ADMINISTRATION FOR
CHILDREN & FAMILIES
OFFICE OF FAMILY ASSISTANCE
An Office of the Administration for Children & Families

2-GEN
Community
of Learning

Two-Generation Community of Learning
Capstone Event   September 18–20, 2017 • Hyatt Regency Bethesda • Bethesda, MD

Two-Generation Community of Learning Capstone Event
Summary Report

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Overview

The crucial role that parents play in their children's healthy development is a topic of growing interest. To strengthen parents' roles, the U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Family Assistance (OFA) is further exploring the approach of serving both children and parents together. This two-generation approach helps support parents in improving their family's financial situations while providing their children with high quality early childhood education and health care services. An important component of two-generation is helping individuals build social capital or networks through peer supports, mentoring opportunities, and community participation, inspiring participants toward self-sufficiency.

To help OFA better understand what is needed for organizations to successfully embed two-generation approaches in their service delivery, OFA created a year-long Community of Learning (COL) initiative to support 11 interested program teams from across the United States. Invited to participate were Temporary Assistance for Needy Families (TANF) programs, Tribal TANF/Child Welfare Collaboration (TTCW) grantees, Health Profession Opportunity Grants (HPOG) programs, and Healthy Marriage and Responsible Fatherhood (HMRF) programs. On September 19-20, 2016, OFA hosted the introductory convening of its *Two-Generation Strategies Community of Learning* in Washington, D.C.

During the past year since the introductory convening, COL participants have received the following training and technical assistance, which has helped them plan and create their two-generation strategies:

- **Two in-person meetings:** connecting participating teams with national experts, current two-generation programs, and researchers to explore and plan for each team's two-generation strategies.
- **In-person site exchanges:** offering exchange participants and experts an opportunity to share ideas regarding two-generation strategies in locations including Missouri, Colorado, Hawaii, Iowa, and California.
- **Monthly calls:** providing to teams peer networking and support opportunities to exchange successes, challenges, and promising practices, as well as to receive technical assistance from OFA and expert consultants.
- **Virtual information sharing:** facilitating the sharing of resources, research, and promising practices among teams and OFA through expert consultants, webinars, and individual technical assistance.

To mark the end of the year for the two-generation COL, OFA held the *Two-Generation Community of Learning Capstone Event* at the Hyatt Regency Bethesda Hotel in Bethesda, Maryland on September 18-20, 2017. This capstone and closeout of the COL brought together two-gen COL participants and provided them the opportunity to reflect on, celebrate, and acknowledge the progress that teams have made in implementing their whole family focus visions and strategies, as well as their next steps.

Over the course of the meeting, capstone participants attended presentations from: speakers discussing the importance of sharing success stories and tips on how and when to message program accomplishments, parents who have participated in community programs sharing their experiences on their pathways to self-sufficiency, and leaders in policy and practice discussing implementation journeys and strategies for sustaining whole family approaches. Also, members of COL teams worked with facilitators during Team Time sessions to prepare their sustainability plans; affirm their mission and goals; identify accomplishments to date, strengths, and resources; and plan for next steps. They were partnered in small groups and had the opportunity to share strategies on maintaining momentum around their whole family approaches. The culmination of the event occurred on the last day, when each team made a short presentation about their strategy journey and where they may go from here. Finally, participants used a Plus/Delta technique to identify what worked regarding the Community of Learning and what could be improved.

A total of 91 participants attended the capstone event, including federal partners, two-generation COL team members, and federal contractor staff. Participating programs are shown in the chart below which includes photos taken during the ending session of the capstone event.

Team	Overview
Central Council of Tlingit and Haida Indian Tribes of Alaska (Tribal TANF-Child Welfare Coordination Grantee) 	Located in Juneau, Alaska, this program represents a consortium of seven communities, including: Craig, Klawock, Saxman, Wrangell, Haines, Douglas, and Juneau. The grantee provides services to Tlingit, Haida, and Tsimshian American Indians and Alaska Natives within the region on issues relating to employment, housing, and transportation.
Central Susquehanna Intermediate Unit (CSIU) (HPOG Grantee) 	Located in Milton, Pennsylvania, CSIU is a nonprofit organization serving five counties in Central Pennsylvania, including 17 school districts and three career and technical centers. CSIU provides educational services for schools and communities, technical assistance to schools and staff, and continuing education for businesses and nonprofit organizations. Their HPOG project—Work Attributes Toward Careers in Health (WATCH)—offers academic and social support services to income-eligible individuals to enter or move up in a high-priority health care career.
Connections to Success (HMRF Grantee) 	Located in St. Louis, Missouri and Kansas City, Missouri, this program provides healthy relationship, responsible fatherhood, and workforce development education, coupled with case management and mentorship. Key program elements include: mentoring, workforce readiness, skill building, job placement, and health and wellness supports.

Team	Overview
Cook Inlet Tribal Council (Tribal TANF-Child Welfare Coordination and HPOG Grantee)	Located in Anchorage, Alaska, the program serves the Cook Inlet region of Alaska. The Child and Family Services division includes child welfare services, and the Employment and Training Services division includes TANF, Child Care Assistance, Healthcare Training, Youth Services, Vocational Rehabilitation, and General Assistance. The HPOG program offers training and education for Certified Nursing Assistant, Medical Office Assistant, Emergency Trauma Technician/Emergency Medical Technician, and Registered Nurse positions.
Encompass Community Services (HMRF Grantee)	Located in Santa Cruz, California, this nonprofit organization provides human service supports to Santa Cruz County focused on children and families, community recovery, community supports, and youth services. Its PAPÁS Supporting Father Involvement program aims to increase positive father-child relationships and promote the role of fathers in the lives of their young children.
Hawaii Department of Human Services (TANF Program)	The Department includes divisions relating to Benefit, Employment and Supports, as well as First-to-Work, employment and training, General Assistance, Child Care, Supplemental Nutrition Assistance Program (SNAP), homeless programs and energy assistance.
Iowa Department of Human Rights/Department of Human Services (TANF Program)	The Department administers the TANF program and includes three divisions that touch community action agencies, community advocacy and services, as well as criminal justice planning.
Maine Department of Health and Human Services (TANF Program)	Maine's Office for Family Independence administers the TANF (ASPIRE) program, plus alternative aid, child support, food supplements, parents as scholars, and more.
Pennsylvania Department of Human Services (TANF Program)	Pennsylvania's Office of Income Maintenance administers the TANF program, as well as Medicaid, SNAP, energy assistance, employment and training services, and child support.

Team	Overview
South Dakota Department of Social Services (TANF Program)	South Dakota's Division of Economic Assistance administers the TANF program, plus Community Action programs, energy assistance, SNAP, Medicaid, and the Children's Health Insurance Program.
Zepf Center (HPOG Grantee)	Located in Toledo, Ohio, the Zepf Center provides behavioral health and vocational services to youth and adults with severe and persistent mental illness. The NetWORK division provides various vocational services that assist individuals to explore careers, develop employment skills, and attain employment; NetWORK serves as the county one-stop operator and offers assessment, career exploration, and job search and placement services.

The following report highlights the key takeaways from the *Two-Generation Community of Learning Capstone Event.*

Day One – Monday, September 18, 2017

Welcome from Office of Family Assistance

Speakers:
- Lisa Washington-Thomas, Chief, Self-Sufficiency Branch, Office of Family Assistance (OFA), Administration for Children and Families (ACF)
- Susan Golonka, Deputy Director, OFA, ACF

Susan Golonka opened by thanking the two-gen COL participants for their dedication to their work in meeting the needs of low-income families. She remarked that intentionality in incorporating two-gen is key, and that we need to tie child care with parents' work purposefully and provide services for children when needed. Ms. Golonka also noted the importance of utilizing the COL to continue to break down silos surrounding the TANF, HMRF, TTCW, and HPOG programs.

In introducing the opening plenary, Lisa Washington-Thomas stated that the Two-Gen Capstone Event's objective was to bring together 11 varied programs so they could share ideas and learn from each other. The programs are in varying phases of incorporating two-gen into their work; while some are ready to add two-gen strategies immediately, others face challenges. She mentioned that the Capstone Event does not signify the end to teams' work, but a time to reflect on their progress and challenges. Teams should consider what resources, staff, and support would help them sustain their work.

Plenary Panel: Sustaining What Works and Sharing Your Story

Speakers:
➢ Elsa Falkenburger, Senior Research Associate, Urban Institute
➢ David Hunn, President and Chief Executive Officer, The SkillSource Group, Inc.
➢ Marci McCoy-Roth, Partner, True North Group

Moderator:
➢ Norris West, Director of Strategic Communications, The Annie E. Casey Foundation

Summary of Remarks

During this plenary panel, speakers from three organizations provided advice, assessment tools, and ways to develop realistic plans to sustain Community of Learning efforts. They also shared tips on how to message program accomplishments geared toward teams' various stakeholder audiences.

Mr. West began the session by stating that Casey has addressed the two-gen concept for years, recognizing that children need access to education, while their parents need jobs. Five years ago, Casey realized that to implement such an approach requires a coordinated effort across sectors to include various community organizations. It is critical to the success of programs to have the opportunity to share their stories with each other. Many programs have been conducting two-gen work for a while, and these efforts need to be incorporated intentionally; important components of this are branding and messaging. Organizations need to work with their communications professionals to determine the best way to communicate that two-gen is part of their brand and to explain the two-gen approach in a way that inspires stakeholders; this communication shows that programs are committed to the approach and gives program participants hope that two-gen is possible.

Ms. Falkenburger works with The Urban Institute's Promoting Adolescent Sexual Health and Safety project. She discussed how teen pregnancy prevention is intentional two-gen work that involves both youth and adults. The Urban Institute works with The Aspen Institute and Casey to conduct research and evaluation and program planning and design. Based on community engagement, The Urban Institute promotes two-gen by supporting Data Walks, which are opportunities to showcase community strength. During Data Walks, program participants, community residents, and service providers meet to review data presentations in small groups, interpret the data, and collaborate to use their expertise to improve policies, programs, and other factors of community change. Ms. Falkenburger and two Urban Institute colleagues wrote a brief on the Data Walk methodology (for more information, see https://www.urban.org/sites/default/files/publication/72906/2000510-Data-Walks-An-Innovative-Way-to-Share-Data-with-Communities.pdf).

Mr. Hunn is President of the SkillSource Group and Executive Director of the Northern Virginia Workforce Investment Board (NVWIB), which includes representatives from multiple counties and cities speaking on behalf of approximately 1.9 million residents. SkillSource receives and administers Federal Workforce Innovation and Opportunity Act (WIOA) dollars and works to integrate WIOA and TANF customers. Mr. Hunn indicated that coordination between TANF and WIOA should start at the state level and work its way down to the local level. Programs should discuss coordination with local workforce boards, who would direct their one-stop centers to dual enroll participants in TANF and WIOA. We need to use the power of persuasion to combine forces to integrate the two funding streams, and greater colocation and integration are needed in this effort. Further information can be found at http://www.myskillsource.org/.

Ms. McCoy-Roth of the True North Group trains nonprofits in communications and sustainability, and helps programs provide their best information to policy makers. Her focus areas include child welfare, foster care, and adolescent health. She is project lead for the Office of Adolescent Health's Think, Act, Grow (TAG) program, where she engages stakeholders to promote adolescent health. Ms. McCoy-Roth stated that integrating communications into our everyday work makes us more effective. If we connect pieces of our organization together, staff can speak with one voice, and we can communicate about our successes. For more information on Ms. McCoy-Roth's organization, see https://www.truenorthgroup.com.

Mr. West and some plenary participants then asked the speakers some questions.

Questions and Answers

- **Question:** How can teams better collect and share data?
  - **Falkenburger**: Collecting good data (quantitative and qualitative) strengthens an organization's mission to serve customers, and helps tell the complete story, which facilitates fundraising. Program staff should look beyond the data that is required, determine what else they should collect and track, and integrate this discussion into team meetings. Front-line staff should be empowered to discuss the data they are collecting and understand why they are collecting it.

- **Question:** What is important to consider when thinking about sustainability?
  - **Hunn:** We can sustain infrastructure with greater data integration. TANF and WIOA customers share eligibility requirements, and both populations are generally low-skilled, low-income, dislocated workers. When governors submitted their WIOA state plans, they were required to include TANF. There has been more collaboration among state agencies in the areas of labor, health and human services, education, and agriculture, but due to siloes at the local level, more work needs to be done to coordinate among multiple agencies. We also need to encourage Congress to reward successes if outcomes are met. For instance, SkillSource has excelled in managing a violent offender grant which the Virginia Governor has kept going through state funding.

- **McCoy-Roth:** The Office of Adolescent Health (OAH) includes on its website a 20-30 minute e-learning module on Building Sustainable Programs that teaches organizations working with adolescents how to achieve sustainable impacts; the entire training can be completed in 4-6 weeks (see https://www.hhs.gov/ash/oah/resources-and-training/online-learning-modules/sustainability/index.html).

- **Question:** How can teams share their vision and goals with external and internal audiences?
  - **McCoy-Roth:** Programs should create content to match the goals of their target audience (can include foundations, the media, the general public, and business and community partners). Programs should develop and share consistent messaging so external and internal audiences can hear the same thing; developing the message requires determining what the program has accomplished, why it is important, statistics, and what the program wants to change.

- **Question:** Is implementing Pay for Success (i.e., funding what works) a desired strategy?
  - **Hunn:** The Department of Labor encourages state and local boards to use existing funds for the Pay for Success strategy, and Pay for Success will most likely be included in future solicitations.

- **Question:** How can organizations build communications and provide consistent messaging?
  - **McCoy-Roth:** Organizations should bring together their leadership to develop a strategic communications plan. Through environmental scans, organizations can assess communities and determine their target population's interests, how to reach them, and how to connect to a bigger goal. They should also disseminate key messages to staff that consist of a core point and then support points that are tied to organizational goals. Develop your plan and messages which you can disseminate in a staff newsletter or blog. You need to make sure that your message is from your leadership; be mindful that everything stated can be integrated in your work.

- **Question:** How can we get past the discrepancies of the outcome measure between TANF and WIOA funding? How can we overcome the burden of TANF eligibility and educational requirements?
  - **Hunn:** Regarding WIOA outcomes, Congress expects us to look at the longevity of the job seeker, which is measured during two quarters and four quarters after the case has been closed. We want to get the individual into a sustainable job and help them keep the job, and if they find a higher paying job, that is even better. We consider if the job seeker is staying in education or moving into sustainable employment. Regarding TANF in a state with a work requirement, we are administering some TANF programs that put job seekers into short-term work assignments or full-time work. There are opportunities for those on public assistance in Virginia to find work. Concerning the latter question, this might differ from state to state.

A Connections to Success team member described their partnership with Southern Illinois University targeting Head Start parents and offering four stackable career pathways using WIOA

funds. They are also layering it with preschool and university foundation funds to support the training, and providing counselors to help parents. Even if they attend just a 3-week training program, parents need financial support while they are in class. The program focuses on parents with some work experience, and it is a harder leap for a TANF parent in great crisis. Some parents have a low-paying job with some child care in place, quit their jobs for a short time, and then jump to a career job, which enables them to get off of assistance. Programs need to layer financial support and be creative in figuring out how we can support this.

Concurrent Peer Networking Groups

Following Team Time #1 where teams worked independently with facilitators and subject matter experts to prepare their sustainability plans, meeting participants joined informal sessions facilitated by support staff to share strategies with one another on maintaining momentum around their whole family approaches.

Groupings and takeaways were as follows:

Participants:
➤ South Dakota Department of Social Services
➤ Encompass Community Services
➤ Hawaii Department of Human Services
➤ Central Council Tlingit and Haida Indian Tribes of Alaska

Facilitator:
➤ Jennifer Shapiro, Training Manager, ICF

Team: South Dakota Department of Social Services	
Vision/Current Efforts	Plans to focus on their new administration and work with DOL to conduct two-gen classes and parent workshops. Create a one-stop whole family support system.
Future Goals	Provide pilot projects with parents of Head Start children.
Resources Needed	Partnerships, common assessment tool, staff training, and resource directory of what other agencies have and can share.

Team: Encompass Community Services	
Vision/Current Efforts	Shifting implementation of employment services and economic stability to address whole family.
Future Goals	Hope to mimic their fatherhood curriculum in an age-appropriate manner to children. They plan to incorporate moms as well at some point.
Resources Needed	Staff capacity building, building volunteer community, partnerships both internally (within larger agency) and externally (services map for area to identify gaps), diversified funding, and strategic one-year plan with periodic assessment evaluation.

Team: Hawaii Department of Human Services	
Vision/Current Efforts	Provide a statewide state supervised and state administered whole family or two-gen approach called 'Ohana Nui, a deep approach that prioritizes the needs of children 0 to 5 and gives families a chance to break the poverty cycle. Strives to change the culture and apply the two-gen concept through pilots of program, policy, process, and practice.
Future Goals	Establish a one-stop shop approach to address the entire family and strive to move toward a more coordinated system when addressing needs. Clients will apply for each program relating to the five basic areas of housing, health and wellness, nutrition and food, economic self-sufficiency, and social capital.
Resources Needed	Continued support from governor and legislators to solidify what has started, community nonprofit providers and foundations, private sector businesses, and outcomes that demonstrate 'Ohana Nui effort to increase family wellbeing.

Team: Central Council Tlingit and Haida Indian Tribes of Alaska	
Vision/Current Efforts	Multigenerational approach incorporating a variety of programs including wellness in the department as a whole.
Future Goals	Incorporate external agencies such as the school district when developing their two-gen approach.
Resources Needed	Better internal and external communication/messaging, more time to meet with partners, and improved collaboration with current partners.

Participants:
➢ Zepf Center
➢ Pennsylvania Department of Human Services
➢ Iowa Department of Human Rights/Department of Human Services
➢ Cook Inlet Tribal Council

Facilitator:
➢ Caterina Bummara, Manager, ICF

Team: Zepf Center	
Vision/Current Efforts	Provide assistance with parenting skills, housing, physical and mental health, substance abuse, and employment and transportation needs. In considering new partners, they decided to focus on families with children ages 0-3 and started meeting with Early Head Start of Lucas County, Lucas Metropolitan Housing Authority, and Lucas County Department of Planning and Development.
Future Goals	Developing a school readiness program. Connecting Early Head Start to case management services already provided in programs pertaining to housing, mental health and substance abuse services, HPOG coaching, and workforce development. Raise legislators' awareness that offering work supports and investing in individuals can empower them. Determine how to get low-income people the jobs they need.
Resources Needed	A big employer who wants to hire community people. Their two big hospitals are the anchor institutions and look at HPOG as a way to find and train people and bring them into the health care system. People need work supports that consider their families, and stable housing is a key issue.

Team: Pennsylvania Department of Human Services (DHS)	
Vision/Current Efforts	Provide employment and training services for TANF and SNAP recipients, and offer a teen pregnancy and parenting program which lends itself to two-gen work because participation in the GED program helps participants meet their hours. Consider where two-gen is being conducted, expand on it, and incorporate it intentionally.
Future Goals	Make their youth program more intentionally two-gen by getting the children of TANF recipients to participate in a summer program. DHS' biggest barrier is how to implement this within the restrictions of activity codes or non-core activities. Teens and pregnant youth under 18 usually do not have a TANF requirement or they have made up their participation in another way. Getting their clients (they are mostly TANF recipients) employed.
Resources Needed	A good quantitative measurement of two-gen and tangible outcomes.

Team: Iowa Department of Human Rights (DHR)	
Vision/Current Efforts	Three Iowa state agencies work together to address families' needs: the Departments of Human Rights (advocacy), Human Services (DHS), and Workforce Development. These three agencies are trying to understand how to implement two-gen approaches and streamline services. Input from families influences department staff, and a continuous loop engages families in a long-term relationship with the system.
Future Goals	Create a pilot among the three state agencies based on data gathered from families. Iowa is considering qualitative data regarding families' experiences, and developing an ongoing mechanism for collecting family input and data integration across the three agencies. They are participating in an initiative from the University of Pennsylvania that focuses on the development and use of integrated data systems regarding families with children ages 0-5. They want to integrate data on TANF families across the Education and Health Departments and consider if they have the proper balance of indicators.
Resources Needed	Assistance with integrated data system, time, place for participants to meet, child care support, and meals.

Team: Cook Inlet Tribal Council (CITC)	
Vision/Current Efforts	Many Alaskan Natives participate in CITC's HPOG program, which is in its second year. CITC's partners include the SC Alaska Area Health Education Center, the Alaska Literacy Program, and the Department of Labor; they are also building employer relationships. CITC loses approximately one-third of participants from its Medical Office Assistant training not necessarily because of lack of child care, but due to their significant other's belief that they belong at home, not in school; the importance of family support in a participant's success indicates that the program needs to take a two- or multi-generational approach.
Future Goals	In addition to continuing to provide preschool education and youth outreach programs, CITC wants to determine how to equip people to move forward; they do not want to limit their thinking to just a program or child care, but they need to think in a bigger, family sense about what it takes to provide work and family supports and understand the culture of the people served. The outcome should be happy and successful program participants.
Resources Needed	Trainers, funding from multiple sources (requires asking for assistance from funders – partnerships are key).

Participants:
- ➢ Central Susquehanna Intermediate Unit (CSIU)
- ➢ Connections to Success (CtS)
- ➢ Maine Department of Health and Human Services

Facilitator:
- ➢ Tracy Jefferson, Manager, ICF

Team: Central Susquehanna Intermediate Unit (CSIU)	
Vision	CSIU's WATCH program is an HPOG grantee engaged in an entire family partnership. WATCH has succeeded in collaborating with workforce partners to implement their action plan.
Future Goals	Educate partners on the two-gen approach and spark a call to action to get their buy-in. Sustain two-gen approach implementation through partnership, education, and communication; updating partners must be a continuous effort. Branding of the two-gen approach is also critical for its sustainability. WATCH works with a local evaluator and will conduct an evaluation after 5 years of HPOG implementation.
Resources Needed	A standard assessment (assessment results will be used to identify participants' need for family services).

Team: Connections to Success (CtS)	
Vision	Utilizes a holistic approach in partnership with Southern Illinois University-East (SIUE) St. Louis campus, focusing on Head Start parents. CtS offers basic skills training and soft skills courses on campus; once the training is completed, credentialing programs in IT, advanced manufacturing, and healthcare are delivered in partnership with the One-Stop Center. The federally funded TRIO program on campus provides assistance with financial aid for participating youth and adults if participants are not eligible for WIOA.
Future Goals	Program expansion with Kansas City to provide leverage for educational opportunities and housing, in conjunction with local YWCAs and community colleges.
Resources Needed	Increased guidance on building a partnership with the Illinois Department of Community and Economic Opportunity and the Illinois Department of Children and Families on how to use WIOA to provide intensive career training and SNAP E&T to support recipients with training, especially those with children aging out of foster care or out of school youth.

Team: Maine Department of Health and Human Services	
Vision	The Office of Family Independence is responsible for TANF and SNAP, and its Family Futures Downeast program is a model of success that blends these two benefit programs. A shared vision will take it to its next step, which is to bring other players to the table. The program works in partnership with a workforce board and local community college to support enrollment in post-secondary education. Financial assistance for post-secondary education is provided with Pell grants and flexible uses of WIOA.
Future Goals	Expansion of Family Futures to Aroostook County and infusion of additional money for sustainability. The program is exploring ways to use SNAP E&T to create a sustainable funding stream.
Resources Needed	Champions, time, and staff capacity. They need tools to communicate the message to decision makers as well as a social marketing plan. More technical assistance is needed on the use of TANF funds, particularly on the blending and braiding of funds.

Day Two – Tuesday, September 19, 2017

Plenary Panel: Parents Share their Journeys

Speakers:
➢ Angela Smith, Center for Working Families Program Graduate
➢ Christine Smith, Jeremiah Program Graduate
➢ Gene Silver, Jefferson County, Colorado Fatherhood Program Graduate

Moderator:
➢ Jessica Kendall, Senior Technical Specialist, ICF

Summary of Remarks

Ms. Kendall provided introductory remarks, noting that three parents who had participated in programs that focused on helping individuals in their journey toward self-sufficiency would be sharing how their participation in those programs helped or hindered as they navigated systems, facilitators, and barriers.
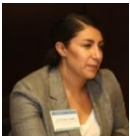
Angela Smith previously worked at the Department of Human Services advocating for policy changes and conducted program work in the Minnesota Family Investment Program (FIP). She now works for the Minnesota Department of Health and has been on both sides of TANF as a recipient, worker, and supervisor.

Jeremiah Program staff helped build Christine Smith's confidence by recognizing her potential. The program introduced a bridge and provided her with skills to save money and conduct job searches, and create a social network.

Gene Silver was a participant of the Fatherhood Program, which provides support in terms of gift cards, school assistance, counseling, and guidance. Mr. Silver completed a course provided by the Fatherhood Program and earned a certificate.

Questions and Answers

- **Question:** Staff building trust and rapport with program participants is very important—How can we improve the system?
    - **A. Smith:** It is important to conduct more holistic assessments as well as more research while partnering with organizations. Staff need to treat participants the way they want to be treated, and to think like them to understand them.

- **Question:** "People do not care how much you know until they know how much you care" stresses the importance of relationships. How does this relate to you since you started the program?
    - **C. Smith:** Motivational interviewing is great and forces staff to cast aside assumptions and get to know the person they are trying to help.

- **Question:** What recommendations do you have for supervisor training?
  - **A. Smith:** The University of Iowa requires staff to attend bias training, and this might be helpful. Staff should be provided Adverse Childhood Experiences (ACES) training, which covers the effects of childhood trauma.
- **Question:** What efforts similar to TANF are occurring regarding transition-age youth?
  - **A. Smith:** The Center for Working Families Program talks to families.
  - **C. Smith:** It is important to become knowledgeable about the state's youth program. It should not be all about just work requirements, and there needs to be an employment plan for the participant.

Susan Golonka added a comment that TANF is flexible in some instances but specific in certain areas and limits what can be counted toward work requirements. OFA supports states in helping their participants gain the skills they need. OFA wants to learn about the impediments and limitations of programs, and hearing participants' voices helps OFA set policy. Lisa Washington-Thomas mentioned that currently six percent of funds goes to education and training.

Plenary Panel: Implementing and Sustaining Approaches

Speakers:
- Brian Bowers, School Director, Sheltering Arms Early Learning and Family Centers
- Mishaela Durán, Director for the ACF, Office of Regional Operations
- Shelley Waters Boots, Special Consultant, Annie E. Casey Foundation

Moderator:
- Sarah Haight, Assistant Director for Network and Outreach, Ascend, Aspen Institute

Summary of Remarks
Following Team Time #2, meeting attendees participated in an additional plenary where policy and practice leaders discussed their implementation journeys and strategies for sustaining whole family approaches.

In her introductory remarks, Ms. Haight explained that two-gen is at the heart of Ascend's work, which Ascend addresses through a national fellowship program and bipartisan policy agenda, and strategic communications. Ascend's framework involves early childhood health and wellbeing, social economy, mental health integration, and cultural history of trauma; the mental health perspective in particular is paramount in two-gen approaches. There has been a transition from case management to coaching. As an example, the Kellogg Foundation has been developing a toolkit for a coaching model to be used in training. We need to create better feedback loops – how can we listen to what families need and connect to available jobs? We need to measure outcomes for parents and children together.

Sheltering Arms is one of the nation's leading two-gen programs. Mr. Bowers was previously a Family Support Specialist at the Educare Dunbar Learning Campus. He had already been conducting two-gen work by providing parents with sustainable employment and high-quality learning for children ages Kindergarten through 5.

The State of Georgia supported the two-gen effort by helping Sheltering Arms articulate data and show how they were moving families to success. As School Director, Mr. Bowers brings data to meetings informing officials they need to help impact the two-gen approach.

As Director of the Office of Regional Operations (ORO), Ms. Durán works with state human services commissioners in ten offices across the U.S. on two-gen work. She looks at how to support state leadership in making state policy systems change. She is trying to build partnerships on the federal, regional, state, and local levels. With 19 offices and over 62 programs, ORO has crosscutting strategic initiatives on two-gen approaches.

A New England partnership is starting with the National Conference on State Legislatures and the Kellogg and Gorman Foundations, bringing states together to learn about each other's activities. New England partners and economists will meet to discuss potential growth and how to help families find and sustain jobs so that families and children can thrive. The federal level needs to support state and local initiatives and remove impediments to their work. Each region is developing strategic plans to enhance two-gen approaches. Ms. Durán works with state legislators, regional administrators, and commissioners to problem solve, which is an ongoing activity.

A consultant to the Annie E. Casey Foundation, the W. K. Kellogg Foundation, and others, Ms. Waters Boots is connected at the policy and program levels and finds that the trend is now to focus on the Kindergarten through 12 system. She asked, How can we engage public housing authorities to make sure the family is supported? What can we do differently now and how can we bring supports in the community? Since we see that many families have to run around to access many systems, we need to learn together how to serve them in a different way; collaboration and systems coordination and change are important and can be challenging. This is just the beginning of long-term work.

Questions and Answers

- **Question:** What guidance do you have on sustaining and scaling two-gen work?
  - **Bowers:** You need to look closely at systems already offered and who is serving the same people, streamline the services, and add two-gen. Our meetings initially included families, and we asked them what they need and how it should be provided.
  - **Durán:** At the same time the Federal Administration has been transitioning, ACF has been supporting transitioning states in two-gen work and feels there is demand for two-gen from the field. We must focus on human-centered delivery of services and conduct it using a systems approach. The better we integrate systems, the more

effective we will be. Parent leaders on each team tell how difficult it is to navigate the systems, and this helps us bust siloes. Federal staff have a lot of experience with state and local systems and need to provide support to states.

- **Waters Boots:** Small policy changes such as starting to use integrated intake or colocation might lead to integration in other areas. Regarding sustainability, since families need different services, we cannot sell a two-gen model, but we need to sell it as a different approach. Economic security is the goal, and two-gen is the mechanism we use to get there.

- **Question:** What trends in two-gen strategies could inform teams in planning next steps?
    - **Durán:** Showing results is important, but there has not been enough investment in data systems; we need systems to track outcomes and show that what we are doing is working. We need to build systems change first. We see interesting trends in the field which we can use to show results—how many families are enrolled in programs and how salaries are increasing. We should listen to parents. They are challenged in navigating the system, and we need to engage parents in every step of the way.
    - **Waters Boots:** We have not been patient enough regarding outcomes, and we question what data measures we should consider. How do we know what we are doing is working in the right direction? Are we addressing things that are disconnected? How do we innovate on a rapid cycle? How do we make what is common sense common practice? We do not need a lot of surveys to say what services families need.

- **Question:** Two-gen is an evolving field, and much of what you are working on will inform at many levels. Civic awareness is increasing. Where does the two-gen movement go from here?
    - **Bowers:** We need to move from practice to theory. Parents come with their own strengths and expertise in their lives, and we need to use this information to inform next steps for social service provision.
    - **Durán:** An example is San Diego's Live Well (see http://www.livewellsd.org/), which is not divided by socioeconomics and was adopted by the county as a vision for all families living in San Diego without involving stigma.
    - **Waters Boots:** The systems change of two-gen will be pivotal; whether it will be sustained or not depends on if we can implement a systems cultural change. We need to make sure we understand how change happens and own our own way of working in the human services sector. Resources are lacking, and we will not receive more money until we get service delivery right. How can we make systems work more efficiently?

- **Question:** We realize that to sustain ourselves, we need help from private funders. We use outcomes driven models, and when asking for money, it is difficult to describe an approach. Systems need to change to make an impact. Smaller nonprofit organizations are programs, not systems. We cannot speak to systems change and we cannot sell two-gen as an approach—how do you do that?
    - **Waters Boots:** Funders should be able to see that what you are trying to change is also part of their end goal and that their work is your work. You should get them to see that the way you are conducting the work will help them get their outcomes. We

should measure the right thing at the right time—this will lead to better outcomes. You need to find people who see your vision. Regarding systems change, you are part of the system and can help change it. You have to sell the program approach.

- **Bowers:** We need to illuminate programs that work — these programs change systems.
- **Haight:** As an example to address systems change, CAP Tulsa (see https://captulsa.org/) hired an in-house marketing person.
- **Durán:** We can get systems change by having educational partners inform what you are measuring.

- **Question:** It is a hurdle to share data at the Federal level among the SNAP, TANF, and Medicaid programs to yield benefits to two-gen. What advances are we making in this area?
    - **Durán:** With input from state commissioners, we will tell the U.S. Department of Labor (DOL) and the U.S. Department of Agriculture (USDA) about the struggles states are facing. We have eligibility requirements. This will be the first step and will help us develop an agency strategy. Colorado is using data to move agencies forward. If people are not receiving SNAP quickly enough, they need to use the data they are already collecting and use it smartly. There is a lot of work that still needs to be done.
    - **Waters Boots:** For instance, an innovative state government official in Louisiana collected data on Food Stamps and found that 30,000 children were eligible for the Children's Health Insurance Program (CHIP) but were not on it. The state sent the families of these children CHIP cards and enrolled the children automatically if they used the card once. This is an example of a system being proactive and figuring out a situation — this is smart government.
    - **Haight:** Ascend will release Part 2 of its report Making Tomorrow Better Together (see https://ascend.aspeninstitute.org/resources/making-tomorrow-better-together-2/), which provides a guide to outcomes for two-gen policymakers. (See http://ascend.aspeninstitute.org/resources/making-tomorrow-better-together/ for Part 1.)

- **Question:** We need help from the field on measuring two-gen and where two-gen outcomes exist. How do you collect data on social capital? Coaching and peer relationships are critical on moving families ahead. We need to have conversations at the federal level about measures.
    - **Bowers:** Educare has a survey which asks questions on social networking such as "Have you made contacts at the Early Learning Center?" and "Last week, during how many days did you feel depressed?" Based on feedback, program staff created classroom activities during which parents interacted with each other.
    - **Waters Boots:** We ask both children and adults questions, such as "Do you feel respected when you come to our office?" and "How are you experiencing this?" Casey developed a parent engagement organizational assessment tool which appears on the Casey (http://www.aecf.org/resources/engaging-parents-developing-leaders/) and Ascend websites. We need to think about, "How are we engaging parents? How are we communicating about our work?" Dr. Mario Small

from Harvard conducted a research project using existing data and geomapped parents and created activity groups for parents who were colocated. When outcomes were tracked for children supported by the project compared with those who were not, it was found that Head Start attendance increased in those with parents who interacted with each other (for more information, see https://www.scholars.northwestern.edu/en/publications/promoting-parents-social-capital-to-increase-childrens-attendance).

Group Discussion and Debrief

The participating teams then organized in groups aligned with their organizational type – State TANF, Tribal Programs, and community-based organizations – to debrief on the information presented in the preceding panel and discuss their own efforts and plans around implementation and sustainability. Teams also provided information on their missions and visions, key accomplishments, future goals, and important takeaways.

Group Summary #1

Participants:
➢ Central Council Tlingit and Haida Indian Tribes of Alaska
➢ Cook Inlet Tribal Council

Facilitator:
➢ Patrick Heiman, Training and Technical Assistance Manager, ICF

Central Council Tlingit and Haida Indian Tribes of Alaska: When families come through the TANF program, they receive an assessment on their risk for future child abuse or neglect; if the risk is high, they are referred to Tlingit & Haida's Family Services' Preserving Native Families

(PNF) program, which provides preventive services through coordinated case management and child welfare services. The team conducts another assessment to identify strengths and needs and develop an action plan. Whereas the previous assessment was only about the parents, Tlingit & Haida uses another assessment to incorporate child goals, so the focus is now on whole families. Staff offer parenting evening groups in the areas of motherhood, fatherhood, grief, and drumming, and since lack of child care is a barrier for attendance, child care is sometimes provided at the same time as the groups.

After attending the site exchange that included the Denver Resource Center, Tlingit & Haida staff decided to plan similar joint parent-child groups with age-appropriate content. They want to look at branding in their own language and get buy-in/collaboration from other departments top down and bottom up since they share with them families in common that can be impacted. They were initially very child welfare focused and now want to expand to include topic areas such as suicide prevention. Tlingit & Haida is also interested in expanding department-wide discussion about planning and messaging on its approach. They want their providers to provide culturally appropriate, respectful care, so that families feel respected when they enter the office.

Cook Inlet Tribal Council: CITC determined which pieces of their initial plan were feasible, and then restrategized to get things accomplished. CITC's initial focus was on initiating two-gen programming and writing policy around incentive programs. Later, they reviewed their partnerships and conducted interviews with similar organizations to ensure they were more participant-centered. CITC piloted a program called PATH (Preparing Alaskans for Training in

Healthcare) and is now looking at the program through a different lens, thinking about families in a multigenerational way, not just two-gen. They are looking at expanding services, making some changes in education, and thinking of how to develop better communication with other services like Tribal TANF. CITC is trying to determine how to move forward and remain sustainable. They compiled and posted a resource manual pertaining to child care, emergency services, housing, and transportation. Their internal communication with Early Childhood, Head Start, Rehabilitation, and Child Welfare departments is strong (assisted by colocation), and they now wish to concentrate on strengthening external relationships with ABE, literacy, and federal and state government.

CITC wants to be able to share outcomes with partners and needs to keep connections with participants even after they complete the training. There is a multi-gen approach at the tribal council level. CITC might develop an integrated intake and have an internal database that is separate from their grants database. They plan to transition from being exclusively program-driven and step back and look at the core organizational values of interdependence and resiliency. CITC believes "two-gen should be based on what you do all the time" and should be "baked into" what they are doing for the community.

Group Summary #2
Participants:
➢ Central Susquehanna Intermediate Unit
➢ Zepf Center

Facilitator:
➢ Jackie Rhodes, Manager, ICF

Central Susquehanna Intermediate Unit: CSIU's WATCH, an HPOG grantee, is engaged in an entire family partnership. WATCH covers 11 counties, and there is sometimes a lack of consistency between county activities and outcomes due to different contractors covering a variety of services in each county. They participated in a site exchange with Hawaii DHS where they learned about the use of two-gen "engineers" to support program design and coordination.

WATCH plans to use the results of a standard assessment to identify approaches for participants. Another goal is to educate partners on the two-gen approach and spark their buy-in. As their action plan is implemented, they have had success working with workforce partners. Future goals include sustaining the implementation of two-gen approaches through partner education and

communication; updating partners must be a continuous effort. Branding of the two-gen approach is also critical for sustainability. CSIU needs more integration from the workforce department and guidance on how to support branding of two-gen approaches. CSIU noted that it is critically important to listen to families/participants, since they can identify needs better than case managers.

Zepf Center: Zepf has identified an array of services and objectives that their programs aim to address, including:
1. School-based bullying prevention
2. Family well-being
3. Safe housing
4. Parent & child rearing
5. Workforce development for self-sufficiency
6. Delivering educational programs that lead to certificates and degrees
7. Financial literacy
8. Employment and wage growth

In the past year, Zepf Center has created a common intake and assessment form for all of their programs, which will help implement a two-generation approach by identifying the needs of both parents and children. They administer the Northwest Ohio Pathway to Healthcare Careers (NOPHC) program, providing Community Success Coach, Education Success Coach, and technical training to support job shadowing and work experiences. Zepf has continued to co-enroll participants in both WIOA and TANF and has defined protocols for referrals from Lucas County Job and Family Services to participate in NOPHC.

Future goals include the potential creation of a health worker apprenticeship program and creating career pathways by engaging with employers to find suitable entry-level points of employment and better use of healthcare navigators. TANF will be used as a bridge for integrated employment with redefined case management to address participants' needs rather than what Zepf thinks the participant needs to become employable. They are also interested in receiving more information about the flexibility of funding to support different approaches for case management and strategic planning for program development.

Group Summary #3
Participants:
➤ Encompass Community Services
➤ Connections to Success

Facilitator:
➤ Tracy Jefferson, Manager, ICF

Encompass Community Services: According to an Encompass staff member, "Good programs can change policy," and Encompass must be in front of decision makers to let them know what is working. A year ago, two-gen was a model, and now Encompass views it as a strategy. Fellow COL member Connections to Success is the primary reason for their paradigm shift, but Encompass had already implemented two-gen elements into their program. They have now

evolved from a direct service point of view to a program perspective. Working with dads adds social capital to their lives, which is especially good for the young dads. Encompass wants to set the stage so their clients feel empowered. They also hire staff that have graduated the program and provide them the opportunity to take college courses so they can grow professionally.

Sustainability will take a team effort, and staff are vested in the project. Head Start staff is integral to the process, and they are also on board. Scale is now the issue. Regarding sustainability, organizations should ask these questions: "What do we do? How well do we do it? Is anybody better off?" It is important to have multiple funding streams; leadership depends too much on Federal and State money, and development should be part of an organization's business plan. Board members should be involved in raising capital.

Connections to Success (CtS): One CtS staff person said she likes the practical aspect of two-gen and values the importance of being innovative and giving children what they need. Teams should customize two-gen purposefully, make it unique to their location, and remember that it is an approach versus a model. CtS staff ask participants what they need and then develop and share the program plan and ask participants what they think they can gain from it.

Federal government staff need to understand how nonprofits use their funding. There are safety net programs that will always receive funding, such as those pertaining to child support, Head Start, etc. Other sources of funding must be identified, such as capital campaigns, endowments, and special donors. After meeting with representatives from the Boys and Girls Club, CtS restructured their board of directors and has established a giving program; the board is key to an organization's foundation. CtS plans to document what works and determine how to continue to fund what works, noting it is easier to attract dollars if you have solid infrastructure and strong financials. They have also developed a volunteer pool.

Group Summary #4
Participants:
- ➢ Iowa Department of Human Rights/Department of Human Services
- ➢ South Dakota Department of Social Services
- ➢ Maine Department of Health and Human Services
- ➢ Pennsylvania Department of Human Services

Facilitator:
- ➢ Jennifer Shapiro, Training Manager, ICF

The following charts summarize the discussion.

Team: Iowa Department of Human Rights	
Accomplishments	Established leadership buy-in and support regarding the two-gen approach across the three departments. To help guide the work and promote positive change, developed a steering committee comprised of leaders from the three state agencies as well as influential policymakers, university officials, and local nonprofit representatives. The steering committee supports changes in state legislature and helps move everyone onto the same page regarding two-gen. Also hosted a convening in June 2017 with local staff and the steering committee to discuss two-gen basics with presentations from Aspen Institute and Utah DHS.
Takeaways	Need for family input, knowing the impact on families of what we do, motivational interviewing and trauma-informed training, training staff to be empathic and able to understand what families are going through, communication within one's own two-gen initiative, and consistent messaging.
Sparked Interest	Coaching versus case management.
Do Differently	Expect a culture shift among front-line workers, but we also need buy-in from ourselves as administrators and top leadership.
Key Action Steps	Will develop a mechanism for current participants to connect with and support each other.
Potential Challenges	Confidentiality and lack of certain resources.

Team: South Dakota Department of Social Services	
Accomplishments	Has a new TANF administrator who is supportive of the two-gen effort, works well with other state programs, and has a work component integrated into its DSS systems. In many locations, it is a customer-friendly system.
Takeaways	What they need regarding data collection, and that they need to involve families by surveying them and then train staff.
Sparked Interest	ACES training and studies on how neuroscience and brain function affect behaviors.
Do Differently	Develop a comprehensive assessment process and their communications plan.
Key Action Steps	Create an assessment tool to assess the entire family, not just the participant.
Potential Challenges	Identify a proper tool.

Team: Maine Department of Health and Human Services	
Accomplishments	Creating a contract with Family Futures Downeast in Washington County, a two-gen pilot program to address the needs of rural low-income families by creating access to education and employment for parents with young children. Coaches have documented for Fedcap (TANF contractor) the program requirements, and all count toward their work. Maine determines eligibility and uses braided funding, but the participant sees just one experience; its success is based on a coordinated program which provides services to both parents and children. This is an example of a program that works and changes systems.
Takeaways	The need for more collaboration interdepartmentally (to include Labor and Children's Services) and for the two-gen approach to be woven at the departmental level.
Sparked Interest	The 16-week empowerment program before people enter the postsecondary program can help them be successful, and the importance of hearing parents' voices.
Do Differently	Have a better understanding of programs, structure, and administrative burdens placed on programs; and looking at the whole program before jumping into systems changes.

Team: Maine Department of Health and Human Services	
Key Action Steps	Strategic planning, messaging, getting buy-in within and outside the department, and identifying a champion to make policy changes. The vehicle is the successful program for the champion to use as an example.
Potential Challenges	Change in their commissioner, who had been a big proponent of two-gen programming, the future change in their governor, and differing approaches among a lot of departments, which make it hard to have buy-in; policy makers need to make a commitment.

Team: Pennsylvania Department of Human Services	
Accomplishments	Staff training on the human center design, incorporating two-gen into their programs, providing coaching for their parenting teen program; if participants are already attending a high school or GED program, they are already meeting their hours, but coaching provides additional benefit. The program hopes to expand to any at-risk teens or those who have a parent participating in other programs. This would be a more intentional two-gen strategy.
Takeaways	The importance of receiving buy-in from other departments and the idea of having a steering committee to focus on a shared vision.
Sparked Interest	ACES, Actionable Intelligence for Social Policy (data integration).
Do Differently	Expand program to at-risk youth and not just pregnant teens, require contractors to develop a plan so they can be held accountable, leverage resources, and try to expand two-gen in all that they do.
Key Action Steps	Identify the target population to which to expand, including the age range and a pilot location.
Potential Challenges	Need research on which target age ranges they should address.

Reflections from Day Two/Overview for Day Three

OFA asked the group what moments so far during the capstone event have stood out to them. One representative from Encompass said that while the momentum of concentrating on two-gen has been great so far, when capstone event participants return to their workplaces, the momentum will start to slow down. He invited OFA leadership to keep the momentum going by continuing the discussion; even having a monthly or bimonthly conversation on two-gen will keep propelling us forward. If OFA could try to keep this effort going, that would be great.

OFA commented that OFA created an email distribution list and would like the group attending the capstone event to own this. Also, if participants are interested in OFA facilitating continued conversation, they should indicate this on their evaluations of the capstone event, and OFA will consider this when prioritizing for next year. OFA's TA is responsive to the field.

With common sense comes common practice, and two-gen makes good business sense. When we think about families that have to jump through hoops, being able to streamline programs is practical. Programs have had to use a lot of creativity in implementing two-gen without new resources. If you change people's mindsets about how they are providing services, you end up with a different outcome. OFA staff thanked the capstone participants for helping OFA think about future COLs.

Day Three – Wednesday, September 20, 2017

Community of Learning Team Showcase and Celebration

Facilitator:
➢ Carol Mizoguchi, Family Assistance Program Specialist, OFA, ACF

Team Presentations

During this session, each team presented their strategy journey, based on the materials prepared during team times. They shared where they began at the start of the initiative and where they ended, what they learned along the way, and where they may go from here. Ms. Mizoguchi stated that while the teams are at different stages in their journeys, we celebrate them all equally, and everyone has made great progress.

Hawaii Department of Human Services: The Hawaii team highlighted the prevalence of homelessness in families with young children (http://www.hawaiinewsnow.com/story/33766571/new-kakaako-homeless-shelter-seeks-to-place-families-quickly). To address this concern, DHS united with the Department of Health (DOH) and community partners like Catholic Charities to create the Family Assessment Center (FAC) homeless shelter in 2016. Unlike traditional homeless shelters, after entering the FAC,

families are able to access permanent housing within 90 days. Service providers' shared values helped address family needs in education, mental health, and substance abuse. Hawaii would like to scale the highly successful FAC statewide, and has implemented a common assessment tool to triage families for housing placement. In addition, DHS also partners with Hawaii Families as Allies, a non-profit family advocacy organization that provides peer parent supports and helps families build social capital. Hawaii has benefitted from a site exchange with COL participant CSIU and support from OFA and the Aspen Institute. Next steps include building provider capacity, enhancing 'Ohana Nui principles, building families' social capital, tracking success, and scaling the program statewide.

Connections to Success (CtS): CtS showed a news clip on CtS' Wheels for Success program, which provides individuals in need with refurbished cars as gifts, helping them to break the cycle of poverty (http://fox2now.com/2017/08/10/young-mother-surprised-with-car-to-help-her-get-to-school-work/). CtS is also partnering with parent educators, the housing authority, and SIUE to engage parents of Head Start participants. Participants wanted to receive credentials in a year or less since they faced pressing needs at home, so SIUE worked to identify stackable credentials tailored toward working families and began providing a 3-week technical skills preliminary training on campus. The campus library became a workforce development hub. A January 2017 pilot tracked outcomes, including family strength stemming from parents becoming employed. CtS plans to partner with local workforce development boards to maximize WIOA funding; they would like to hold a one-day convening in the region and show

the program's impact. Their overall goal is to initiate systems change in Kansas, Missouri, and Illinois by the end of the year.

Central Council of Tlingit and Haida Indian Tribes of Alaska (Tlingit & Haida): Tlingit & Haida has 30,000 enrolled tribal citizens, and a total of 25 staff members address tribal families and youth. Tlingit & Haida has deep connections with the community and is used to taking a multi-generational approach that includes parents, aunts, and uncles. They have a tribal TANF child welfare grant and also receive funding to address domestic violence and suicide prevention. Staff have been trained on child strengths and needs assessment and are looking to determine how to intertwine and improve the many services for families. Monthly check-in calls with OFA have been helpful, as was the peer exchange with Denver. The Tlingit & Haida group is inspired by Hawaii's name for its two-gen program and would like to find an appropriate cultural name for their program. Branding will be important for strengthening buy-in.

South Dakota Department of Social Services: South Dakota team members consider themselves fortunate that their TANF administrator is very supportive of the two-gen approach. They want to work with staff to build an understanding of the trauma area with the ACES training, which will help them be more supportive. Areas for next steps include developing a whole family assessment and communications and marketing plans, as well as connecting with families and community and state partners. South Dakota intends to communicate well about their two-gen approach with outside partners who can support it.

Central Susquehanna Intermediate Unit (CSIU): CSIU wants to incorporate more intergenerational activities for nursing students and their families; an example is explaining to children why their parents might not be as involved with them since they are busy with their schooling, as well as what entails being a nurse and the required yearlong commitment to nursing school. CSIU continues to work on a family needs assessment that includes 18 domains based on Maslow's needs; participants rank themselves regarding each domain, and then they choose which domain on which they want to work. CSIU also currently includes their many partners on a resource list that staff use with participants. CSIU's goals include partnering with more human service agencies, meeting with their partners and educating them on two-gen, and continuing to educate partners on WATCH's activities and the two-gen approach. They understand that data is important for showing improvement, so they are working with a local evaluator to build more intentionality into their two-gen approach.

Iowa Department of Human Rights: Iowa wanted to improve families' experience of accessing services by developing supportive systems. To engage top leadership and develop a higher level of support of two-gen from the administration, they formed a steering committee consisting of staff from the Department of Human Rights, Human Services, and Workforce Development, as

well as community service providers like the United Way, the Center for Working Families, and Iowa State University. The committee soon realized they needed a broader perspective to include children as well as their parents. Iowa's three goals include: continue to revisit stakeholder buy-in and check in with stakeholders including front line staff to make sure everyone understands goals, apply administrative data from the state departments and integrate it as necessary to evaluate programming, and integrate service delivery based on an internal review within the three state departments.

Cook Inlet Tribal Council (CITC): CITC reflected on the process of applying two-gen to its programs, which include youth outreach, mentoring, preschool education, and incentives. They considered the people they were serving and restructured after conducting research, utilizing

four overlapping components for their two-gen approach – career education, economic supports, social capital, and health and wellbeing. CITC realized that program specialists staying with participants throughout the process developed participants' trust, which created a renewed commitment to how to approach the programs. Most recently, staff see that two-gen is bigger and represents themselves and how they look at programs; the lens is clearer now. If the concept shifts from two- to three- or multi-generation, a conversation will need to be built on this new model. Future goals will focus on outcomes and measures, participant-centered conversations, understanding and respecting participants' perspectives, and improving communication between agencies, programs, partners, and staff.

Maine Department of Health and Human Services: Maine has adopted the approach of program changing policy. Other counties are interested in replicating Washington County's Family Futures Downeast pilot program, which creates access to education and employment for parents with young children. The pilot involves 45 families (135 participants), and of those, 84% are continuing for their associates degrees or higher, compared to only 18-30% across the state continuing with their education. The education system wants to support working parents. The child care system is providing high quality child

care in the evening for parents. Next steps include identifying a champion, developing an RFP process, and establishing a second pilot program in another rural county.

Zepf Center: Zepf has 21 partners and fits well within the two-gen approach, focusing on families with children ages birth to 3. They want to find and build more partnerships pertaining to all life domain areas, including early childhood education, parenting skills, housing, workforce development, physical and mental health, and transportation. Mainly a blue collar town, advanced manufacturing and health care are the major industries in Toledo, a city facing growing poverty, infant mortality, and opiate addiction since work injuries frequently lead to pain killer addiction. The Zepf Center is the largest provider of substance abuse treatment and addresses opiate addiction, serving 5,000. Goals include using data sharing to share outcomes, engaging core partners and participants, developing integrated teams, keeping the family

foremost, developing an evaluation plan, creating a communications plan, and expanding the program to make an impact in the community.

Pennsylvania Department of Human Services (DHS): To determine TANF and SNAP benefit eligibility, assessments are conducted in county offices, where a few questions are asked before participants start their employment journey; participants are required to engage in work activities and an employment program run by employment workforce boards. DHS partners with community colleges and a teen pregnancy program operated through intermediate units, and oversees contractor training programs. To promote two-gen in county offices, the team emphasized that helping families address barriers and receiving buy-in from other departments is important. Panels and team meetings help identify how to integrate two generations intentionally. The framework for a pilot will not have as many struggles with work participation rates because the individuals are under 18. DHS wants to expand to all teens, not just pregnant ones and needs to determine what age range on which to focus the expansion. They also plan to serve multiple generations by including parents participating in other programs, and better leverage resources to build partnerships.

Encompass Community Services: Connections to Success helped Encompass frame its two-generation approach. The majority of Encompass' population is ages 25-35 and includes fathers that see themselves as both individuals and as parents. Encompass helps with relationship skills and self-esteem, as well as housing and homeless issues. Two-gen is an embedded strategy; an example is that child care is provided so parents can attend classes. Encompass staff designed a mirror curriculum, asking similar questions of parents as of their children; they ask parents how well they know their spouses, since parents tend to focus on the child and lose sense of one another. Staff will also ask an only child about his/her best friend, and siblings about their brother(s) or sister(s). Children encourage their parents to attend Encompass programs; Encompass provides dinners beforehand and this is the one chance a week that families can sit down to have dinner together. Their goal is to change policy by being a catalyst of communication.

Wrap-Up

Facilitators:
➢ Lisa Washington-Thomas, Chief, Self-Sufficiency Branch, OFA, ACF
➢ Carol Mizoguchi, Family Assistance Program Specialist, OFA, ACF

Carol Mizoguchi conducted a Plus/Delta exercise, during which she asked capstone event participants to write on sticky notes what worked for them in the past year of the Community of Learning, as well as areas of improvement. OFA planned to collect and review the notes after the conclusion of the capstone event. She mentioned that she hopes participants will be in touch with OFA and thanked everyone for their perseverance.

Lisa Washington-Thomas concluded the *Two-Generation Community of Learning Capstone Event* by thanking capstone event participants for their commitment and reminded the group that they can request TA online by accessing https://peerta.acf.hhs.gov/, as well as contacting OFA project officers.