2GEN TOOLS TO HELP CHILDREN & FAMILIES THRIVE

A Resource for Staff Implementing Federal, State, and Local Programs Serving Children and Families

INTRODUCTION

In the spring of 2016, the U.S. Department of Education (ED), in partnership with Ascend at the Aspen Institute, provided a one-day, interactive conference on two-generation (2Gen) approaches. Ascend is an initiative at the Aspen Institute that supports innovation and collaboration to improve children and their parents' educational success and economic security. These approaches, which apply to practice, policy, and research, provide opportunities for and strive to meet the needs of children from families with low incomes and their parents together with the goal of creating educational success and economic stability for the family.

The conference, "Better Outcomes through a 2Gen Approach: Federal Agencies Focus on Serving Whole Families," brought together more than 100 staff from ED, the U.S. Departments of Health and Human Services (HHS), Labor (DOL), Housing and Urban Development (HUD), and Agriculture (USDA), as well as the White House. Participants expressed a desire for more tangible resources to embed a 2Gen approach in their Federal policymaking -- from developing programs and providing grantees with technical assistance to communicating about department and agency initiatives. This toolkit, "2Gen Tools to Help Families and Children Thrive: A Resource for Staff Implementing Federal, State and Local Programs Serving Children and Families," also developed in partnership with Ascend, provides practical resources and ideas on how to maximize 2Gen approaches in local communities and states as appropriate.

Toolkit Guidance: "2Gen Tools to Help Families and Children Thrive: A Resource for Staff Implementing Federal, State and Local Government Staff Programs Serving Children and Families" is intended to support Federal, State, and local program directors, policy experts, program specialists, research analysts, training and technical assistance staff, grants and budget analysts and other staff in how to embed a 2Gen approach in new funding opportunities; reviewing applications; designing programs, initiatives and priorities; developing policy guidance; and designing both internal professional development as well as providing technical assistance to grantees. The toolkit builds on a number of field resources (listed in the Appendix) including, "Two Generation Approaches," developed for and funded by ED.

The toolkit includes resources to support a 2Gen approach and is organized into four main topics:

1. **Developing or expanding initiatives and priorities;**
2. **Developing funding announcements;**
3. **Providing technical assistance to existing grantees; and**
4. **Creating or building a research agenda for Federal 2Gen initiatives.**

In each section, there is information on key principles and guidance in enhancing and strengthening the 2Gen approach. The toolkit is intended to serve as a quick and easy reference with guiding questions and several checklists, tailored to a variety of staff, to embed 2Gen approaches. The toolkit ends with communication tips to share with colleagues as well as grantees.
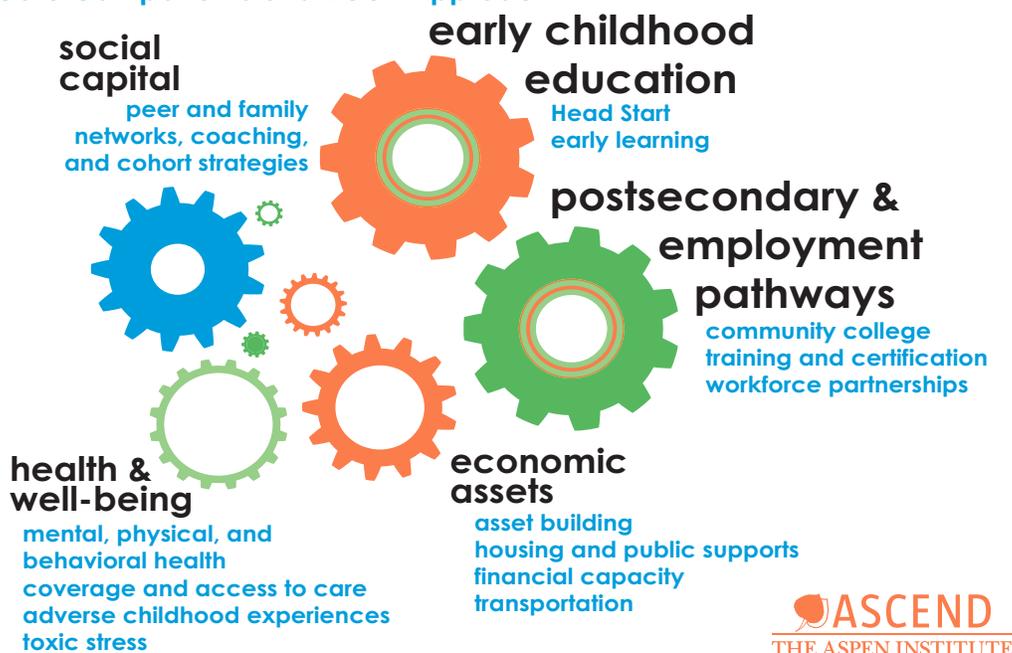
Why a 2Gen Approach: In the United States today, nearly 45 percent of all children — more than 32 million — live in families with low incomes. According to the 2011 Child Trends

Research Brief, almost three-fourths of single-mother households are low income (at or below 200 percent of the Federal Poverty Level). About 65 percent of African-American, American Indian, and Hispanic children and 32 percent of white and Asian-American children live in families with low incomes. Low income families are more likely to have one or more parents with low levels of educational attainment and skills.[i] The demographics of families in poverty may be diverse, but all parents have the same goals: economic stability for their families, and a better future for their children. This is the promise of what 2Gen approaches can provide: addressing the needs of two or more generations at the same time. Research has documented the impact of a parent's education, economic stability, and overall health on a child's learning and development trajectory.[ii] Similarly, children's education and healthy development are powerful catalysts for parents to improve their own well-being, as parents will often do for their children what they may not do for themselves.

As noted below, education and skill attainment is a critical, leading component of 2Gen approaches. In particular, the fields of adult and postsecondary education for parents and early childhood education for their children are vital levers to advance economic security for the whole family. Federal, State, and local governments can advance 2Gen approaches and spark innovation and opportunity for families with low incomes.

Background on the Development of 2Gen Approaches: 2Gen approaches focus on creating opportunities for and addressing the needs of both children and their families together with the goal of creating economic stability for the family. There are five key components of the 2Gen approach: (1) early childhood education; (2) adult and postsecondary education and workforce pathways; (3) economic supports and assets; (4) health and well-being; and (5) social capital. 2Gen approaches can be applied to programs, policies, systems, and research including, for example, strengthening family engagement strategies in early childhood and screening for and addressing parents' economic and mental health status; ensuring student parents in postsecondary education have access to high-quality early childhood education; connecting parents with low skills and/or limited English proficiency to adult education programs; and, developing partnerships to promote asset-building, strengthened health, and increased social networks and connections that advance economic security for families.

Figure 1: Core Components of a 2Gen Approach

social capital
peer and family networks, coaching, and cohort strategies

early childhood education
Head Start
early learning

postsecondary & employment pathways
community college
training and certification
workforce partnerships

health & well-being
mental, physical, and behavioral health
coverage and access to care
adverse childhood experiences
toxic stress

economic assets
asset building
housing and public supports
financial capacity
transportation

ASCEND
THE ASPEN INSTITUTE

2Gen Tools to Help Children & Families Thrive

National Support for 2Gen Approaches: Public support for 2Gen approaches is strong. According to a 2016 survey from Lake Research and the Tarrance Group, 76 percent of Americans believe that if we want to make sure children from low-income families are successful in their early learning, then we also have to invest in their parents' economic well-being. The same 2016 Lake Research survey found that 86 percent of Americans favor such a program as a means to raise families out of poverty, which is consistent with a 2014 survey from Lake Research and Vince Breglio, where support for 2Gen approaches was at 89 percent.[iii] Moreover, 74 percent favor the approach, even if their own taxes were increased to introduce such programs, including majorities of voters across partisan lines, an increase from 2014, when that support was at 70 percent. The same 2016 bipartisan polling showed that a significant majority of the public – from both parties – in particular supports programs that target both parents and their children, so parents get education and skills training to get a better job, and at the same time, their children get a good start with early education programs, and quality schools. Support for the specific policies that comprise a 2Gen approach is both broad and deep. Americans support creating partnerships that build upon existing policies as well as new policy innovations.[iv] Additionally, there is already Federal momentum for 2Gen approaches including: Rural IMPACT, a collaboration between HHS, USDA, DOL, the White House Rural Council, and ED, which brings together 10 sites in rural communities to promote multigenerational solutions for families, will enter its second year of implementation in 2017; the Strengthening Families Initiative from DOL that provides $54 million in grants; and, the Maternal, Infant, and Early Childhood Home Visiting program through Health Resources and Services Administration (HRSA) at HHS.

2Gen Family Voice and Engagement: The voices of families – their perspectives, aspirations, and experiences – are vital to informing 2Gen practices and policies. Parents in America today are very much aware that their children's dreams and economic future are at risk unless multiple sectors of society work together to offer a new path forward; parents want to feel that there is "no wrong door" through which to enter to receive the services and supports essential to move toward economic stability.[v]

Valley Settlement Project

The Valley Settlement Project is a two-generation approach to improving the outcomes of children and adults living in poverty in Aspen and Glenwood Springs, Colorado. The project goals are to cultivate child school readiness and elementary school achievement, and increase parent economic stability through education/skill building and improved social capital. Six interconnected programs provide services to children and families, including the Parent Mentor Program, which trains parents, many of whom are English Learners (EL) or first-generation immigrants, to help students in classrooms while also receiving their own professional development. Ascend Fund resources supported the evaluation, coordination, and improved reporting of results of the Parent Mentor program. In 2016, participants in the Parent Mentor Program reported significant improvement in a variety of personal- and parent-centered outcomes that support the 2Gen approach. Parent Mentors reported significant improvement in self-esteem, community support, and parental involvement in educational activities. Parent Mentors, once engaged in the program, often become interested in improving their own education, motivated by their desire to help their children succeed in school. Seventy-six percent of Mentors in 2015 enrolled in an adult education class. Thirty-three percent of the Mentors have less than a high school education. Ninety percent of the elementary classroom teachers applied for a Parent Mentor. Host teachers report that Mentors help improve the effort and learning of many children. One

reported, "The most impressive incident I had with a PM was when she took the time to re-explain a science lesson to an ELL student and witnessing that student's greater understanding of the lesson!" In the four years of the Mentor program, over 50,000 hours of classroom volunteer time have been contributed. Each Mentor spends time thinking about her/his own personal goals, many for the first time. Through 2015, the number of graduates is 125. Valley Settlement tracks alumni activities in three large areas: education, employment and community engagement. Many of the alumni have participated in more than one class or activity, so the sum exceeds the number of total participants.

Family Futures Downeast in Washington County, Maine developed its 2Gen approach in response to the needs and ideas of struggling parents with low incomes in our communities. Motivated by a desire to make life easier and better for their children, parents shared their goals for going to college and finding good jobs. Our response, as a countywide collaboration of educational, workforce, health, and family-serving organizations and institutions, was to remove the barriers they identified and to create the whole-family opportunity for educational success parents themselves envisioned. Parents are the experts in planning 2Gen initiatives, as they offer the first-hand and place-based solutions for programs to succeed.

– Charley Martin-Berry, executive director, Community Caring Collaborative; Rural IMPACT grantee.

2GEN CHECKLISTS

Developing agency and program initiatives and priorities

As staff is designing policies, initiatives, and programs, keep in mind that a 2Gen approach will take into account the holistic needs of the entire family in addition to the individual needs of children and adults. The following three steps are meant to serve as a starting point for using a 2Gen lens.[vi]

1. **Identify Appropriate Outcomes**

   Consider outcome data already being collected by partnering agencies; what can we know from the existing program data (e.g., measurable skill gains collected on participants in adult education programs, or attainment of certification from a community college)?

   - What should be the intended outcomes for parents (or other adult caregivers) based on our program resources and activities as well as an assessment of parent needs?
   - Are these sufficient to achieve our mission? How, in turn, are these parent outcomes dependent on or related to resources available to their children? What should be the intended outcomes for children based on our program resources and activities as well as assessment of child needs?
   - Are these sufficient to achieve our mission? How, in turn, are these child outcomes dependent on or related to resources available to their parents? Ultimately, what should be the intended outcome(s) for the entire family?

- How are community-level outcomes being considered? How are those outcomes defined (e.g., housing stability, higher educational attainment for one or both generations, advancement from one income bracket to the next, the end to inter-generational poverty)?
- Will achieving the outcomes we have selected for children and parents get us to supporting children and family's long-term educational success and economic stability?

2. **Design the Right Conceptual Framework**

- Does the program actively seek to provide complementary activities (e.g., if the parent is working, childcare must at least cover work hours) that produce separate parent-focused or child-focused outcomes (e.g., skill attainment, career advancement, school readiness)?
- Does the program actively seek to augment the delivery models with mutually reinforcing activities? In other words, does a physical move to new housing or neighborhood provide both a safe family home and opportunities for community-building and social-capital development with other families?
- Does the program actively seek to produce robust multiplier effects within the family unit itself? In other words, does the program specifically target child-, parent-, and family-level outcomes that will build off one another in the long run even after the program has ended?

3. **Test and Modify**

Will achieving the outcomes the program has selected for children and parents achieve that goal? Does the program include specific steps for continuous improvement efforts, including establishing clear short- and long-range measures for:

- Inputs;
- Outputs;
- Outcomes;
- Collecting data, both quantitative (e.g., through forms) and qualitative data (e.g., through focus groups);
- Establishing access to performance management software to generate reports and analyses;
- Asking staff, stakeholders, and participants to provide feedback on whether their 2Gen program design goals are being met;
- Making any necessary adjustments to key elements, such as service intensity.

Questions to Consider During Design

In addition to the three steps above, in designing an initiative staff should consider the follow questions as they relate to specific stakeholders:

- **Will a 2Gen approach in this initiative support <u>parents and other family members</u>** to make life better for themselves and their children?

- **Will a 2Gen approach in this initiative support <u>service providers</u>** as they seek to deliver results on the program-level for the clients and communities whom they serve? Specifically how will a 2Gen approach support providers in treating parents as full partners in determining the outcomes for themselves and their children? Will a 2Gen approach allow providers the flexibility to improve on the services offered through the resources under their control?

- **Will a 2Gen approach in this initiative help <u>policymakers</u>** improve the policies that govern the resources under their control? Will policymakers be able to deliver results on the population-level for the neighborhood, city, region, State, or the nation? At their best, policymakers and service providers seek to learn about what works and then continually improve the programming and policies offered through the resources under their control.

- **How will <u>researchers and evaluation specialists</u>** support the field, program, and departments in testing and gathering evidence to support good policy and program design? Researchers and evaluation specialists view 2Gen outcomes through the lenses of scientific disciplines and logic models that make evaluating impact more feasible.

- **How will a 2Gen approach support any combination of <u>partnerships</u>** and collaborations among the previous four stakeholder groups? Most 2Gen collaborations have been alliances between or among service providers who come together around a 2Gen strategy in recognition that no one organization or entity can meet the comprehensive needs of families. Sometimes, these collaborations seek results on the population-level, rather than just for the families that one or more partners serve jointly.

- **What type of resources – <u>both human and financial</u> –** is necessary to implement a 2Gen approach? Is there space for the blending or braiding of funds? Are there myths or confusion regarding practices and regulations that could be clarified through technical assistance and communication?

Points to Consider for Funding Announcements

- Consider referencing and providing a definition of a 2Gen approach, if appropriate, and include selection criteria or a priority for applicants implementing a 2Gen approach, assuming the program statute would allow such a focus and the program has the flexibility to create new criteria or priorities. Most critically, applicants for funding and existing grantees should be able to discuss how their 2Gen approach supports families in accessing two or more programs. For example, has the program taken the time to get the input of parents to find out what they need and prefer, such as online applications or child care available when they go to apply?

- Consider requesting information on how funds are being leveraged through the coordination of multiple human services programs and funding streams. Request information on how private-public partnerships will support the implementation and sustainability of the 2Gen approach, if applicable and allowable.

- Consider including specific language that requires the applicant to clearly state their outcomes for both children and adults.

CAP Tulsa

CAP Tulsa is a high-quality Head Start and Early Head Start provider in Tulsa, Oklahoma. CAP Tulsa is at the forefront of the national 2Gen movement, with a pioneering program called "CareerAdvance" emerging from its nationally recognized Innovation Lab. The Innovation Lab has led the effort to bring the 2Gen vision to life at CAP Tulsa by working across the agency to strengthen program offerings for parents; develop a comprehensive Family Success Plan that helps families develop a path to achieve goals; and push the effort to integrate offerings for children and parents by opening new lines of communication within the agency and training staff on the two-generation philosophy. CareerAdvance® is a work-readiness development program designed for low-income parents of young children enrolled in CAP's early childhood education programs. The two-generation approach of CareerAdvance® is a leading sectoral workforce development program with the explicit goal of improving educational outcomes simultaneously for parents and children. CareerAdvance® includes pathways for parents at all education levels, including skill ready, school ready, college-bound and career-bound. The program supports parents with intensive and high-quality social and financial supports. These include career coaching, family support, small peer cohorts, tuition coverage for college coursework, and incentives for school attendance and performance. Notably, CAP Tulsa has leveraged funding from the Health Professionals Opportunity Grants program at HHS (HPOG) to strengthen workforce opportunities in the healthcare sector for parents of children enrolled in its early childhood programming. Additionally, it has undertaken a robust evaluation of its 2Gen strategy, more on which is available via both the [Northwestern University](#) and the [University of Texas, Austin](#) websites.

KEY GUIDING 2GEN QUESTIONS FOR TECHNICAL ASSISTANCE AND TRAINING PROVIDERS

Several Federal, State, and local programs and initiatives could lend themselves to 2gen approaches. For staff administering technical assistance and training to recipients of grants, the following questions and guidance may be useful in applying a 2Gen focus.

- Does the project provide an opportunity for programs to identify outcomes for children and their parents together?

- Does the design framework and implementation plan spell out details on timing, sequence, and level of intensity for children and families, as well as short- and medium- or long-term measures of success?

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- Does the project provide guidance to include specific steps for testing and modifying implementation results for children and their parents together across the following areas?

    ◊ by collecting and analyzing data on all measures;
    ◊ ensuring meaningful input from beneficiaries;
    ◊ making real-time programmatic adjustments;
    ◊ seeking participant feedback; and
    ◊ by conducting and learning from longer-term evaluations.

- Does the program allow for projects to conduct a thorough needs assessment – at both the community- and family-level – of their target population of children, parents, and other family members?

- Do the intended outcomes of the effort reflect such factors as family composition, culture, citizenship status, neighborhood of residence, presence of special mental health or disability needs, family history of labor market attachment, intergenerational poverty, and college attendance? For example, how do the outcomes reflect the context and communities in which families are living?

- How will effects persist over time for both children and their parents? Are there potential long-term impacts for the community?

    ◊ What are the likely positive or negative effects on the children or their parents?

- Will the program lead to boosting parents' income? This question is useful in identifying areas of 2Gen advancement for programs particularly focused on children and parent engagement. Educational opportunities, including industry-recognized credentials, postsecondary degrees, adult education and English language classes, can lead to increased income over time for families, as increased education is linked to increased economic stability.

    ◊ Will other services and supports be impacted – for example, childcare subsidies, housing vouchers, food assistance, or financial aid?

- Does the program require a 2Gen coach or trainer to identify opportunities to shift staff culture around new outcomes for children and their parents? If so, then resources at the end of this toolkit may be useful.

- What should be the intended outcomes for parents (or other adult caregivers) based on program resources and activities as well as assessment of parent needs?

    ◊ Are these sufficient to achieve the mission? How, in turn, are these parent outcomes dependent on or related to resources available to their children?

- Ultimately, what should be the intended outcome(s) for the entire family? How are those outcomes defined (e.g., housing stability, higher educational attainment for one or both generations, advancement from one income bracket to the next, the end to inter-generational poverty)? How will these outcomes be communicated to the community and funders?

OCS, CMCS, and TANF IMs 2Gen Efforts at the U.S. Department of Health and Human Services

In 2016, the Administration for Children and Families and the Centers for Medicaid and Medicare Services at the U.S. Department of Health and Human Services released three guidance documents to states on how to effectively embed 2Gen strategies into their respective grants and efforts. The first, released in April 2016, was an Information Memorandum released by the Office of Family Assistance (OFA), highlighting how states can strengthen Temporary Assistance for Needy Families (TANF) outcomes by applying a 2Gen lens to coordination of services among state partners. The second, released in May 2016, was an Informational Bulletin released by the Center for Medicare and Medicaid Services (CMCS), highlighting opportunities for states to reimburse for maternal depression screening and treatment for mothers seen by providers during their children's well-child visit. The third, released in August 2016, was an Information Memorandum released by the Offices of Community Services (OCS) highlighted opportunities for states to use the Community Services Block Grant (CSBG) with a 2Gen focus, including prioritizing and incentivizing collaborations among early childhood, human services, and postsecondary entities.

Supporting School Reform Guidance

In September 2016, ED published guidance, *Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program,* that explains how operating a Title I schoolwide program under, Title I Part A (Title I) of the Elementary and Secondary Education Act of 1965, as amended (ESEA), as amended by the ESSA, can be beneficial to districts and schools as they explore how to most effectively leverage their local, state, and federal funds in order to promote school reform and raise student achievement. As an example of an allowable use of funds, the guidance indicates that, consistent with its needs assessment, a Title I schoolwide program may implement "[t]wo-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty."

Adult Education and Family Literacy Act

Title II of the Workforce Innovation and Opportunity Act (WIOA) is the Adult Education and Family Literacy Act (AEFLA), administered by the Office of Career, Technical, and Adult Education. The funds awarded to states under AEFLA support adult education and English literacy. Family literacy programming is an allowable use of the funds, and serving adults as family members is one of the stated purposes of the title. Additionally, the term "family literacy activities," as defined in AEFLA, Sec. 203 (9), consists of a four-component parent and child education model.

BUILDING A DEPARTMENT- AND PROGRAM-WIDE 2GEN RESEARCH AGENDA

Overview of Outcomes and Evidence Base for 2Gen Approaches

Ensuring an intergenerational cycle of success for families is an important focus for 2Gen policy and practice. As a renewed national discourse about 2Gen has gained traction over the last several years, significant questions for the field have come up including: "What are the intended outcomes of 2Gen programs?" and "What are the pathways to these outcomes for 2Gen programs?" Notably, HHS, through the Office of Planning and Research Evaluation (OPRE) and the Administration for Children and Families (ACF) has developed a substantial 2Gen research agenda that seeks to build the evidence base and understand whether these approaches are making an impact. Projects include:

- **The Buffering Toxic Stress Consortium**, which launched six projects in 2011 to evaluate promising parenting interventions in Early Head Start settings.

- **Head Start-University Partnerships**, which launched in 2013 with four projects that are rigorously testing 2Gen approaches to promoting family well-being and children's school readiness within the context of Head Start.

- **The Goal-Oriented Adult Learning in Self-Sufficiency (GOALS) project**, which launched in 2014 to explore how emerging insights from psychology can be integrated into programs aimed at helping parents strengthen the skills that will foster economic security and enhance family well-being. **2Gen Approaches to Improving Family Self-Sufficiency**, which launched in 2015 to examine evidence and provide options for how 2Gen models might be evaluated.

In an effort to set a foundation for how practitioners and policymakers may consider and then answer these questions for themselves, Ascend'sresource *Making Tomorrow Better Together: Report of the 2Gen Outcomes Working Group* may be helpful. Ascend's 2Gen Outcomes Working Group, comprised of leading 2Gen practitioners, researchers and evaluators, was asked to identify key outcomes for 2Gen programs upon which evidence-building for the field may be based. The resulting principles and guidance below can be used by Federal, State, and local staff when building and supporting a research agenda for 2Gen approaches.

Principles for Developing a 2Gen Evidence Base (adapted from Making Tomorrow Better Together):

- **Measure and account for outcomes for both children and parents** – Working collaboratively with families, programs should articulate and track outcomes for both children and adults.

- **Embed learning and evaluation in program design and strategy** – Knowing up front how to measure success is central, along with articulating the program's approach and assumptions to achieving intended outcomes. Armed with clear thresholds for near and long-term success, programs can better make programmatic refinements based on real-time learning.

EMPath

EMPath (Economic Mobility Pathways), formerly Crittenton Women's Union, is a Boston-based nonprofit focused on delivering a metric-based, mentor-led, incentivized program model to provide families with a "viable roadmap that is recalibrating the way governments, nonprofit organizations, and policy makers approach their work with low-income families." Among its most effective tools, developed and implemented over the last decade, are the Bridge to Self-Sufficiency® and the Mobility Mentoring® service platform, which are used to guide low-income families toward economic independence and have been adapted by organizations around the country. Participants have used EMPath tools to increase their incomes, secure permanent housing, attain education, and establish themselves in careers that help them break the cycle of poverty. Within EMPath is the Intergenerational Mobility Project, which focuses on not just connecting programs that work on parenting skills with services that target job training, but integrating a range of strategies, including coaching, to strengthen capabilities such as self-regulation, self-sufficiency, and executive function skills. Supported by brain science research on effects of toxic stress conducted by the Center on the Developing Child and other researchers, the Intergenerational Mobility Project "enhances the capacity of adults with limited education and low income to not only attain goals that move them toward economic independence, but also to build strong foundations for a more promising future for their children." (EmPath Economic Mobility Pathways, 2017)

■ **Use multiple approaches to design programs** – Cutting-edge 2Gen strategies draw on a growing multidisciplinary knowledge and evidence base, as well as data-driven field experience, to design and adapt effective approaches to advancing outcomes for children and parents together. To keep pace, 2Gen learning and evaluation partners must draw on a mix of research methods, such as formative evaluation (i.e., learn as you go), investigative methods (i.e., those common in the biological sciences), and quasi-experimental and experimental design.

■ **Use data** – Programs should identify how data will be collected, used, and shared with stakeholders (including families), in compliance with applicable privacy laws, for continuous improvement and enhanced outcomes for families. Engaging families in data collection, data sharing, and meaning making strategies not only promotes transparency and parental input but may also support broader community goals such as increased civic engagement among families.

■ **Build internal capacity and ensure continuous feedback** – Organizations implementing 2Gen programs need a solid internal capacity to support 2Gen learning and evaluation efforts. Resources are dedicated to ensuring staff members are knowledgeable about 2Gen learning and evaluation methods and tools. The organization also solicits feedback from families and community partners and program outcomes are compiled and reported routinely.

As staff consider creating a research agenda for 2Gen approaches, it is important to note that there are no "2Gen outcomes," per se. Rather there are outcomes that 2Gen programs typically target across a child-focused, parent-focused, and family-focused spectrum.

Therefore, when considering how to assess and document outcomes for a specific 2Gen initiative or program, it is important to keep in mind that the outcomes selected for the 2Gen initiative or program are often influenced by research and observation studies that show:

- Intergenerational education affects many areas of children's lives, and these effects persist over time;[vii]

- Boosting parents' income is likely to have positive effects on their children, primarily when this boost takes place when the children are young;[viii]

- Parents' employment can have both positive and negative effects on their children; one positive effect may be higher family income, while a negative one, particularly in less flexible workplaces, may be less time spent with the families; and

- Parents' mental and physical health are closely intertwined with their children's mental and physical health – some of which is the result of genetics, but much of which can be traced to environment and behavior.[ix]

Finally, a research agenda for 2Gen requires using the techniques and tools of continuous quality improvement by:

- Establishing short-and-long range measures for all inputs, outputs and outcomes;

- Collecting data, both qualitative and quantitative; and,

- Sharing reports and analyses, in compliance with applicable privacy laws, with all stakeholders so that they may weigh it to ensure that their 2Gen design goals are being met and making the necessary adjustments.

2GEN COMMUNICATIONS

There are key 2Gen messages that provide useful direction and context on the efficacy and evidence for solutions for children and their parents together. Staff might consider integrating the following messages into strategic plans, funding announcements, public and internal remarks and memoranda, and other areas.

Key messages for addressing potential and current grantees/partners and staff:

- 2Gen approaches work with children and their parents simultaneously to harness the family's full potential and put the entire family on a path to permanent economic security. When programs and policies are designed with the whole family's educational and economic future in mind and help them access the social networks needed to make it in life, opportunity becomes a family tradition.

- **The Need**: Fragmented approaches that address the needs of children and their parents separately leave either the child or parent behind and dim each family's chance at success.

  ◊ A child's success has as much to do with his/her own opportunities as it does with his/ her parents' opportunities. For example, if a child is in school, but his/her parent lacks the educational opportunities needed for a good paying job, the family will continue to struggle and the child will not have access to the resources and stability she needs to thrive. Similarly, if the parent has opportuni-

ties for job training, no access to high-quality childcare, the opportunities may be lost. Both need educational opportunities to achieve a life of economic security.

Example: Parents with low incomes in the CareerAdvance® program at CAP Tulsa receive training for careers in healthcare while their children are learning in high-quality early education programs. In addition to the comfort of knowing their kids are safe and engaged while they study, parents build a tradition of lifelong learning for their families. As noted in the CAP Tulsa Family Life Study, according to one participant, "My five year old is really excited I'm going to school. She's more willing to do homework if I'm doing it, too."

- **The Solution**: Programs and policies that address the needs of children and their families together can harness the family's full potential, start a cycle of opportunity, and put the entire family on a path to educational success and permanent economic security.

  ◊ While 2Gen approaches continue to emerge, evidence suggests that when families have access to quality education, economic supports, health and mental health services, and social capital, programs and policies to serve them are most successful.[x]
  ◊ Approaches that serve children and their families together recognize that every member of the family plays a role in achieving economic security.

- **The Result**: As more programs and policies embrace 2Gen approaches, we hope to see economic security become a family tradition passed down from one generation to the next.

Women's Fund of Greater Birmingham

In implementing their 2Gen pilot, the Women's Fund of Greater Birmingham (WFGB) initially collaborated with a community college, early childhood site, and local Walgreens stores. The pilot, "Tech Support: Prescription for Success," provided a fast track workforce program for low-income women that leads to higher wages, benefits, and opportunities for advancement as pharmacy technicians, an in-demand career in Birmingham, Alabama. At the same time, the program offered quality, customized early education programs for their children. After encountering challenges with the workforce partner (Walgreen's), WFGB pivoted to provide comprehensive training in vision assistant and technician courses, recognizing that jobs in the eyeglass retail sector are increasingly available in the region in partnership with the local eye hospital, a critical workforce training partner. Additionally, the local leading postsecondary institution for low-income families, Jefferson State Community College, has a new focus on student parents and their unique needs as a result of partnering with WFGB, and extended study lab days, tutoring, and more focused career counseling have been developed for student parent services. Additionally, 89 women have passed certificate programs since the launch of the programs, with 75 percent of children in participating families showing better attendance in early childhood programs than non-participating children. Fifty percent of the teachers reported that their student often expressed awareness of their parents' participation in the certificate program during classroom interaction.

APPENDIX: RESOURCES TO LEARN MORE

This document contains resources that are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

- **Family Voices**

    ◊ "Seeking Stable Futures: Parent Voices," from *Two Generations. One Future: An Anthology* from the Ascend Fellowship – An essay that highlights the power of parent voices to inform effective two-generation practices and policies. http://ascend.aspeninstitute.org/pages/ascend-fellowship-anthology

    ◊ *Voices for Two-Generation Success: Seeking Stable Futures* – Findings from 10 focus groups with low- and moderate-income mothers, and teenage boys and girls, examining the experiences, perspectives, and needs of low-income families. http://ascend.aspeninstitute.org/resources/voices-for-two-generation-success-seeking-stable-futures

    ◊ *Voices for Two-Generation Success – Opportunities for Policy Change: Findings and Messaging Tips from a National Survey Commissioned by Ascend at the Aspen Institute* – Bipartisan national public opinion and exit poll research on public support for two-generation policies. http://ascend.aspeninstitute.org/resources/voices-for-two-generation-success-top-10-polling-messaging

- **2Gen Federal Opportunities**

    ◊ "Supporting Children and Youth", White House Office of Management and Budget – This fact sheet details the ways that the President has prioritized efforts to support young people, including a $20 million commitment for 2Gen demonstration projects through the USDA that fights rural child poverty and improves family outcomes by aligning high-quality early childhood education for children with workforce development for parents. https://www.whitehouse.gov/sites/default/files/omb/budget/fy2017/assets/fact_sheets/Supporting Children and Youth.pdf

    ◊ White House Fact Sheet on Rural IMPACT Demonstration Sites: http://www.whitehouse.gov/sites/default/files/docs/rural_impact_fact_sheet_0.pdf

    ◊ "Strengthening TANF Outcomes by Developing Two-Generation Approaches to Build Economic Security," ACF Office of Family Assistance – This information memorandum shares opportunities to TANF agencies to strengthen outcomes by developing two-generation approaches: http://www.acf.hhs.gov/programs/ofa/resource/tanf-acf-im-2016-03

    ◊ "Securing 2Gen Funding Streams" Webinar, National Head Start Association – This webinar, part of a series by NHSA on 2Gen approaches, explores public and private strategies that Head Start grantees have used to fund programming supporting education, job training, and living wage employment for families. https://www.nhsa.org/content/securing-2gen-funding-streams

- **2Gen 2.0**

  ◊ "Two-Generation Programs in the Twenty-First Century" from The Future of Children – This article by Ascend Fellow P. Lindsay Chase-Lansdale and Jeanne Brooks-Gunn explores the theories behind various historical and current 2Gen programs and reviews the evidence for their efficacy, highlighting a second wave of 2Gen programs dubbed "Two-Generation 2.0" – programs which focus on increasing coordination, duration, and intensity of 2Gen efforts. http://futureofchildren.org/publications/journals/article/index.xml?journalid=81&articleid=599

  ◊ *Two Generations. One Future: An Anthology from the Ascend Fellowship* – this document is a collection of resources that offer insights into "2Gen 2.0" approaches spearheaded by 20 leaders from across sectors, including the fields of human services, mental health, justice-involved families, and early childhood: http://ascend.aspeninstitute.org/resources/two-generations.-one-future-an-anthology-from-the-ascend-fellowship

- **Building a 2Gen Resource Agenda**

  ◊ *Making Tomorrow Better Together* – This report from the Two-Generation Outcomes Working Group is designed to set a foundation for how practitioners and policymakers consider the intended outcomes of 2Gen programs and the pathways to achieve those outcomes. http://ascend.aspeninstitute.org/resources/making-tomorrow-better-together

  ◊ *Two Open Windows: Infant and Parent Neurobiologic Change* – This paper by Pilyoung Kim and Ascend Fellow Sarah Enos Watamura highlights the evidence in support of investments in both parents and children during the paired sensitive periods of early life and the transition to parenting. http://ascend.aspeninstitute.org/resources/two-open-windows-infant-and-parent-neurobiologic-change

  ◊ "CAP Family Life Study" – This webpage contains information on CAP Tulsa's multi-year evaluation of CareerAdvance® funded by the Health Profession Opportunities Grant, including implementation reports and progress. http://captulsa.org/innovation-lab/research-initiatives/family-life-study/

- **Applying the 2Gen Lens: Principles and Tools**

  ◊ Top Ten for 2Gen: Policy Ideas and Principles to Advance Two-Generation Efforts – This report contains six principles and ten specific policy changes policymakers can implement now to advance 2Gen approaches and improve outcomes for children, parents, and the adults in their lives. http://ascend.aspeninstitute.org/resources/top-ten-for-2gen

  ◊ "Self-Sufficiency Matrix" – The self-sufficiency matrix is an assessment and outcome measurement tool based on the Federal outcomes standard ROMA (Results Oriented Management and Accountability). Scales allow for the measurement of client progress or maintenance over time and measure on a continuum from "in-crisis" to "thriving." http://www.performwell.org/index.php/find-surveyassessments/outcomes/employment-a-housing/housing-and-shelter/self-sufficiency-matrix-an-assessment-and-measurement-tool-created-through-a-collaborative-partnership-of-the-human-services-community-in-snohomish-county

- ◊ Bridge to Self-Sufficiency® – Crittenton Women's Union's Bridge to Self-Sufficiency® is a theory of change that takes a comprehensive, multi-faceted approach to fostering economic mobility, describing a person's advancement from poverty to economic self-sufficiency as a journey across a bridge supported by five critical pillars—family stability, well-being, education and training, financial management, and employment and career management. http://www.liveworkthrive.org/research_and_tools/bridge_to_self_sufficiency

- ◊ Family Success Plan – CAP Tulsa's family assessment and goal-setting tool, used by Family Support Specialists to engage families in conversation to identify strengths and opportunities for improvement. Available under "Downloads" at http://captulsa.org/families/family-advancement/

- ◊ *The Workforce Innovation and Opportunity Act: Two-Generation Strategies* – This brief highlights opportunities to leverage WIOA planning processes for 2Gen outcomes. http://ascend.aspeninstitute.org/resources/the-work-force-innovation-and-opportunity-act-and-two-generation-strategies

- ◊ *Two Generational Strategies to Improve Immigrant Family and Child Outcomes* – This policy brief explores 2Gen policy and practice reforms that can improve opportunities for parents and children in immigrant families. http://www.clasp.org/resources-and-publications/publication-1/Immigrant-Roundtable-Brief-FINAL.pdf

■ Key Data Points for 2Gen Communication

- ◊ A body of research demonstrates the connection between maternal education and child outcomes.[xi]

- ◊ National data have consistently shown a relationship between parental education level and how well children are prepared for success as they enter kindergarten. For example, the mean reading and math scores for children entering kindergarten for the first time in the 2010-2011 school year increased according to the children's parents' level of educational attainment.[xii]

- ◊ There is some evidence that parent engagement can further enhance school readiness for kindergartners.[xiii]

- ◊ Parents' level of educational attainment is the best predictor of economic mobility for their children.[xiv]

- ◊ Low levels of educational attainment and poverty are strongly correlated. Only 10 percent of those with a bachelor's degree are poor. Over 30 percent of those with a high school diploma or less are poor.[xv]

- ◊ The return on investment in high-quality early childhood education has been estimated at between 7 and 10 percent.[xvi]

- ◊ Research shows that children can serve as a motivator for adults, particularly mothers. Participants in CAP Tulsa's CareerAdvance® program have shared that they are more involved with their children's learning as a result of their participation in postsecondary education. This mutual motivation suggests that the benefits of 2Gen programs may be greater than the sum of their separate programmatic parts.[xvii]

- ◊ Evidence shows that mothers who use childcare may benefit from the advice of other mothers they encounter and as a result can navigate hardships more effectively and more efficiently access resources such as economic supports.[xviii]

Endnotes

i.　　　Redd, Z. et al. (2011). Two Generations in Poverty: Status and Trends among Parents and Children in the United States, 2000-2010. Child Trends Research Brief, Publication 2011-25. Available at: http://www.childtrends.org/wp-content/uploads/2011/11/2011-25DUPGenerationsInPoverty.pdf

ii.　　　See, for example, Magnuson, K. (2003). The Effect of Increases in Welfare Mothers' Education on their Young Children's Academic and Behavioral Outcomes. University of Wisconsin, Institute for Research on Poverty Discussion Paper, 1274-03 and Mulligan, G.M., Hastedt, S., and McCarroll, J.C. (2012). First-Time Kindergartners in 2010-11: First Findings from the Kindergarten Rounds of the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-L:2011) (NCES 2012-049). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from: http://nces.ed.gov/pubsearch.

iii.　　　Lake Research Partners and Vince Breglio survey of 1,005 adults over the age of 18 nationwide in the continental United States. The survey was conducted September 18-21, 2014, by telephone using professional interviewers. The margin of error is +/-3.1% at the 95% confidence interval.

iv.　　　Lake Research Partners and The Tarrance Group survey of 2,400 likely voters who voted in the 2016 elections nationwide conducted November 6-8, 2016 by telephone using professional interviewers, including 58% reached on a cell phone. The margin of error is +/-2% at the 95% confidence interval.

v.　　　Six focus groups conducted by Lake Research Partners October 24-27, 2016 with mothers and fathers under 200% of the Federal Poverty Level who have at least 1 child 5 years old or younger in Denver, CO; Cleveland, OH; and Philadelphia, PA.

vi.　　　Ascend at the Aspen Institute. (2016). Making Tomorrow Better Together. Available at: http://ascend.aspeninstitute.org/resources/making-tomorrow-better-together

vii.　　　Magnuson, K.

viii.　　　Duncan, G. & Magnuson, K. (2011). The Long Reach of Early Childhood Poverty. Stanford University. Pathways Journal.

ix.　　　Walker, S.P, et al. Inequality in early childhood: risk and protective factors for early child development. The Lancet. Vol. 378, No. 9799, pp. 1325-38.

x.　　　See, for example, Ascend at the Aspen Institute. (2012). Two Generations, One Future: Moving Parents and Children Beyond Poverty Together. Available at: https://assets.aspeninstitute.org/content/uploads/files/content/docs/ascend/Ascend-Report-022012.pdf

xi.　　　Magnuson, K.

xii.　　　Mulligan, G.M., Hastedt, S., and McCarroll, J.C.

xiii.　　　St. Pierre, R. et al. (1996). Regenerating Two-Generation Programs. Abt Associates. Available at: http://www.abtassoc.org/reports/D19960039.pdf. See also Dearing, E. (December 5, 2011). More Than a Gut Feeling. The Real Value for Family and Community Engagement. Harvard Family Research Project. Available at: http://www.hfrp.org/publications-resources/browse-our-publications/more-than-agut-feeling-the-real-value-of-family-and-community-engagement For a comprehensive list of resources, see http://www.hfrp.org/family-involvement/publications-resources?topic=12

xiv.　　　Hertz, T. (2006). Understanding Mobility in America. Center for American Progress. Available at: http://www.americanprogress.org/kf/hertz_mobility_analysis.pdf).

xv.　　　Redd, Z. et al.

xvi.   See "The Heckman Equation" details and materials. Available at: http.//www.heckmanequa-tion.org. See also Rolnik, A. and Grunewald, R. (2003). Early Childhood Development. Economic Development with a High Public Return. Federal Reserve Bank of Minnesota. Available at: http://www.minneapolisfed.org/publications_papers/pub_display.cfm?id=3832

xvii.   Teresa Eckrich Sommer and P. Lindsay Chase-Lansdale, Northwestern University, personal communication, January 9, 2012.

xviii.   Small, M.L. (2009). Unanticipated Gains: Origins of Network Inequality in Everyday Life. New York: Oxford University Press.