

CareerAdvance[®]:

A Model Two-Generation Program

Lessons Learned

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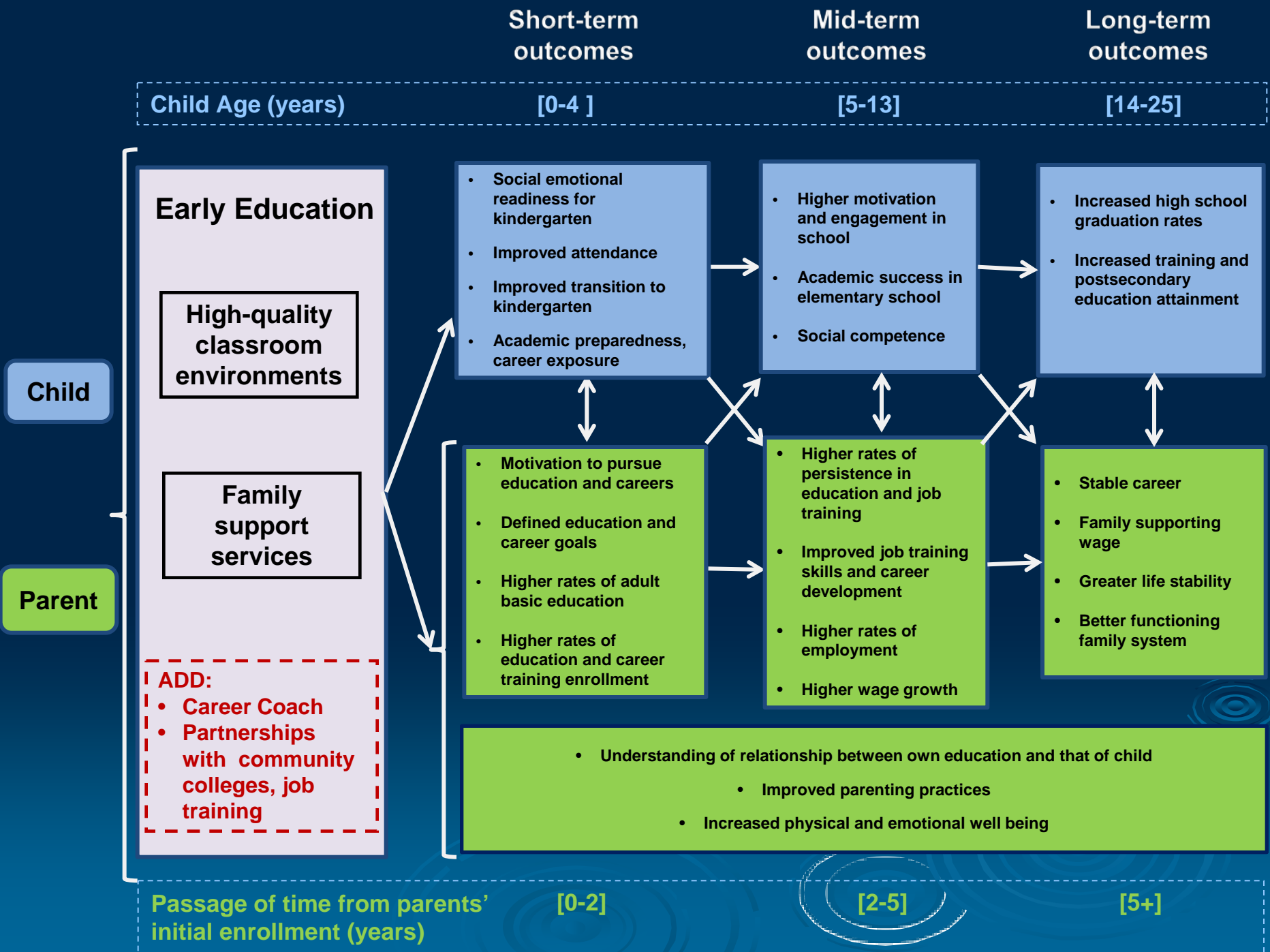
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Presentation Overview

- **Theory of Change & Two-Generation Programs**
 - **Overview of Study**
 - **Lessons Learned: Program**
 - **Lessons Learned: Family**
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Theory of Change: Linking Education and Workforce Training with Early Childhood Education





Short-term outcomes

Child Age (years)

[0-4]

Early Education

High-quality
classroom
environments

Family
support
services

ADD:

- Career Coach
- Partnerships with community colleges, job training

- Social emotional readiness for kindergarten
- Improved attendance
- Improved transition to kindergarten
- Academic preparedness, career exposure



- Motivation to pursue education and careers
- Defined education and career goals
- Higher rates of adult basic education
- Higher rates of education and career training enrollment

- Understanding of relationship between own education and that of child
 - Improved parenting practices
 - Increased physical and emotional well being

Child

Parent

Mid-term outcomes

Long-term outcomes

Child Age (years)

[5-13]

[14-25]

Early Education

High-quality
classroom
environments

Family
support
services

ADD:

- Career Coach
- Partnerships with community colleges, job training

Child

Parent

- Higher motivation and engagement in school
- Academic success in elementary school
- Social competence

- Higher rates of persistence in education and job training
- Improved job training skills and career development
- Higher rates of employment
- Higher wage growth

- Understanding of relationship between own education and that of child
- Improved parenting practices
- Increased physical and emotional well being

- Increased high school graduation rates
- Increased training and postsecondary education attainment

- Stable career
- Family supporting wage
- Greater life stability
- Better functioning family system

Two-Generation Interventions



Antipoverty Intervention Silos

Child

Home visiting
Early childhood education
Pre-K to 3

Parent

AA and BA degrees
Workforce training
Certification
Asset development

Antipoverty Intervention Silos

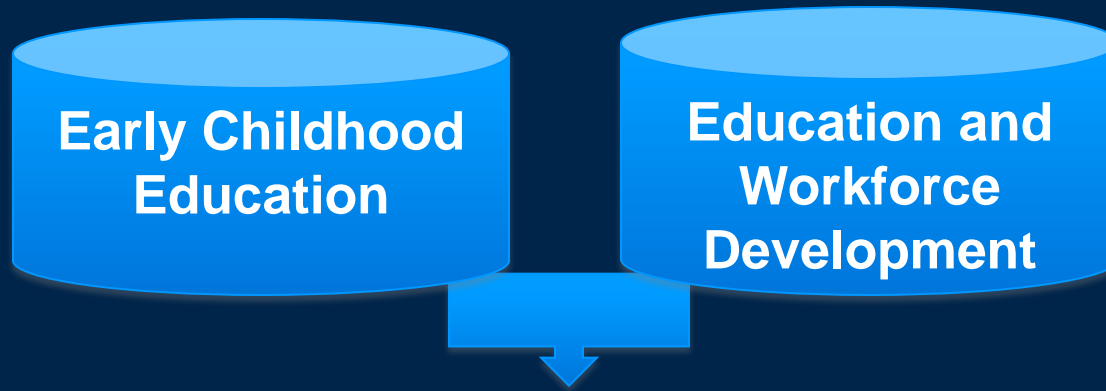
Early Childhood Education

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

Adult Education and Training

- Compelling evidence that sectoral training increases earnings
- Increased emphasis on postsecondary education

What is a Two-Generation Program?



- Goal of improving outcomes simultaneously for parents and children in the same family
- Education and sectoral training intentionally linked with early childhood education programs

Career*Advance*[®]

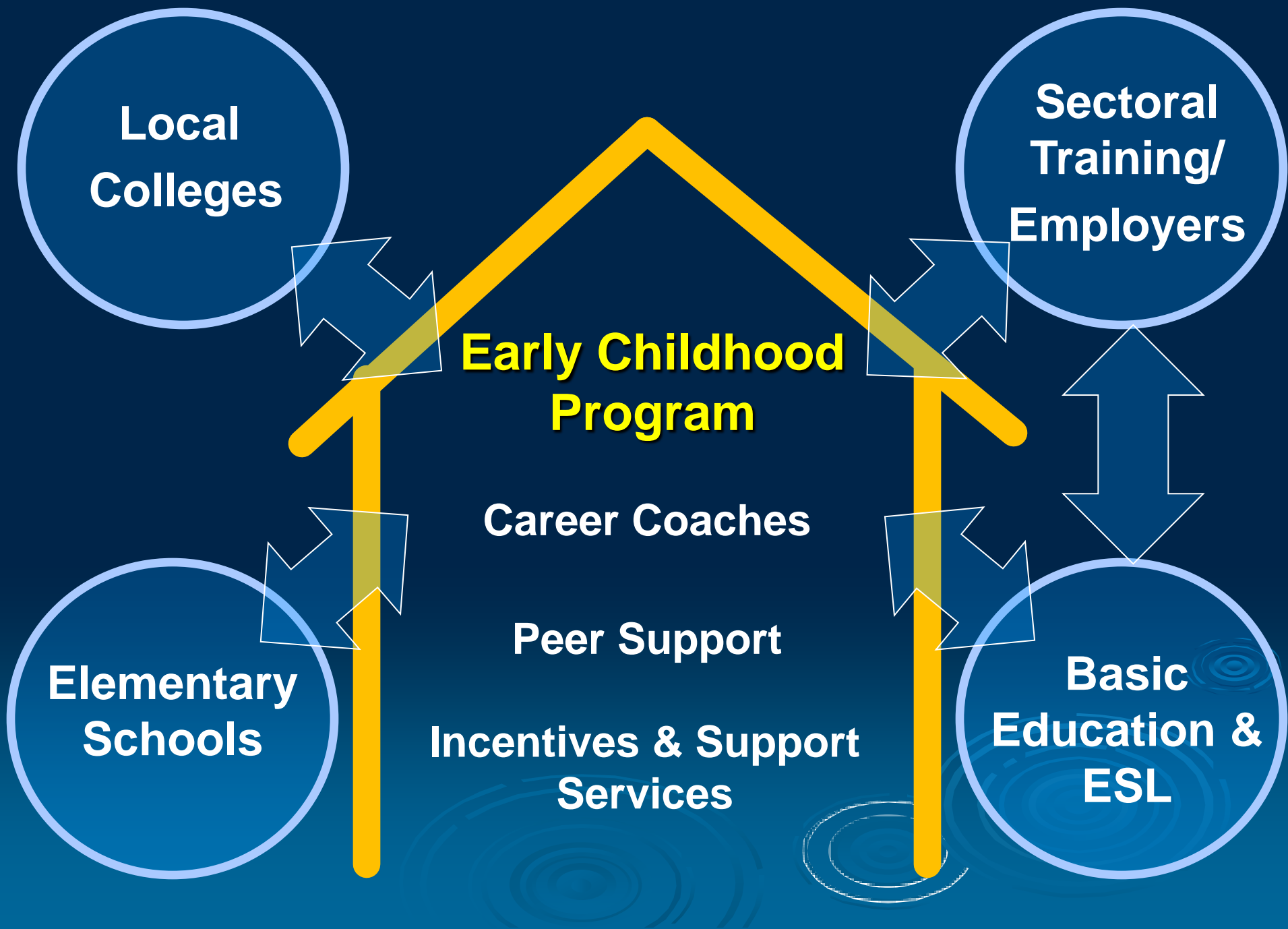
**Model two-generation
education and sectoral workforce
development program**



CareerAdvance® Target Population

Parents of Head Start and Early Head Start children, mainly single mothers, some fathers as well






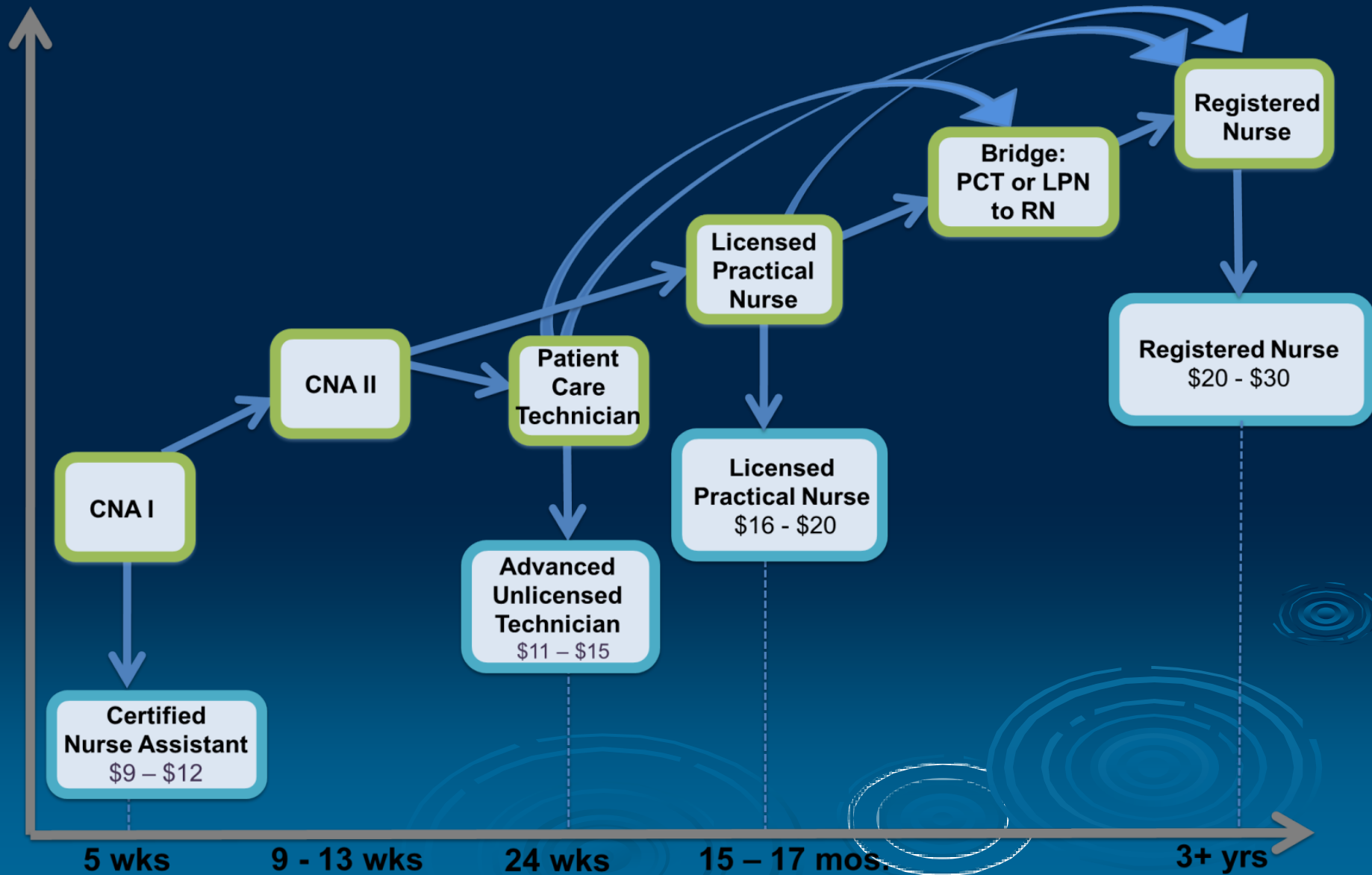
Key Evidence-Based Components

- **Skills training in growth sectors, e.g., healthcare and allied health, healthcare information technology**
 - **Contextually-based adult ed/GED/ESL instruction**
 - **Peer supports**
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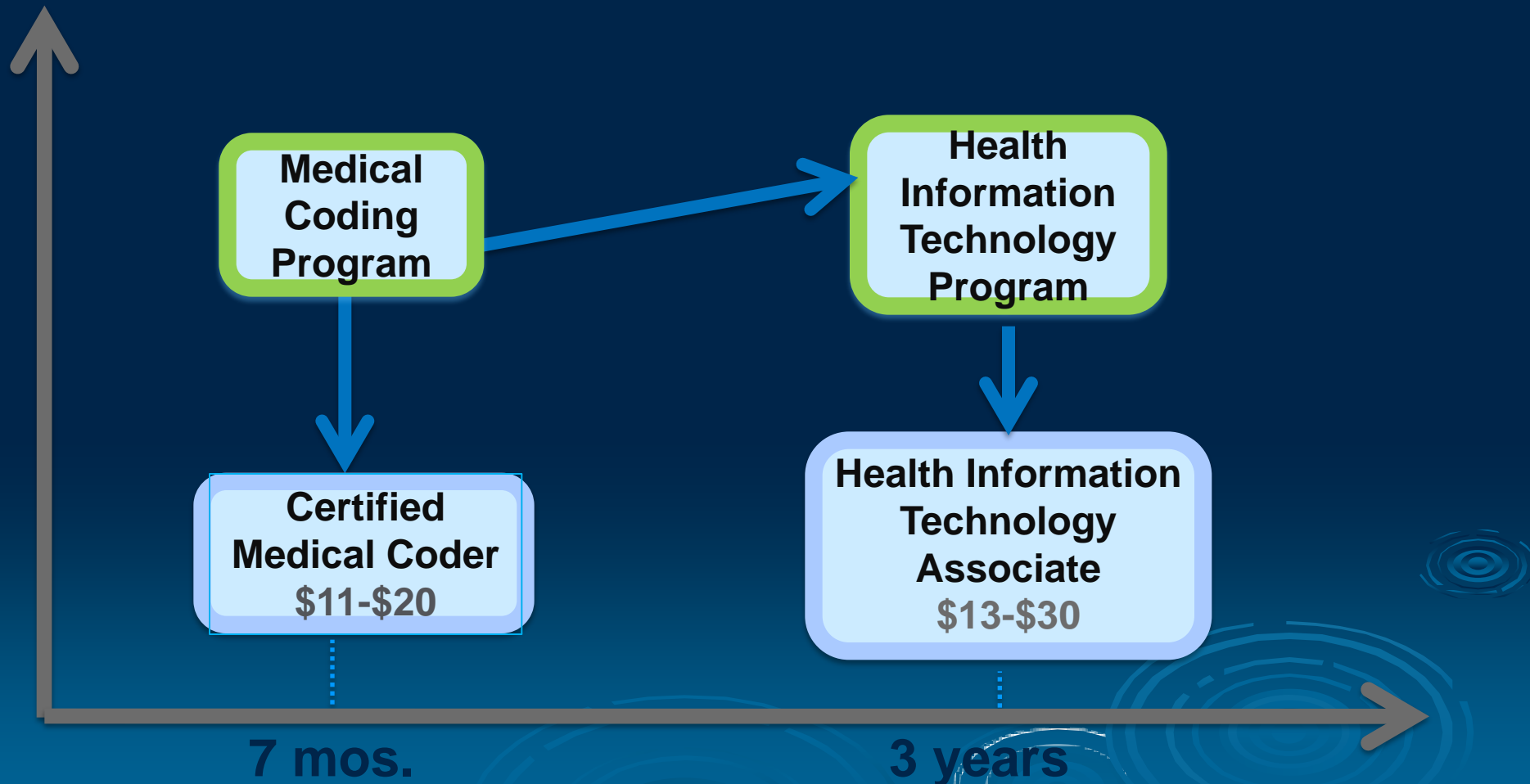
Key Evidence-Based Components

- **Weekly career coach meetings**
 - **Mutual obligations agreements**
 - **Workforce intermediary services**
 - **Conditional cash (in-kind) incentives**
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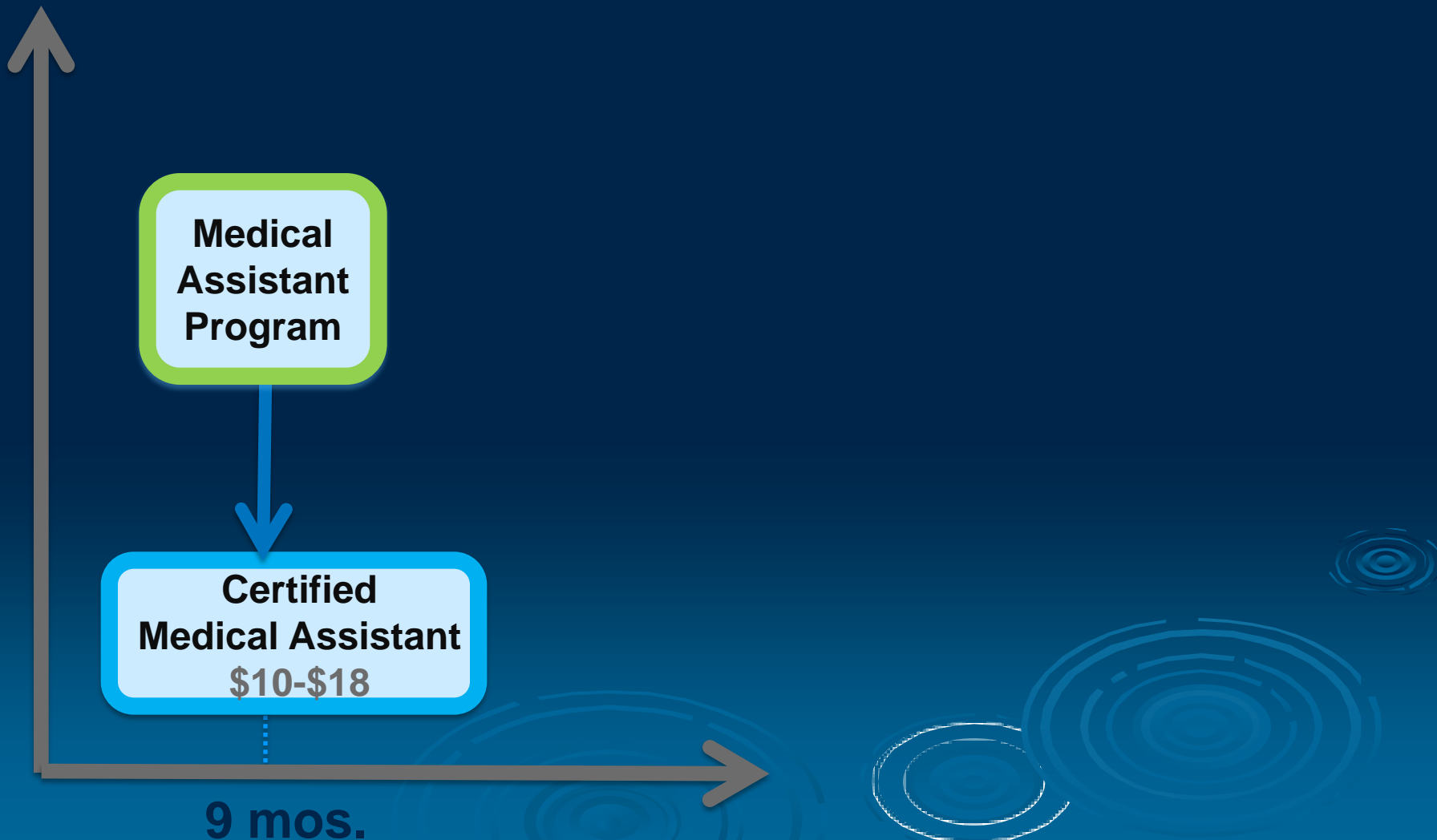
CareerAdvance® Nursing Career Ladder



CareerAdvance[®] Health Information Technology (HIT) Ladder




CareerAdvance[®] Medical Assisting



CAP Family Life Study



Research Questions:

- (1) Does participation in *CareerAdvance*® relate to positive short- and long-term outcomes for parents and children ?
 - (2) Are there any negative outcomes?
 - (3) To what extent do parent and child outcomes vary as a function of *CareerAdvance*® dosage?
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Methods

- **Quasi-experimental**
 - **Propensity score matching**
 - **Matched-comparison group**
- **Longitudinal outcomes**
- **Mixed-methods approach**

Mixed Methods: Quantitative

- **Computer-assisted, in-person parent survey (90 minutes)**
- **Direct child assessments**
- **Oklahoma administrative data
(e.g., UI employment and earnings,
TANF, SNAP records)**
- **CAP's Head Start data**

Data Collection: Quantitative

Parent Interview and Child Assessment										
	Year 1		Year 2		Year 3		Year 4		Year 5	
Cohort	2011		2012		2013		2014		2015	
	S	F	S	F	S	F	S	F	S	F
4		60		60		60		60		
5			60		60		60		60	
6				60		60		60		60
7					60		60		60	
8						60		60		60
9							60		60	
10								60		60
Total Interviews/ Assessments Per Year	60		180		300		420		420	

* S=Spring; F=Fall

Mixed Methods: Qualitative

➤ Parents

- In-depth interview, longitudinal
- Focus groups, by program level

➤ Staff

- Focus groups of CA staff and family support

Data Collection: Qualitative

	Interviews and Focus Groups				
	Year 2	Year 3	Year 4	Year 5	
	2012	2013	2014	2015	Total
<i>Parent</i>					
Interview	21	21	21	21	84
Focus Group	8(n=7)	8(n=7)	8(n=7)	8(n=7)	224
<i>Family Support Services Staff</i>					
Focus Group	1(n=8)	1(n=8)	1(n=8)	1(n=8)	32
<i>CareerAdvance Staff</i>					
Focus Group	1(n=3)	1(n=3)	1(n=3)	1(n=3)	12

Parent Survey Domains

- **Demographic characteristics**
- **Education, employment, & income**
- **Mobility**
- **Self-confidence and self-efficacy**




Parent Survey Domains (cont.)

- **Academic expectations for child**
- **Parenting attitudes and practices**
- **Mental and physical health**
- **Moving from job to career**



Child Assessments

- **Academic skills**
 - **Math skills**
 - **Language skills**
 - **Social skills**
 - **Executive functioning skills**
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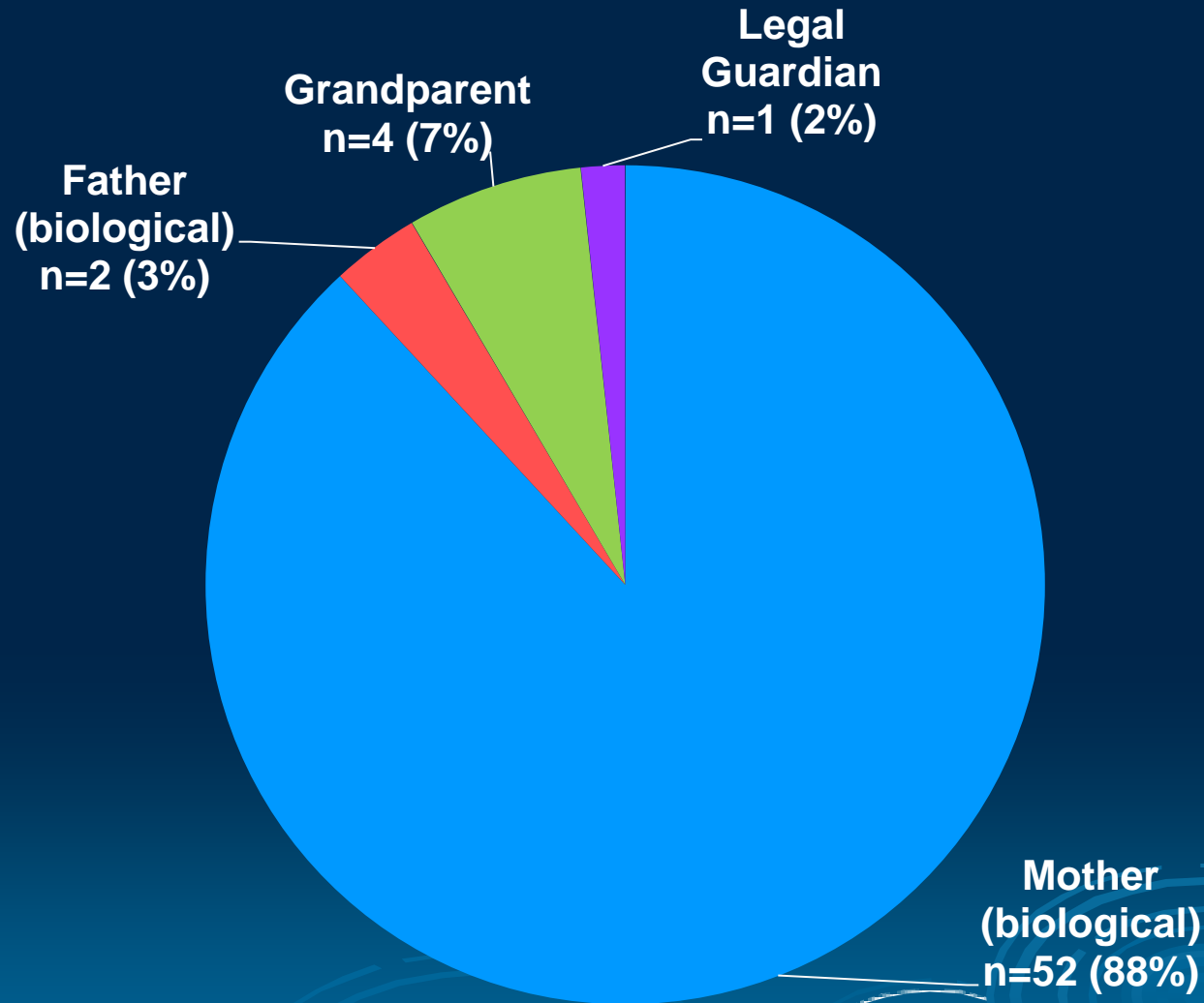
Preliminary Year 1 Findings: Quantitative

- **CareerAdvance® participants well matched to CAP comparison group**
- **Equivalence in**
 - Race/ethnicity
 - Education level
 - Employment status
 - Household composition
 - Adult relationship to child in CAP
 - Child characteristics

Preliminary Findings: Quantitative

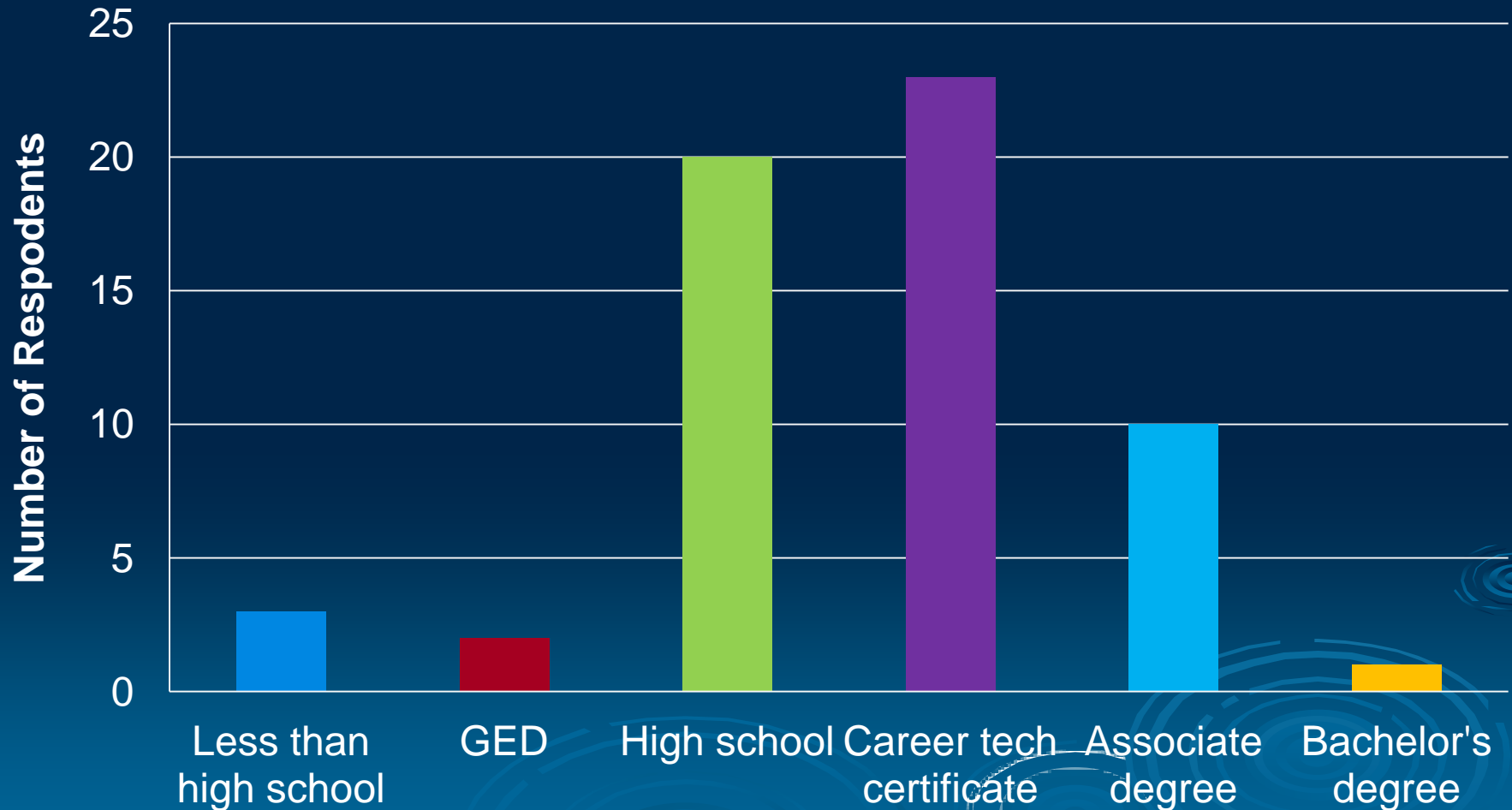


Cohort 4: Adult Relationship to Child (N=59)

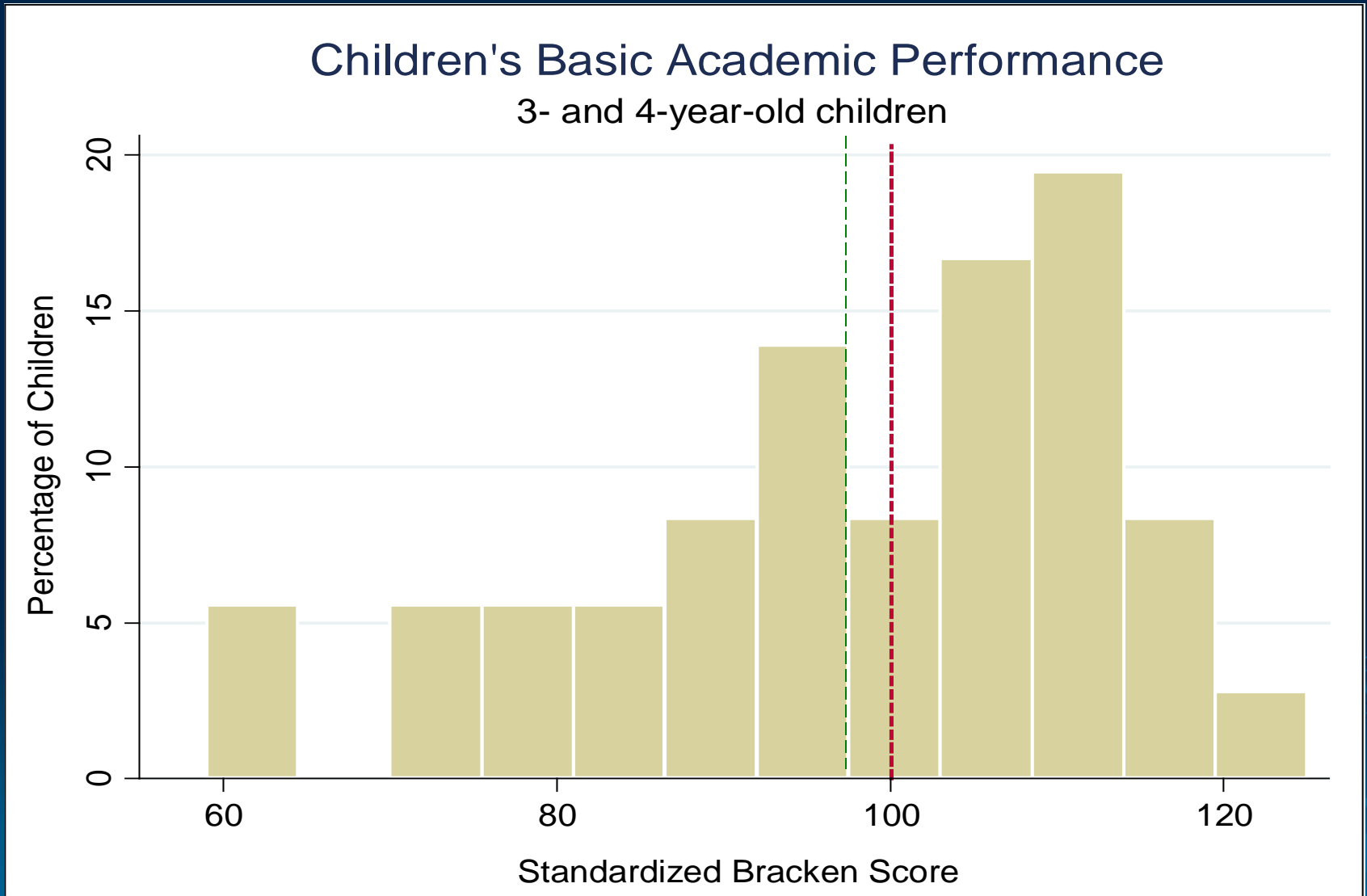


Example Parent Outcome: Education Level

Cohort 4 Level of Education at Baseline



Example Child Outcome: Academic Performance



Dashed red line= National average on Bracken

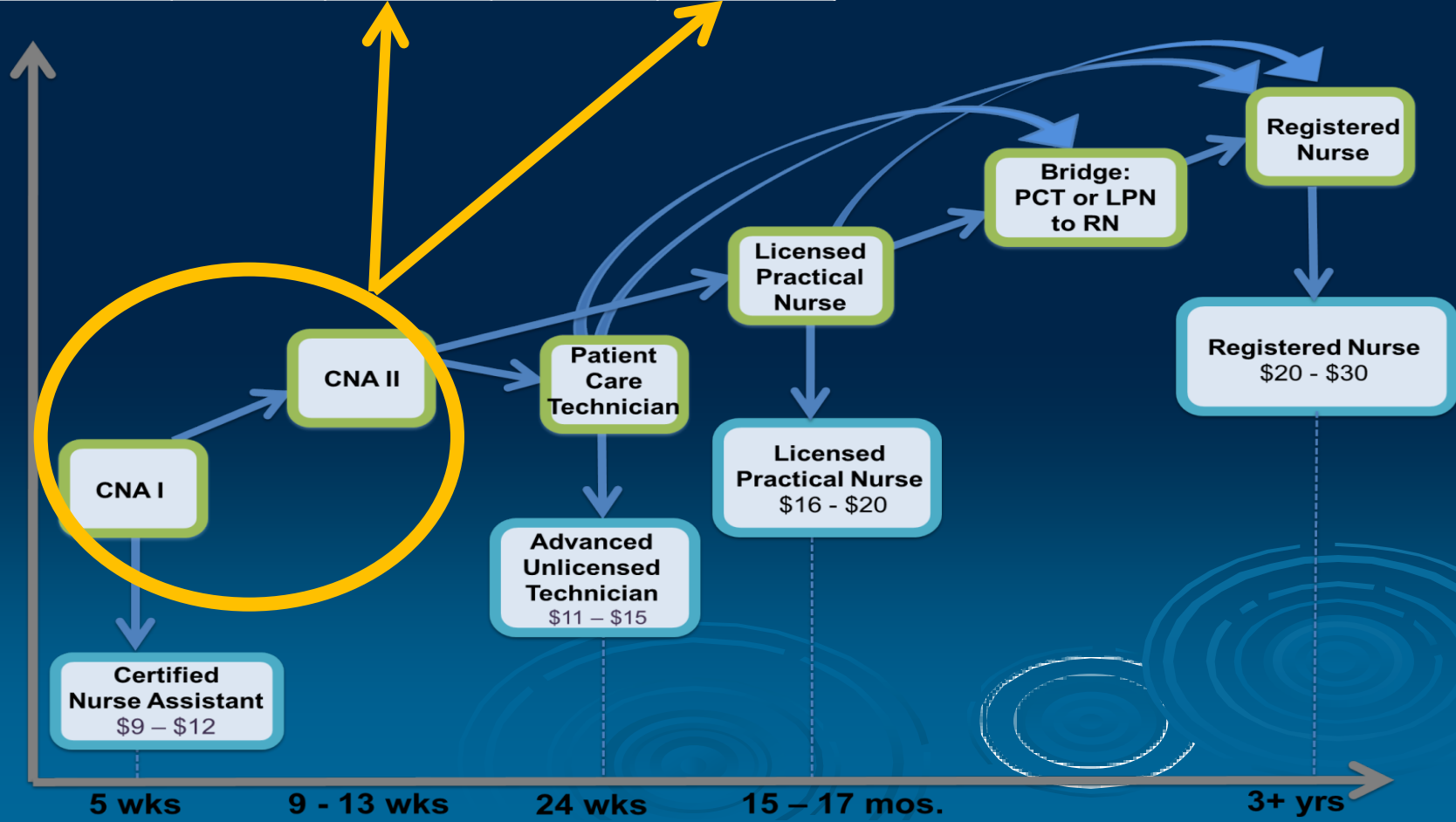
Dashed green line= CAP average on Bracken

Preliminary Findings: *CareerAdvance*[®] Progress



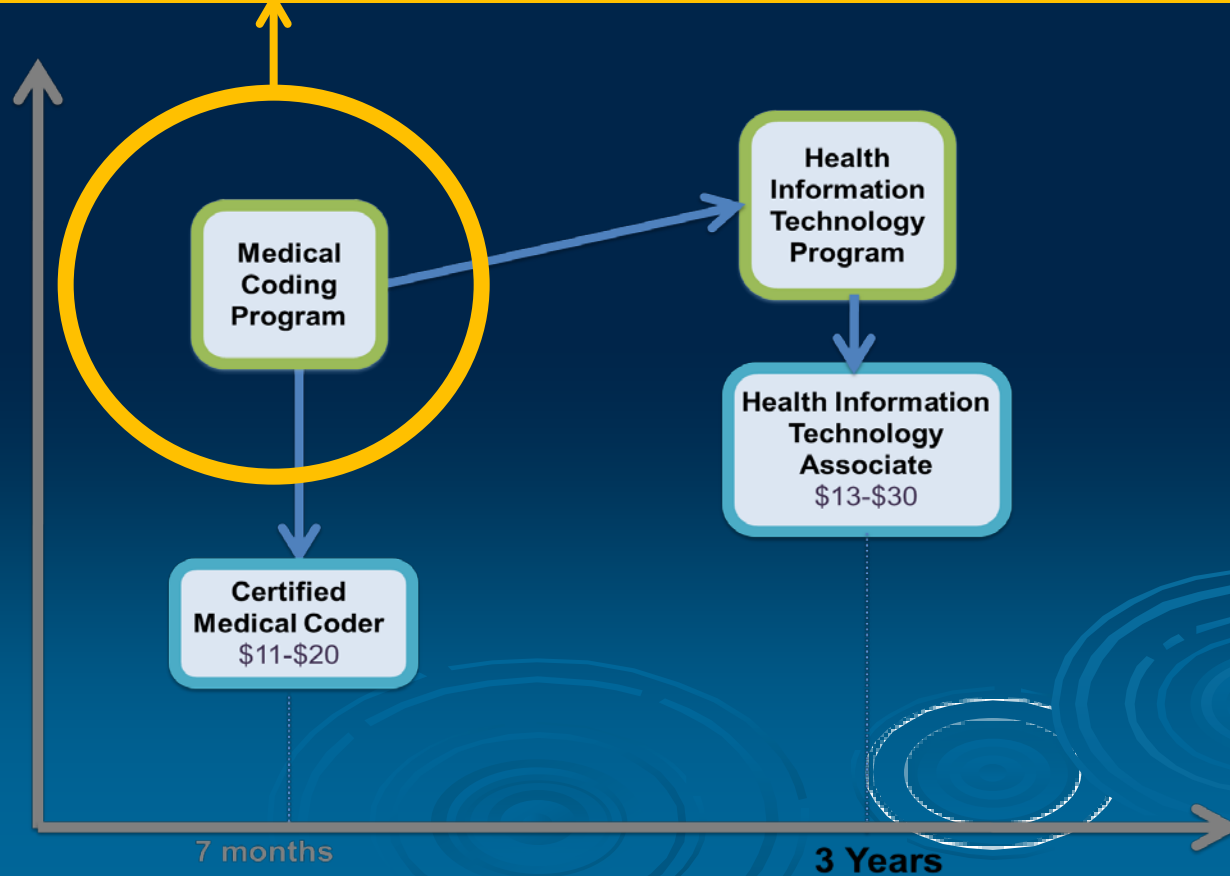
CareerAdvance® Nursing Career Ladder

Cohort	Enrolled in Career- Advance ®	Certified Nursing Assistant		
		CNA 1 Completed	CNA Exam Passed	CNA 2 Completed
Cohort 4	14	14	14	13



Cohort 4 CareerAdvance Progress: Health Information Technology Path

Cohort	Enrolled in Career-Advance®	Medical Assisting Participating Completed	Achieved Certification
Cohort 4	15	13	



Preliminary Findings: Qualitative




Focus Groups: Program

- **Key areas of success**
- **Major challenges**
- **Lessons learned**




Key Areas of Success

- **Significant program expansion**
 - **Major program components playing intended role**
 - **Effective institutional collaboration**
 - **Real-time program adaptations**
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Major Challenges

- **Limited basic skills**
- **Need for realistic goals and time frame**
- **Gaps in training, importance of momentum**
- **Barriers to short-term employment**

Addressing the Challenges: Lessons Learned

- **Improved participant recruitment and participant selection**
 - **Better messaging and management of participant expectations**
 - **Incorporating additional basic skills components**
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Addressing the Challenges: Lessons Learned (cont.)

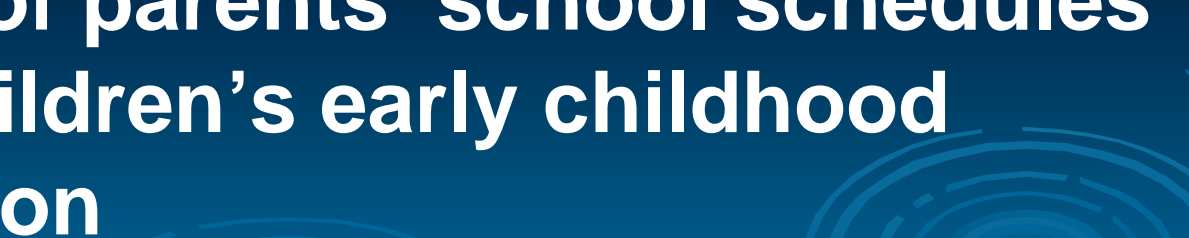
- **Shorter time periods between levels of training with varied options**
- **Ongoing investment in institutional coordination at all levels**
- **Need to expand workforce intermediary function to improve employer engagement**

Focus Groups: Family

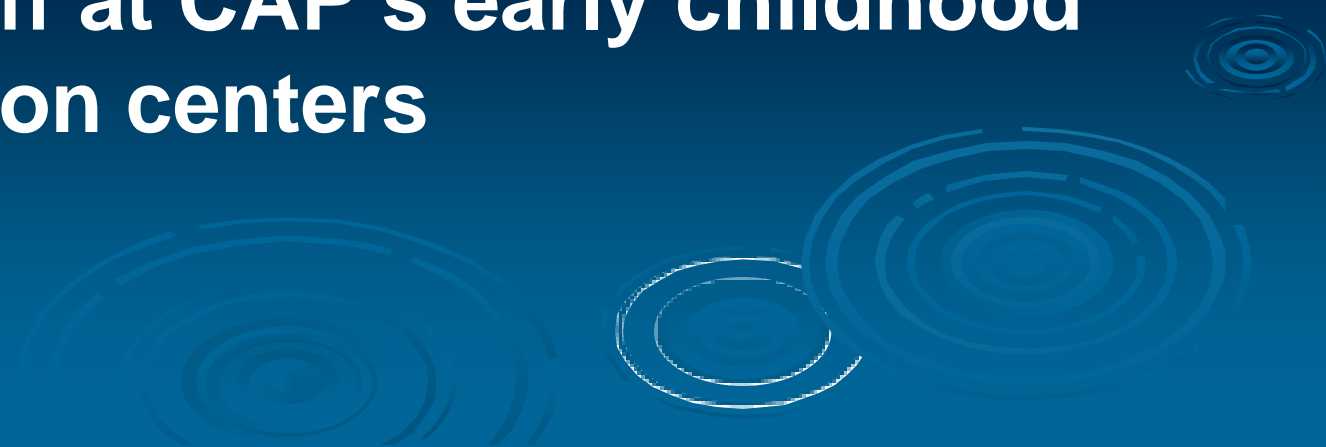
“This is a Once-in-a-Lifetime Opportunity”



Positive Elements of *CareerAdvance*®

- Financial support and no training costs
 - Increased confidence in returning to school
 - Enjoying challenges of learning again
 - Matching of parents' school schedules with children's early childhood education
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Positive Elements of CareerAdvance

- **Availability of before and after care**
 - **Meaningful peer support**
 - **Intensive support from Career Coaches
and staff at CAP's early childhood
education centers**
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Once-in-a-Lifetime Opportunity

It's amazing. I mean, you can't go anywhere to where any program will literally pay for anything and support you all the way. That's what amazed me the most - the before and after care, the tuition, the scrubs, stethoscopes, books, dictionaries, shoes, watches, gas money.... You'd seem ungrateful if you dropped out and said 'No I'm not doing that.' You really wouldn't have an explanation.



Increased Confidence

It's been so long since I've been in school. I spent almost the last 5 years at home being a mom, and you start doubting yourself and you don't think you can do it. Once you're back in the routine of it, and you're like, 'Yeah, it's still in there. Just clean off the cobwebs.'



Coordinated Parent-Child Schedule

I like how they've made the program fit around the youngest child's schedule... how they've tailored it to fit around those hours, which really would tailor around all school-age children's hours. So only during clinical times do you have to really worry about before and after care. But for the most part, all of us can still take the kids, kiss them goodbye, do our thing, and then be there to pick them up.



Coordinated Parent-Child Schedule

So, in a traditional college setting, that's not always possible. So...it doesn't seem to be as stressful because you're not having to juggle who's picking up who and when -- feeling that you're not giving your all to your little ones.



Extraordinary Peer Support

I mean, it's just that we're not the typical college student. Like, we have kids and I have doctors' appointments and different things, but we're all, um We all have kids, we all have the same kind of appointments and obligations, and...so we understand when one of us has to miss, and we go, 'Can you take notes for me because I have to take the kids to the pediatrician?'



Extraordinary Peer Support

You know, you understand what that's like, because...so, it's nice. I can't imagine being in a class with a bunch of twenty-year-olds that don't have any kids and have no idea what I'm going through.



Extraordinary Peer Support

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, that's the one 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?'



Intensive Support from Career Coach and Center Staff

My favorite part is so much support we're getting. We can pretty much call her [the coach] anytime and be like, you know.... We constantly have the support not only from our classmates but also from our teachers and our coach. You know, and when I was in college before, it was just me against the world basically you know. So if I dropped out, nobody cared. It was just, I was only just disappointing myself. Now if anybody is missing too much class we'd call them and are like, you know 'Where are you at? Come to class.'



Stress and Strain

It's just harder for me because now I'm having to work, like, with any free time that I have, on the weekends or at nights or anything else.



You know, me and my husband, If it comes down to choosing between school and work I have to pick work.



Stress and Strain

*I'm constantly tired. I have no energy....
Because of the holidays and working so
many hours now in the past couple weeks,
I'm getting behind in my schoolwork. Not
in my CNA-2 class, but I have my Comp 2
class and my U.S. History class which I
was able to juggle, but now it's getting
very overwhelming. Just stayed up till 2
AM last night trying to write a paper that's
due*



Influences on Children

➤ Positive

- More engagement and learning at home
- Educational role modeling

➤ Negative

- Insufficient quality time with children
- Increased stress

Engagement and Learning

I have found on a positive note, what school has done in our house is...Like my 9-year old has always struggled in math. And I have always struggled in math. It's never been a strong suit. I've always told her that, you know, sorry I can't really help you. And she's relied on that, "Well mommy can't help me. She doesn't get numbers..."



Engagement and Learning (cont)

Well when I got put in this math tutoring class, I felt like I could then relate to her more, and I felt like it was empowering me because it was giving me those skills that I left behind somewhere in high school and junior high. And so when I would get home, for the first couple of weeks, I'd be like, "I can help you." She's like, "No you can't, you don't know how to do this" and I was like, "No, really, I know how to do it now."



Engagement and Learning (cont)

So I feel like, I wasn't getting so upset with her because now I know the material and understand it and I'm getting it so it's helping her to feel better about herself, and I feel better about myself because for all those years, it was embarrassing to tell your 9-year old, "Sorry I can't help you with this because I don't know it myself...So I feel like that's been a positive is that I can guide them better now, that I have the information, I can help them better."



Role Modeling

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.




Role Modeling (cont).

My son knows at 4 years old that he's not stopping his education after high school, he's gonna keep going. And he knows that now, and he's, you know...I think he's gonna be much more prepared than I was when I was in high school.



Less Time with Children

So it's really hard cause you want to spend time with your family but you don't have the time to spend with them you want to. Or you have your, you know, your toddler coming up to you, "Mama, mama" and you're like, oh, I have to write a paper, you know, that's really hard.

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Less Time with Children

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.




Hope for the Future

This program has changed my life; it's changed my future, my family's future definitely. I mean, this has opened up so many opportunities for me and my family.



Long-Term Goals

- **More explicit connections between parent and child investments in program and policy**
 - **Deeper understanding of two-generation programs and benefits/costs**
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Long-Term Goals: Getting There

- **Scale-up and randomized control trials with varying program models**
- **Strategies for informing broad policy and practitioner communities**
- **Foster political will and systems change**
- **Work with ASCEND to magnify collective impact**