OFA PeerTA Network Webinar

Breaking the Poverty Cycle and Opening Doors to Opportunity for TANF Families:
Developing a Two-Generation Approach
May 26, 2015 -- 1:00 to 2:30 p.m. EDT

Moderator:
Lisa Washington-Thomas, Self-Sufficiency Branch Chief
Office of Family Assistance
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Please remember to provide your feedback on this webinar using the survey that will appear in a separate pop-up window when the webinar ends.
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Introductions, Logistics, Agenda Overview
Lisa Washington-Thomas, OFA
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• Overview of Two-Generation Approaches and Their Applicability to TANF, Nisha Patel, OFA

• Advancing Two-Generation Approaches, Shelley Waters Boots, Annie E. Casey Foundation

• CAP – Tulsa’s Two-Generation Approach, Kaylene Keener, Community Action Project of Tulsa County

• Utah’s Two-Generation Approach, Karla Aguirre, Utah Department of Workforce Services

• Facilitated Q&A, Lisa Washington-Thomas, OFA
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Audience Poll #1

How knowledgeable are you about two-generation approaches to alleviating poverty?

a) Expert
b) Proficient
c) Limited knowledge
d) No knowledge
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Audience Poll #1

How knowledgeable are you about two-generation approaches to alleviating poverty?

![Bar chart showing the number of participants' knowledge levels.](chart.png)
Overview of Two-Generation Approaches and Their Applicability to TANF

Nisha Patel, OFA
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Audience Poll #2

Does your TANF program use a two-generation approach to service delivery?

a) Yes, we have a formal program in place that specifically targets low-income adults and their children for services

b) Currently exploring implementing a two-generation approach

c) No, we focus on traditional welfare-to-work services for adults
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Audience Poll #2

Does your TANF program use a two-generation approach to service delivery?

Number of Participants

- Yes, formal program in place: 10
- Currently exploring implementation: 70
- No, we use traditional approach: 60

Number of Participants
Advancing Two-Generation Approaches
Shelley Waters Boots,
Annie E. Casey Foundation
creating opportunity for families: a two-generation approach
• **Problem:** Nearly half of young children — 17 million — are growing up in low-income families.

• We need to ensure these kids have a shot at the American dream.

• Today, too many programs address the needs of parents and children separately and in isolation.

• What we need is a new approach that recognizes kids succeed when families succeed — a two-generation approach.
Families Are Struggling to Make Ends Meet

• 10 million low-income families with children age 8 and under

• Limited skills, low wages, inflexible work schedules:
  – Only half with full-time work
  – Nearly 80 percent lack postsecondary degree
  – Nearly five times more likely to have difficulty speaking English
Low-Income Families Face Greater Barriers to Success

45% are single-parent families

17% of low-income parents reported child care significantly affected their ability to get and keep a job

31% of children in low-income families have parents with concerns about their development
Our Goal: Better Outcomes for Families

**PARENT OUTCOMES**
- Less parental stress
- Stronger parenting skills
- Parent confidence as child's first teacher and best advocate
- Recognition of parents as leaders and experts on caring for their kids

**FAMILY ECONOMIC OUTCOMES**
- Ability to meet basic needs
- Greater income and financial stability
- Ability to achieve major economic outcomes
- Housing stability

**CHILD OUTCOMES**
- More positive, high-quality interactions with parents
- Improved social-emotional development
- Readiness for school
- Ability to meet school and life milestones
Our Approach: Strengthening the Whole Family

Financial Stability
- Education and job training
- Access to income and work support benefits
- Financial coaching
- Access to affordable financial products

Parent Involvement
- Treating parents as assets and experts on their kids
- Having culturally competent staff
- Addressing family stress
- Enhancing social networks

Quality Early Care and Elementary Education
- Access to high-quality early education programs
- Successful transition to elementary school
- Quality elementary school experiences
- Effective teaching
Areas of Two-Generation Focus Within Annie E. Casey Foundation

1. Translating research into practice
2. Promoting parent engagement
3. Influencing policy and systems
4. Demonstrating practice and building evidence

Goal: Improving children and parent/caregiver outcomes together
Translating Research into Improved Practices

• **Integrating science into programs** to improve parent and child skills in planning, setting goals and self-regulation

• **Harvard’s Frontiers of Innovation** is testing strategies in the State of Washington with 200 caregivers on how to build executive function/self-regulation skills in young children

• **Center on Budget and Policy Priorities** is working to create practice approaches on adult executive function principles in workforce and TANF programs
  – Also, advancing TANF as a way to move research to practice and test more two-generation innovations

A portion of the fund could also be set aside...to support the development of two-generation approaches aiming to improve outcomes for parents and children simultaneously.

-- Dr. LaDonna Pavetti, CBPP Testimony House Ways and Means Committee, April 30, 2015
Promoting Parenting and Parent Engagement

A year of research and listening:

• **50 national and local policy, practice, and advocacy organizations** convened on parent engagement at Casey

• **Three parent forums** hosted with 50+ parents in Chicago, New York, and Buffalo

• **Developing a self-evaluation tool** to be completed this fall for organizations interested in expanding parent engagement and leadership

• Supporting the development of a **national network**
Influencing Policy and Systems

- Released a two-generation policy report in November with input from over 65 experts from policy and practice
- Used communications lessons on how to frame two-generation issues
- Developed key systems and program reform ideas to help advance the knowledge base around outcomes
- Access the report at www.aecf.org
Influencing Policy and Systems

Create policies that equip parents and children with the income, tools, and skills for success

Make government policies and programs more family-friendly

Build evidence on promising programs and platforms focusing on parents and children together
Demonstrating Practice and Building Evidence

Schools and early education, home visiting, community colleges, and job-training programs are some of the platforms that offer opportunities to create partnerships that address the needs of parents and children together.
Demonstrating Practice and Building Evidence

The Family Economic Success-Early Childhood Initiative

**Goal:** Programs *simultaneously* link family economic supports with parents and provide parent capacity-building and high-quality early care and education for kids to significantly improve outcomes for parents, children, and families.

**Strategies:**

1. Assist four diverse sites in strengthening their two-generation approaches

2. Document and evaluate implementation to support continuous improvement and to identify potential scalable models for the field
Demonstrating Practice and Building Evidence

Family-Centered Community Change

**Goal:** Programs **simultaneously** link family economic supports with parents and provide parent capacity-building and high-quality early care and education for kids.

**Strategy:** Participate as a strategic co-investor, bringing two-generation approaches into three established, local community development initiatives to strengthen their efforts.
Demonstrating Practice and Building Evidence

**Housing: Jeremiah Program**
Building evidence with Jeremiah Program’s replication with Boston Housing Authority, ABCD Head Start, and Endicott

**Early Care and Coaching: Crittenton Women’s Union**
Testing a two-generation design pilot with Crittenton Women’s Union, Nurtury, and Frontiers of Innovation

**Community Schools and FES: United Way of the Bay Area**
Working with community schools, United Way linking parents with financial coaching, job-readiness assistance, and other tools and skill-development opportunities

**Home Visiting: Goodwill of Central Indiana and Nurse-Family Partnership**
Goodwill of Central Indiana and Nurse-Family Partnership working together to help connect new mothers to employment and skill-building resources
Using TANF to Demonstrate Practice and Build Evidence

• Create prototypes that build on past successes – e.g., Building Nebraska Families
• Learn from new program models
  – Utah and CAP TULSA (more later)
  – Working Families Success Network – community college expansion in 19 community colleges
    o More information at achievingthedream.org under Initiatives
  – New efforts — and lessons — coming online every day
• Follow the evidence and integrate science
  – Focus on skill-building
  – Learn from executive function prototypes
  – Integrate coaching practices and goal-setting
  – Pay attention to health, mental health, and substance abuse
Using TANF to Demonstrate Practice and Build Evidence

The TANF Program can be a vehicle to advance two-generation goals. Opportunities across a continuum of two-generation approaches:

1. Integrate existing supports for TANF parents and children more intentionally. Test coaching models that empower families.
2. Add to coaching the services and tools families need, addressing parenting and stress, health and mental health supports for whole families, and helping build social networks.
Contact

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Report and additional resources: www.aecf.org
The Annie E. Casey Foundation

Developing solutions to build a brighter future for children, families and communities

www.aecf.org
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CAP-Tulsa’s Two-Generation Approach
Kaylene Keener, CAP-Tulsa
Two-Generation Approach -
Breaking the Cycle of Poverty

May 26, 2015
CareerAdvance®
Two-Generation Approach

- A dual-generation workforce development program designed to improve the economic stability of low-income parents while intentionally and simultaneously improving their children’s education/lives
- Removes barriers so that parents can receive the training, support, and connections to secure family-supporting wages in the healthcare sector
- Hypothesis being tested: whether parents’ economic success will improve the educational outcomes for their children
Expected Participant Outcomes

- Advance from having a “job” to having a “career” in a high-demand occupation with family-supporting wages and opportunities for wage growth
- Improve family economic stability
- Increase self-confidence, self-efficacy, and expectations for success
- Develop behaviors conducive to success in the academic and work worlds, which they model for their young children
- Increase children’s school attendance
- Improve children’s cognitive and socio-emotional assessments over time
- Develop families’ skills for better managing the combination of work, school, and raising children through effective time use and household organization
### CareerAdvance – Who, What, Where

#### WHO
- **Beginning and Intermediate level English Language Learners**
- **6th – 8th grade skill level, ready to improve skills to move onto college-level courses (Contextualized Bridge Levels I & II)**
- **9th – 12th grade skill level, build skills to prepare for entrance into college or training program (Contextualized Bridge Level III)**
- **College-ready, interested in a career in the nursing field. CNA, PCT/LPN/RN.**
- **College-ready, interested in a direct-services career in healthcare other than nursing.**
- **College-ready, interested in a shorter training program that leads to a rewarding healthcare career.**
- **Interested in working in various roles within the transportation manufacturing sector.**

#### WHAT
- **English language development**
- **Basic skill building, GED attainment if needed**
- **Intermediate skill building, college preparation**
- **CNA, PCT/LPN, pre-requisites, RN.**
- **Respiratory Tech, Radiography Tech, Occupational Therapy, Sonography**
- **Pharmacy Tech, Medical Assistant, Dental Assistant**
- **CNC Machining, CDL A/B, TQM, Certified Production Tech**

#### WHERE
- **Union Public Schools Adult Education Programs**
- **Union Public Schools Adult Education Programs**
- **Tulsa Community College – Various Campuses**
- **Tulsa Community College – Various Campuses**
- **Tulsa Technology Center**
- **Offered through Transportation Connections WorkAdvance – Various Workforce Training Providers**
CareerAdvance®
Target Population

- CAP Tulsa Families
- Educare Families
- TANF parents looking for a career in the healthcare industry
Key Program Components

- Cohort enrollment to create peer support
- Career coaching
- Stackable credentials
- CORE course to prep for college work
- Child care and transportation
- Performance-based incentives
- Links to employers
The Power of the Cohort Model

- Weekly “peer partner meetings,” facilitated by the Career Coach, promote relationship building and social support.
- Participants help each other through their common experience of going to school while caring for young children.
- Participants have described their cohort as “like a family.”
- Partner meetings frequently include guest speakers to address “soft skill” development.
Key Program Partners

- Tulsa Technology Center
- Tulsa Community College
- Union Public Schools
- Tulsa Area Workforce Investment Board & Service Provider
- OK Department of Human Services
- OK Employment Security Commission
- UT-Austin and Northwestern University
Program Outcomes

- Total Active Participants (C1-C11) = 141

- Total Healthcare = 101
  - Nursing = 68
    - CNA / PCT / LPN / RN
  - Health Info Tech = 15
  - Allied Health = 3
  - Dental = 0
  - Pharm Tech = 1
  - Medical Assistant = 14

- Total Remedial = 20
  - Skill Ready = 6
  - College Bound = 14

- Total ESL = 24
  - Beginning = 13
  - Intermediate = 11
TANF Partnership

- Meetings with local staff to evaluate best strategies
  - Getting to those that are ready for and interested in the healthcare field
- Flyers distributed at GED classes
- Information sessions conducted at times when parents have child care
Early Research Findings

CAP Family Life Study – Year 4 Report

High rates of certificate completion in shorter time frames

- 76% attained at least one workforce certificate within 16 months
- 52% within 42 months in comparable programs

Persistence rates are higher after one year

- 46% CareerAdvance® compared to 32% in community college comparison group
Program Funding

Braiding Funding (23 current funders)

• Health Profession Opportunity Grant
• Multiple additional local and national foundations/funders
For more information...

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Manager of Programs, Family Advancement
Community Action Project Tulsa

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Evaluations and reports available at:
http://captulsa.org/innovation-lab/research-initiatives/family-life-study/

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Utah’s Two-Generation Approach
Karla Aguirre
UT Department of Workforce Services
Next Generation Kids

A Two-Generation Approach to Utah’s Cash Assistance Program
TANF’s Family Employment Program
Where Did We Begin???

Intergenerational Poverty
Department of Workforce Services Utah

* [https://www.youtube.com/watch?v=XzAJtbukNol&authuser=0](https://www.youtube.com/watch?v=XzAJtbukNol&authuser=0)
Intergenerational Poverty

- 2012 Utah Legislature passed the Intergenerational Poverty Mitigation Act
- Statute directed DWS to track data relating to those living in intergenerational poverty, with a focus on children at risk of remaining in poverty
- DWS Executive Director serves as the chair of the Intergenerational Welfare Reform Commission
- Commission Purpose: Direct Agencies and Utilize Data
  - Evaluate research and establish evidence-based program
  - Look at internal policies and procedures to reduce the number of Utah children remaining in the cycle of poverty and welfare dependency into adulthood
Intergenerational Poverty
Welfare Reform Commission

Department of Workforce Services

Department of Health

State Superintendent Of Education

State Juvenile Court Administrator

Department of Human Services
Research and Data
Two-Generation Approach to our Family Employment Program
(Utah’s TANF Cash Assistance)

* What policy, procedure, and programs could we change to address the needs of children affected by Intergenerational Poverty?

* Programs + Data + Research = Decisions

* Next Generation Kids Pilot
Family Employment Groupings

Approximately 25% Hard to employ
Approximately 50% Ready to work with supports
Approximately 25% Ready to work

Intergenerational Poverty Customers

NGK Families
Families

IGP Definition
Received 12 months of Financial Assistance as a child and received 12 months as an adult

NGK
Families who have received cash assistance (FEP) any time in the last twelve months and were on cash assistance as children

Target families with children ages 12 and younger

Volunteer and agree to full participation and engagement
Goals

- Reduce the risk for children raised in households receiving public assistance from being dependent on assistance as adults.
- Learn which policies and intervention best help these families break out of poverty.
Project Design

- Community Support and Partnership
- Meet with Families in Community
- 30-40 Families
- Intervention with younger parents
  - Early intervention provides a strong foundation for children
- Partner with Social Research Institution – Training for Coaches and Conduct Evaluation
Strategies

Two-Generation Lens:
- Common impacts of childhood poverty
- Common impacts of childhood trauma
- Motivational Interviewing
- Working with both the parents and children simultaneously

Intensive Team Approach
- Family Success Coaches (Specific Training)
- Licensed Clinical Therapist
- Case staffing with community partners and schools

Small caseloads and intensive case management
Collaboration with community partners
Serve families where they live
Objectives & Outcomes

- Basic needs of children are being met
- Children are supported by adults influencing their lives
- Parents are on a path to employment in occupations paying a wage sufficient to meet the basic needs of the children
- Families are building assets for their children's future
- Children are on a path toward academic success
Key Partnerships

- Local School District
- Child Protective Services
- Local Mental Health Agencies
- Department of Health
- Housing Agencies
- Adult Education
- Local Applied Technology Centers and Colleges
- Community Action Programs
- United Way
- Head Start
- Local Government, Mayors
- Community Councils
What We Have Learned So Far....

- Developing a trusting relationship with parents is essential when working with an entire family.
- A comprehensive family assessment must be completed.
- Ensure children’s needs are addressed in the plan.
- Collaborating and staffing families with community partners is essential.
- Strong partnership with school district and staff is a necessity.
- Extensive and ongoing training of staff is critical.
- Working with families and community partners takes time.
Never Give Up....
Great Things Take Time

Tony Fahkry
Contact

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Audience Poll #3

What do you think is the biggest barrier for TANF programs considering implementing a two-generation approach to services?

a) Leadership support
b) Staff buy-in
c) Lack of knowledge about how to implement a two-generation approach in a TANF setting
d) Funding
e) Lack of interested partners
f) Other
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Audience Poll #3

What do you think is the biggest barrier for TANF programs considering implementing a two-generation approach to services?

Number of Participants
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Audience Poll #4

What federal technical assistance would be most helpful to you in understanding and implementing two-generation approaches with TANF participants?

a) Additional webinars
b) Peer exchanges
c) Written products
d) Targeted and individualized TA
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Audience Poll #4

What federal technical assistance would be most helpful to you in understanding and implementing two-generation approaches with TANF participants?

Number of Participants

- Additional webinars
- Peer exchanges
- Written products
- Targeted and individualized TA

Number of Participants
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Facilitated Q&A
Lisa Washington-Thomas, OFA
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