Implementing 2-Gen Strategies: Models, Research & Lessons

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

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Outline

- Varying 2-Gen Strategies
  - NAWB 3-Site Pilot
  - Jeremiah Program
  - Miami-Dade College
  - United Way for Greater Austin
  - Family Resource Centers
  - Tulsa’s CareerAdvance®

- Research/Data As Drivers
- Lessons for 2-Gen
2-Gen 1.0 vs. 2.0
(Chase-Lansdale & Brooks-Gunn, 2014 & Others)

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

Kansas and Missouri (mid-to-late 2000s) tested a 2-Gen model that referred Early Head Start parents to existing workforce services with only limited impacts (Hsueh & Farrell, 2012).

2-Gen 2.0 (since late 2000s) has built on much improved workforce and postsecondary education:

- 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 with strong employer engagement
- High-quality ECE
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
Workforce Board Pilots

- Sites: El Paso (TX), Maricopa County (AZ), Montgomery County (MD)
- NAWB & Innovate+Educate as national partners, funded by W.K. Kellogg Foundation
- Workforce Development Board (WDB) as focal point with career navigators; education and training via area community colleges
- Partnering with a range of quality early education (e.g., Head Start) & childcare providers
- Varying target populations
Jeremiah Program

- Place-based 2-Gen model
- Dedicated residential apartment complexes
- Programs in the Twin Cities (MN), Austin (TX), Fargo (ND)
- Single mother target population
- On-site, early childhood education & support services, e.g., career counseling
- Strong values orientation
- Education and training via area 2- and 4-year colleges
Miami-Dade College

- College-based 2-Gen model
- Education and training at MDC, largest US postsecondary institution, with 175,000+ 2- and 4-year students on multiple Miami-area campuses
- Student parents, a large and growing share of MDC students, as target population
- Partnering with non-profit Single-Stop to provide on-site counseling, career guidance & support services
- Note: other college-based models include Endicott College (Beverly, MA)
United Way for Greater Austin

- Five (5) current projects; more funded in Spring 2018

- **Under-1-Roof & Collaborative Services Models:**
  - **Under-1-Roof:** e.g., Jeremiah Program with on-site ECE, education via ACC Eastview Campus; Goodwill Industries’ Excel Learning Center education and training with quality on-site childcare
  - **Collaborative Services:** e.g., American YouthWorks partnered with Child, Inc. (Head Start)

- Varying target populations
Family Resource Centers (FRCs)

- Campus-based FRCs offer wide-ranging services (e.g., counseling, healthcare, housing, immigration assistance, job referrals), helping children succeed in school and beyond by improving family security and stability.
- School-age children and their parents are the target population.
- Key outcomes include improved attendance, reduced school mobility, better school grades and test scores, measured with standardized data reporting system and common metrics.
Tulsa CareerAdvance® 1.0

Early Childhood Program

- Career Coaches
- Peer Supports
- Incentives
- Support Services

CP Training: TCC & Tulsa Tech

Employers

Elementary Schools

‘Bridge’: ABE & ESL
HPOG I Program Model (2010-2015)

- Serving almost exclusively CAP families recruited from CAP and EduCare centers across Tulsa in an explicit, intentional 2Gen approach
- Career pathways training in healthcare leading to stackable credentials valued by employers
- Basic ABE and ESL for low-skilled adult parents
- Career coaching
- Peer supports in cohort model
- Conditional performance-based payments
- Support services
- Shared expectations
Tulsa CareerAdvance® 2.0

- CP Training: Tulsa Tech
- TCW: Career Coaches Employers
- Elementary Schools
- ‘Bridge’: ABE & ESL

Early Childhood Program
- Academic Coaches
- Peer Supports
- Support Services
HPOG II Model Changes
(Oct. 2015)

◆ Serving *mostly non-CAP families* who lack CAP’s high-quality early childhood education
◆ Offering more *shorter, one-and-done training* in healthcare and other sectors
◆ Split academic (CAP) and career coaching (TCW)
◆ Somewhat less emphasis on cohorts and peer supports with ‘rolling enrollment’
◆ No conditional performance payments
◆ Minimal ESL and GED services
◆ New/different partners: Tulsa Community WorkAdvance & Tulsa Tech as primary providers
Early Childhood Program

Tulsa CareerAdvance®

CP Training: Tulsa Tech

Elementary Schools

TCW: Coaches, Peer Supports, Services Employers

‘Bridge’: ABE & ESL
Research/Data As Drivers

- Tulsa 2-Gen components for pilot and HPOG I grounded in established and emerging research on:
  - Early childhood education (Phillips, Gormley et al.)
  - Sector strategies, career pathways & workforce intermediaries (Maguire et al., Glover et al., Giloth & Conway)
  - Cohort models & peer supports (Tinto et al.)
  - I-BEST-style ABE/ESL (Jenkins & Prince)
  - Conditional cash payments (MDRC, Duncan et al.)

- Continuous improvement — with monthly researcher & researcher/program staff calls, frequent site visits and quarterly all-partner meetings —an integral part of CareerAdvance® from the start.
Research/Data As Drivers …

- **CareerAdvance® 2.0** under HPOG II has adapted to both funder demands and new research/data, e.g.—
  - **Shorter-term training with credentials in growth sectors** (Hendra et al., Kazis & Molina, MDRC evaluations)
  - **New/different partners** (RMC implementation reports, MDRC evaluations)

- **Evolving CareerAdvance® 3.0** under HPOG II is adapting to a combination of funder demands, cumulative program experience, implementation reports and CAP Tulsa’s desire to rely on its core competencies as primarily a child/family-serving ECE provider.
Lessons for 2-Gen

- 2-Gen strategies take many different forms:
  - From quality ECE programs (e.g., CAP Tulsa)
  - From leading-edge workforce programs (NAWB)
  - On college and school campuses (e.g., MDC, FRCs)
  - In residential settings (e.g., Jeremiah,) and/or
  - From the “marriage” of existing quality adult and child programs (Austin’s United Way)
  - They can also be systemic (e.g., CO, UT)

- 2-Gen types are associated with varying target populations, service mixes and expected outcomes
Lessons for 2-Gen

- Simply referring parents to available education and workforce services doesn’t, and likely won’t, work.

- Implementing a 2-Gen strategy from an early childhood base is likely the easiest, most practical approach for many reasons (e.g., neighborhood cohort with shared motivation, wrap-around services, family centricity).

- Initial CareerAdvance® evaluation findings (Chase-Lansdale et al., 2017) suggest it’s producing outcomes and impacts detailed in its Theory of Change.

- Continuous improvement with robust program/researcher partnerships allows programs to adapt appropriately and timely to new findings.
Selected Implementation Reports

Project reports are available from Northwestern at http://www.ipr.northwestern.edu/research-areas/child-adolescent/NU2gen/publications-and-reports.html.

Ray Marshall Center reports are also available at http://raymarshallcenter.org/2008/07/01/tulsa/, e.g.—


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