
Implementing 2-Gen Strategies: Models, Research & Lessons

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2-Gen Talk-Back Convening
Annie E. Casey Foundation
Baltimore, MD
October 25, 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

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*.

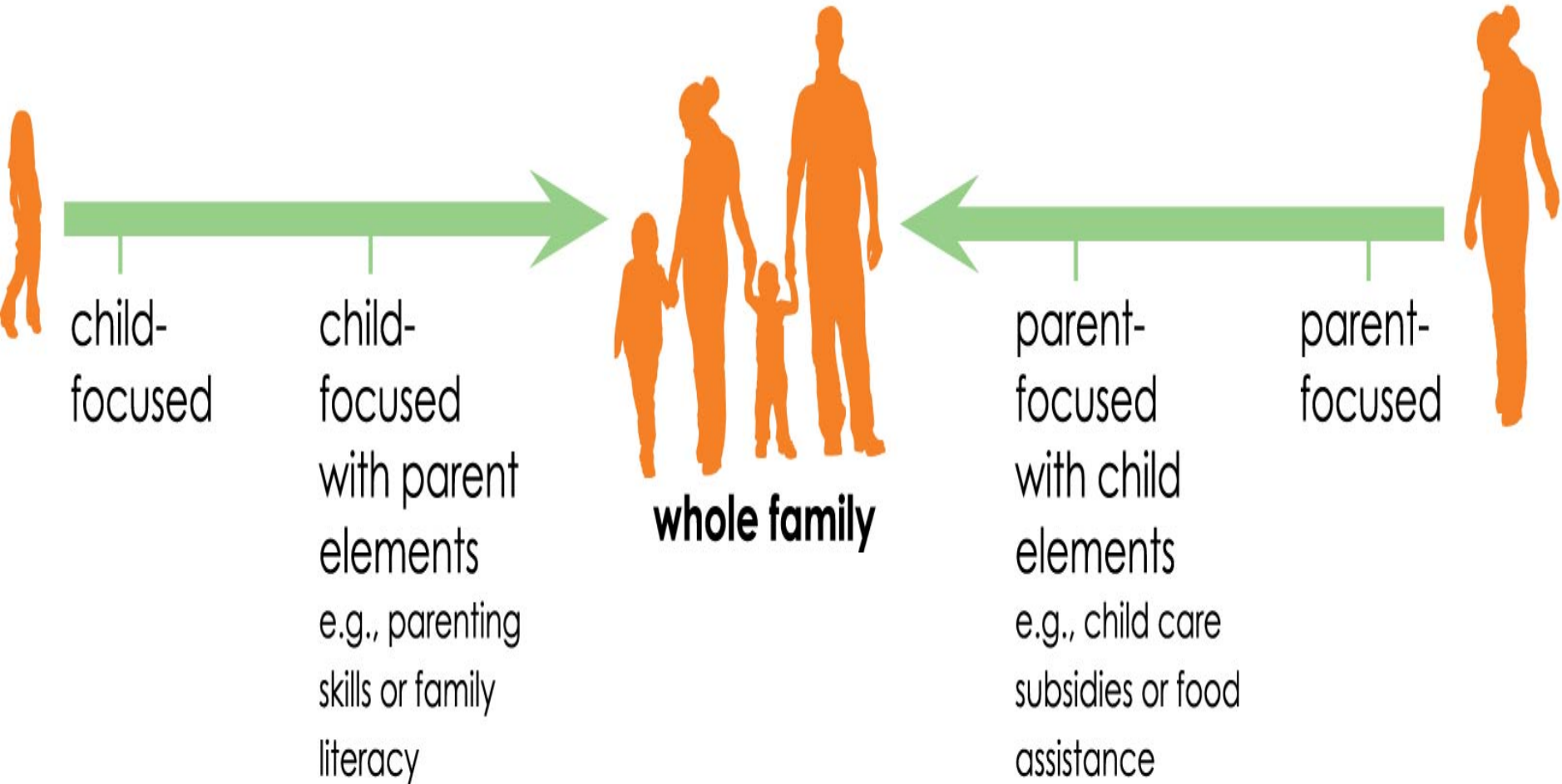
Kansas and Missouri (mid-to-late 2000s) tested a 2-Gen model that referred Early Head Start parents to existing workforce services with only limited impacts (Hsueh & Farrell, 2012).

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



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

**CP Training:
TCC &
Tulsa Tech**

Employers

**Early Childhood
Program**

Career Coaches

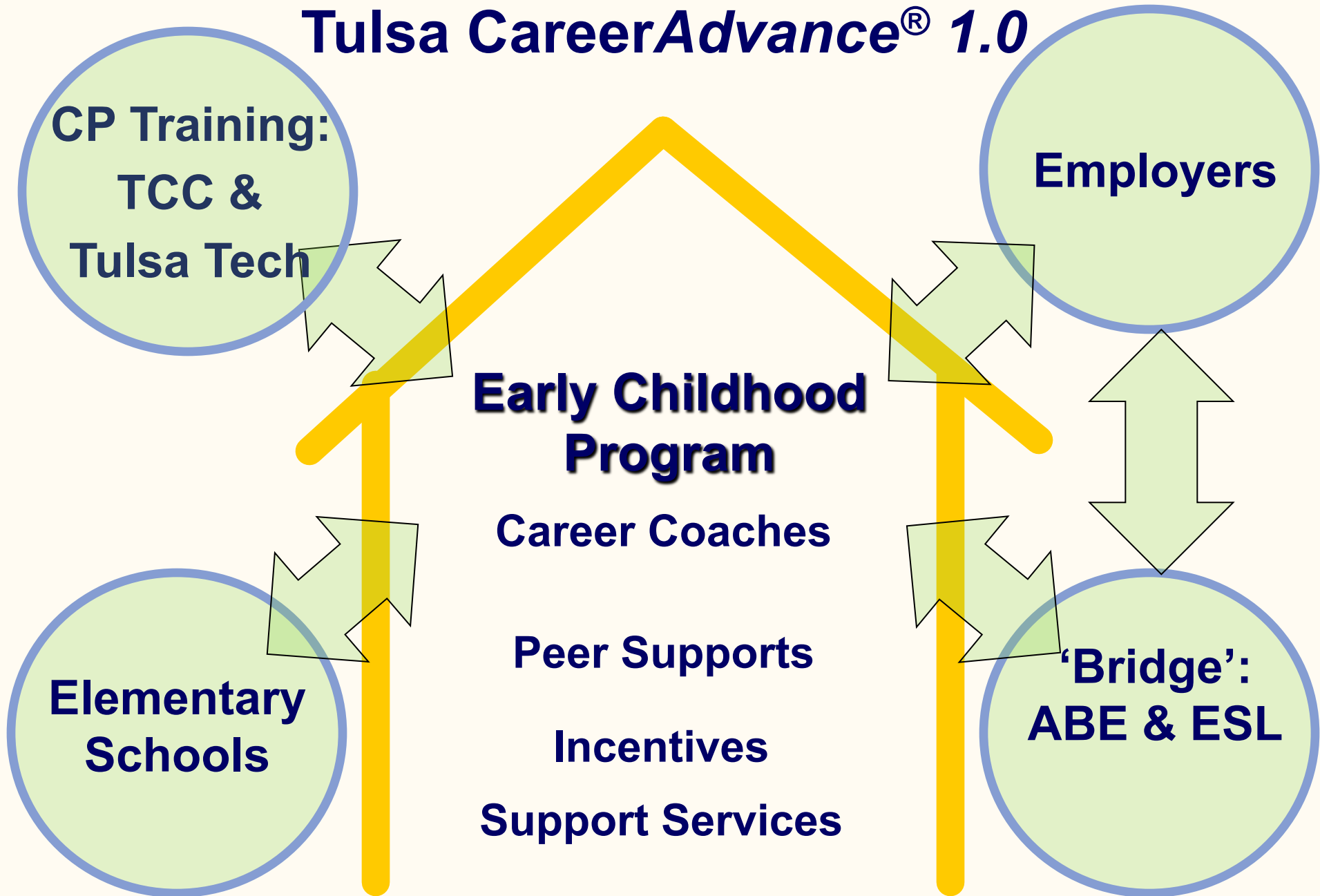
Peer Supports

Incentives

Support Services

**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

Early Childhood
Program

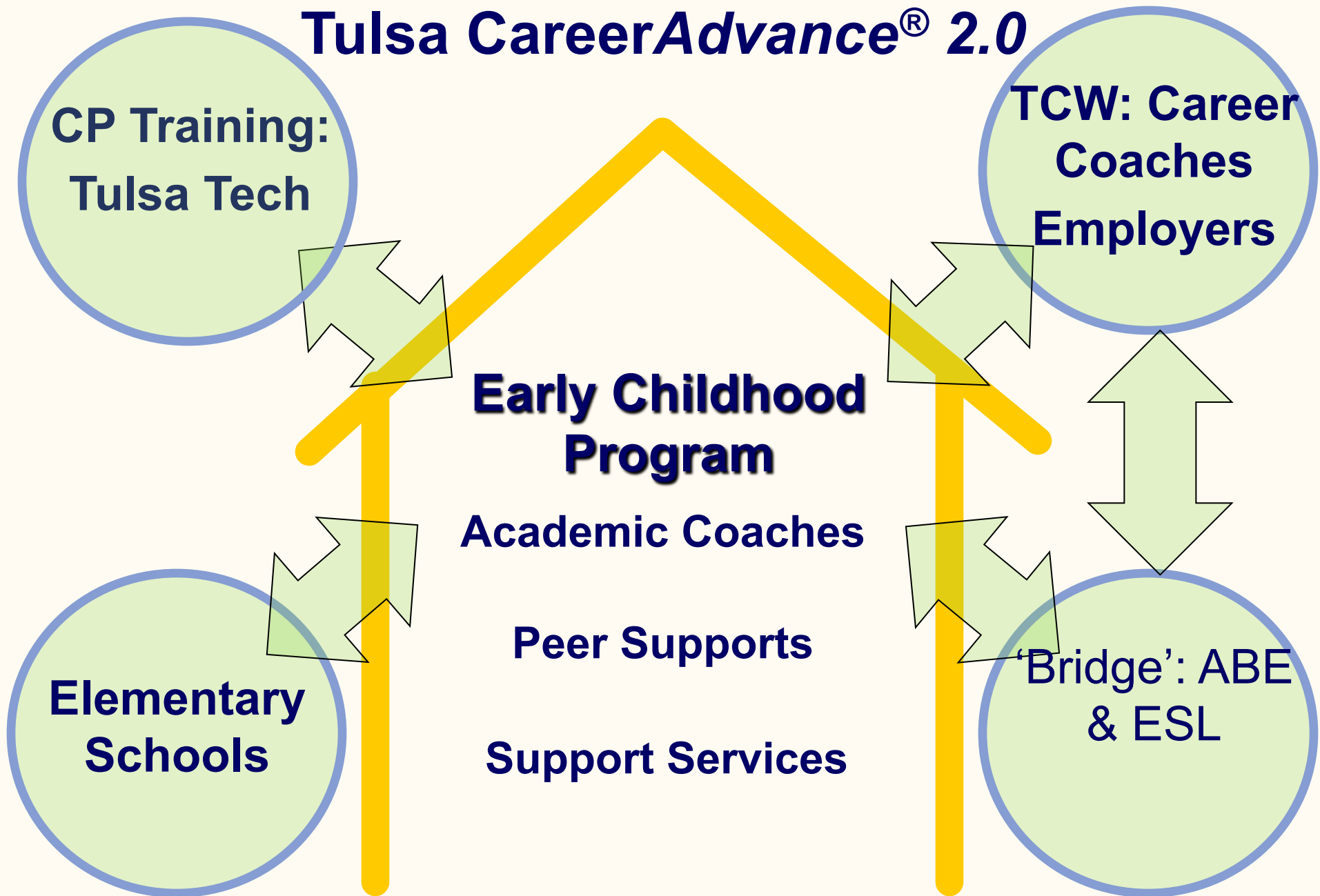
Academic Coaches

Peer Supports

Support Services

Elementary
Schools

'Bridge': ABE
& ESL



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

Tulsa CareerAdvance®

3.0?

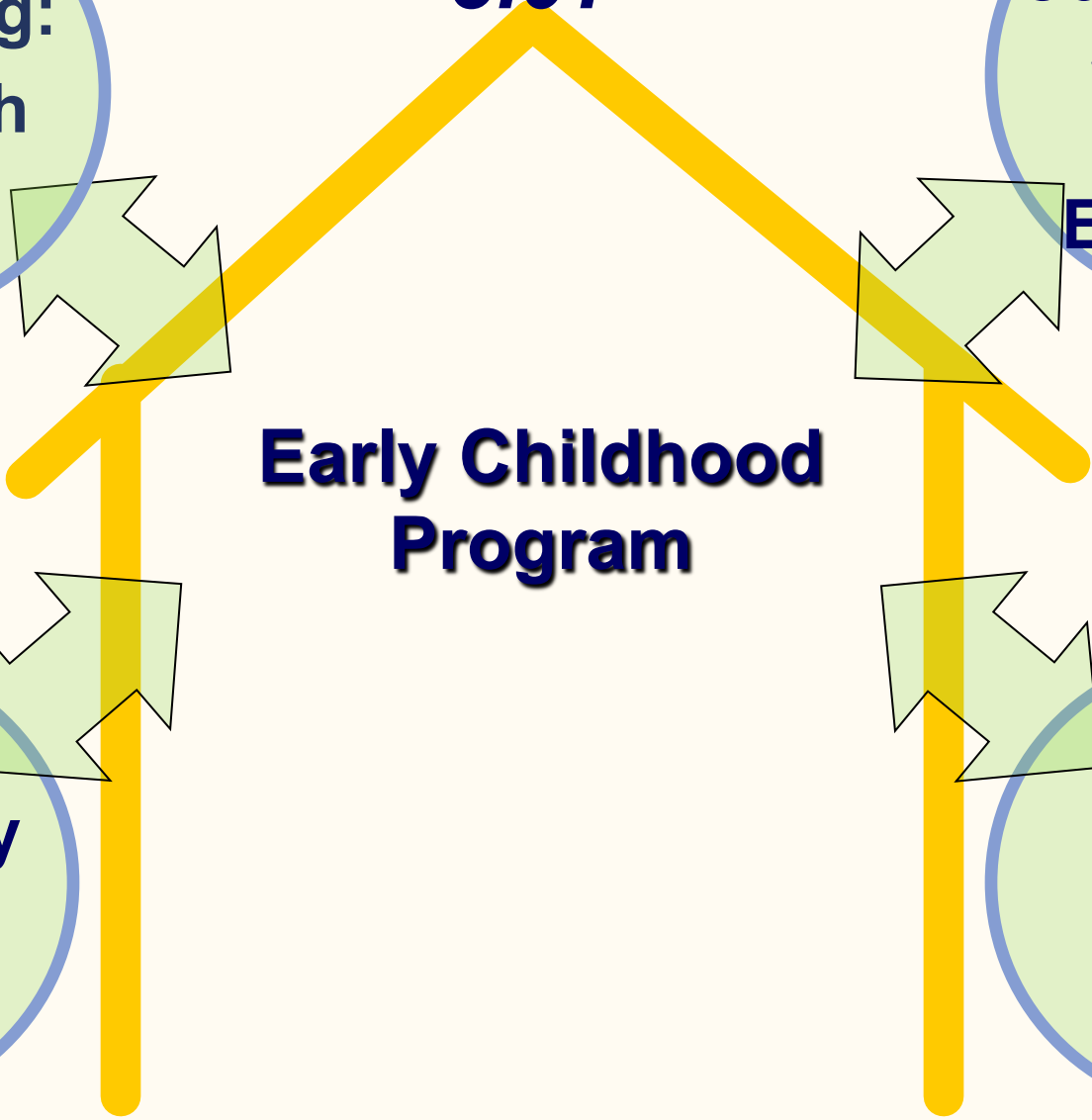
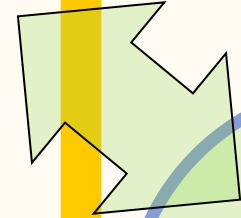
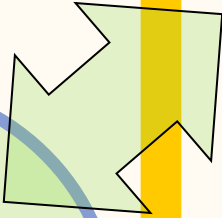
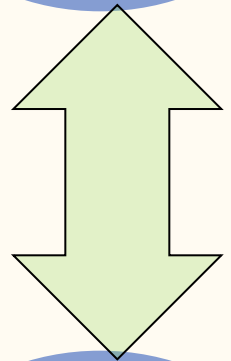
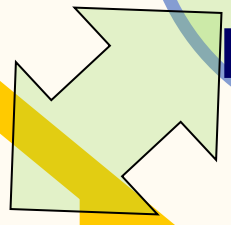
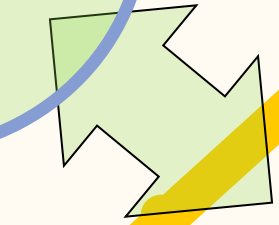
Early Childhood Program

CP Training:
Tulsa Tech

TCW:
Coaches, Peer
Supports,
Services
Employers

Elementary
Schools

'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 centrality).**
- **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.—

- C. King et al. (2009). *The CareerAdvance[®] Pilot Project: Recommended Jobs Strategy for Parents Served by the Community Action Project of Tulsa County*.
- C. King et al. (2016). *Promoting Two-Generation Strategies: A Getting-Started Guide for State and Local Policymakers* (Revised & Updated).
- C. King et al. (2017). *CareerAdvance[®] HPOG II Transition and Expansion*.

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