
The Promise of Two-Generation Anti-poverty Strategies

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

ChildCareGroup Annual Meeting

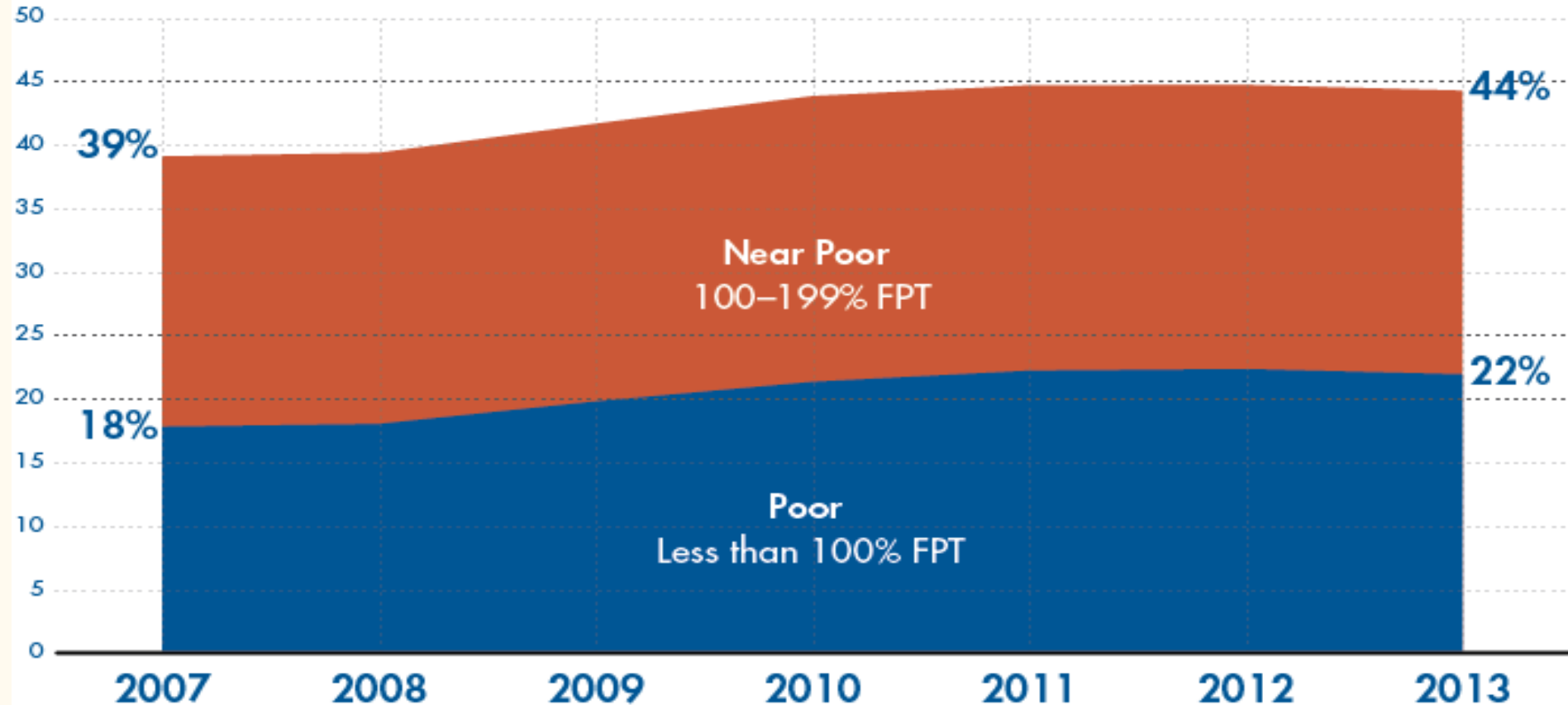
Arlington Hall, Dallas, TX

January 13, 2016

Why 2-Generation?

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

Percent (%)



Why 2-Generation?

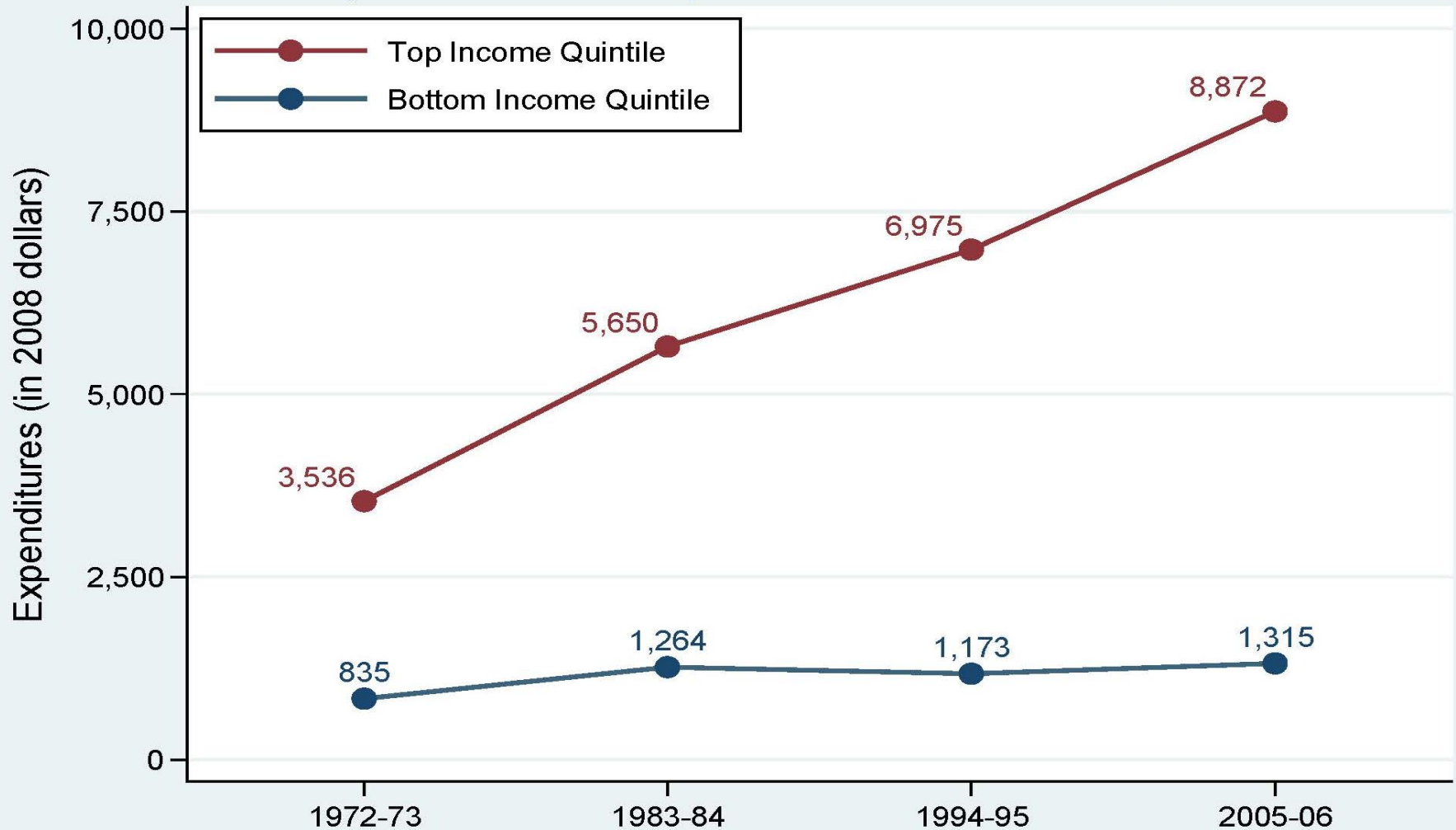
Share of Total Income Accruing to 10% Highest Income Families,
(Includes Capital Gains), 1918-2012



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

Why 2-Generation?

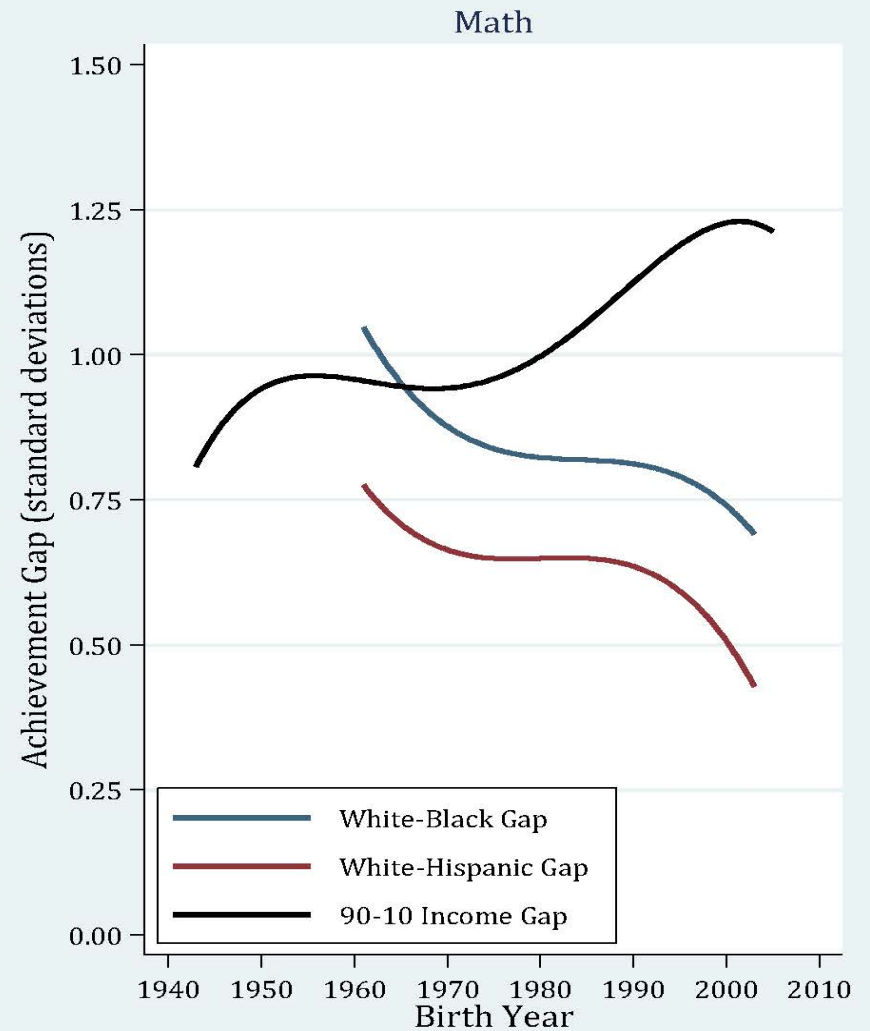
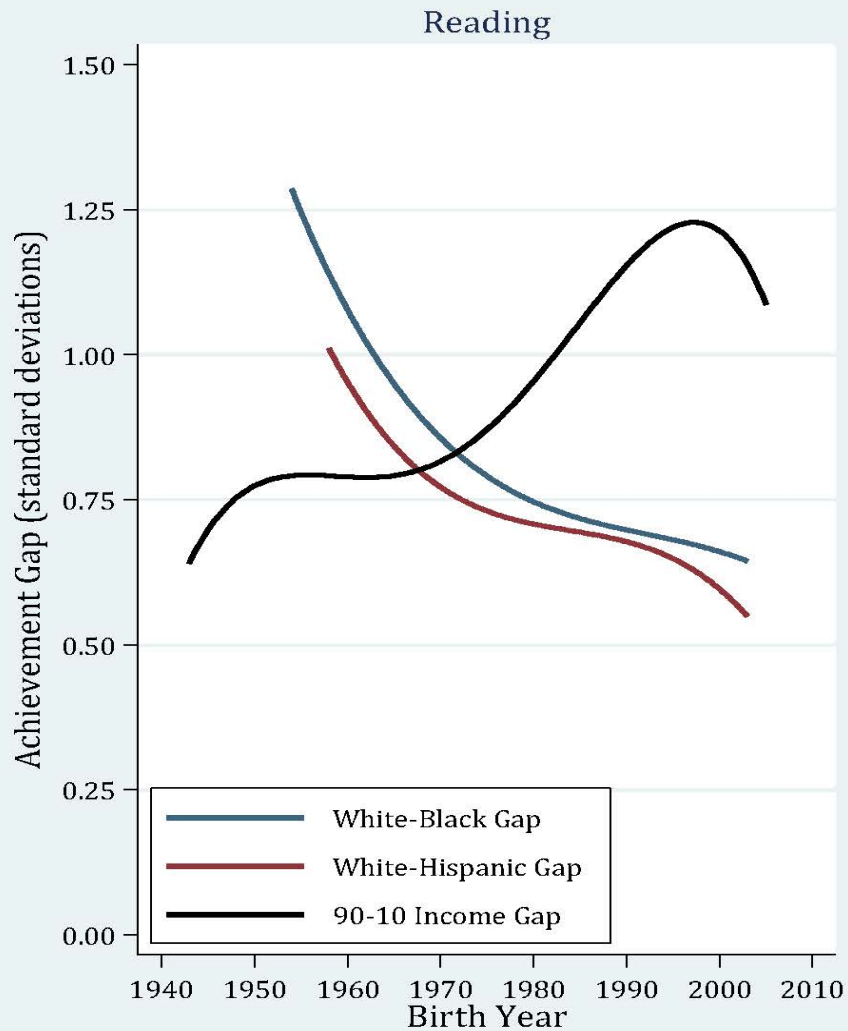
Family Enrichment Expenditures on Children, 1972-2006



Source: Duncan & Murnane (2011)

Why 2-Generation?

Trends in Racial and Income Achievement Gaps, by Birth Cohort



Why 2-Generation?

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)

- **Dallas ranks 472nd of 2,478 U.S. counties in social mobility.**
- **Only 6.4% of Dallas children born to families in the bottom fifth reach the top fifth.**

Two-Generation Pathways

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.

2-Gen Framework

**early childhood
education**

**social
capital**

networks, friends,
and neighbors

**postsecondary &
employment
pathways**

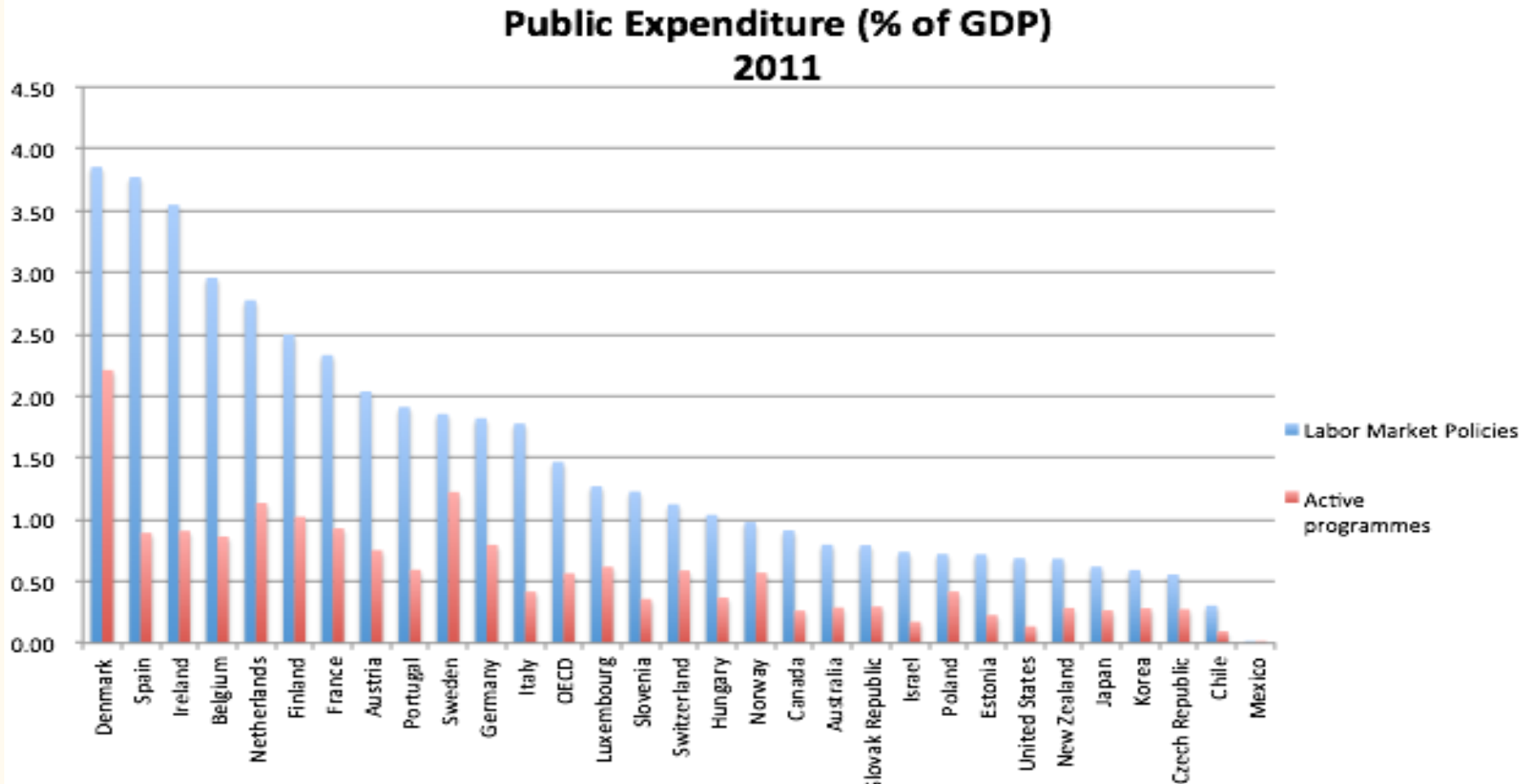
**health &
well-being**

mental health
addressing adverse
childhood experiences

**economic
assets**

asset building
housing

Labor Market Policy Spending, % of GDP



Source: OECD, 2012.

2-Gen 1.0 vs. 2.0

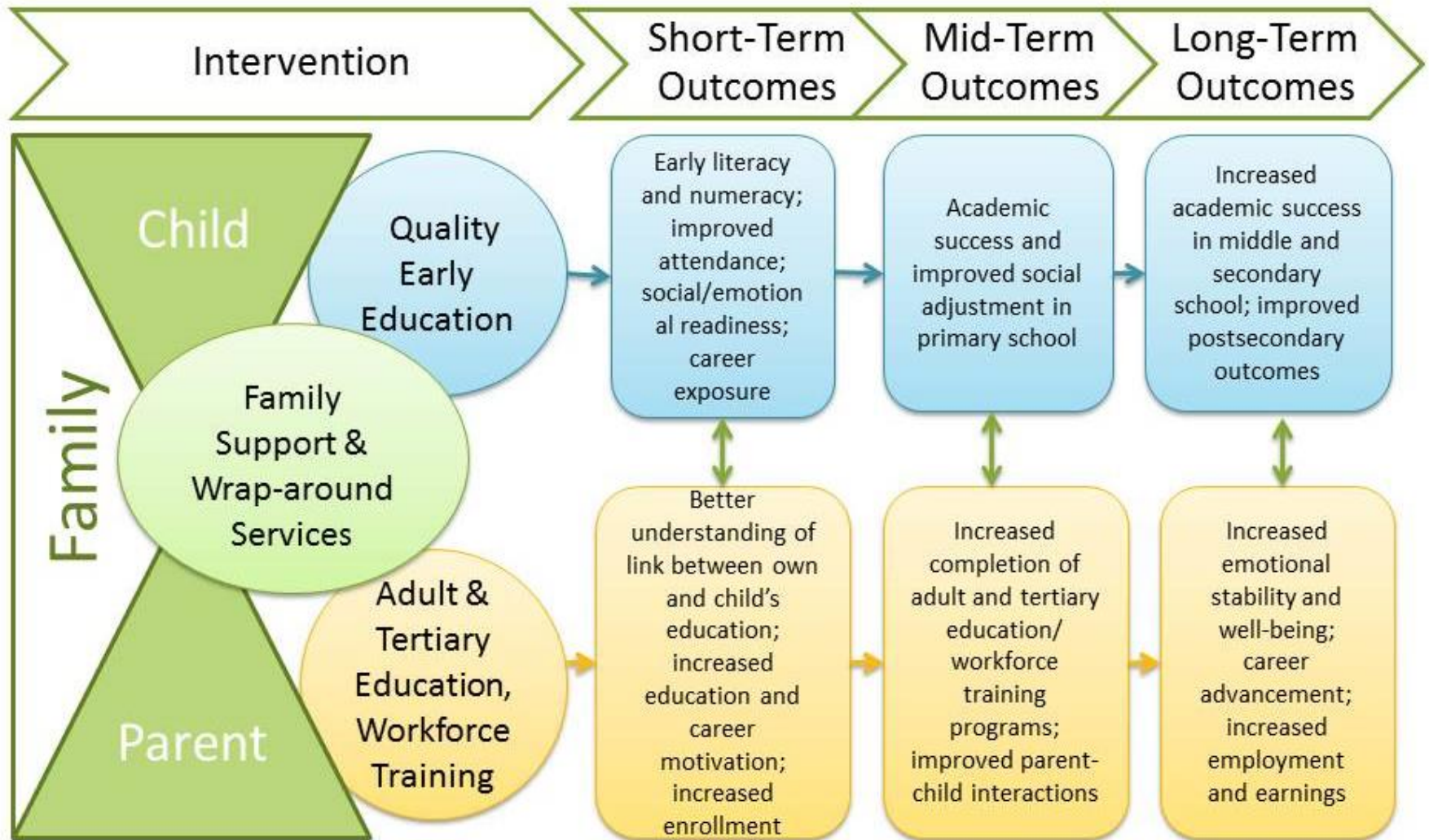
(Chase-Lansdale & Brooks-Gunn, 2014)

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

CHILDREN

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

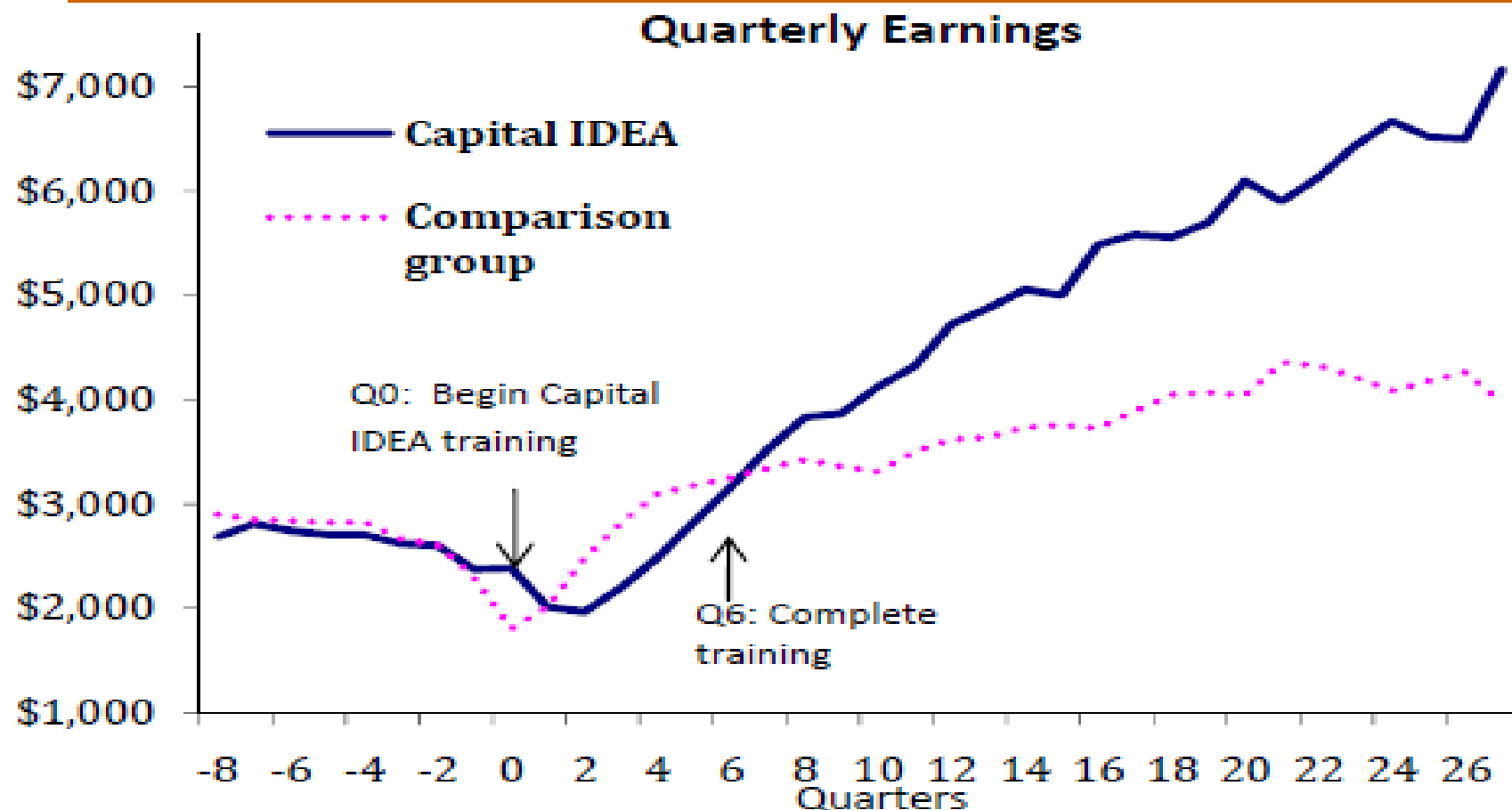
(Gormley et al., 2005, 2011; Bartik, 2014; Yoshikawa et al., 2013)

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.

Innovative Local 2-Gen Initiatives

Annie E. Casey Foundation sites in Atlanta, Baltimore, Tulsa & W. Maryland with a varying mix of 2-Gen strategies.

Jeremiah Program, a place-based postsecondary effort in Minneapolis/St. Paul, Austin & Fargo for single mothers and their children.

Single Stop/Miami-Dade College (FL), offering one-stop education, financial and support services for low-income parents at one of the largest postsecondary institutions in the US.

2-Gen Austin, an emerging effort engaging a broad array of policymakers, funders and thought leaders in a systemic 2-Gen effort.

CareerAdvance®

Local
Colleges

Sectoral
Training/CPs
Employers

Early Childhood
Program

Career Coaches

Peer Support

Incentives

Support Services

Elementary
Schools

'Bridge':
Adult Basic
Education &
ESL

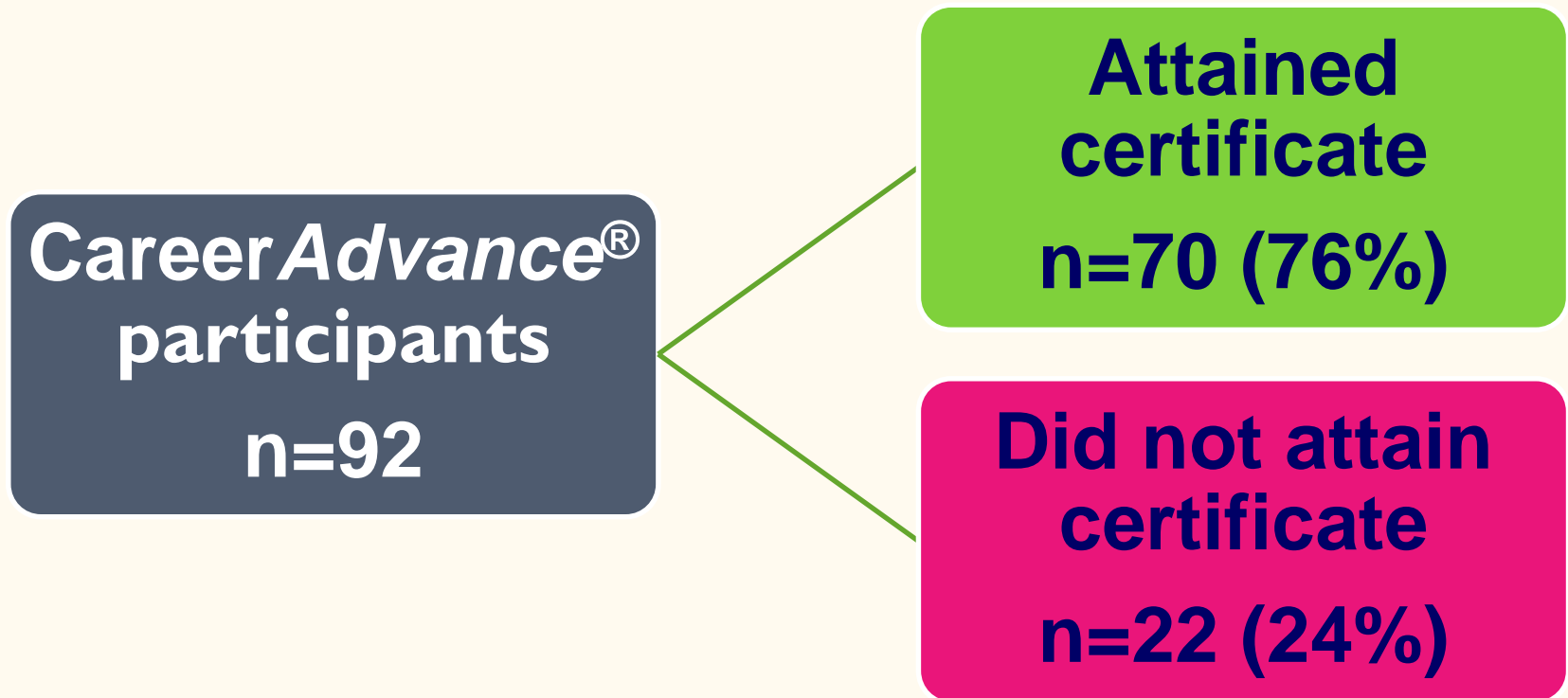


Tulsa's CareerAdvance®

- 2008-2009** Project planning
- Aug. 2009** 1st CNA cohort enrolls
- Sep. 2010** 5-yr \$10M HPOG I grant
- Aug. 2011** 4th CNA, PCT, HIT cohort enrolls
- Jan. 2013** *Ed. Pathways Program* launched
- Fall 2013** *Family Adv. Program* launched
- Aug. 2013** 8th Allied Health, Nursing etc. cohort enrolls
- Jan. 2015** 11th cohort enrolls
- Sept. 2015** HPOG I funding ends
- Oct. 2015** 5-yr HPOG II funding begins, emphasizing shorter-term healthcare training.

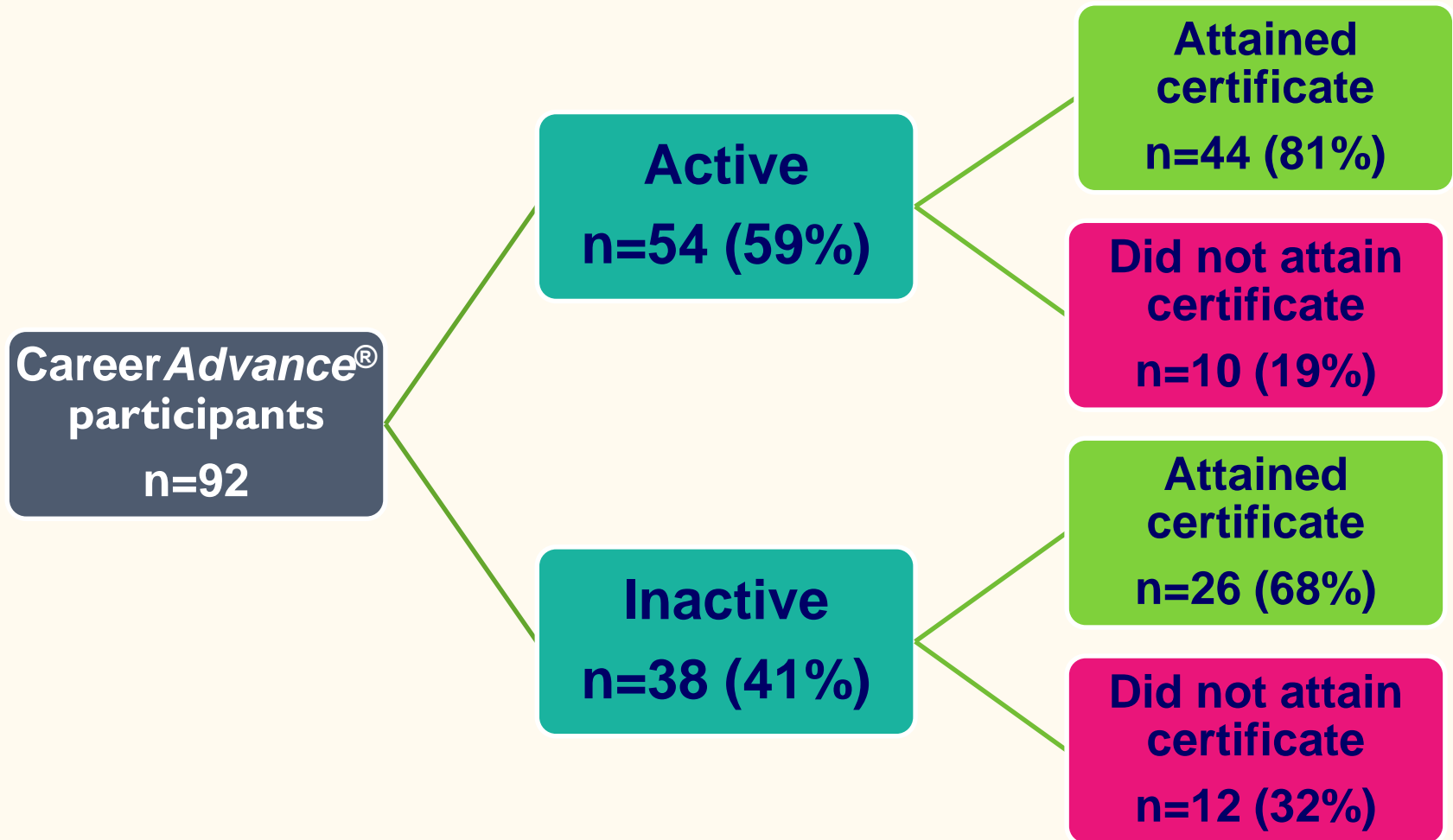


CareerAdvance[®] Certification at 16 Months, Cohorts 4-7



Source: Sabol et al., 2015.

CareerAdvance[®] Enrollment & Certification at 16 Months, Cohorts 4-7



Source: Sabol et al., 2015.

Qualitative Evidence

2-Gen 2.0 program *impacts* aren't ready yet: initial CareerAdvance[®] impacts slated for release in late April 2016. However—

•Partner (e.g., Tulsa Community College, Union Public Schools), CAP, CareerAdvance[®] and employer *interviews are very encouraging.*

•Participant focus groups and interviews since 2010 tell us CareerAdvance[®] *and its components are largely on the right track. A few examples ...*

Career Coaching

“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 ...

“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

“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

“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

“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

- **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

- **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 ...

- **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

- **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.**

CCG & Dallas Are Well Positioned for 2-Gen

- Texas' workforce and education system offers a comprehensive framework supportive of 2-Gen.
- Dallas partners have a long history of cross-sector collaboration and commitment, spanning workforce, education, social services and business.
- Key partners also have core competencies in critical areas for parent and child programming.
- CCG encompasses both Head Start and subsidized childcare and is closely tied to Workforce Solutions.
- USDOL/ETA's *Strengthening Working Families Initiative* offers a timely opportunity that's tailor-made for implementing 2-Gen in Dallas.

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