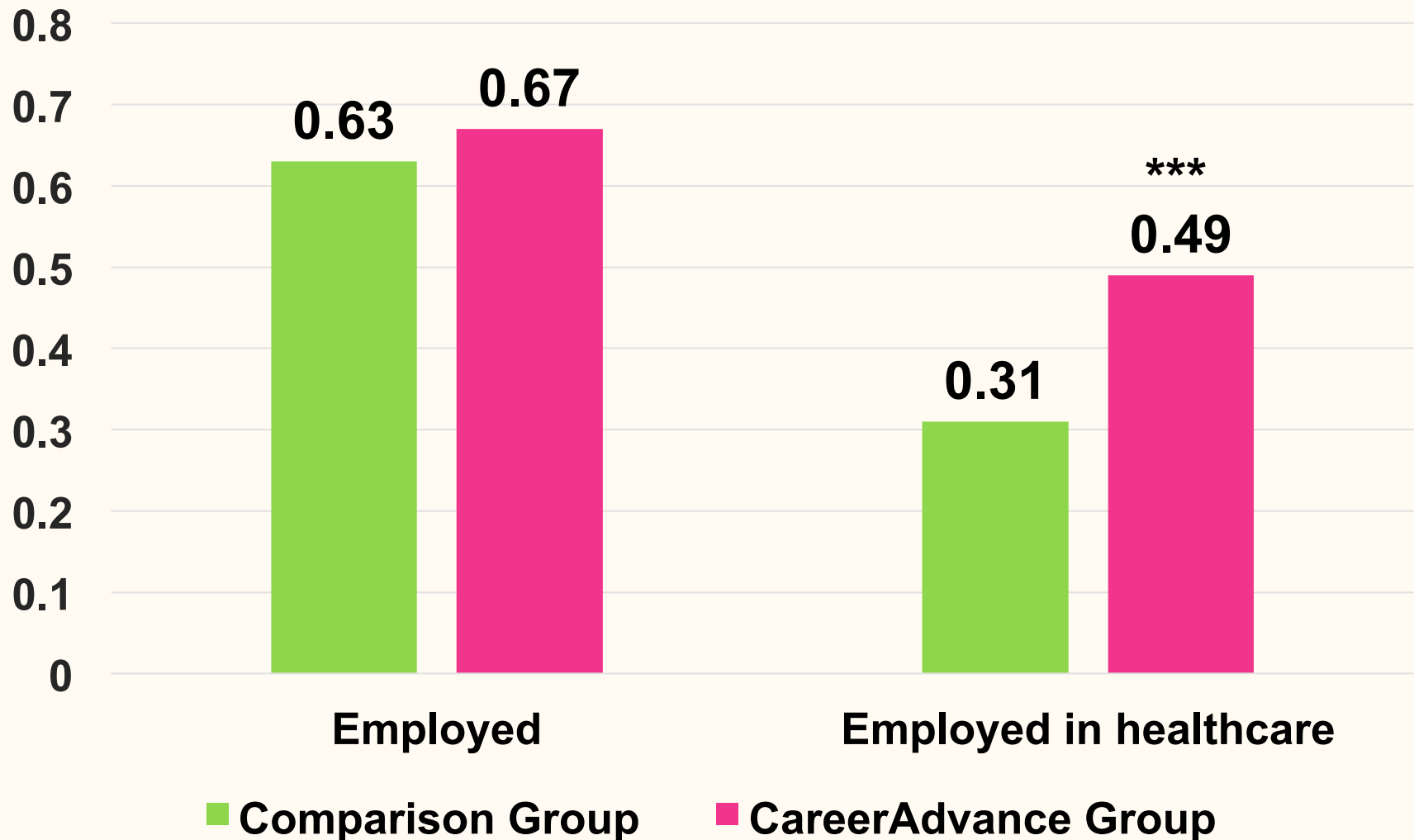
---

- **3-year quasi-experimental study — kudos to the Northwestern U, UT Austin, NYU, Columbia, Oklahoma State U research team**
- **Surveys, child assessments, focus groups, administrative data**
- **Sample of 253 participants total: 141 in CareerAdvance<sup>®</sup> and 112 in the matched comparison group (propensity score matching)**
- **98% female, 30% single parents, average age 29 years, avg. household income \$15,372, only 30% white, 49% high school/GED or less**
- **62% of participants still enrolled at one year**

# 1-Year Impacts: Certification

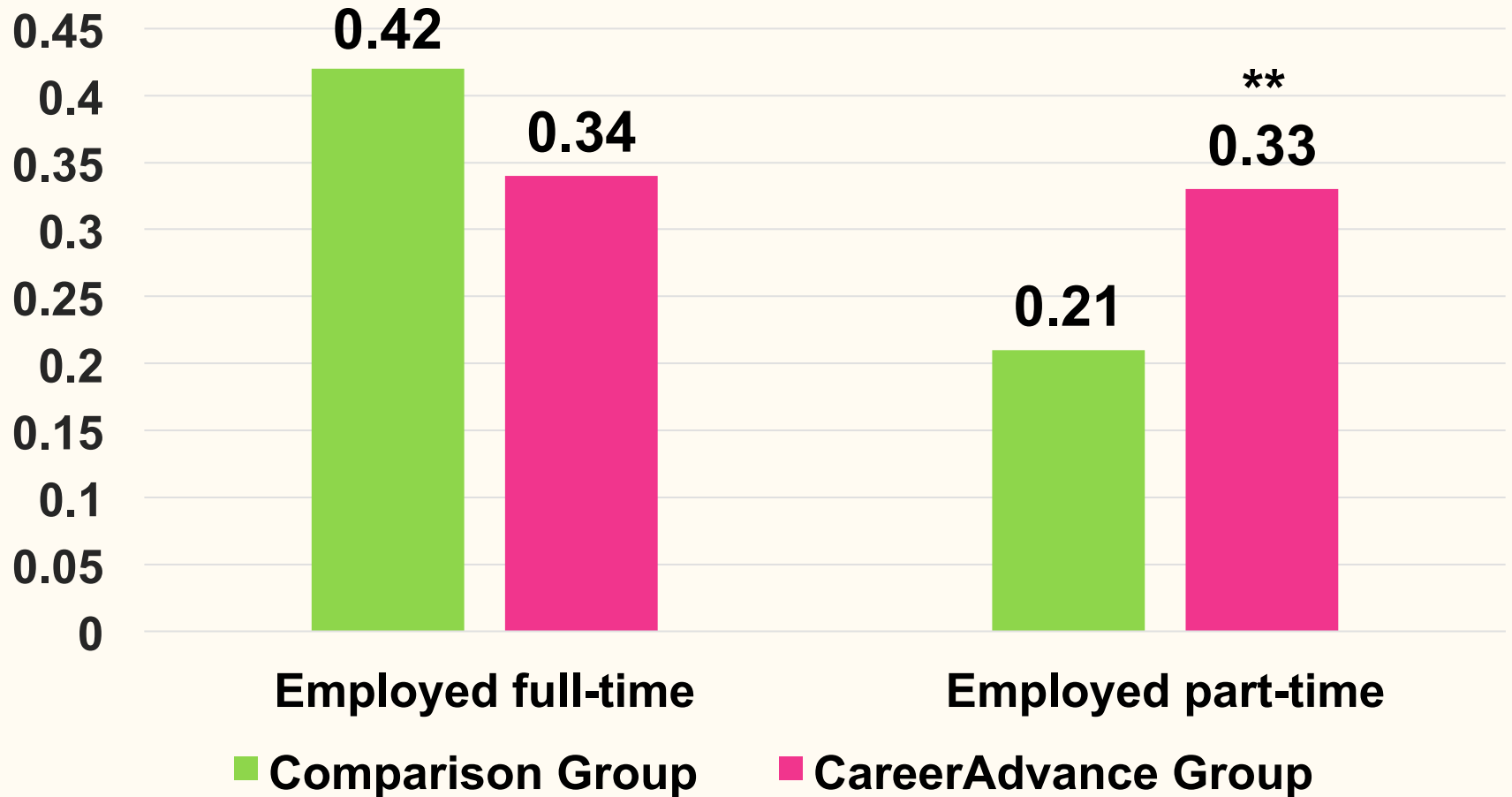


# 1-Year Impacts: Employment



# 1-Year Impacts: Employment

---



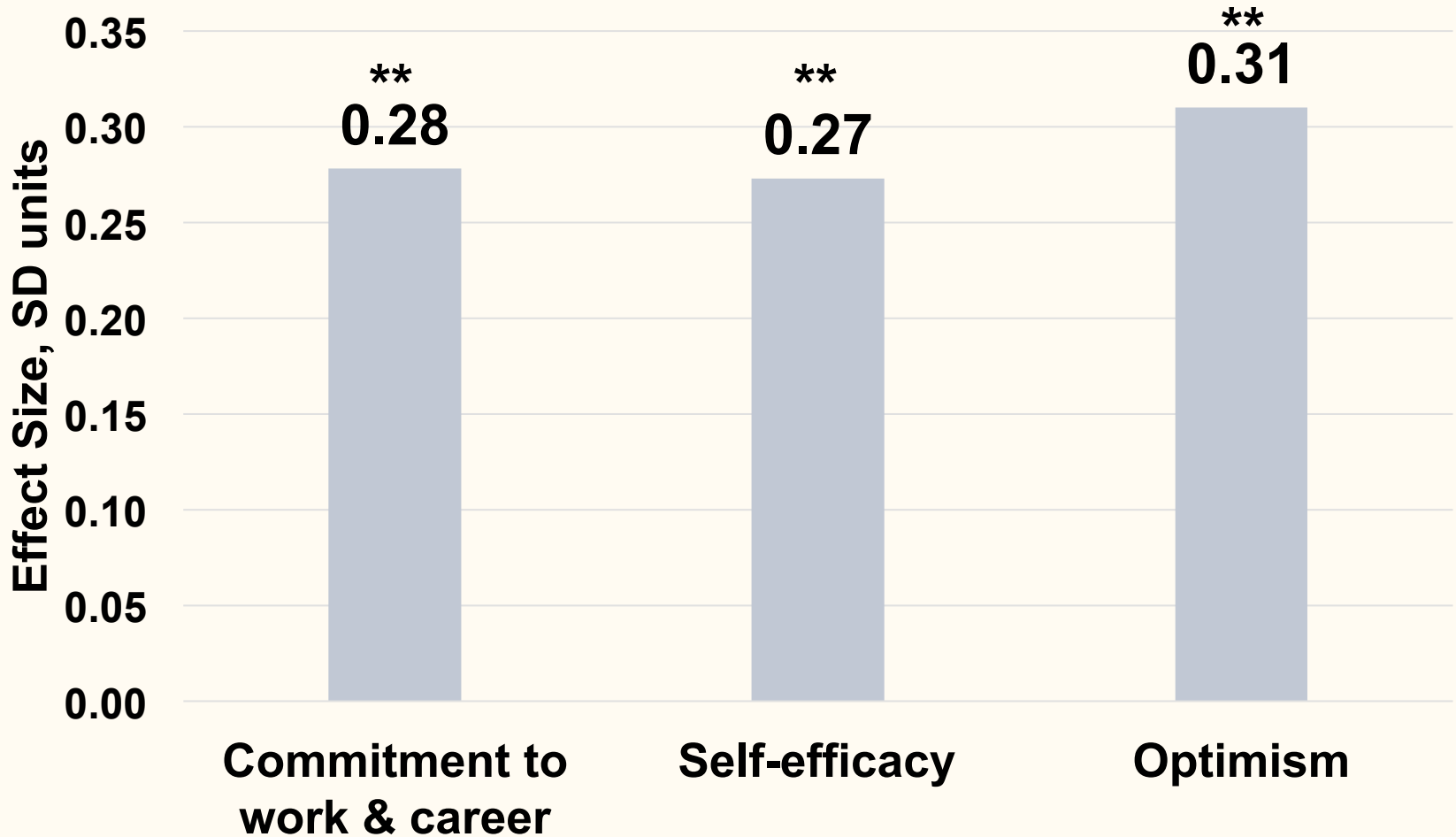
# 1-Year Impacts: Economic Well-Being

---

- **Decreased earnings (\$2,045) while in school, but no increase in perceptions of material hardship**
- **Average incentives and in-kind assistance in year one of \$2,560**

# 1-Year Impacts: Psychological Well-Being

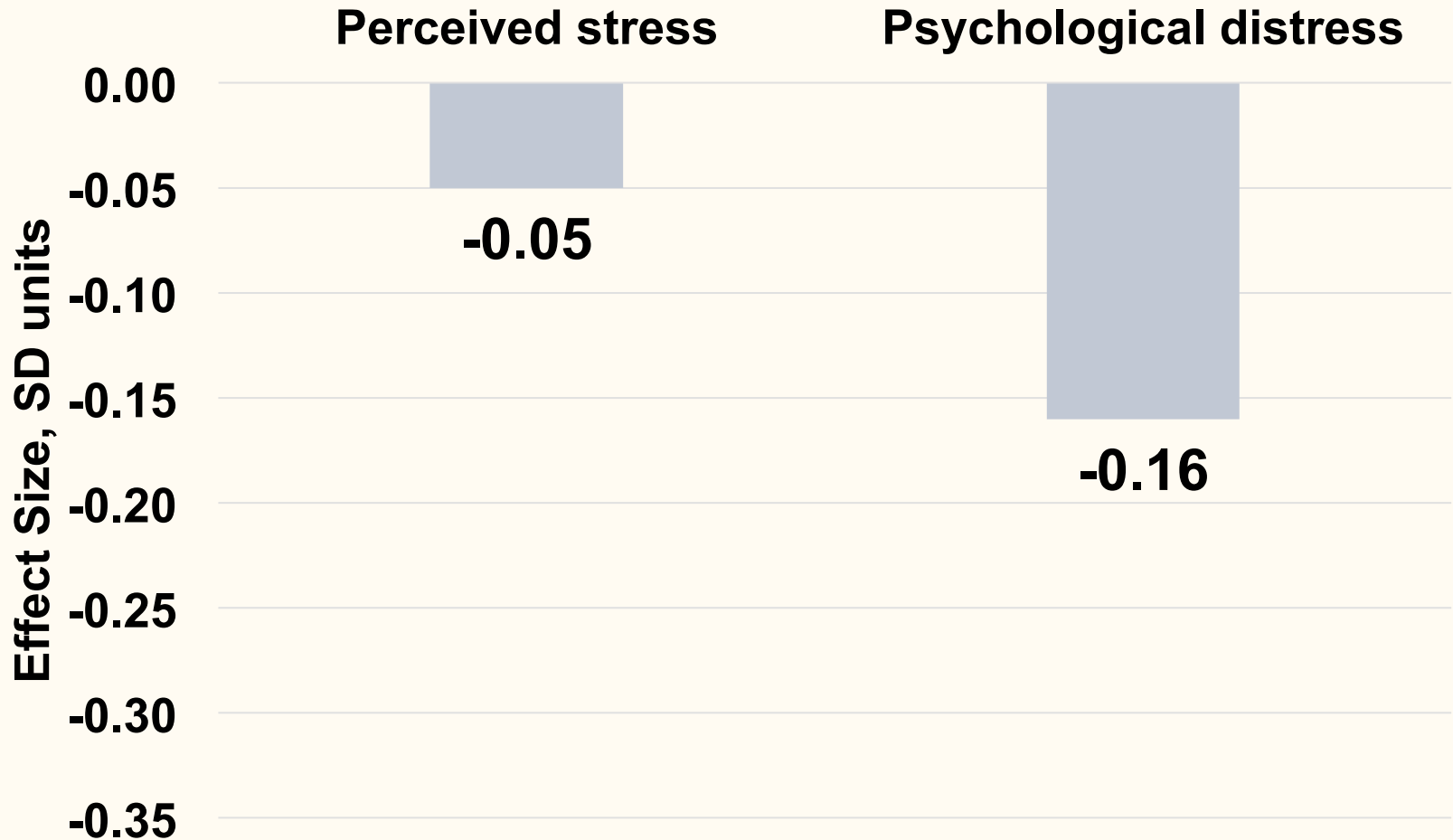
---



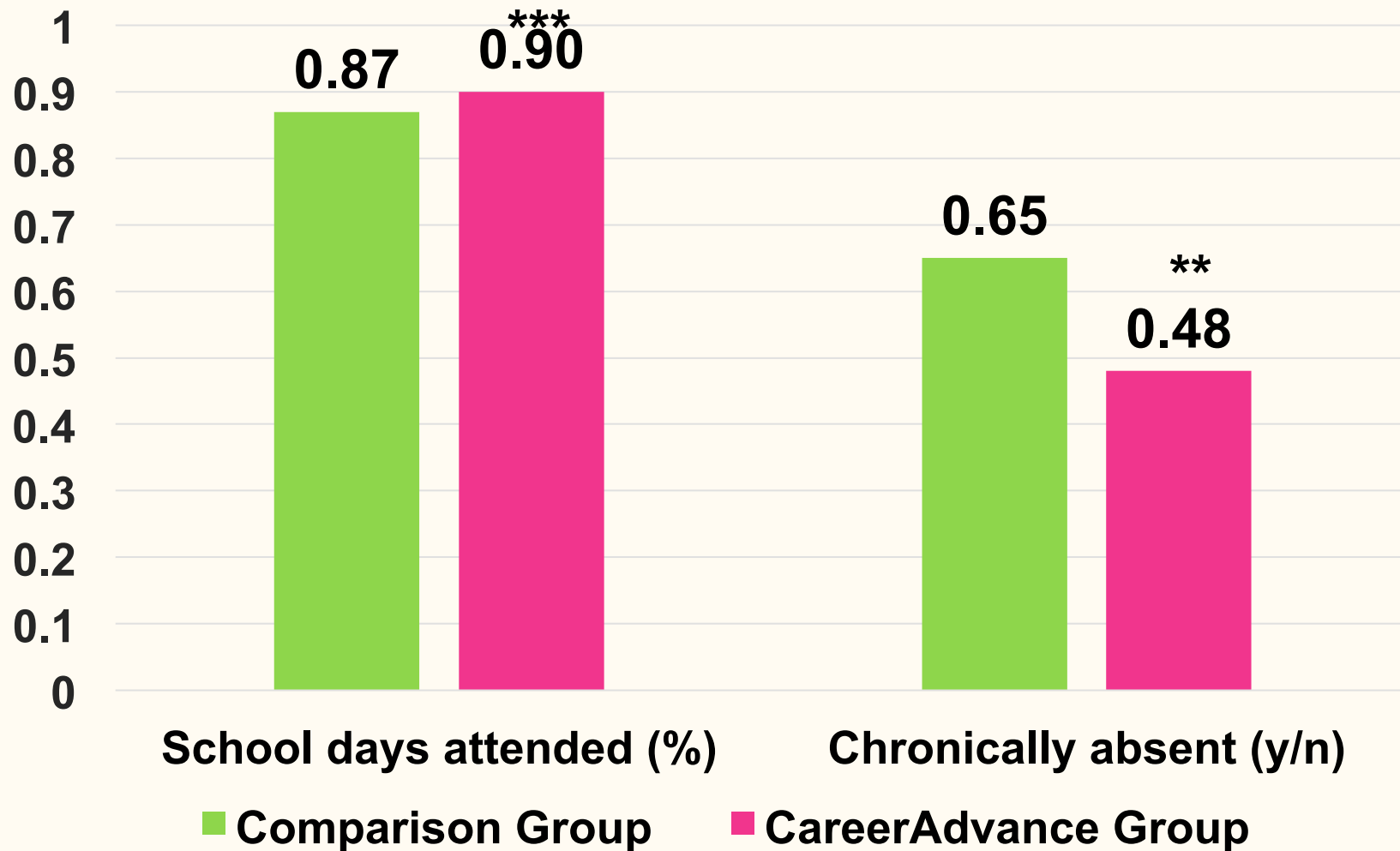


# 1-Year Impacts: Stress & Psychological Well-Being

---



# 1-Year Impacts: Children's Head Start Attendance



# Qualitative Evidence

---

- **Partner (e.g., Tulsa Community College, Tulsa Tech, 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.***

# 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/remedial ed and literacy services are often poorly designed and delivered and largely ineffective.**
- **Career coaches, peer supports, financial aid and training via cohort models are critical program components.**
- **Getting and keeping partners engaged effectively over time takes considerable energy and resources.**

# 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, Colorado, Connecticut, Utah).**
- **We haven’t yet figured out the best ways to sustain and scale effective 2-Gen strategies.**

# 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](mailto:chris.king@raymarshallcenter.org)**