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# ***Two-Generation Anti-poverty Strategies***

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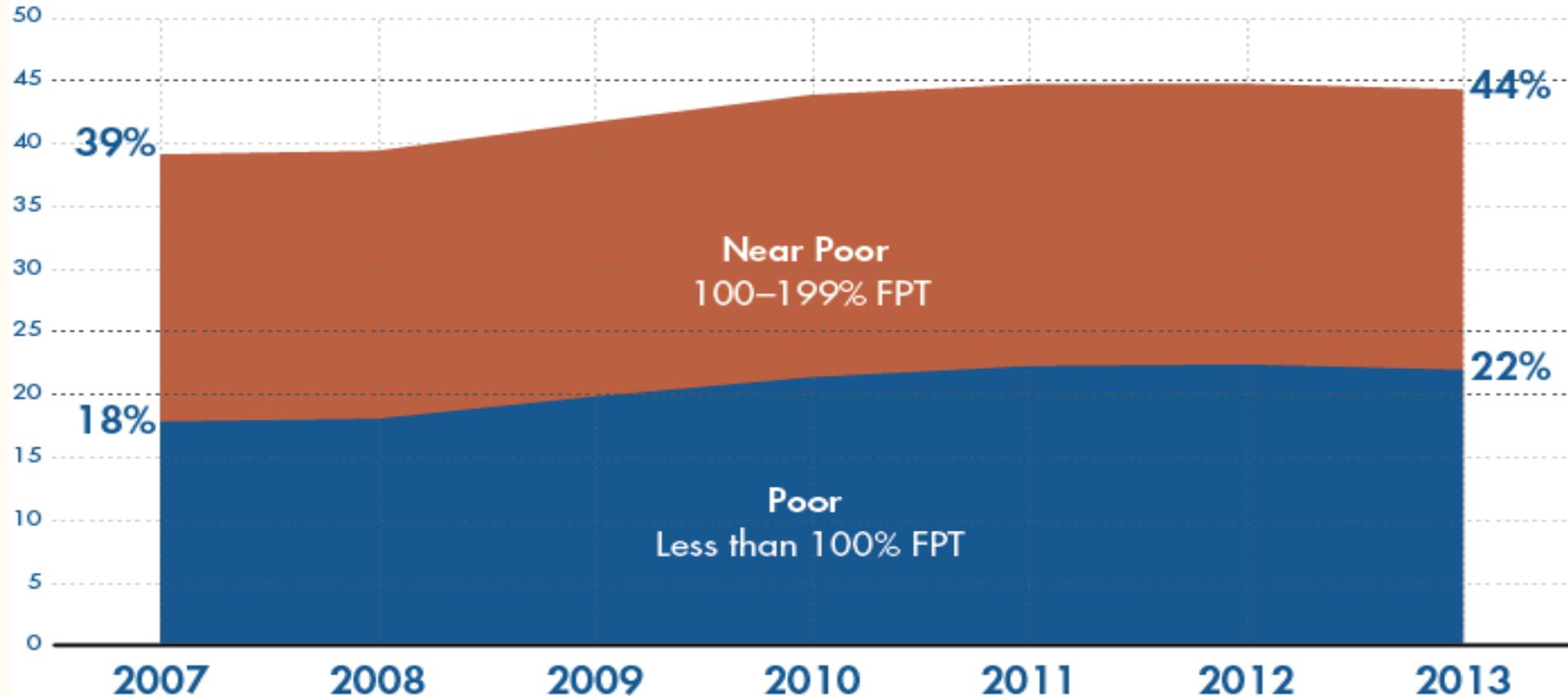
***2016 Mid-Service for Southwest Human Development***  
**Phoenix, AZ**

**February 15, 2016**

# Why 2-Generation?

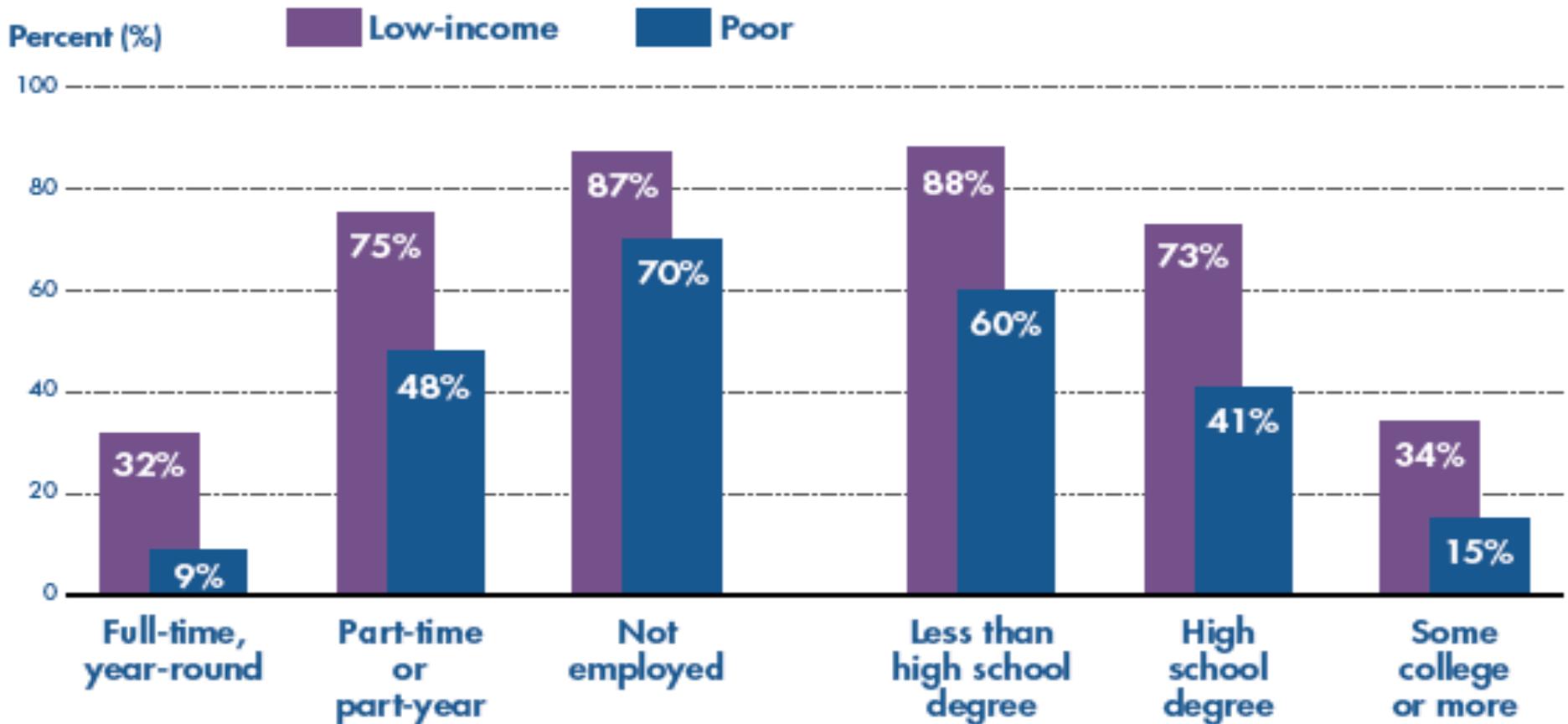
**Figure 2:** Children living in low-income and poor families, 2007–2013

Percent (%)



# Why 2-Generation?

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



# Why 2-Generation?

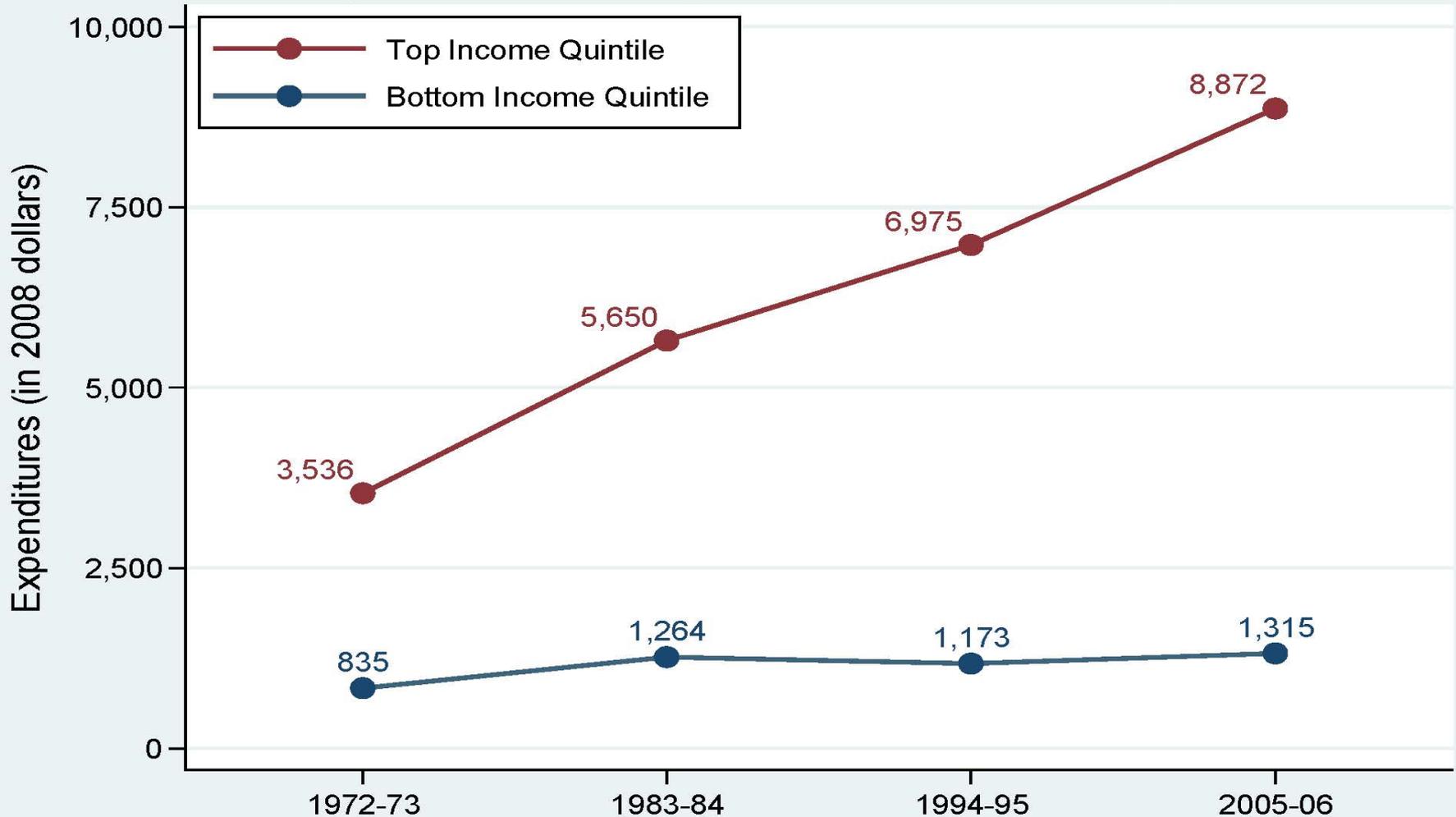
Share of Total Income Accruing to 10% Highest Income Families,  
(Includes Capital Gains), 1918-2012



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

# Why 2-Generation?

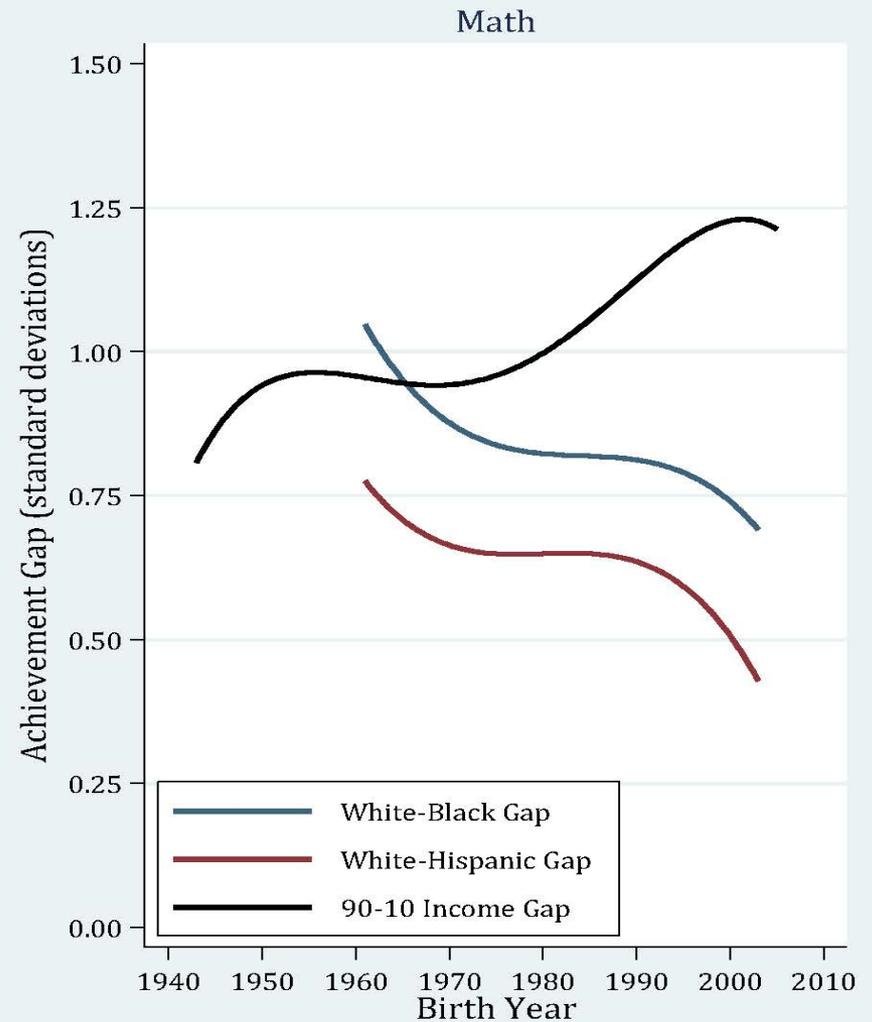
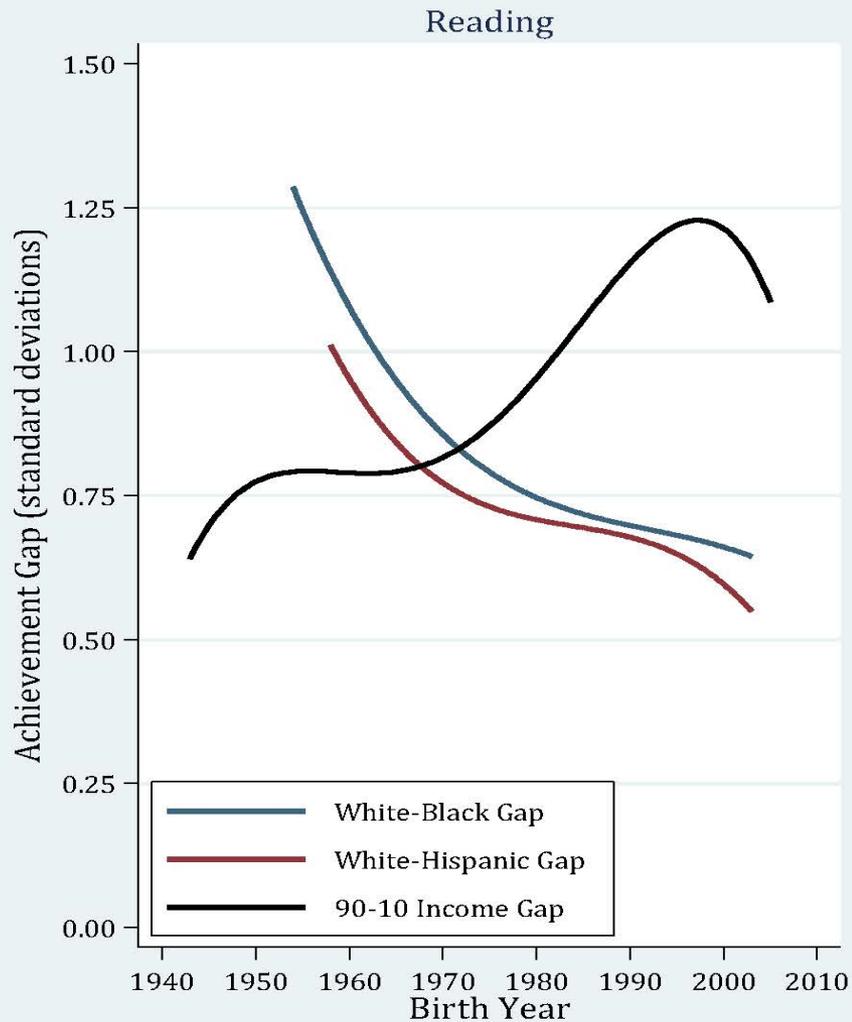
Family Enrichment Expenditures on Children, 1972-2006



Source: Duncan & Murnane (2011)

# Why 2-Generation?

Trends in Racial and Income Achievement Gaps, by Birth Cohort



# Why 2-Generation?

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**Social mobility is significantly lower in the US 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)**

- **Phoenix ranks 28<sup>th</sup> of 2,478 U.S. counties in social mobility.**
- **7.5% of Phoenix children born to 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.

# 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)

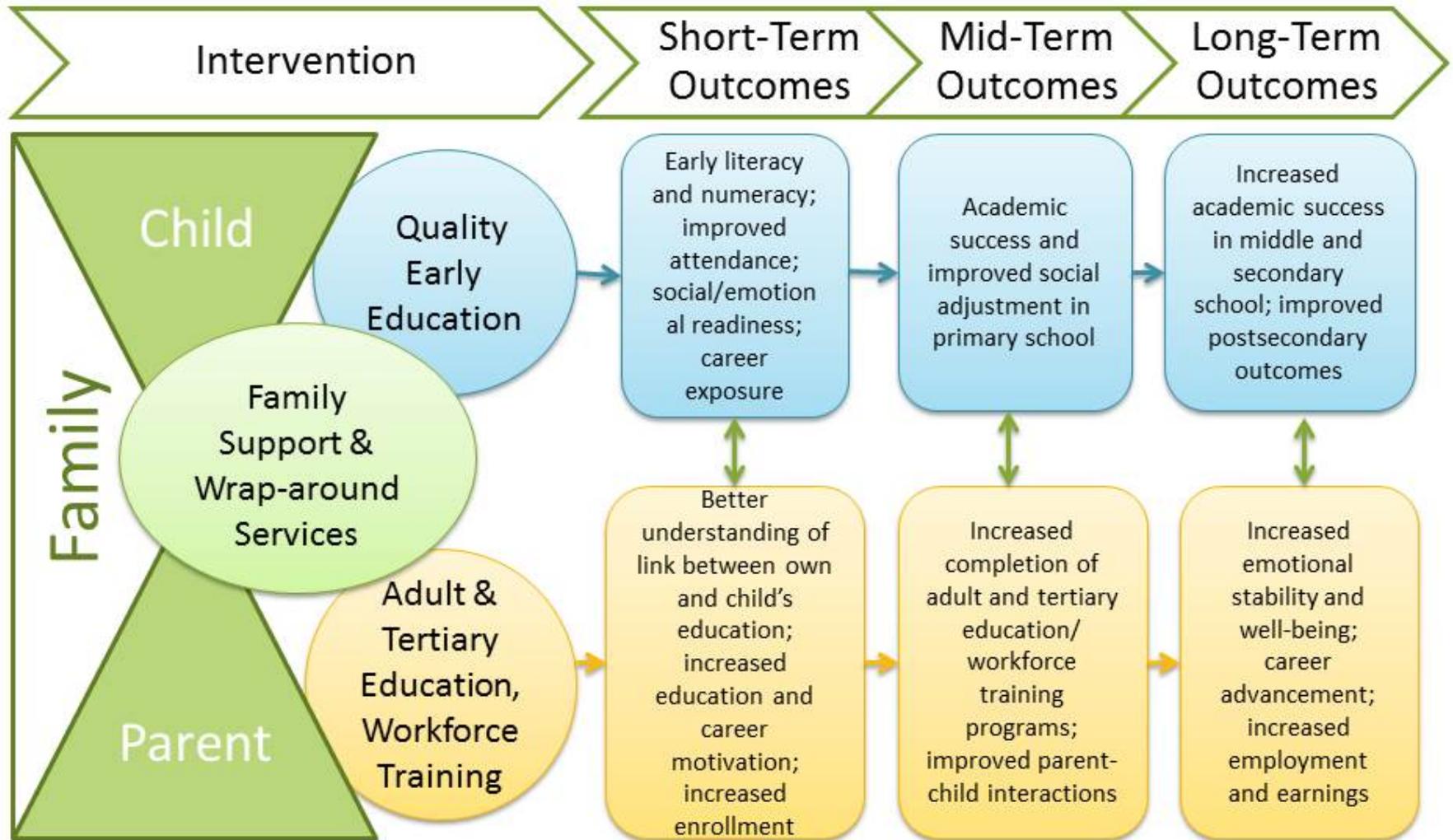
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2-Gen 1.0 (1980s, 1990s) mainly added parenting, low-intensity services to early childhood education (ECE) and/or mostly served welfare mothers adding child care, producing only modest effects.

2-Gen 2.0 (late 2000s) builds on much improved workforce and postsecondary education, 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. (2011), Smith & Coffey (2015).

# Impacts in Brief

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## **CHILDREN**

**High-quality early childhood education has lasting cognitive and non-cognitive effects.**

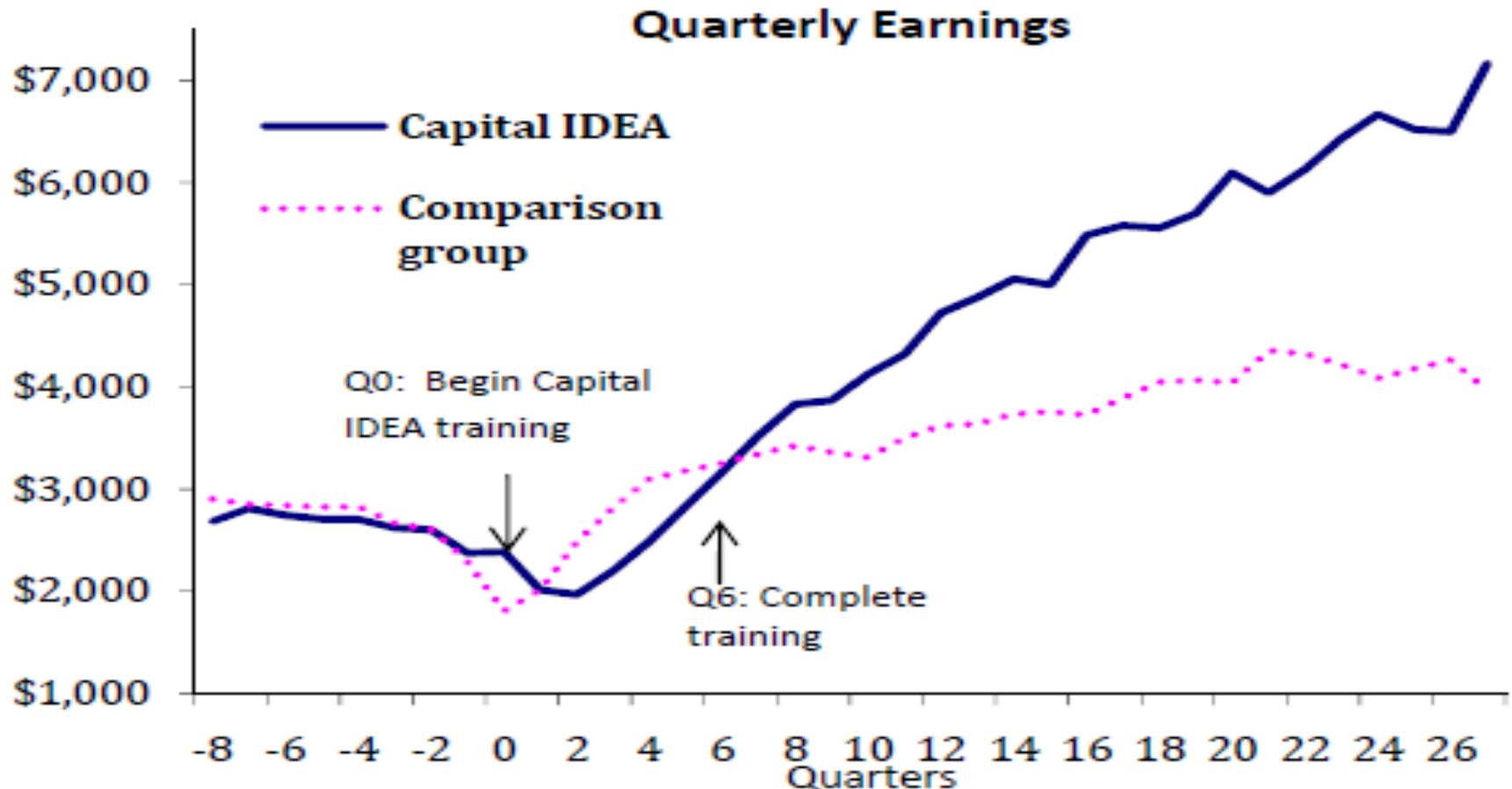
*(Gormley et al., 2005, 2011; Bartik, 2014; Yoshikawa et al., 2013)*

## **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; King & Prince, 2015)*

# 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.**

*Source: Smith, King & Schroeder, 2012. & King, 2011.*

# State & Local 2-Gen Initiatives

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**Annie E. Casey Foundation** programs in Atlanta, Baltimore, Tulsa & W. Maryland with a mix of strategies and services leading to family economic success.

**WK Kellogg Foundation's Supporting Transitions to Employment for Parents (STEP) Program** is 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** has transformed services for children and parents through a 2G approach with multiple initiatives, including fatherhood grants, children's savings accounts.

**Connecticut's State 2G Strategy** is funding quality ECE, workforce development and related services through 6 pilots in Bridgeport, Colchester, the Hartford region, Meriden, New Haven & Norwalk.

# 2-Gen Initiatives...

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

**Endicott College (Beverly, MA)** provides an immersion 4-year college program 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 effort engaging a broad array of policymakers, funders and thought leaders in a systemic 2-Gen effort spanning quality ECE/child care, workforce and PSE.

# 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®

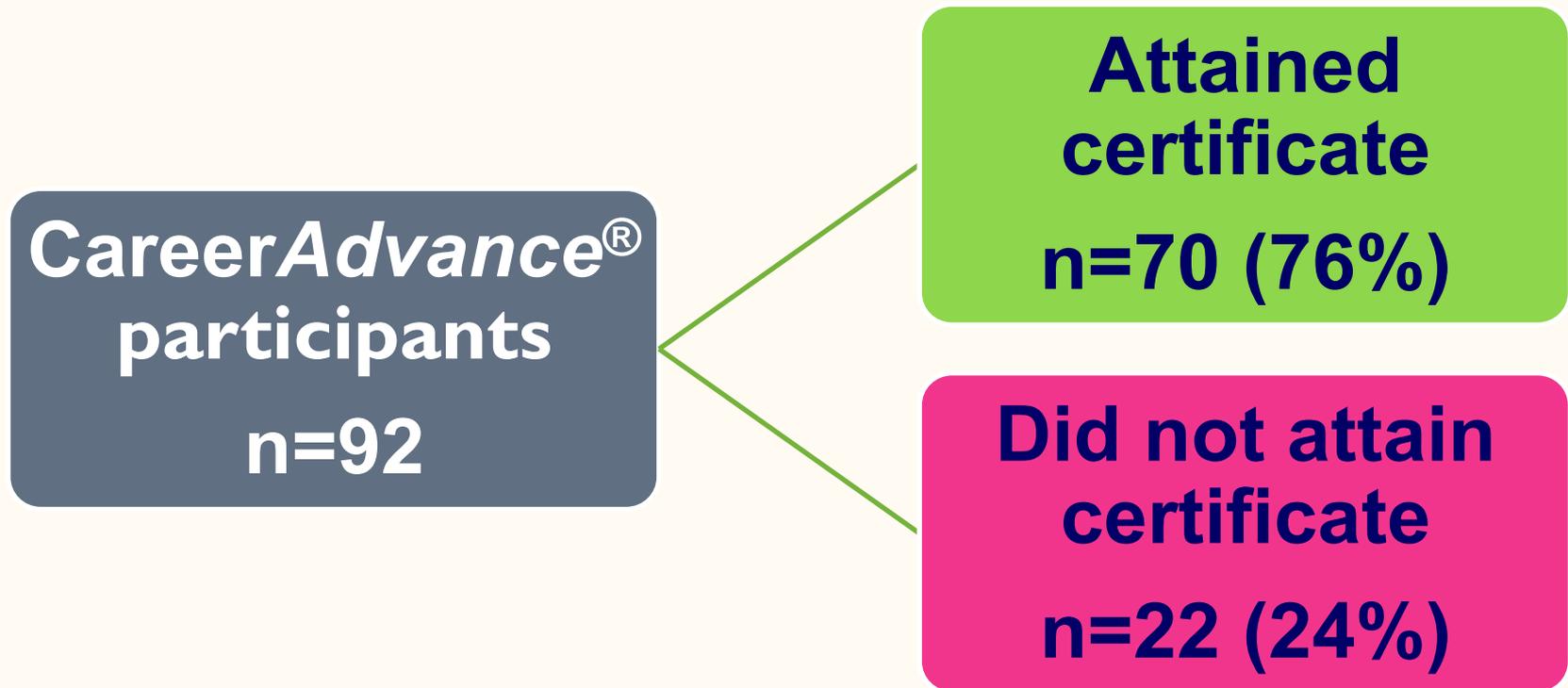
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- 2008-2009** Project planning
- Aug. 2009** 1<sup>st</sup> CNA cohort enrolls
- Sep. 2010** 5-yr \$10M HPOG I grant
- Aug. 2011** 4<sup>th</sup> CNA, PCT, HIT cohort enrolls
- Jan. 2013** *Ed. Pathways Program* launched
- Fall 2013** *Family Adv. 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 I funding ends
- Oct. 2015** 5-yr HPOG II funding begins, emphasizing shorter-term healthcare training.



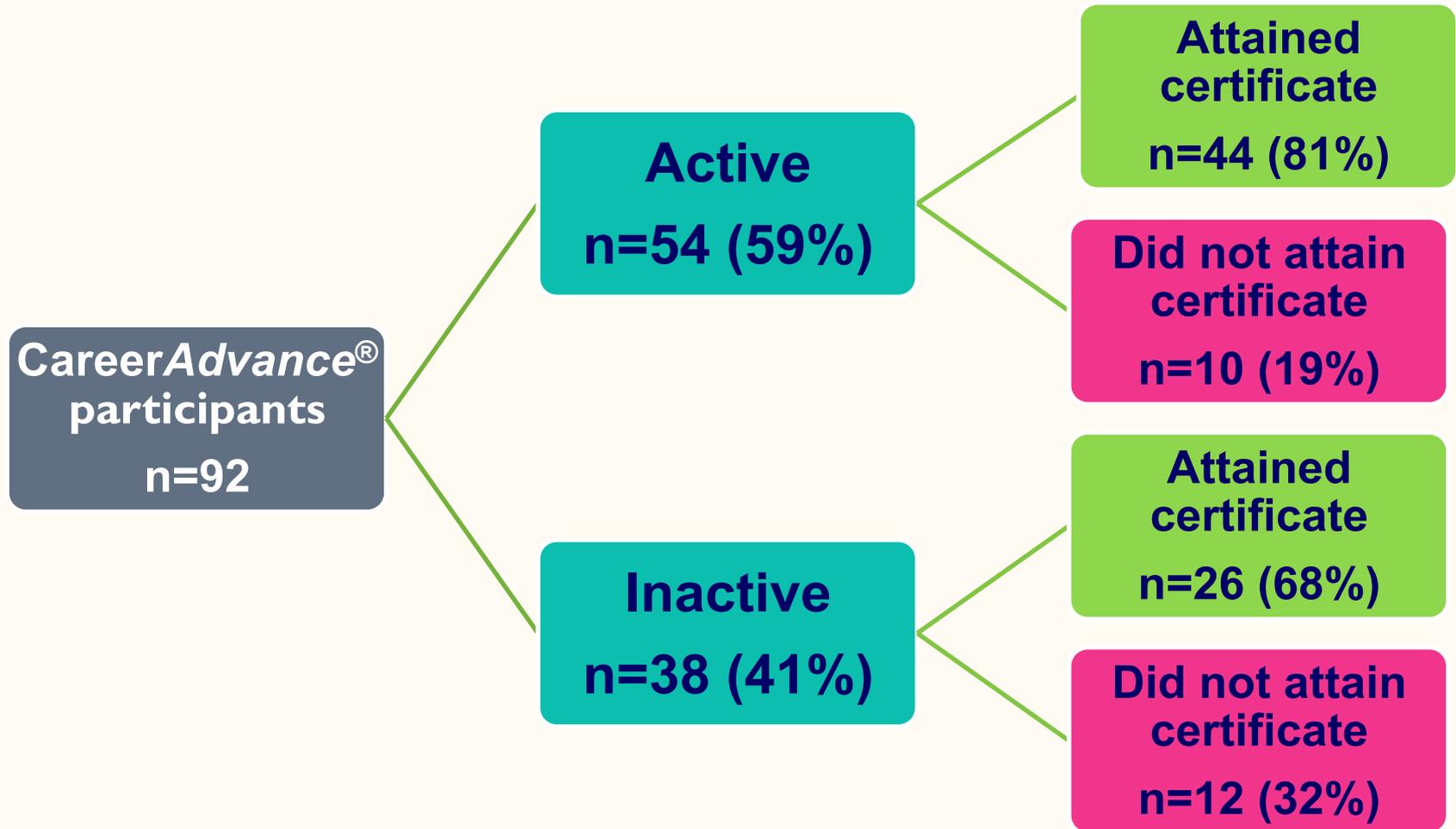
# CareerAdvance<sup>®</sup> Certification at 16 Months, Cohorts 4-7

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Source: Sabol et al., 2015.

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



Source: Sabol et al., 2015.

# Qualitative Evidence

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**2-Gen 2.0 program *impacts* aren't ready yet: initial CareerAdvance<sup>®</sup> impacts slated for release in late Spring 2016. However—**

- 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 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

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- **Simply referring parents to available education and workforce services does not—and probably will not—work.** (Hsueh et al. 2012)
- **Traditional adult education services are poorly designed and delivered, and 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; intermediaries are needed to “glue the pieces together” and keep partners engaged.**
- **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

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

# What's Next?

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- In Fall 2015, the White House launched its 10-site *Rural Integration Models for Parents and Children to Thrive (IMPACT) Demonstrations* built around a 2-Gen approach.
- In July 2016, USDOL's Employment and Training Administration will fund a number of multi-year programs under its \$25M *Strengthening Working Families Initiative*.
- President Obama's FY 2017 Budget proposes \$100M for *2 Gen Demonstrations* under TANF via USHHS/ACF and \$36M for 2-Gen rural poverty and American Indian programs as part of his *Opportunity for All Initiative*.
- *Ascend at the Aspen Institute* plans to triple its 2-Gen network of partners this year.

# Contact Information

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