

# **Defining a Research Agenda:**

## **Dual-Generation Education**

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# Acknowledgements: Collaborators

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Harvard Graduate School of Education

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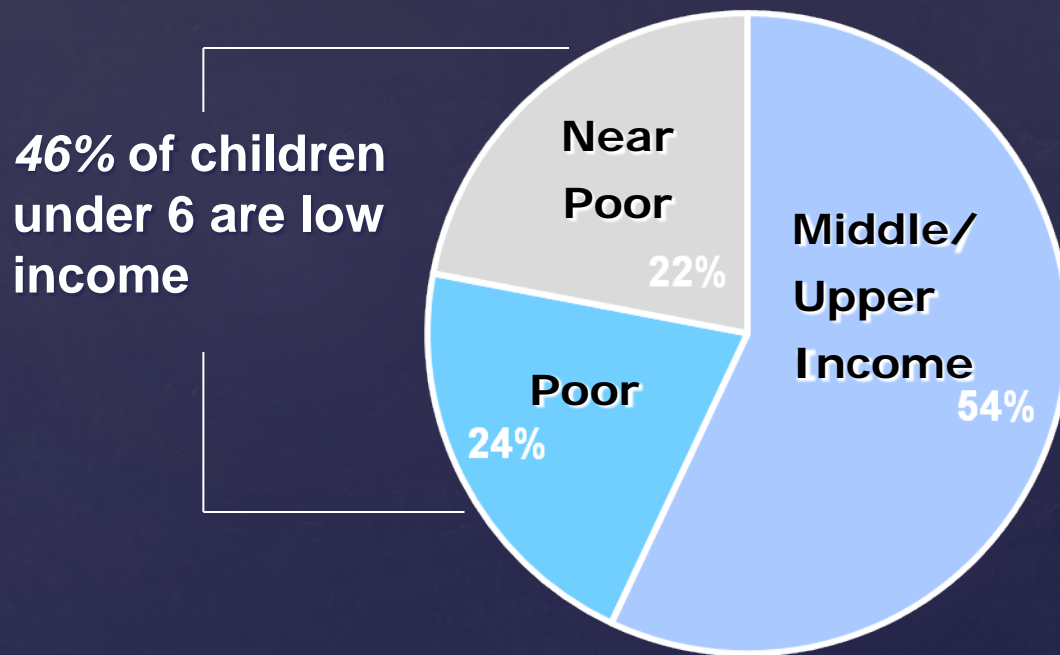
- Bill and Melinda Gates Foundation

# Presentation Overview

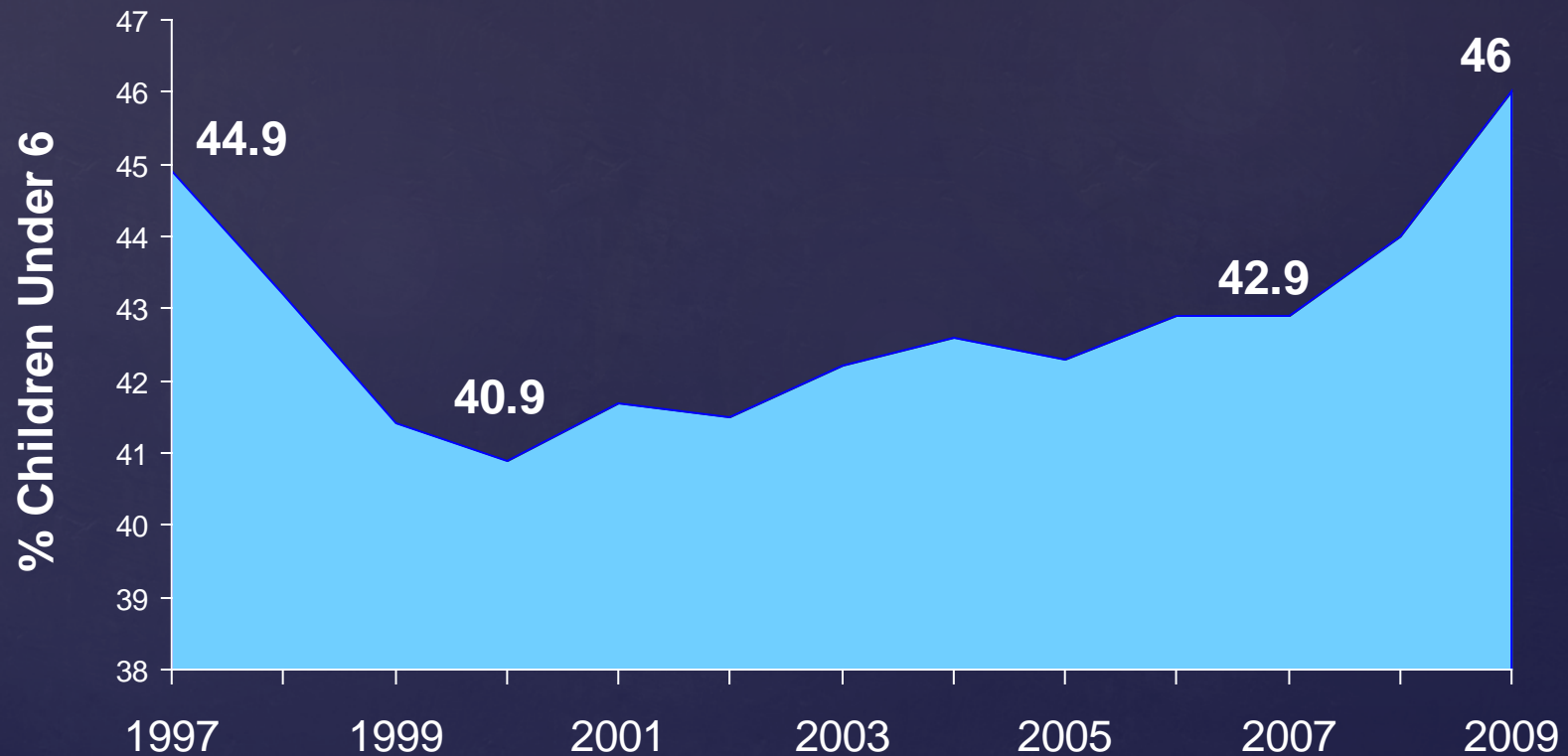
- **Parents' roles in children's success**
- **Conceptual model & theory of change:  
Dual-generation strategies**
- **Research agenda**

# Parents' Roles in Children's Success

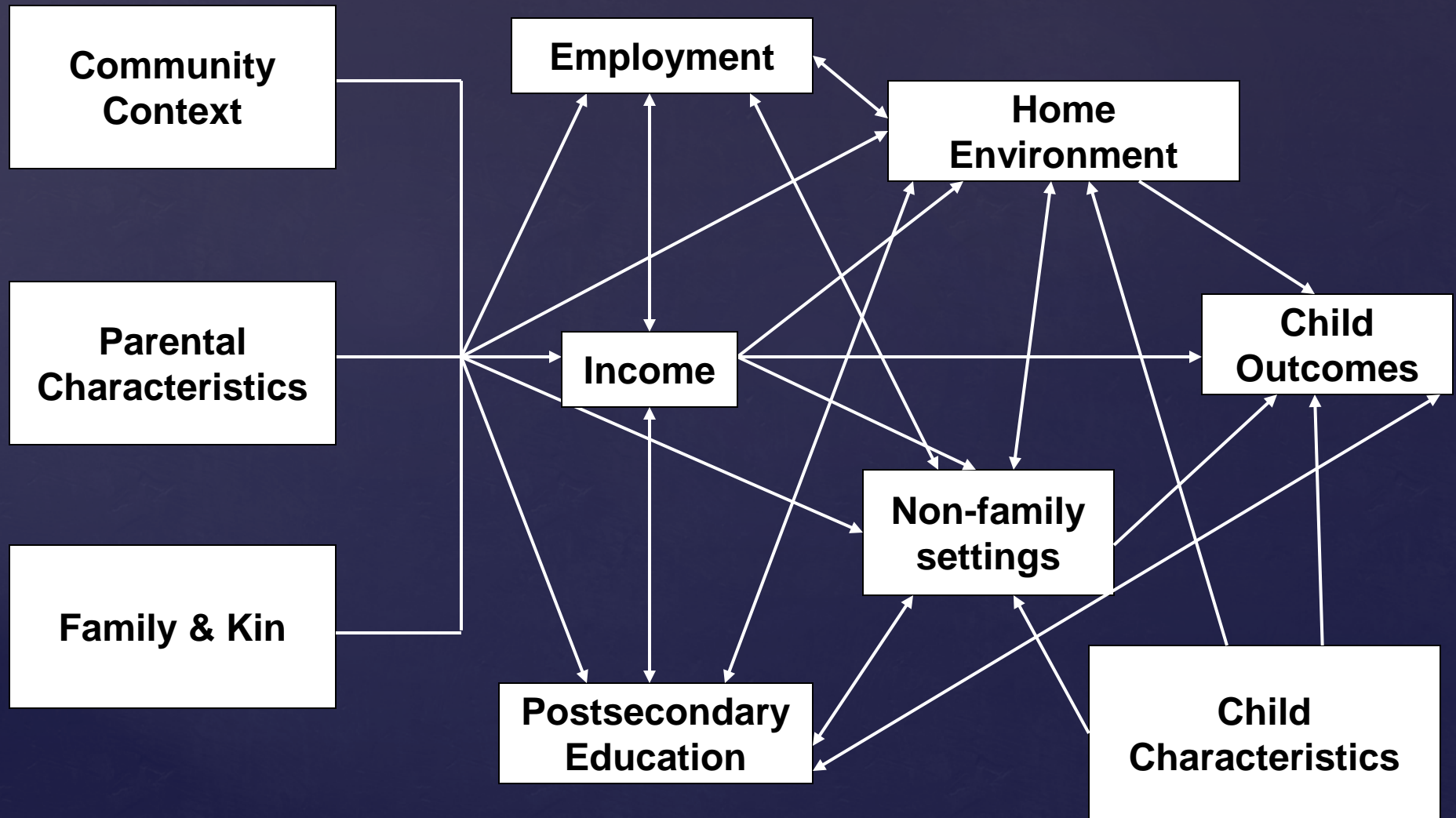
# Children Under Age 6, By Family Income, 2009



# Children Under Age 6 Living in Low-Income Families, 1997-2009

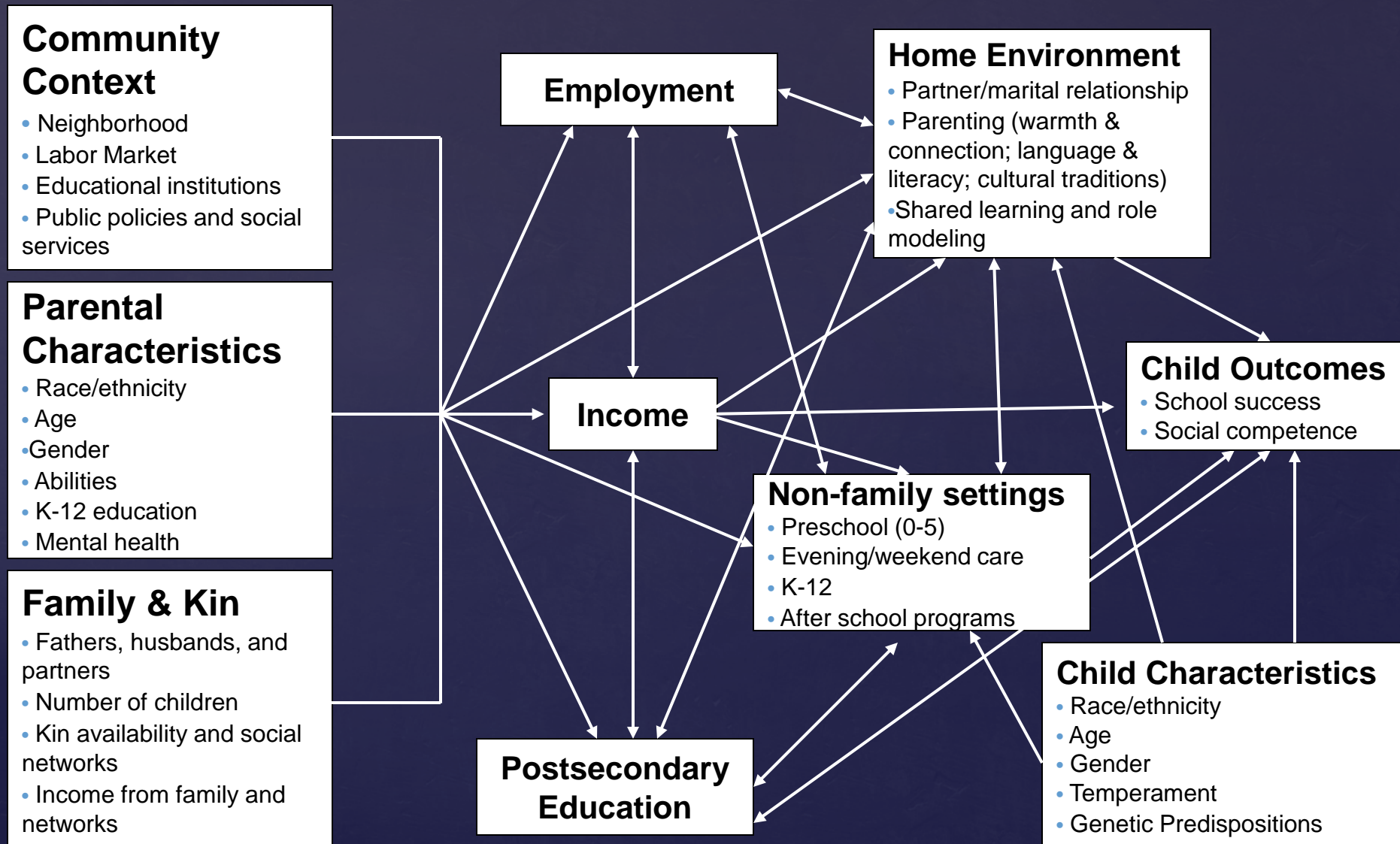


# A Conceptual Model of Inputs for Healthy Child Development

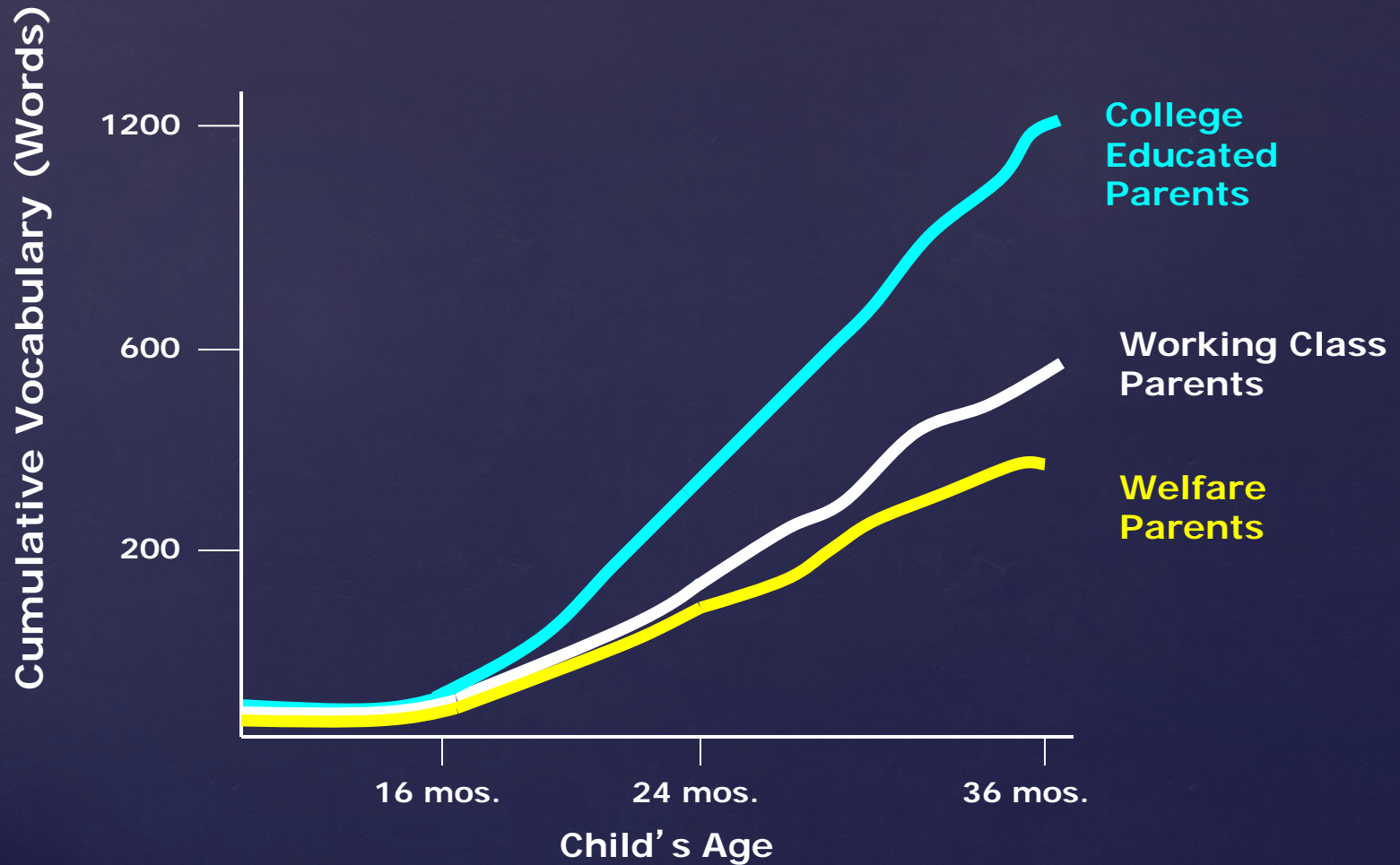




# A Conceptual Model of Inputs for Healthy Child Development



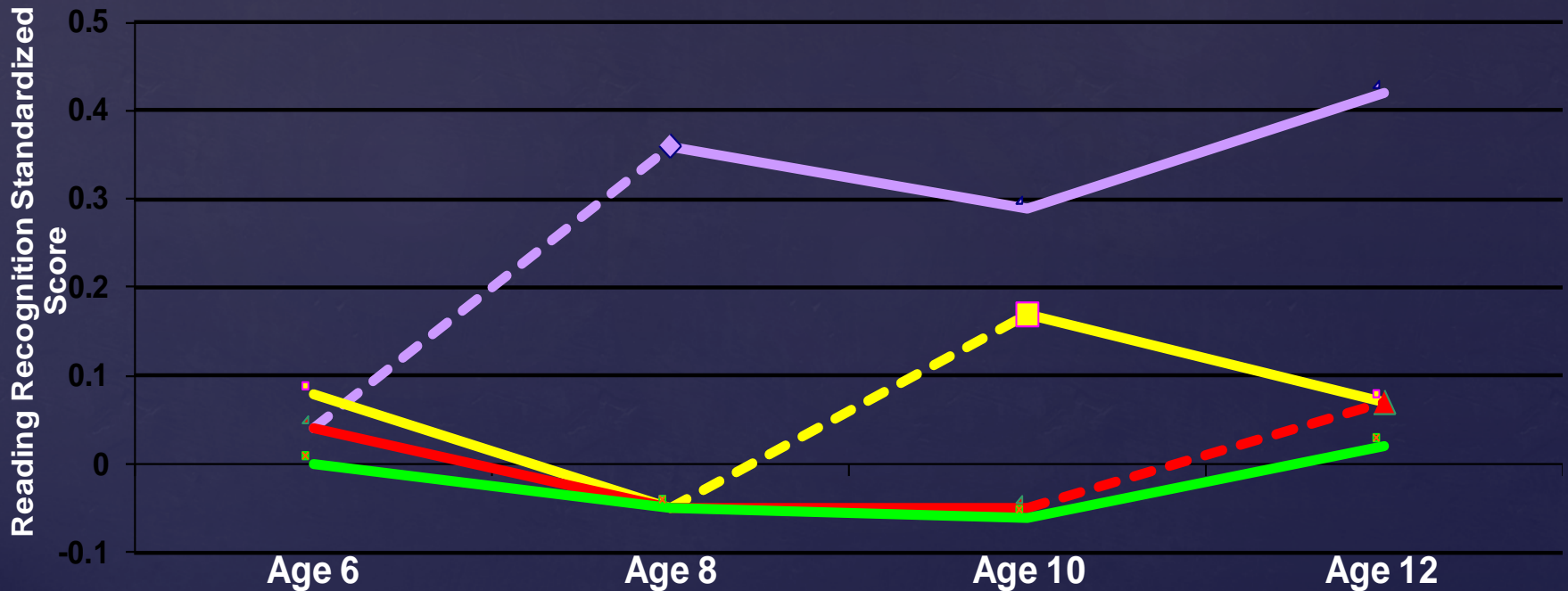
# Disadvantage and Child Development



*Hart & Risley, 1995*

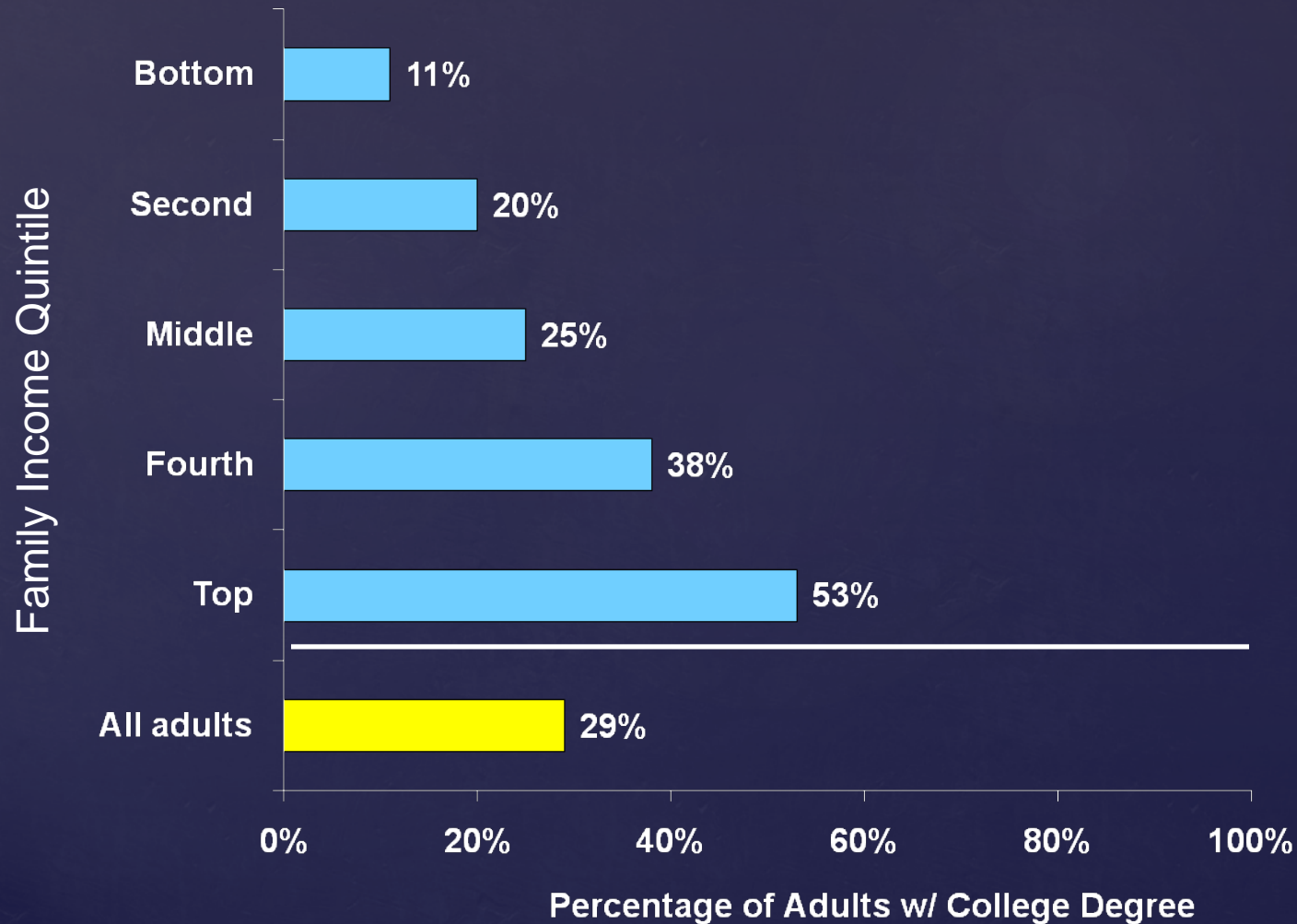
# When Mothers Increase Their Education, Children's Learning Improves

- ◆ Increase in Maternal Ed Age 6-8
- Increase in Maternal Ed Age 8-10
- ▲ Increase in Maternal Ed Age 10-12
- × No Increase in Maternal Ed



Dashed Lines reflect the time period during which mother's education increased

# Socioeconomic Disparities in U.S. Postsecondary Degree Completion



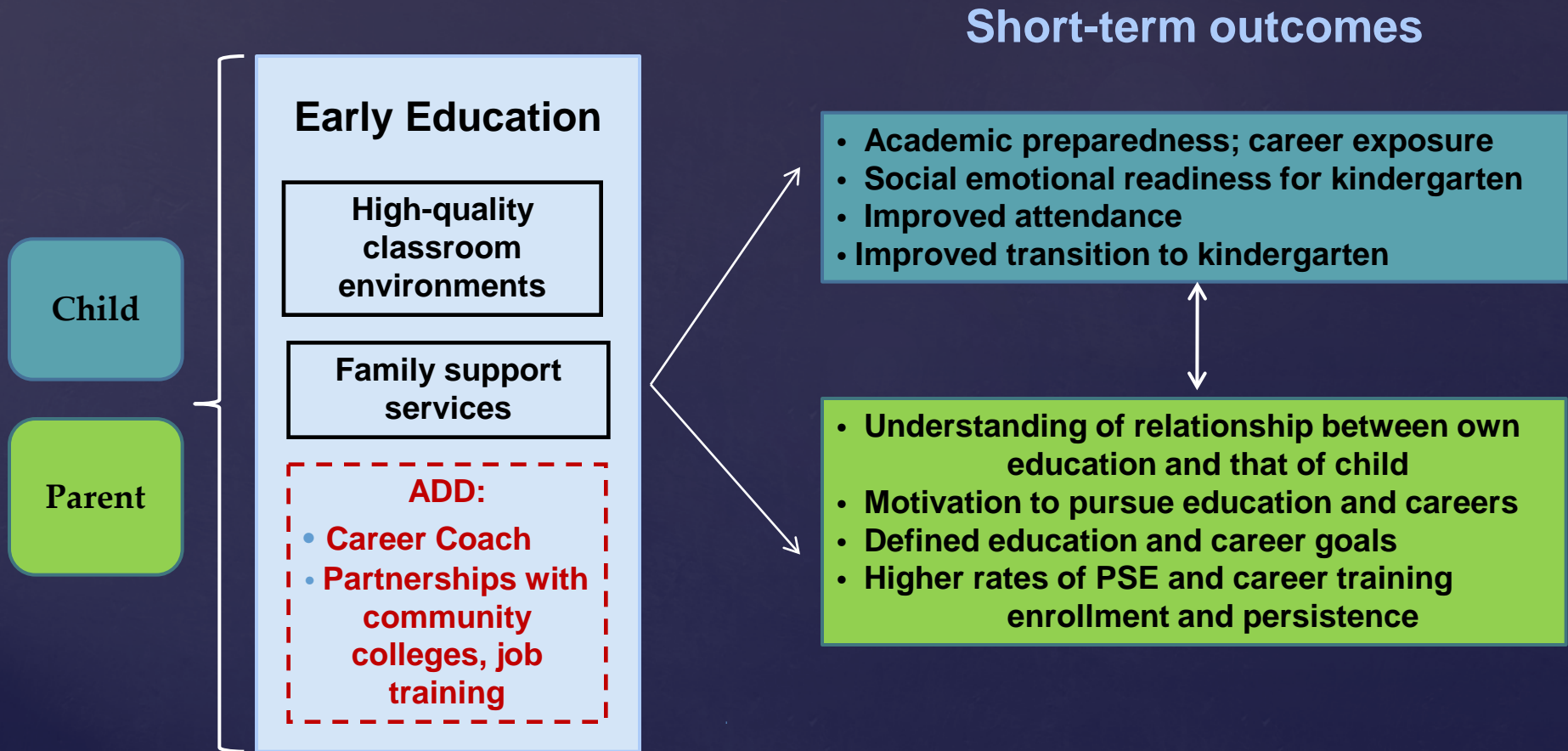
Graph from Isaacs et al., 2008; Brookings tabulation of PSID data from 2005

# Theory of Change: Dual-Generation

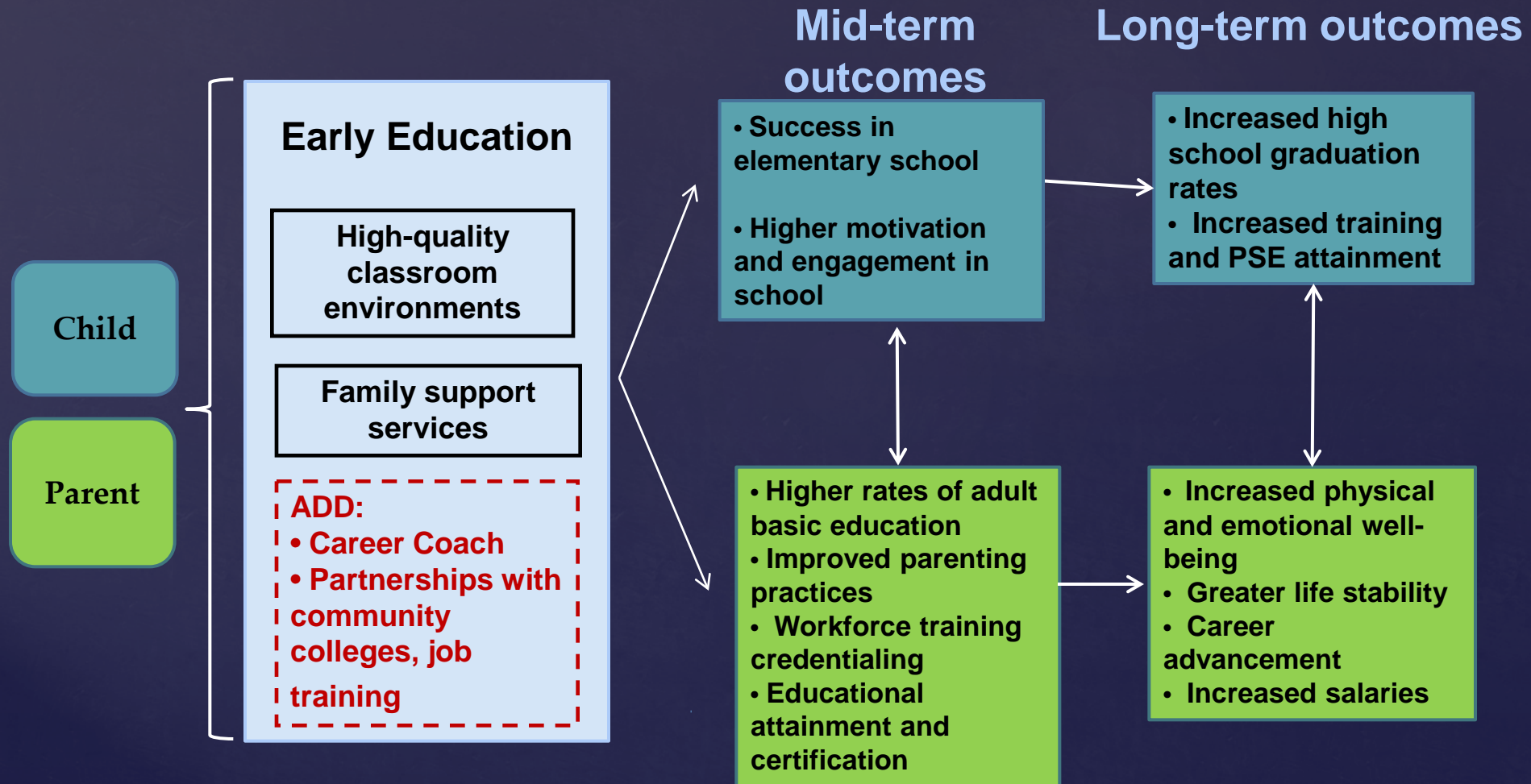
**ECE= Early Childhood Education**

**PSE= Postsecondary Education**

# Theory of Change



# Theory of Change



# Current State of Dual-Generation Research



# Defining Dual-Generation: Two Silos

## Early Childhood Education

Home visiting

Early childhood education

Pre-K to 3

## Workforce Development/PSE

Workforce training

2- & 4-year degrees

Asset development

# Current State of Research: Two Silos

## Early Childhood Education

- Compelling evidence that early education matters over the long term
- Programs for parents focused on child development

## Workforce Development/PSE

- Increased emphasis on postsecondary education
- Little focus on challenges of student parents

# Dual-Generation Interventions: Multiple Approaches

1. Add workforce training/PSE to ECE
2. Add ECE to workforce training/PSE
3. Residential programs for parent and child education, including community colleges

# Example: Add Workforce Training to ECE Exploratory Study

- Gates Foundation Postsecondary Success Initiative
- 3 ECE centers
- In-depth interviews, 51 parents, 17 staff focus groups

# Add Workforce/PSE to ECE: FINDINGS

- Parenthood and ECE: Powerful educational motivator
- Participation in ECE can make difference in parents' view of what's possible
- Synergies: Mothers' education & children's learning

# **Parenthood & ECE: Powerful Educational Motivator**

**I want to be a good educational  
role model for my child.**

*Interviewer: What are your dreams and  
goals for your boys?*

*Respondent: Well, I want them to of course  
finish high school and go to college. I  
want to be able to show them I went to  
college, and I was a person that I would  
have never seen myself in college. I  
know that if I can do it, they can do it.*



# Participation in ECE Can Make a Difference in Parents' Views of What's Possible



# I don't have to worry; I can focus on school or work

*...like right now, per se, I don't worry. You know when you're trying to focus on school, you need to try to weed out all the problems, everything that's going to take away from your education. Like childcare, if you don't have no one to watch your children, you can't go to school...If you think your child is somewhere that is not safe, you can't read and understand what you're reading...*



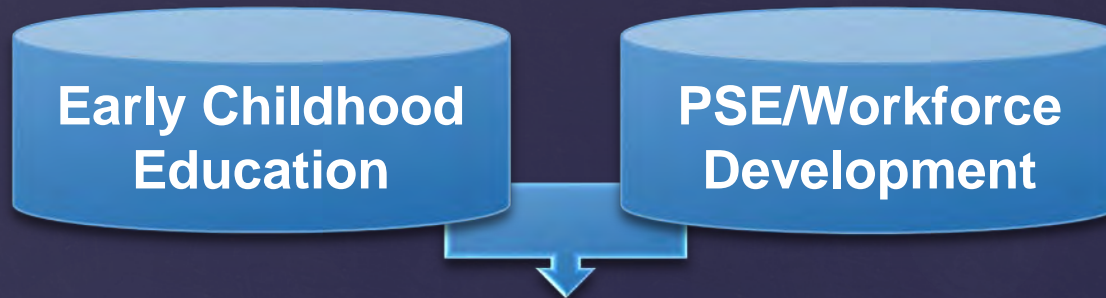
# **Synergies: Mothers' Education & Children's Learning**

# Staff: Mothers' Education and Children's Learning

Mothers enrolled in postsecondary education may positively influence their children's learning.

*We have a mom who's a mechanic, and she just graduated from school. His <her son's> vocabulary is through the roof; it's so rich. She <the mother> talks about working on cars, different kinds of cars, colors of cars, what in a car... I mean he knows more about cars than we do....*

# Further Explorations: ECE & Workforce Development/PSE



- Educational Progress and Parenting Among Mexican Immigrant Mothers of Young Children  
*Crosnoe & Kalil, 2010*
- Implementation of CareerAdvance<sup>®</sup>, A Dual-Generation Intervention  
*Glover, Smith, King & Coffey, 2010*
- A Case for Dual-Generation Strategies  
*Waters Boots, 2010*

# Research Agenda

# Key Research Questions: Understanding the Influence of Dual-Generation Programs

- Does participation in dual-generation programs lead to improved family well-being?
- What works best for whom?
- How and why?

# Research Approaches: Mixed Methods

- Quantitative
  - Longitudinal, eventually large-scale
  - Experimental or quasi-experimental design  
(e.g., random control trial or waitlist)

# Research Approaches: Mixed Methods

- Quantitative
  - Direct parent and child assessments
  - Home and classroom observations
  - Administrative data (e.g., wages, benefits)



# Research Approaches: Mixed Methods

- Qualitative
  - In-depth interviews: Parents & staff
  - Focus groups: Parents & staff
  - Parent profiles

**Current Research Example:**  
**CareerAdvance®**

# CareerAdvance<sup>®</sup>

Local  
Colleges

Workforce  
Development/  
Employers

Early Childhood  
Program

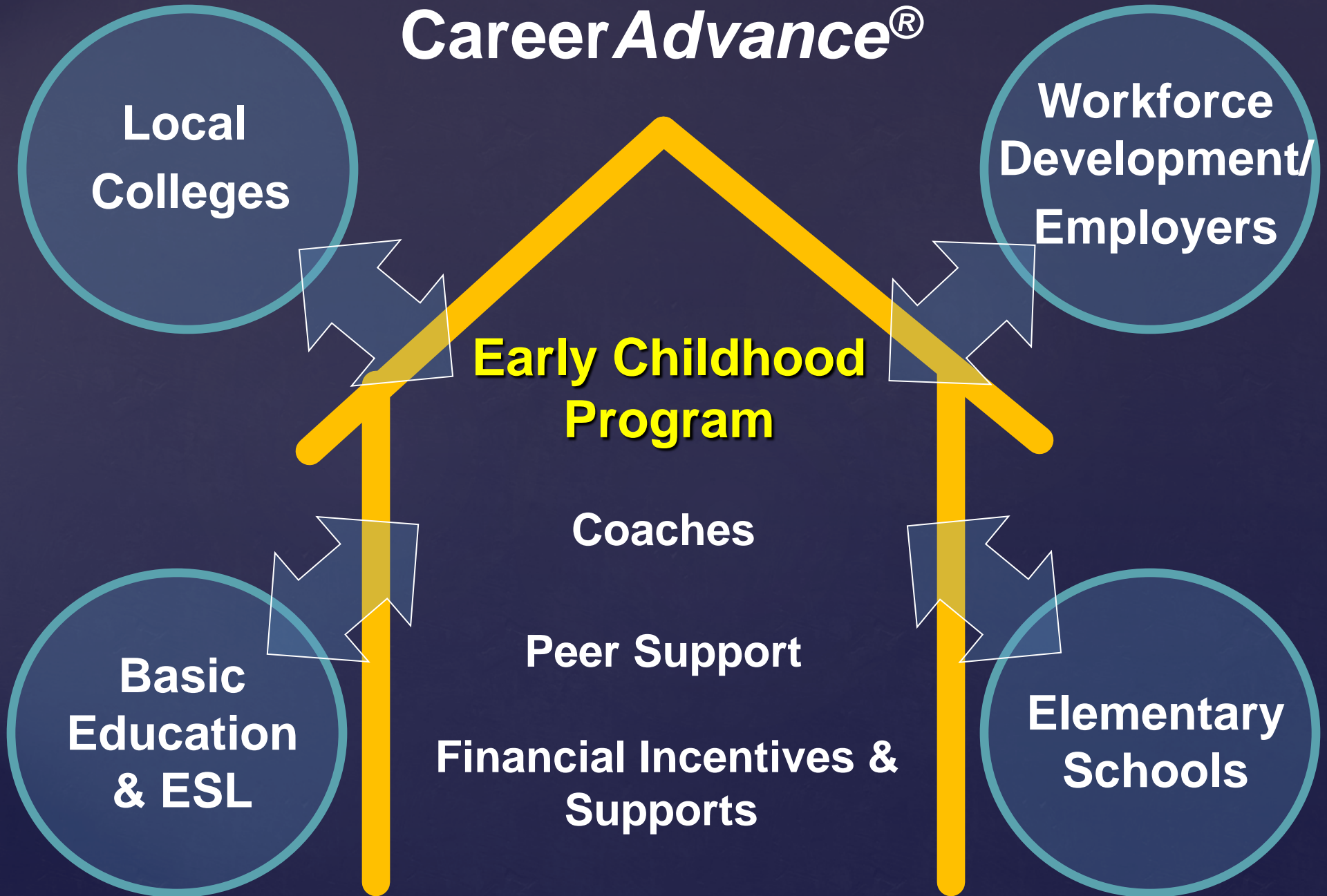
Coaches

Peer Support

Financial Incentives &  
Supports

Basic  
Education  
& ESL

Elementary  
Schools



# CareerAdvance<sup>®</sup> Model

- Community Action Project (CAP), Tulsa, OK, Steven Dow and Monica Barczak
- Christopher King & Bob Glover, LBJ School, Ray Marshall Center, UT-Austin
- Hiro Yoshikawa, Harvard Graduate School of Education

# **CareerAdvance<sup>®</sup>:**

## **CAP Family Life Study**

**(funded by ACF)**

- **HPOG CAP program expansion**
  - **Small-scale Outcomes Study**
  - **Implementation Study**
- **HPOG research study**
  - **5 year, mixed method, quasi-experimental study:  
Child and parent outcomes**

# Workforce/PSE Outcomes

- Increased credentialing and degree attainment
- Family supporting wages and economic stability
- Moving from a job to a career

# Child Outcomes

- Better attendance at ECE programs
- Improved development
  - Academic achievement
  - Social competence
- Long-term: PSE attainment, life success, and financial security

# How and Why: Parents

- Self-confidence and self-efficacy (e.g., optimism, self-esteem)
- Mental health and stress
- Academic expectations for self and child
- Parenting, family routines, and discipline
- Engagement in children's schooling



# How and Why: Children

- Learning and engagement
- Executive functioning and attention
- Motivation
- Experiencing parents' own efforts, goals, homework, and achievements

**Respondent:** *I think it's just for me to see that they are also excited for me cause they know that whenever I was studying certain words, my daughter- not my oldest one, my middle one- she would get excited whenever I would say a word, and then she would go and repeat it. Now she's to the point that she even knows some of those medical words and what they mean, you know? Or she will quiz me herself and I think it was just trying for me to spend time with her, and that was the way she was getting attention by being involved with what mommy is doing.*



**Respondent:** ...*And you know I think... cause now she is like “Oh what is peri- mommy, don’t forget peri-!” And she even gave me ideas of how to remember. She goes to Perry Elementary School. I was like “I can’t remember peri-. I don’t know what peri-...” and she was like “Mommy just think, my school, just think peri- around Perry!” And that’s what peri- means: around. I was like “Oh thanks!” So, now I am never going to forget what peri- means ... So to me that brought me a lot of joy, I was so happy and excited that she kinda put a thought into how can I help my mom remember.*

**Interviewer:** *How old is she?*

**Respondent:** *She’s seven*



# Directions for the Future

- Are dual-generation interventions effective?
- Are certain models more effective than others and for whom?
- Why or why not do we see program effects?
- Cost effectiveness?
- What evidence is needed for program providers and policymakers?