

Ensuring Healthy Development and Educational Enrichment for Children

September 19, 2016

3:15 p.m.—4:15 p.m.

Speakers:

Sarah Griffen, Consultant, W.K. Kellogg Foundation

Duane Yoder, President, Garrett County Community Action Committee, Inc.

Brian Bowers, Family Support Specialist and Transition Coach, Sheltering Arms Early Learning and Family Centers



ADMINISTRATION FOR
CHILDREN & FAMILIES



Supporting Transitions to Employment for Parents (STEPS)

Sarah Griffen, Consultant, W.K. Kellogg Foundation



W.K.
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STEPS Overview



A key goal of the initiative is to learn how to develop two-generation strategies from a workforce program platform.

Seven sites with robust industry-based training and employment programs selected in 2015, with a focus on working with organizations that are part of larger networks and platforms:

- Albany Community Action Partnership, Albany NY
- Brighton Center, Inc, Newport, KY
- Family and Workforce Centers of America, St. Louis, MO
- Goodwill Industries of Central Michigan's Heartland, Battle Creek, MI
- Goodwill of the Olympics and Rainier Region, Tacoma, WA
- Jane Addams Resource Corporation, Chicago, IL
- United Way of Greater Cincinnati, Cincinnati, OH

STEPS Overview



- Programs are partnered with early childhood and K-12 providers
- Services include sector-specific training and job placement; quality early childhood education, k-12 coordination; parent engagement and social capital strategies.
- Participants are recruited primarily from child care partners
- Each program is targeting 100 participants over an 18 month period

Opportunities and Challenges



Opportunities

- Workforce organizations are recognizing the need for a shift in culture and the benefit of partnering with child care organizations, and the importance of addressing the whole family to support women succeeding in the workforce
- Stable, quality child care helps moms focus on training and jobs, and ultimately likely supports employment retention
- Programs are identifying areas for improving system-level coordination (between WIOA, TANF, Child Care subsidies, Head Start, among others) to improve processes and outcomes for single parents

Challenges

- Workforce and child care organizations have different missions
- Managing multiple child arrangements is compounded during times of transition to employment and in the summer
- Off hours care is difficult to arrange and limits choices for women in some higher paying industries

Community of Learning on Two-Generation Strategies

September 19 and 20 2016



Duane Yoder

Garrett County Community Action Committee, Inc.

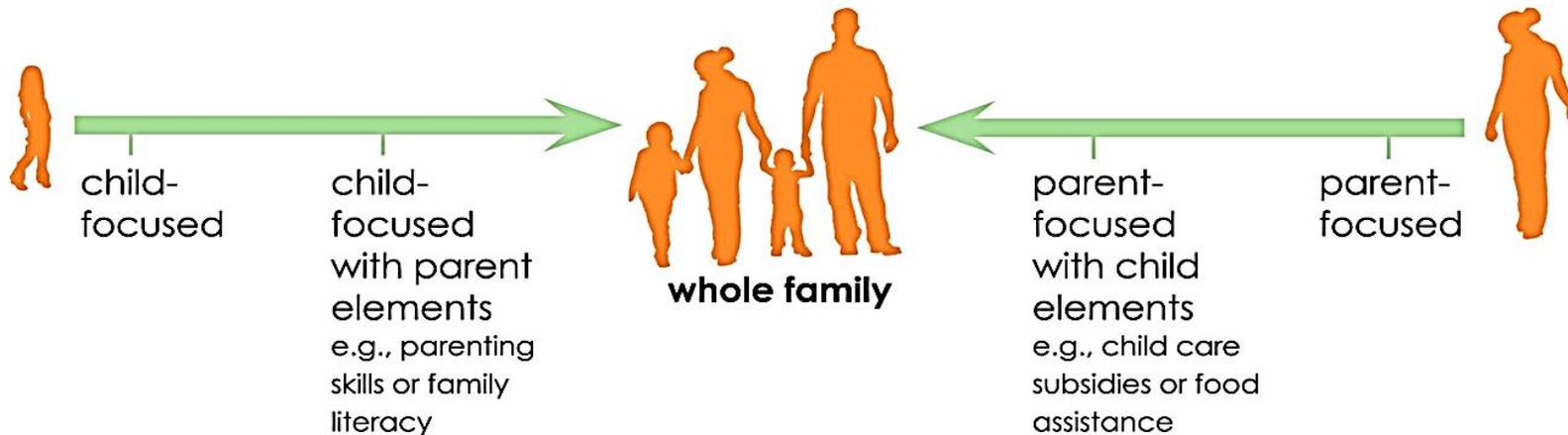
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We will discuss

- What does 2G look like in GC
- Where did we start
- What did it take
- Results

The Two-Generation Continuum



What Does 2G Look Like today

Perspective of Family

How do Families Access

- No wrong door
- Presumptive eligibility

Family engagement

- Assessment
- Pathway Plan
- Data shared

Service Coordination

- Bundled services linked to assessment and plan
- Monitoring, tracking and reporting

Organization perspective

Approach

- Coaching
- Outcomes

Central Data System

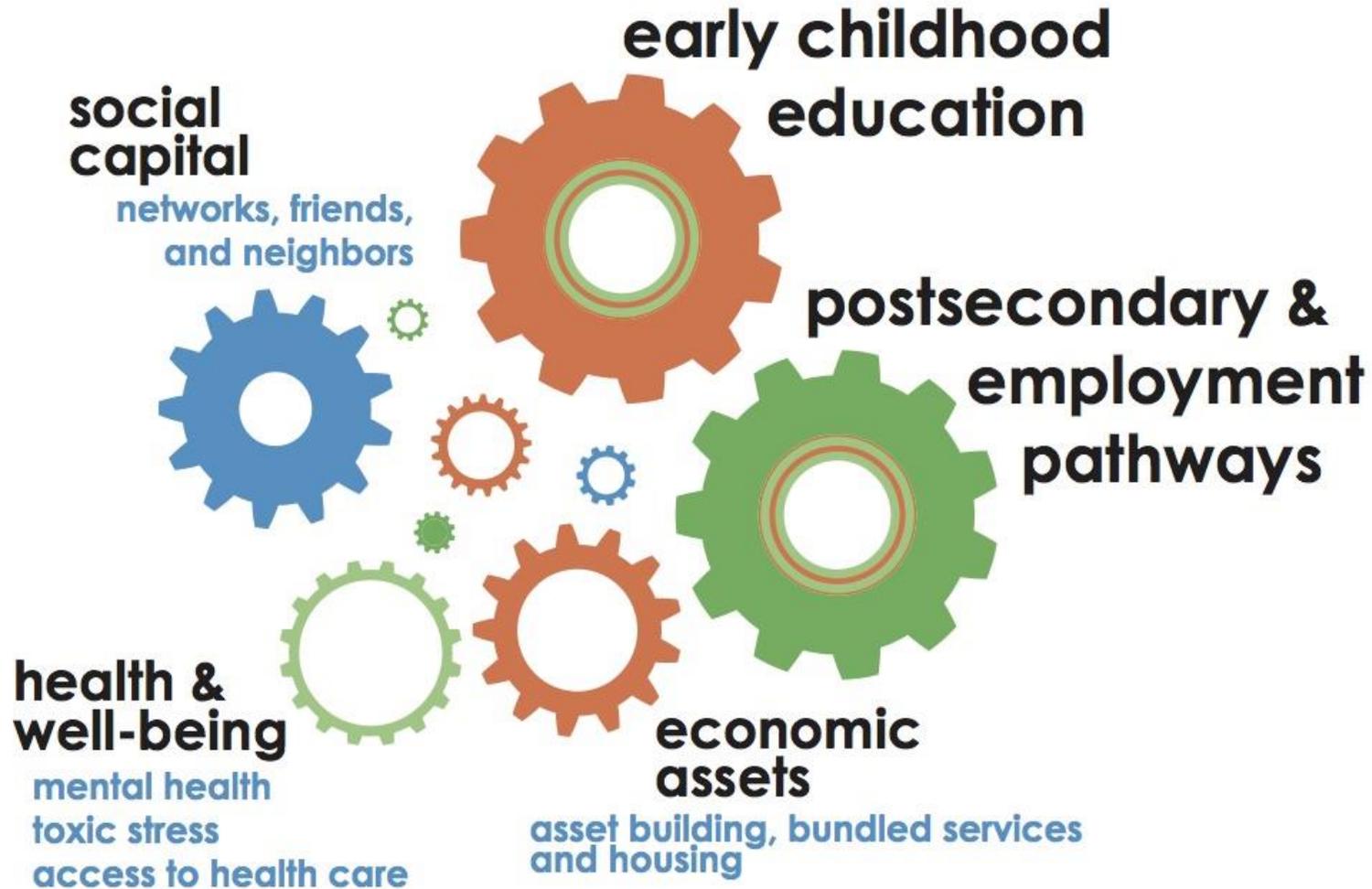
- Common data base for all activities
- Current information on family and child progress
- Available to all staff

Early Child

Career Advancement

Partners

2G Gears



Where We Began

- Excellent program management
- Extensive outreach
- A different 'application form' for every program
- Staff connect with helping families make progress across different domains.
- Participants went to different departments sometimes different buildings to receive services
- Participants had to complete multiple forms with same information
- Bring in same documents (IDs, income, etc.) many times
- Emphasis was on receiving a service or benefit. Outputs not outcomes.
- Community partners not included in participant outcomes



Impetus for 2G



Strategic Plan

- Focus on economic security and independent living
- Led to integration strategy
- Foundation for 2G

Assets Identified

- Quality early education program
- Portfolio of stabilization and asset building resources
- External collaboration

Gaps Identified in Plan

- Financial coaching and management
- Career advancement and coaching
- Our own silos

12 month pilot

Support of AECF and Aspen

- AECF learning networks
- Ascend



Theory of Change

Focus activities on steps that lead to greater economic security/independence

Stabilize persons in crises

- Crises intervention
- Bundling services
- Pathway invitation

Assist each family or person create a pathway action plan

- Financial literacy , coaching
- Education and career advancement
- Acquiring assets –savings, homeownership, energy

Work to remove barriers and create opportunities

- Housing and economic development
- Workforce development
- Policy
- Municipal and community capacity



Strategic Plan Implementation

What we learned about ourselves from year long Pilot.

- Persons come to GCCAC for a particular program or service
- Staff identifies themselves as working for a program or department.
- Staff has limited knowledge of range of GCCAC activities.
- Personal relationship is essential for assisting persons to identify needs and plans
- Participation must be voluntary
- Barriers to moving toward independence and economic security do not fit into boxes
- Financial education/literacy and a career pathway are essential elements to creating a way to better lives.
- There are limited career and employment assessment tools in the community.

What were the needed organizational changes

- The way we deliver services
- Corporate and staffing structure
- Community Role



Components of Implementing 2G

Organizational structure and culture

Approach to doing business

Information systems

Partners



Organization & Staff Structure

Departments organized around outcomes and strategic objectives rather than program contents.

- Service Coordination
- Asset Development
- Aging and Nutrition
- Early Education and Family Development
- Community and Economic Development
- Transportation

Staffing Structure – Organize staff around elements leading to greater economic security and independence

- Position descriptions changed to reflect new GCCAC functions rather than departments or programs.
- Went from over 80 position descriptions to 12.
- Coordinators, contents specialists, managers, directors, support positions,

Supporting Staff

- Interdepartmental crises team
- Regular Coordinators meetings
- Self Sufficiency Manager position

Services Integration

Process

Common Intake

- All doors
- Any program

Self assessment

- Crises to thrive scale

Pathway Plan

Financial coaching

Career ladder and employment



Pathway plan goal areas

Employment/education

Housing

Financial management

Parenting



Outcome Reports

Increase in income

Reduction of repeat crises

Financial stability

Seniors stay in their home



Two generation initiative

Linking early child and family economic success outcomes

Partners

Federal and State interest

4 year evaluation



Bundling Services

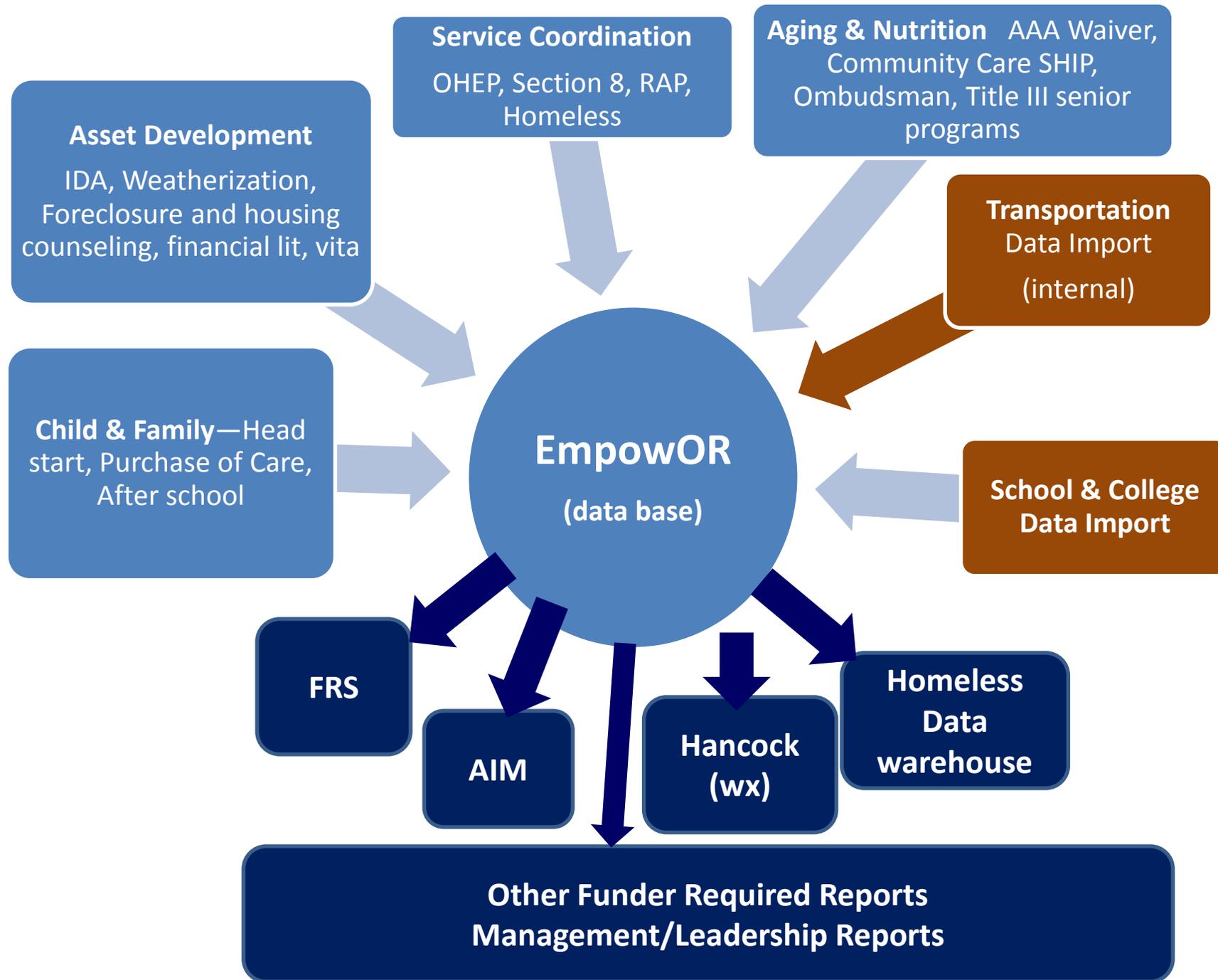
Services and delivery method changes

- Integrated services, move away from silos to single intake, engage participants envisioning their future, assessing their condition, automatic linking to resource. Use coaching techniques
- Are we assisting participants make change, stabilize, build wealth, achieve quality of life ...
- Embed financial education/literacy in every GCCAC program
- Protocol for encouraging participation in a Pathway plan to achieve goals, vision
 - ✓ Pathway meeting invite whenever an intake occurs
 - ✓ Achieve and Believe invitation

Information Systems

Information systems to support 2G work

- Create a single electronic point on entry for all or any combination of services from any GCCAC location.
- Create and use an agency wide input and output data base for identifying support provided and results achieved
- Measure and assess degree of economic security and independent living – Crises to Thriving Scale
- Creating systems to monitor family's economic stability throughout the life course – linking information on children gathered by schools to information from Head Start, Early Head and Early Care Home Visiting providing an ongoing longitudinal measure using the Crisis to Thriving Scale
- Meet Needs of individual Funders



Asset Development
IDA, Weatherization,
Foreclosure and housing
counseling, financial lit, vita

Service Coordination
OHEP, Section 8, RAP,
Homeless

Aging & Nutrition AAA Waiver,
Community Care SHIP,
Ombudsman, Title III senior
programs

Transportation
Data Import
(internal)

Child & Family—Head
start, Purchase of Care,
After school

School & College
Data Import

FRS

AIM

**Hancock
(wx)**

**Homeless
Data
warehouse**

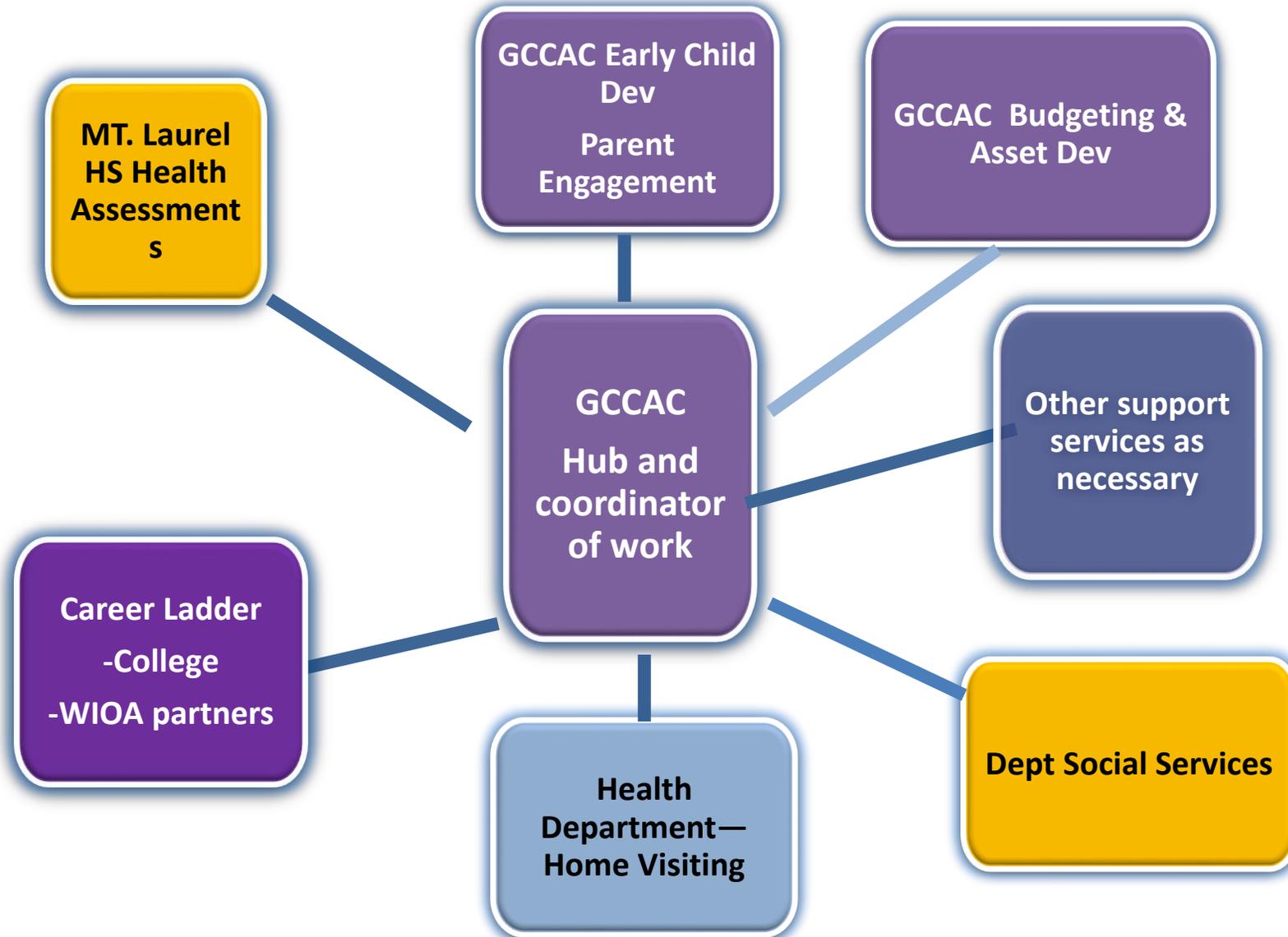
**Other Funder Required Reports
Management/Leadership Reports**

**Other Funder Required Reports
Management/Leadership Reports**

Community Partners

- College
 - Career and education ladders
 - Career Coach
- Health Department
 - Home visiting
- School District
- DSS
- County
- Staff teams
- Sharing outcomes
- Eligibility Rules
- Resources
- Common customers

2G Community Partners

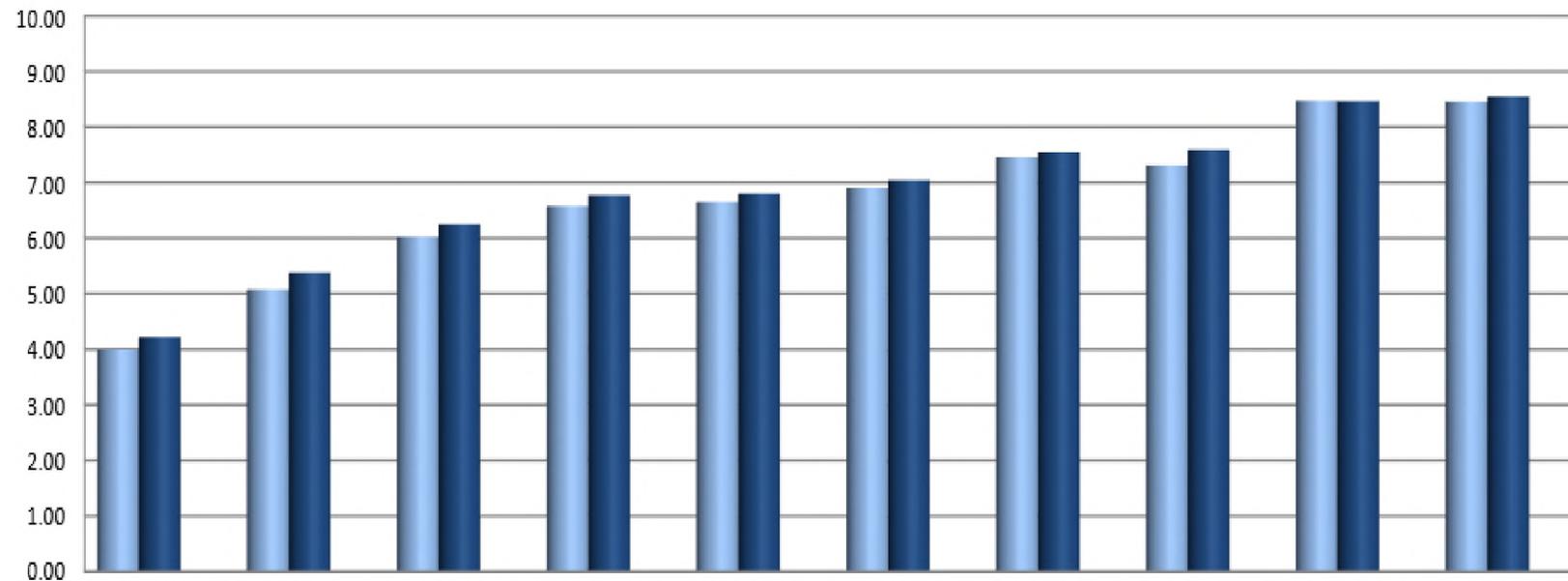


2G Outcomes

- Increases on Career Advancement and Financial Management Services
 - Increase of 4% in Goals set in family economic security areas
 - 60% had increase in income of \$500+
 - Increase in those taking College classes from 7 in 2014 to 36 in 2015
- Crisis to Thrive Shift

Crisis to Thrive Measurement and Pathway Plan Goal Dimensions

**Crisis to Thrive Measurement - 1 to 10 Scale
August 2015 - July 2016**



	Asset Building	Credit Building	Education Job Skills	Health Care	Employment	Community Involvement	Energy	Family Development Parent Engagement	Child Youth Development	Supportive Social Networks
■ Start	3.99	5.07	6.02	6.58	6.65	6.91	7.46	7.31	8.47	8.45
■ End	4.22	5.38	6.25	6.77	6.80	7.04	7.54	7.59	8.46	8.55
Change	0.23	0.31	0.23	0.19	0.15	0.13	0.08	0.28	-0.01	0.10

2 G Families Crisis to Thrive

8/1/14 to 6/30/15

Category	Start	End	Change	# Evaluated
Transportation	7.93	7.99	0.05	219
Food Nutrition	6.80	6.78	-0.02	217
Housing	7.62	7.87	0.25	212
Financial Management	5.40	5.64	0.24	203
Childcare	8.87	9.15	0.28	189
Asset Building	3.37	3.50	0.13	172
Child Youth Development	8.65	8.37	-0.27	133
Community Involvement	7.21	7.38	0.17	165
Credit Building	4.66	4.80	0.14	156
Education Job Skills	5.75	5.85	0.10	161
Employment	6.45	6.63	0.18	171
Family Development Parent Eng	8.04	8.03	-0.01	144
Health Care	6.25	6.37	0.12	158
Supportive Social Networks	8.47	8.60	0.13	152

Tracking by Coordinator

Category	Start	End	Change	# Evaluated
Employment	6.64	6.97	0.33	33
Financial Management	6.81	6.81		31
Food Nutrition	7.47	7.50	0.03	32
Housing	8.15	8.18	0.03	33
Health Care	6.91	7.00	0.09	33
Transportation	8.09	8.15	0.06	33
Childcare	8.66	9.14	0.48	29
Child Youth Development	8.77	8.92	0.15	13
Education Job Skills	6.56	6.59	0.03	32
				0
				0

■ In Crisis
■ Vulnerable
■ Safe
■ Stable
■ Thriving

■ Positive
■ Negative

For Case Workers: Morgan, Diana

Name/Case Worker	SS#	Date	Employment	Financial Management	Food Nutrition	Housing	Health Care	Transportation	Childcare	Child Youth Development	Education Job Skills							Annual Income	% Poverty
Family: 7			Start/End																
Dil , Ja		11/12/2013	6	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00
Morgan, Diana		6/17/2014	7	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00
Ro , Mo		11/12/2013	6	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00
Morgan, Diana		6/17/2014	7	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00
Sc , Th		11/12/2013	6	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00
Morgan, Diana		6/17/2014	7	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00
Sc , To		11/12/2013	6	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00
Morgan, Diana		6/17/2014	7	9	6	3.00	3.00	3.00	3.00	3.00	5.00	0	0	0	0	0	0	\$20,196	85.00

2G Parent Employment

	December 2014 Submission	October 2015 Submission
Not Recorded	6%	1%
Unemployed (Seeking Work)	22%	16%
Employed (All Types)	47%	58%

Summary

What makes it 2 Gen and not just side by side services

- Focus on Family's perspective (look at things from their perspective not programmatic)
- Pathway Plan Process acts as coordinating tool
- Coaching approach and cross coordination – joint meetings and focus on families and children both inside GCCAC and with partners
- Focus and discussions on the seamless integration
- Outcomes data and data review

Summary

How we implemented 2G

- **Changing organization culture and structure**
 - Culture – focus work plans, reports, data on outcomes for families
 - Structural
 - Generic agency wide position descriptions
 - Organizational departments changed to align with strategic objectives
 - Infusing different service lens
 - Infusing coaching practices and financial education knowledge for all front line staff
 - Bundling services
 - Support for coordinators
- **Building agency wide employee relationships**
 - Cross department work groups
 - Interdepartmental task forces to address family needs
- **Community Engagement**
 - Services and programs
 - Data
 - Staff teams

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A Two-Generation Approach: Dunbar Learning Complex

Brian Bowers, Family Support Specialist and Transition Coach, Sheltering Arms
Early Learning and Family Centers

<http://dunbarlearningcomplex.org/two-generation-approach/>

Thank You!

