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ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



**Office of Family Assistance PeerTA Network**  
**“Breaking the Poverty Cycle and Opening Doors to Opportunity for TANF Families:  
Developing a Two-Generation Approach” Webinar Transcript**  
**May 26, 2015**  
**1:00 p.m. Eastern Time**

**Presenters:**

- **Nisha Patel, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services**
- **Lisa Washington-Thomas, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services**
- **Shelley Waters Boots, Annie E. Casey Foundation**
- **Kaylene Keener, Community Action Project (CAP) of Tulsa County**
- **Karla Aguirre, Utah Department of Workforce Services**

Operator: Ladies and gentlemen, thank you for standing by. Welcome to the “Breaking the Poverty Cycle and Opening Doors to Opportunity for TANF Families: Developing a Two-Generation Approach” webinar.

During the presentation, all participants will be in a listen-only mode. If you need to reach an operator at any time, please press “star 0.”

As a reminder, this conference is being recorded, Tuesday, May 26, 2015.

I would now like to turn the conference over to Lisa Washington-Thomas, Self-Sufficiency Branch Chief, Office of Family Assistance. Please go ahead.

Lisa Washington-Thomas: Thank you.



Good afternoon and thank you for joining today's webinar. We are very happy to have a wonderful slate of expert presenters to discuss this important topic with you.

My name is Lisa Washington-Thomas, and I am the Chief of the Self-Sufficiency Branch within the Office of Family Assistance, and I will be facilitating today's webinar. We designed this event as a way to share the latest research and ideas surrounding two-generation approaches to helping low-income parents and their children reach self-sufficiency. This approach has been implemented by using existing programs and creating new and innovative projects.

Traditionally, the focus with alleviating generational poverty has been on either early childhood education or workforce and education and training for parents. But numerous programs have shown that investing in both simultaneously is more beneficial for families and produces better outcomes.

Our conversation today will — is about understanding the importance of policies and practices to equip parents and their children with income, tools, and skills needed to improve economic stability. Are there specific policies that TANF agencies can implement to create an environment that fosters a two-generation approach? How can TANF agencies partner with other community organizations to ensure that the needs of both parents and children are met, and how do programs that utilize a two-generation approach look? These questions will be addressed and answered during today's webinar.



Our learning objectives include: understanding the importance of policies and practices that foster two-generation approaches, learning how to improve quality system collaboration in a TANF setting to meet the needs of both low-income adults and their children, and hearing lessons learned from programs serving TANF populations that are using two-generation approaches to help families achieve lasting self-sufficiency.

We are very fortunate to have four dynamic presenters, who will be guiding our conversation today and helping us to understand the benefits of two-generation approaches.

Throughout the presentation, you will have an opportunity to ask questions through the chat box in the bottom left-hand corner of your screen. We encourage you to ask questions, and please be sure to specify if your question is for a specific presenter or program. If we do not get everyone's questions answered, we will provide a Q&A that will appear on the PeerTA website, along with a transcript and audio recording of today's webinar.

During the webinar, there will also be a series of polling questions that will appear on your screen. Please answer each by clicking on the radio button next to your selected response. Doing so will not only help us guide the discussion but will also share additional information that may inform your practice.

Our first presenter today is Ms. Nisha Patel. She is the director of the Office of Family Assistance within the U.S. Department of Health and Human Services, and I'd like to also mention that she is my office director.



Ms. Patel has nearly two decades of experience developing, managing, and implementing initiatives to increase economic opportunities for low-income families in the U.S.

She was most recently the deputy director at Aspen Institute, where she played a key role in national efforts to expand two-generation approaches to improve outcomes for children and their parents.

Ms. Patel was a program officer in the U.S. program at the Bill and Melinda Gates Foundation, where she managed a \$40 million portfolio focused on reducing inequity and increasing postsecondary success through community partnerships and policy development.

Now, I believe we're going to have our first polling question.

The question will read, "How knowledgeable are you about two-generational approaches to alleviating poverty?" Again, on your screen, we'd like you to answer, "How knowledgeable are you about two-generational approaches to alleviating poverty?"

And we'll give you a couple of minutes, and then we'll turn this over to Nisha Patel.

Okay. Thank you. We see that a majority of the audience has said that they have limited knowledge on two-generational approaches. And so, we will alleviate that by turning this over to Nisha.

Nisha Patel:

All right. Thank you, Lisa, and I am thrilled that we're doing this webinar today, because it's on one of my favorite topics and also really pleased to see that we have a number of folks from our state



TANF agency partners, as well as from a number of counties that are administering TANF or TANF-funded programs. So this is a great audience for this topic.

And I wanted to start out by saying that, you know, sort of, this framework around two-generation approaches, is very much linked to everything we do at the Office of Family Assistance. And so, I've been in this job about five months now, and I'm often in the position of introducing our work to people who may not know a lot about TANF. And so, what I'll often say is that I lead the Office of Family Assistance, not the Office of Adult Assistance and not the Office of Child Assistance. We really are about whole families. And that's really my goal in saying that. We're about whole families. And that includes two-generation approaches which provide opportunities for and meet the needs of children and their parents together.

It's a pretty simple definition. And just to make it concrete for people, you'll hear a couple of specific examples today that will get a little bit more complex and help you to understand what the different components of the approaches are.

But the thing I want to say about, you know, particularly at the federal level, when you think about federally-funded antipoverty programs, we often have – unlike TANF, we often have funding streams that will focus specifically on adults, around parents, such as job training programs. And we'll have other funding streams that focus specifically on children, such as child care and early education funding streams.



And the idea behind two-generation approaches is to deliver services to parents and their children simultaneously, at the same time, with the goal of increasing the family's overall economic security and well-being, which is very consistent with our overall purpose at the Office of Family Assistance and particularly with our major grant programs that we administer. And in fact, the two-generation framework is something that we're using as a means to unify the work that we do in our office, as well as, I think, has the potential to unify the works that states, tribes and communities are doing.

And in particular, as states and tribes are working to implement Temporary Assistance for Needy Families, or TANF, we think that there's huge potential. And you'll hear from Karla in Utah later on the webinar about how they're doing that in their community.

And then, you'll also hear about one of our other grant programs with the Office of Family Assistance, our Health Profession Opportunity Grants program. You'll hear from Kaylene in Tulsa talking about how that – how they've been able to tap that funding stream to help build out their two-generation work, as well as the connections to TANF.

And then finally, we also administer within our office Responsible Fatherhood grants. And we think these are another great potential opportunity to provide connections to two-generation approaches for fathers, including noncustodial parents, because a big part of that, those grants are focused on parent-child



interactions for fathers and children, as well as economic stability and mobility.

And so, really, when I sit back and I think about, you know, what is it with the two-generation approach that we are — that our state, tribal, and community partners are trying to achieve as they design and experiment with these approaches. One of the quick ways that I like to simplify it, as my team knows, I love acronyms and spell things, and I also like, you know, things that are catchy to help ideas stick.

And one of the things I'll often say is, with the two-generation approach, what we're trying to do is answer the question, "Can we make 1 plus 1 equal 3?" That is, can we achieve better outcomes by working across silos, by providing opportunities for and meeting the needs of vulnerable children and their parents together? And that's a lot of what, you know, this is — I would put two-generation approaches so that if you've got a curve that goes from innovation to evidence-based, you know, our administration is very much an evidence-based administration — two-generation approaches are in the innovation part of that curve. There are a lot of questions we're still trying to answer. But we think that there's huge promise.

And so, when I came in to this role in December, I laid out two priorities for the Office of Family Assistance. And they're actually now embedded into the — our agency, which is the Administration for Children and Families. These priorities are embedded into our strategic plan, and they really highlight the importance of two-generation approaches for our overall agency.



And so, I wanted to share those with you, and it's really two simple priorities: the first is to increase family economic security by supporting our partners to design and implement programs that focus simultaneously on parental employment and child and family well-being, and then the second is to promote collaboration across human service agencies, workforce agencies, and educational institutions to encourage service delivery that addresses outcomes for those parents — for both parents and their children.

And we really developed that second priority with an eye toward the major work that's happening in communities over the next couple of years, with TANF now being a mandatory partner in the workforce system with the implementation of the Workforce Innovation and Opportunity Act in states and local communities across the country.

And so, we know that the work that you all are doing and will be doing is very consistent with this priority and, we think, creates another opportunity to really think about a two-generation approach to family economic security.

And one of the things we've been doing in our office — sort of consistent with these priorities — is taking a closer look at the spending data for TANF. And so, states report to us annually how they're spending both their TANF federal funds, as well as their — what's called their State Maintenance of Effort dollars.

And what we see when we look at the state spending is that states are spending those resources on a variety of the different components that make up a two-generation approach. And states





have the flexibility — a lot of flexibility — to do this right now with their TANF block grant.

So for example, states are spending some resources on work-related activities. They're spending other resources on child care and early education. But one of the things that we realized is, in many states, this is not necessarily happening in an intentional way, so that when you look at families receiving cash assistance and when we look at that spending data, you know, people often — who don't work on TANF — have this mental model of TANF is, "Oh well, TANF is a cash assistance program for families." But many of you on the call know TANF is much more than that.

When we look at the spending on both the federal and state spending, only 28% of federal and state — federal TANF dollars and state dollars are spent on basic assistance. Meaning, the majority of the 72% is spent on other things. You know, a percentage, a relatively small percentage is actually spent on work-related activities, just over 6%. But we have over 16% that's spent on child care/early education. And then, states are spending the remainder on a variety of other supports for low-income families.

And so, you know, we — when we look at that data, one of the things that — one of my reflections is, you know, if states wanted to take more of a two-generation approach, they do have the flexibility to think about how they might program those dollars to more intentionally ensure that families are getting, for example, high-quality workforce development such as Career Pathways



Program for parents, and then simultaneously provide children high-quality TANF-funded early child care services.

And I think you'll hear — when you hear from the other speakers on the webinar today, you'll hear a couple of examples of communities that have made efforts in that area that we hope that others can learn from and might inspire other states and communities to think about how they're allocating resources.

So I think what I wanted to close by saying is, that you know, that there's momentum not only in our office at the Office of Family Assistance, but there's momentum for two-generation approaches across the Administration for Children and Families. You'll see that in our strategic plan. But there's also interest at the highest level. There's interest at the White House level.

And in particular, I wanted to highlight for folks that may not be aware, the White House Rural Council has made rural child poverty their top priority for the next two years. And specifically, we, at the Administration for Children and Families, have been working with the White House Rural Council as part of a working group on an initiative, which, I love the name of, but it might be because I came up with it, which is Rural IMPACT, which stands for Rural **I**ntegration **M**odels for **P**arents and **C**hildren to **T**hrive.

And the concept behind this is that — that there — we think that there's potential for high impact of two-generation approaches, particularly in rural communities. You know, some of the challenges, as you all are well aware, in rural communities are limited resources, low population density, distance, and transportation. And so, by bringing together services for parents



and children simultaneously, we think that there's potential to try to get at the issue — the high rates of child poverty in rural areas.

And so, with the Rural IMPACT Initiative, we'll be working with the White House Rural Council this summer to identify ten rural and tribal communities that have the vision, the capacity, and the assets to support two-generation approaches, and this is absolutely an interagency effort. And so, we'll be working with communities with the goal of increasing parents' employment and education and child and family well-being.

And the whole idea is that, if we're asking communities to work across silos, we need to model that at the federal level. And so, we'll be working across HHS, U.S. Department of Agriculture, Department of Education, Department of Labor, the Corporation for National Community Service, as well as other agencies to model that and help target resources to these communities.

And so, look for more to come on that initiative this summer. But with that, I will turn things over to Lisa Washington-Thomas.

Lisa Washington-Thomas: Thanks, Nisha. I appreciate that. That was very informative. And it's good to know — hear about the Rural IMPACT because that's something I didn't know.

We have one more polling question that we would like to do. And this question asks — although many said that you want to know more about two-generation approaches to poverty, but we would also like to know if anyone is utilizing this approach. So the question is, "Does your TANF program use a two-generational approach to service delivery? Does your TANF program use a



two-generational approach to service delivery?” We’ll give you up to a minute to answer.

Well, interesting. Most of you said that, no, you focus on traditional welfare-to-work services for adults. But a large portion of you said that you’re currently exploring implementation into a two-generational approach. So that’s good news, because we have some excellent speakers coming up.

First, we will have Shelley Waters Boots, who brings almost 20 years of experience as a writer, researcher, and policy expert on issues affecting the lives of low-income children and families.

She runs a philanthropic consulting business, where she advises on investment strategy, research, policy, and communications.

In the past, she was a researcher at the Urban Institute and has honed additional skills in senior positions at the New America Foundation and the Children’s Defense Fund.

After Ms. Boots, we will hear from Kaylene Keener, who is the manager of programs at the Community Action Project in Tulsa, Oklahoma, or CAP Tulsa, where she oversees the program’s two-generation project. From 2004 to 2014, she worked in health and safety program management at the American Red Cross and recently began working at CAP Tulsa, where she spearheads anti-poverty programs.

Then we will have — we’ll hear from Karla Aguirre, who is the Director of Program and Training and Workforce Development Division of Utah’s Department of Workforce Services. Her oversight includes the administration of TANF, WIA, which will



soon be WIOA, State Workforce Investment Board, and Wagner-Peyser. Ms. Aguirre has over 25 years of public service experience administering programs at state and local levels with notable experience working with community partners and state agencies implementing programs that address poverty. She will discuss the work Utah is doing around the two-generation approaches.

Thank you very much. And I turn this over to Ms. Boots.

Shelley Waters Boots:

Great. Thank you, Lisa. And thanks to you and Nisha and all the folks at the Office of Family Assistance who are really leading the way on this two-generation work.

So I'm going to go through a number of slides from the perspective of The Annie E. Casey Foundation, which has been investing in this area for a number of years, and try to give a little bit more meat to how we are defining two-generation approaches and a few ideas about — with the overview of investments we're making — ways in which you can think about exploring the connections between TANF and two-generation approaches.

So I'll begin with what The Annie E. Casey Foundation always begins with, which is a bit of data, and why we've come to looking for creating two-generation approaches as a way to interrupt the cycles of poverty that we see. And you all know these statistics better than anyone, I'm sure, that we have so many families, nearly half of young children growing up in low-income families.



And The Annie E. Casey Foundation has worked really hard to try to break the cycle of poverty and to help create opportunity, really helping to ensure that kids have a shot at the American dream.

But too often, not only at the Casey Foundation, but even in our public programs, the needs of parents and children are often separated and are thought about in isolation. We know that this term and the work around two-generation is not new. In fact, I was with someone who ran a settlement house that began in the late 1800s that really had a lot of two-generation language. So we know it's not new, but we know we need a renewed approach, a renewed focus on how we can ensure that children and families are succeeding together.

A little bit more data and information that's laid out in a report that we recently released really looks at the number of children under age 8 in these low-income families and what are some of the particular struggles.

And again, we know in the last three to four decades, it's been more difficult to get a job that will support a family. We also know that there are additional barriers for having full-time work. So while many families have a worker, most of those are only working half-time and — or about half the family are only working full-time full-year. So we know that having access to full-time work is a big challenge.

And we also know that many parents lack the postsecondary degrees that seems so important to kind of getting on the ladders of opportunity. And we also know that these numbers, while national, really vary by state. So for example, 86% of low-income



parents with young children in Rhode Island don't have a postsecondary degree, and in North Dakota, that statistic is 59%. So we know that there's wide variation across states and counties and the kinds of barriers that families face.

Again, nationally, we know that a lot of families are struggling as single parents, and that the infrastructure to really help parents be both a good worker and a good parent — like child care or like access to time off when a child is sick, or you have a new baby — are still very much behind the time. So — it's — families are really struggling in this dual role, and they're concerned about their children, and how they'll fare, and if they can indeed build a better life.

So with a lot of that data behind The Annie E. Casey Foundation, we began to look at what were — really — our outcome goals for families, and we were able to really look at — at certain parts of the foundation — really focus on parent outcomes around parental stress, around being able to really be confident that they are their child's first teacher, and all those roles in which families really contribute to providing the economic stability for their children.

And then, we also have a number of goals around child outcomes, and what we hope to see for kids. And the key for us at Casey was to really try to find ways to bring these pieces together, as Nisha said, in a more simultaneous way and a more intensive and deliberate way, not just hoping that all the pieces of the puzzle would fit together, not assuming that it's the parents' job to coordinate all of this, but really the job of those of us running programs and systems.



So for the Casey Foundation, we were really trying to bring together these three strands of thinking and work and really, as Nisha said, many of these areas are evidence-based in what to do in any one of these. But what's innovative is, what does it really look like when you bring them together? When you take an evidence-based practice around education and job training and pair it with an evidence-based practice around home visiting, for example, what does that look like, and do we get, as Nisha said, 1 plus 1 equals 3?

In addition to the financial stability sets of interventions on the left-hand side, we were really looking at the quality early care and early elementary experiences on the right-hand side. And what really grew out of this was also this third column, which was really again, thinking about parents and their role as both breadwinner and caregiver. So that brought up issues around stress, around enhancing social network for families, both the bonding network that you need when you rely on families and friends and neighbors to kind of make everything work in your family, but also that bridging network of knowing somebody who can help you get the job interview for the job that pays a better wage. So really, sort of, paying attention to the role of parent as parent.

So at Casey, and I'll go through these quickly, we really are starting to look at a range of investments that are laid out here. But I will say again, this is not new. So we're trying to really look at where people have tried to integrate services in the past and learn our lessons. And one of the big ones — I think one of our big takeaways — has been that you can't just do this top-down,





and you also can't just do this bottom-up. So what do I mean by that?

So as a foundation, we can't just be funding programs on the ground that are really trying to innovate and going deeper in partnership and in practice without thinking about the fact that those programs are swimming up very large funding streams and policy streams that are very siloed.

And at the same time, we can't just deal with the policy side without realizing that we're really needing to think about ways in which programs are partnering on the ground. So — we — and this gives you a way out of — I think how we're trying to go about doing both the top-down and a bottom-up approach.

So quickly, on a few of these, translating research and to improve practice, we've really been trying to take the best thinking around brain science, around behavioral economics, around some of the things that are really helping us to better understand parent skill-building, child skill-building, and what it takes to actually help families achieve the success and the goals that they want.

I put a quote up here from Dr. Donna Pavetti from the Center on Budget and Policy Priorities, who's been talking about this on Capitol Hill. So, as Nisha said, there's wide and growing interest in really thinking about how this science can inform the way we're working with whole families. And really, TANF is a linchpin in a lot of these conversations, because you do have the flexibility to be thinking about both the adult and the child side.



We're also diving deeper into the parenting and parent engagement piece. And this gives you a couple of ideas of the types of things that we're doing around working with policy, practice, and advocacy organizations — really diving deeper on parent engagement. We're hearing a lot about this from our two-generation sites who are trying to find ways to really talk about a whole range of services for parents and help get the sign-up high and the retention high for parents to engage in a broader set of policies and program supports than they are now.

And then I referenced this before, but there's a long list of policy recommendations that are provided in our two-generation policy report that was released just this past November. It involved input from over 65 experts, from policy experts to those on the ground really doing the work and practice and working with families. And it was well-informed by communications — lessons that we have learned both from our own communications work at Casey but also leaned heavily from our partnership with the Ascend Network at the Aspen Institute. And you can — there's a website there where you can find the report.

And I'll just highlight three overarching areas where policies are made, and then we're going to really focus on this last one on the right.

So the first set of policies though — we really talked about ways to create policies that equip parents and children with the income, the tools, and the skills for success. And there's a number of ideas in the report that address each one of those, from workforce development training programs that more deeply connect services



and supports for parents, to income supports and the growing body of research that's talking about the implications of just having more income when children are young.

Then there's a second set of policies that's really about making government policies and programs more family-friendly. Bob Giloth, the vice president at the Casey Foundation, says we have to figure out how to make what's common sense, common practice in government. And Nisha provided a great example with the second priority area she listed about collaboration within the federal agencies that they're working with, and again, there are ways in which, both at the state and local level, really encouraging our public systems and structures to really be thinking about how to work more collaboratively. And there's a number of policy ideas in that area.

And then lastly, because, as Nisha said, we are — at an innovative — on the innovative part of this curve, really trying to work to build evidence on promising programs and platforms that focus on bringing this parent and child piece together.

So, a couple of examples: at the Casey Foundation, we're looking at all sorts of places to build this practice and build the evidence from schools, such as community school programs and the United Way of Bay Area, to early education programs, home visiting programs, community college sites, and job training programs.

So in some ways, the opportunities are limitless, and how you think about where to really house and create these hubs of two-generation innovation. At the same time, we want to be really intentional about going deep and trying very hard to connect these



lessons in particular places and bridge out into these areas of, again, family economic success, parent involvement and support, and early education and early elementary school success for children.

So I know some of you — I see questions already — about where some of our sites and — so let me give you a little bit more detail about where we're funding some of this work.

So one of our initiatives is called the Family Economic Success-Early Childhood Initiative. It's actually layered onto early childhood programs, mostly Head Start and Early Head Start. You'll hear later from CAP Tulsa, which has a particular program, but they're one of the sites we're working with in this initiative. But also Educare Atlanta and the Center for Working Families — that's a partnership model of an early childhood site and a Center for Working Families, which is a wraparound sort of workforce development asset-building and benefits access intervention program in Atlanta. They're working together.

There's the Educational Alliance in New York City, serving a highly diverse immigrant population. And a site in Garrett County, Maryland — also, a CAP agency that runs Head Start, with a number of other programs, and that is a rural community. So they're one of the ones that the White House Rural Council has been working with fairly closely and thinking about what a model might look like in a rural community.

Another set of interventions we're funding are actually embedded in existing community change efforts in Buffalo and Weinland Park, which is in Columbus, Ohio, and in San Antonio. And



again, trying very much in a community-based effort to really look at multiple agencies in that community, multiple nonprofits in that community and try to start working together to more intentionally align the child and adult services.

And a few more examples — I mentioned the community schools in the Bay Area. There's also — using a housing platform, the Jeremiah Program — that's in Minnesota but replicating in Boston. Another program called Crittenton Women's Union, also located in Boston that's testing design around coaching and mentoring models and layering in a focus on early care and education.

And one that we aren't funding deeply, but I thought I'd raise for this group — because I think there's some innovation or possibilities — is around home visiting with the Nurse-Family Partnership working with Goodwill Industries in Central Indiana.

And then last, just to bring it home for a couple of slides on the TANF issue in particular, we know that there are ways to really create some prototypes based on some research. It's not a wealth of research, but I think it still holds promise. And the Building Nebraska Families — if you haven't looked at that research — was a particular TANF cash assistance program, again, in Nebraska primarily focused on very-hard-to-employ families in Nebraska, but they layered in an intensive home visiting curriculum that really focused on goal-setting and problem-solving and communications and also help around child development and parenting skills.



And if their results are any indication of the promise upon which we are all sitting, their hard-to-employ TANF families earned about 50% more than the control group after — at the 30-month follow-up. So when you really do bring this together in ways that are real for families, we have inklings of research that tell us that we're on the right track.

So we're learning from these new program models. You'll hear it from Utah, which is also testing a great intervention using TANF, but CAP Tulsa.

I'll mention this, too — we're also working on the community college campuses in 19 community colleges on a project called the Working Family Success Network, and almost all of those are using the TANF programs on those community college campuses in their work and trying to wrap around supports for college students who are also low-income in parenting. So, new lessons and new efforts coming online, really, every day.

A couple of things that I think we're really taking away from this work is that we've become much more focused on skill-building. And I mean that in every sense of the word, both skill-building for jobs, but also skill-building in life and with your family. We're learning a lot from these executive function prototypes, and this is, again, back to some of the work that Donna Pavetti is doing at the Center on Budget and Policy Priorities — of, really, how do we help think about parents and children and the skill sets that they're learning — to really — around goal-setting and around problem-solving that really helps families figure out their own ways and their own path forward. That really gets to some of this



coaching practice and goal-setting models that are cropping up in many of the efforts, both funded by Casey, but many that are funded in other places.

And you all know this if you work with families every day — we have to increasingly remember to pay attention to health, mental health, and substance abuse issues.

I highlight here another grantee of Casey's, The New Haven MOMS Partnership, which is working directly on parental stress and mental health issues, and the moms are seeing great strides, both in their parenting and their interactions with their children, but also in their abilities to achieve employment.

So the last set of ideas I'll leave you with, before I turn it over and back to the facilitators, is that we can think about TANF as a way to start demonstrating this practice in building evidence. And it's a continuum, right? You don't have to bite off everything at once. But if you started thinking about, let's say, on the left-hand side, how you would take your TANF program and more intentionally connect what's going on with those adults that you're serving, those parents you're serving and their children and think about this coaching model that might help empower families to kind of bring the whole family into view.

And then we're starting to see other programs that are adding to this coaching piece — some of the stress and mental health supports. And it's a good time to be doing that, because in communities across the country, those supports, which has been missing in many, many communities, are starting to come online. So folks are starting to think about that but also helping to build



the social network piece, and what do TANF parents need in order to help each other out, in addition to the supports that they're getting through public and nonprofit programs?

And then finally — someday, we hope — hopefully, we'll have another webinar in a year or two and talk about how we could actually start measuring both child and adult outcomes together, how do we actually focus on a skill-building intervention that really is addressing parents' and children's needs together?

So, just a few ideas. We're working on a lot of these types of interventions at The Annie E. Casey Foundation. This is my contact information and again, our website. I'm happy to follow up with any folks after the conference.

Lisa Washington-Thomas: Thank you, Shelley. And now we'll hear from Kaylene.

Kaylene Keener: Good morning. I guess it's afternoon for most everybody. My name is Kaylene Keener. I am the manager of programs in our Family Advancement Department here at Community Action Project in Tulsa, Oklahoma.

I am going to share with you a bit about, sort of, a snapshot of our two-generation approach. You'll see some of our work with our partner agencies — our TANF agencies — and you'll also see some of our early outcomes that we're starting to see for families, but, just as Shelley was stating, it's very early on to see that combined impact. So I'm going to share with you a little bit about what we're seeing now.

So our two-generation approach here at CAP — we define it as a Dual-Generation Workforce Development Program, designed to





improve the economic stability of low-income parents, while both intentionally and simultaneously improving the lives of the children and the parents both.

We focus on removing barriers, so that parents can receive the training support in connections to secure family supporting wages in the healthcare sector — that’s the sector that we have chosen to focus on, because of high demand in wages and employment, and also because of a grant I will discuss in a bit here.

Our hypothesis that we’re testing through research — with Northwestern University, as well as the University of Texas-Austin — is whether our parents’ economic success will improve while the educational outcomes of their children improve as well.

Some specific outcomes that we expect to see for our participants include things like advancing from having a “job” to having a career in a high-demand occupation. For us, that’s a healthcare occupation. It can mean others, depending on where they go with the educational foundation we may be able to provide with them, and with the hopes of a family supporting wage and wage growth. And then also, with the hope of improving their overall family economic stability — their self-confidence, self-efficacy, and expectations of themselves for success; developing behaviors conducive to success in the academic work world, which they model for their young children; increasing their child’s school attendance; improving their child’s cognitive and socio-emotional assessments over time; and developing family skills for better managing the combination of work, school, and raising children through effective time use and household organization.



So as you can see, our expectations are high. Of course, many of these won't be easily achieved in the short run. These are definitely long-term goals that will be evaluated for years to come, to see if we can increase the impact it'll have on our families.

My next slide is a visual of our CareerAdvance Program, and, sort of, what's included. And I'll go over a little bit of it, because I think it's really important to, sort of, understand the fundamentals of how it's structured.

We have four basic components that are funded through our CareerAdvance Program: one is our English as a Second Language Program — the others are Skill Ready Program, College Bound, and then our Career Bound Program. Those are the four main components of our CareerAdvance Program.

Our English as a Second Language Program has both a beginning and an intermediate level — we'd love to have an advanced level; we're just not quite there yet in terms of proving the benefits of our beginning and intermediate level. This is our first completed year of our ESL program associated with our two-generation program.

Our English as a Second Language Program does not necessarily focus on work readiness or even school readiness. It is extremely fundamental and basic, and it focuses on things like setting up doctor's appointments and conducting parent-teacher conferences that are held in English.



As you can see at the bottom of the green bar there, our primary partner for our English as a Second Language Program is the public school system. And that is an entity that's already responsible for English as a Second Language programming here in the Tulsa area. And we partner with them to provide onsite and they actually have a support program that — through their program that — we can utilize, which is the child care component, which we'll discuss later as a really important component to our two-generation approach.

Our Skill Ready Programs include those that may test in with us at a 6th to an 8th grade skill level that are ready to improve their skills or move into perhaps college readiness. And a lot of our programming can be contextualized, both in our skill-ready and our college bound to the healthcare industry, to make it more practical in terms of what they're learning. So it's not just science for the fact of science, or math for the sake of math — it's an applied concept, where they learn healthcare concepts bridged into their basic math, science, and reading components.

Our primary partners in these programs is Union Public Schools once again. They house some of our skill-ready programming, as well as our significant partner — in — with us — in this contextualizing component. And then our Tulsa Community College, which is a large community college here in Tulsa that partners with us on the contextualized approach to our college bound programming, which focuses on those that are at the 9th to 12th grade skill level in math, reading, and science. And they help those students to better prepare themselves for what we call our



career bound program or other education programs that would require a college readiness for math, reading, and science.

Our career bound program includes some short-term tracks as well as more long-term tracks, but all focusing on healthcare. We had initially dabbled in the manufacturing field, but only for a short period of time and found it only minimally successful. So we've kind of abandoned it for right now with hopes to reevaluate it more — data — in a more data-driven way to see if our families could benefit from that program.

But for right now, we are focusing primarily on the healthcare sector, again, with some short-term tracks, like a pharmacy technician, dental assisting, medical assisting, our physical therapy assistant program, and radiography tech programs. And then, of course, more — and then the short-term program that goes into the nursing track is our CNA certification. And then we also will support them through PCT, LPN, and RN at this point.

Those tracks change and kind of morph over time, depending on availability of seats in the community colleges and the entities that we use for education, as well as available seats in the general employment openings, so that we make sure that we're funneling folks into positions that exist and will actually give them a good opportunity at that financial capacity that they need for their families.

My next slide talks about some of our target populations when we have worked — through the last — since 2009 in our CareerAdvance Program. We have primarily targeted our families in our CAP Tulsa sites, which are any of those parents of those



children that attend at least one of our 11 sites. We've also targeted our Educare families, which are sites-funded and similarly programmatically aligned with our CAP Tulsa site. And they share funders. So we partner with them to offer the programs to their families as well.

And then we also, of course, partner with our TANF programming to offer our programming to parents that might be looking for a career in the healthcare industry. And we'll talk a little bit more about the details of which we came to our agreement on how to partner with our TANF providers, so that we can reach those families.

My next slide goes over some of our key program components. This is a really high-level list. In other words, I'd love to go into details about each one — it's some of my favorite part of what we do. But for this presentation, I'll keep it short.

We use a cohort model to enroll and create a peer support environment that includes career coaching, stackable credentials, a core component to our course to prep for college work. Our program also looks at barriers such as child care, transportation. We all know that it's key to remove these known barriers for academic- and employment-related success, including things like mental health and health referrals, as well. We've recently embedded a partner program in our CareerAdvance Program that allows a family support specialist to help our families with mental health issues while they're progressing through the program. And that's just one example of one partner to help work on those barriers to allow the parents to be more successful.



We also have components of performance-based incentives, and then, of course, links to employers that we know will hire the participants that we are working to graduate.

I want to discuss a little bit more about the power of our cohort model and our partners at Ascend — Shelley referred to this in her presentation as well — this concept of a cohort approach to allowing our participants to go through the education process with peers that may be going through the same or have a common experience with others — while they’re caring — while they’re working on their own education, they may also be caring for young children.

So this cohort model allows this facilitated environment for social networking, shared educational goals for themselves, and the common shared educational goals for their young children as well.

Our participants — over a period of time and through this social networking opportunity — begin to feel like their cohort is their own family. And that — during those partner meetings, some of what we present allows that family-like environment to gel. And that’s through exercises that help them focus on their own challenges that they may be having as parents or as folks attending in an academic environment, through things like our mindfulness exercises, the power of attitude, positivity, or goal-setting to help visualize their own success in the program and work together in that social networking environment.

I kind of — I often refer to this component of our program as what I call the “special sauce” or the “glue.” It’s what we think is



truly that magical component that allows our participants and our families to be even more successful.

Our key program partners — and as I've referenced throughout the presentation — our Tulsa Technology Center, Tulsa Community Colleges are our primary entities that we do our healthcare-based education opportunities with, Union Public Schools that houses our ESL and our Adult Basic Education component, Tulsa Area Workforce Investment Board and their Service Provider Grant Associates have been an integral partner in that employment readiness and our labor market data that we use to — place folks— or provide education for folks to place them into employers that have opening. Our partnership with Oklahoma Department of Human Services, which we'll talk about in a little bit in terms of our partnership to open our programming for our TANF families, and then Oklahoma Employment Security Commission, again, another way for us to get labor market information and to provide employment links for our families, and our research partners, University of Texas-Austin and Northwestern University, both providing two different research components that we have in our programs that allows us to provide fantastic data to continue these programs hopefully for the long term.

Some outcome data — this is very hard for us to present. Our program has changed between — you'll see our total active participants at this time is 141 participants. That is, those that are active now from Cohort 1 in 2009, to Cohort 11, which we just started recently. Of those 141, we have graduated 101 in the healthcare field. Sixty-eight of those are in the nursing focus —



those include CNAs, PCTs, LPNs and RNs, fifteen, in our health information technology certification programs, three in allied health, which can include — I think we talked about those a little bit ago — radiographer, sonographer, things like that.

We haven't completed anybody in dental yet, but I leave it up there because we have some that are very, very close to completion.

Pharmacy tech program has one, medical assisting, 14. As you can see, that our current caseload is 20, and our remedial programs are still in college-ready, and that we have 24 in our ESL programs. Capacity in our ESL program and our remedial or still-in-college programs are based on a max amount of seats that we have available for a specific class. So we don't allow new participants in until we complete participants from previous.

So we do have a max capacity through our — the funding and resource limitations that we have to only offer space open to those that we have open seats for based on graduation from previous students.

This slide describes how we have come to our best screening and information session-gathering tool with our TANF partners. We held meetings with our local staff to evaluate our best strategies. We wanted to make sure that we got not just anyone that's receiving TANF, but those that are truly ready for and interested in the healthcare field. We distributed flyers during the GED classes that they were already attending typically, and we do that at our different recruiting periods; we will go and share flyers and share information, if not do a presentation to those participants in





those classes, just to see if they would be interested in continuing their education.

And then we hold information sessions that help them understand how the goal is achievable. And I can talk a little bit more about that. And we hold those at times when parents already have child care arranged to make sure that they're able to attend. Our information sessions are a really important component of helping — anyone understands that a goal is achievable — that it's not just something out there in the future that I want to work on, but that we can with our coaches help them through that process to become more ready, and that our information sessions will help them get ready to be more education-prepared.

Some of our early research findings have been really interesting. But again, just remember, they're very, very preliminary — it's very hard to understand the true impact of a two-generation approach in such a short period of time. Although we're very impatient, and we'd love to have the data today, it's very hard to get that long-term impact, especially as you look at the child — the longevity of the child over several years.

We have early results through our Year 4 Report with our CAP Family Life Study. We're seeing high rates of certification completion in a much shorter time frame. So our participants are at about 76% attained and at least one workforce certificate within 16 months, while others in comparable programs without the supports that we provide in CareerAdvance at about 52% rate in about 42 months.



So our success rates for certificate completion in a shorter period of time are looking very good. Again, early data. And then our persistence rates grew higher after one year as well — 46% of our CareerAdvance participants, compared to only 32% in a community college comparison group. This was based on data that we found the most comparable and then also based on the early outcomes that we have good reliable data to base some outcomes on for our programming. More to come, of course, on our outcomes.

I wanted to lastly kind of describe very briefly — it's hard to explain how our program is funded — we are primarily funded by the Health Profession Opportunity Grant. This is the final year of a five-year grant through that program. And we additionally are supported by multiple, local, and national foundations and funders.

There are 23 different funding streams funding us just for this calendar year alone, which I know many programs have seen a braided funding approach. But 23 is pretty significant. That does mean that we have to be very mindful of limitations and restrictions for funding, as well as opportunities that those funders allow for us to creatively partner and utilize all of the magnitude of how much 23 funders can survive.

The primary — like I said — funding stream is our Health Profession Opportunity Grant. Those multiple additional local funders and national funders that we have primarily fund our ESL and our still-in-college readiness programs. The HPOG grant actually pays for the majority of our healthcare programming.



So that kind of gives you just the real high-level glimpse of what our funding looks like.

And lastly, here's my contact information. I truly will take questions from anybody via my e-mail, my phone number there. And then, additionally, you can go to our website using the link that I've provided here, which I believe will be distributed after the presentation today. And at that link, you'll see a video of some of our participants having completed the program, as well as be able to read some of those preliminary reports from our research partners. We would love to share and open ourselves to any questions if you have any as you move forward with two-generation funding. It's very exciting. I do think we're at the ground level on it. And I'm really excited to see where we can go from here.

So I appreciate the opportunity to present today. And with that, I will pass it back.

Lisa Washington-Thomas: Thank you, Kaylene. And I appreciate it. This is a lot of good information.

Now we have Karla Aguirre from Utah to supplement what we have heard from Shelley and Kaylene.

So, Karla, we turn it to you.

Karla Aguirre: Thank you. I'm Karla Aguirre, and I work for the Department of Workforce Services in Utah. And I'm excited to be here to share the beginning of what we are doing in Utah with our two-generation approach.



So we call our Family Employment Program here in Utah — which is our Cash Assistance Program — we call it our Family Employment Program. So you may hear me refer to that. Just note that this program is being funded by TANF.

So I'd like to start with a video that we did to explain our intergenerational poverty — how we got here. So I'll let the video play, hopefully.

(VIDEO)

Karla Aguirre:

All right. Oops, I went too far.

So this was a media piece that we used with our legislature and with our partners to kind of explain what we were doing. And I thought that was a quick way to kind of talk to you through our project.

So we did pass legislation about intergenerational poverty. And we were directed to track and study those living in intergenerational poverty. But the focus really around all of this is on the children, and the risk of the children remaining in poverty.

So our executive director serves as the chair of the Welfare Reform Commission. And this commission, really, was charged to direct agencies through data to, really, look internally at their policies and procedures and make changes that would affect children remaining in poverty.

The commission also did a lot of literature review evaluating research — certainly, the Annie Casey information and the



information on brain science, or some of the things that we did to look at data.

I got to go the right way. Here we go.

These are the agencies that are involved: the Department of Health, our Education — our State Office of Education — Juvenile Court Administrators, and Human Services. And so, each of these agencies have been charged to look internally at their policies to see what they can do.

So we in Utah, at the Department of Workforce Services, looked at our programs. And we thought, “Okay, what is it that we could do to address intergenerational poverty?” So we looked at our Family Employment Program, which again, is our cash assistance program, and we thought, “Okay, what policies and procedures could we do to change to address children and their parents?” And so, we used the data and the research to make our decisions. And that’s when we came up with the idea of a small pilot called Next Generation Kids.

This is just a graphic that kind of shows you how small this population is. Then it’s very targeted. So if you look at this curve, these are all of our employment family groupings. And you can see that on the left-hand side is really where our Next Gen Kids’ Families are on this continuum. We have intergenerational poverty customers all the way through this. But the ones that we were focused on were very specific and very, very difficult and had a lot of factors going on in their families.



So the way we define “intergenerational poverty” is: someone needs to have received 12 months of financial assistance as a child, and then receive another 12 months as an adult. And that’s how we get our cohort. So financial assistance can include things like child care, food stamps, medical programs, and our then cash assistance program.

For this pilot to, again, to get down to something that was very specific that we thought we might be able to impact and learn from, we took families that had been on just cash assistance. So they weren’t families that were just on food stamps or one of those other financial assistance programs. But they were specific to — the — our Family Employment Program. So they had received cash assistance, and they’d been on as children, and they are currently on as adults now. So now these children that we’re working with are potential third generation.

We wanted to target families with younger children ages 12 and under. We have a few that are a little bit older in our pilot — but the reason — and I’ll talk a little bit about why we chose those families with younger children. And then we also made this a volunteer program. And really, what they needed to agree to do is to fully participate and engage with us, because — that’s what — we knew that this was going to be intense work. So that was something that had to be agreed upon in the beginning.

So we had two goals from this: of course, one is to reduce the risk for children raised in public assistance — we didn’t want them to be on public assistance as adults, and then the other goal — which may not be around two-generational poverty — but we wanted to



know what policies and — what best — what interventions best serve these families, so that we could replicate it in our regular cash assistance program for those families experiencing intergenerational poverty.

Some of the things that we put together when we designed this program — and this is a fairly new program. We've only been working with these families for about six to nine months, approximately. So not nearly as long as the previous presenter that's getting close to their four years.

So we have — currently have about 31 families and about 64 kids. This was a project that we knew we wanted to make some changes upfront based on research. So we knew — also knew that we needed the community support and partnership. So that was part of our design — was to go out into the community after we looked at where our high concentration of these families were — is to go into that particular program — and look at — or into that part of the state — and really look at what's there already.

So when we moved up into Ogden where our pilot is — it's in the north part of our state — we decided we wanted to meet families in the community. We knew about how many families we wanted to serve. We know that we've lost a few families. But we now have 31 that have been pretty consistent.

The reason we wanted to do intervention with the younger parents with younger children is that we wanted to be able to look at early intervention for those children. We thought that was something that would be part of our project design. We also partnered with the Social Research Institute of the University of Utah to help us



with this project. So they're evaluating it. They're helping us train our coaches and helping us evaluate things in a timely manner so we can make changes quickly. We also knew that — what did we need to do to help these families build skills in a different way?

Some of the strategies that we've implemented and continue to implement are listed here. Again, we wanted to take the two-generation lenses and look at what's been done in that work. So the skill-building of common impacts of childhood poverty — we needed to understand that. We've looked at a lot of things around self-regulation and understanding brain science, and — get to this other page. And working with both the parents and the children together was something very new for us.

We're also implementing a skill-building for our staff called motivational interviewing. If you haven't heard about that, it's a very powerful way to get your customers to really engage with you.

The part about working with both the parents and the children together — the things that were different for us is including things on the plan that had to do with the children on their employment plan — so, like, reading to the children so many hours a day, making sure that they attended their teacher conferences, and having a good relationship at school. We've actually done some therapy with our clinicians for the children — that's been very powerful.

The intense team approach, again — if you remember the amount of families, there are not very many families. We have two coaches. And this work is very intense. They do home visits. They





go to the schools and work with the schools and the teachers. And they help build that skill for those kids and for those parents.

A couple of other things — we have small caseloads, we communicate with the community partners. And one of the really interesting things is, we serve families where they live. So we're currently located in one of the elementary schools where that's where we visit with the families when we do our assessments and case management.

These are our objectives and outcomes. And they're pretty general. They align fairly well with some of the other things you've seen already. But we came up with these five objectives. And we have indicators under all of these on how to measure them. And some of those indicators include things like, you know, do they have a regular doctor's appointments? Do they have — are they going to the dentist regularly? Are they supported by adults in their lives? So are they meeting with the teachers? And are the — all of the people that are working with these children, are they being supported and being a positive influence? So parenting skills are really important.

Parents are in the path to economic stability, so understanding how that works into the two-generation approach. It's interesting that when you feel like you've got your kids a little more stable, and you start talking to parents about their children, the whole conversation changes. So financial planning is part of this process.

Families building assets for their children's future — this was a new concept for us. So talking to them about savings, talking to



the kids about, you know, creating a— talking to the families about creating a 529 plan, which we're doing something with our community partners around that. And then the children are on the path towards academic success. Some of the indicators there would be that they're — achieving and being — achieving grade level, that they're doing well in the school, that they are not missing school, they're actually attending, and that they are ready to attend school. So kindergarten readiness is important part of this and having those discussions with the parent.

Some of the research around this and ideas we're using from the research, the IGP Commission did.

Some of our local key partnerships — of course, the local school district is extremely important. If you're going to be working with the families, you want to know how those kids are doing in school. Child Protective Services are partners with Human Services as a great partner. It's interesting that if you are working with a family and then all of a sudden there's something going on, and then Child Protective Services comes in and takes the children away, well then, they're no longer eligible for TANF. So we've been working in partnership with our sister agency on trying to keep kids in the home and really resolve those issues.

Mental health agencies are important — Department of Health. Housing agencies — as we work with these families, as we're working with them, one of the number one barriers is housing issues. And we've done all sorts of creative financing to get people from being homeless into shelters and from shelters into some stable housing. So it takes a lot of time and energy. Most of



our 31 parents are either in adult education, trying to get their GED or their — with one of our applied technology colleges and moving forward and increasing their skill — occupational skills.

Our big partners — United Way, Head Start, and of course, the local government and the mayors being all on the board. We have a community council that really helps with the wraparound services for these families.

So this is what we've learned so far. And I'm hoping that we can replicate some of this. We know that the relationships are really, really important because if you're going to work with the entire family, it's really important to have a good relationship. This is where you learn what kinds of skill-building activities that you're going to need to do. We do a very comprehensive assessment that the children's needs are addressed in the plan. Because otherwise, it's not on the — if you're just talking about it — but really, if you put it in the plan, what those children and the parents are working on together, it really gets accomplished.

Again, your collaboration with partners, the strong partnership with the school district, particularly around children that are in the schools. We have done extensive ongoing training with staff. And we continue to do that. Motivational interviewing is something that takes a lot of time to develop.

And then working with the families within the community and with the partners — that all takes time. It's been very interesting to see the difference of the families coming in when we're not in a regular government setting. And we think this is a key to maybe providing services.



So again, we haven't been working with these families long. But we are in it for the long haul. And we know that there's been times we've had, you know, issues. But we know that great things will happen. But it takes time.

Our next projects — we're moving into two more sites in a few more months. Those partners will be different, and the families will be different. And when we get done with this, we will have enough, you know, data to show what are the strategies that are really working well with these families and what do we need to replicate in our program?

I haven't been very specific. I can give you more specific information. Here's my contact information. Leslie Johnston is actually our Next Gen Kids Project Manager. She's on vacation, a long overdue vacation. But here's her contact information. And she can assist you if you want to know anything else about what we're doing with this program.

So thank you for your time today.

Lisa Washington-Thomas: Thank you, Karla.

So today, we've heard from Nisha, who gave us a general overview of two-generational approaches to alleviating poverty. And she talked about next steps, how we have — incorporated this two-generational approach in OFA's goals. And it has been put into ACF's strategic plans. So not only is OFA looking at it, but some of our sister agencies as well as the White House is looking at this approach in Rural IMPACT.



And then we heard from Shelley Waters Boots to tell us some strategies and studies that have been happening at Annie E. Casey. And she talked about the importance of looking at a dual approach and looking at the policies that states are using, also looking at what's happening on the ground and how can we measure the outcomes.

Kaylene gave us a great example of what's going on at the Tulsa CAP Program, and how over the last four years, they have worked with children and their parents to help the children do better in school, as well as help the parents improve their economic outlooks.

And now we've heard from Karla, who talked about a program over in Utah and how they are incorporating the two-generational approach using the TANF hard-to-serve, which is always great because usually, a lot of the times, it's so difficult to work with them that — we — many programs that benefit usually go to people who are helping to — who already are work-ready. So I applaud you.

And I like the saying — it is — well, now I can't remember it. But basically, it was saying anything worth doing will take time. So don't give up.

So to the participants, we have a couple of questions for you. We have two more polling questions we're going to ask. And then we'll open it up for Q&A to our presenters.

And our — third polling — third question is, "What do you think is the biggest barrier for TANF programs considering



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

Almost tied with the lack of knowledge about how to implement a two-generational approach and funding. Very interesting.

Okay. We’ll give you a couple of more seconds and we’ll move to the next slide.

Okay. The last slide — last — not the last slide — the last polling question is, “What federal technical assistance will be most helpful to you in understanding and implementing a two-generational approach with TANF participants?” Again, “What federal technical assistance will be most helpful to you in understanding and implementing a two-generational approach with TANF participants?”

Very interesting. Most of you said “Targeted and individualized TA.” So because I have the floor, I’m going to give my shameless plug. The Welfare PeerTA Network that is sponsoring this webinar has a section on the website where you can request TA. And you can request a targeted and individualized TA regarding this topic. You can also contact your regional program manager who will help facilitate your TA request.

So now we’re going to open it up for Q&A. Do you have — we’ll remind you to please send a question in the chat box in the lower left-hand corner.

And I’ll turn this over to Damon Waters, program specialist in the Self-Sufficiency Branch to moderate the Q&A session.



Damon Waters:

Thank you, Lisa.

We had a couple of questions come in from the participants on the webinar. This first one I'm sure is directed toward Nisha. What is the White House Rural Initiative definition of "rural" around population size?

Nisha Patel:

That's a great question. And that's something that's come up actually in our cross-agency conversations. Because as I understand it, depending upon the federal — maybe I shouldn't be shocked by this — but by the federal agency or the particular office or the particular grant program, there are different definitions. And so, we're looking at the definitions across agencies so that we can come to consensus for this initiative, because it does vary by grant programs.

I know that doesn't give you the specific answer, but it does — we are aware that there are different definitions across agencies. For example, at USDA, with our colleagues within HHS and HRSA, the Health Resources and Services Administration, they've done a lot of analysis around this. And so, we are working together to come up with a uniform definition for this initiative.

Damon Waters:

Thank you.

I guess this is a broad question to anyone who may be able to provide an answer for our questioner: "What about the old Even Start Program? It used this model."

Nisha Patel:

This is Nisha. I'll jump in and then others, you know, may want to — may have thoughts as well.



I do — it is a program that I think by its design had a two-generational approach. It was really focused on literacy for young children and their parents simultaneously. And I know in some communities, even though there isn't as much federal support as there once was, some states, and in particular, I believe, Connecticut is one of the states that made a decision; they looked at the outcome data within their state and made a decision to use state funding to continue that program. And so, I think it remains a model that we should look at more.

Looking at some of the early — the evaluation data from that program, if you look at it on its surface, I think there's a sense that, well, "Did the program really have much impact?" And I think one of the things that's different about the early Even Start Model versus some of these newer models — so the work that's happening in Utah and Tulsa, is, you know — I'd say a couple of things that both the — three things: the quality, the intensity and the intentionality of the services.

And so, you know, one of the things that Even Start didn't have, and it wasn't part of the focus is really high quality workforce development. So you heard Kaylene talk about what they've been able to do with their HPOG funding, but also other resources to develop real, clear pathways for families in high-demand occupations. But I think what we know from the research on those kinds of programs is they do lead to higher wages that pay a family supporting wage.

And similarly, you know, a focus on the early childhood side, looking at providing high quality early childhood services, as well





as for older children, knowing what the result that quality gets you in terms of social and emotional development for children, as well as learning outcomes for children.

Damon Waters:

Thanks, Nisha. Did any of our other presenters want to chime in there also?

Shelley Waters Boots:

This is Shelley. I'll just add that in a lot of our two-gen sites, you know, parents, it seems — really have — we have a unique moment to really talk to parents about their own skill-building. But only — and whether that's in literacy or in parenting skills or in workforce development training. But only if that financial stability is there enough that the family is not in crisis and can actually see, you know, sort of, see to the horizon, so to see ahead of the challenges that they're in.

So I think part of what this two-generation, sort of 2.0 or 3.0, depending on when you want to — how far back you want to go is really seeing that we're paying more attention to the family economics stability pieces that are key to get in place before we start thinking about some of the things we ask parents to do, both with their children but also in their own lives.

Damon Waters:

Thank you. And then we have about five minutes left. So we'll do as many questions as we can.

The next question will be a general one: "Most of these programs address young children and their parents. Some of us are working with two-gen with adolescents and their parents. Is anyone else out there working with adolescents as opposed to young children?"



Nisha Patel:

This is Nisha. I'll just take a stab at it. And then I don't know if folks from Tulsa and Utah want to tell me anything they want to share about their programs. But I do know — and that question came from Janice Gruendel, who I know has been following these issues closely. So thanks for the question, Janice.

I do know that actually right here in D.C., the Washington Area Women's Foundation, which is a local foundation, has an initiative where they're supporting a small cluster of grantees that are doing work with adolescents. And very specifically, they're supporting some organizations that are working with middle-school age girls and their mothers around two-generation approaches. And so, I encourage you to maybe take a look at their website to find out more about those specific program models. But I do know the focus is middle-school girls and their mothers.

Damon Waters:

Does anyone else want to add to what Nisha's comments? No?

Kaylene Keener:

This is Kaylene at CAP Tulsa. I don't have anything really to add. We focus on parents of small children or young children under school age. So before they go into public school system is our primary focus.

Damon Waters:

Thank you.

Karla Aguirre:

This is Karla from Utah. And I — we — again, we focus on kids that are 12 and under. But we do have — we have a few parents who have adolescents. And that's — we've — the strategies are a little bit different for them. And we have included them in the financial planning kinds of classes. And we've connected them to



our WIA Youth Program. But we — in one of our other pilots, we will be working with adolescents.

Shelley Waters Boots:

And this is Shelley. I'll just jump in with a couple of points. One, of course, is, even if the platform is early childhood, typically, the families have older children. Or a lot of times, the families have older children. And when you take a whole family approach, even if you're, sort of, focused on that young child, there are interventions and supports that are being brought in for all the kids in the family. And that's a part, I think, none of us would like to be in a program where we're only allowed to focus on one of our children.

So just to lift that up that even though the platforms are focused on early childhood, the whole family is really — should stay in focus. There are a couple of other ones, though, that I think have paid particular attention to parents with older kids. The HOST Project, which is run through the Urban Institute, is actually looking at a housing platform and focused very intensely on the adolescents in public housing and their families. And again, those families also have young children, too. So it's not at the exclusion of the young kids, but really looking at particular interventions for the adolescents.

And Casey also has a pretty broad disconnected youth portfolio. And so, we've been trying to find ways to bring the two-generation frame into that portfolio, both for disconnected youth and their parents, but also for disconnected youths who are also parents themselves.



Damon Waters: So last two questions before I turn it back over to Lisa to close us out.

“For our TANF programs” — one, it’s a two-parter — “What is the average month of TANF use for any of the — generational — multigenerational approaches? And what location are the services normally held for TANF families?”

Karla: This is Karla. I can — I’m from Utah. I can talk a little bit about that.

We have an expectation that we would work with these families for up to five years if necessary. So it’s a long-term kind of a commitment. And then when we did our other programs, they’re administered through our one-stop employment centers throughout the state. That’s our normal avenue for doing our regular family or cash assistance program.

Damon Waters: Thank you.

So with that, I’d actually like to turn it back over to Lisa Washington-Thomas to close us out.

Lisa Washington-Thomas: Thank you, Damon.

I want to thank all our presenters. And I want to thank you for participating in today’s webinar.

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.



A transcript and audio recording of this webinar will be available shortly on the PeerTA Network at [peerta.acf.hhs.gov](http://peerta.acf.hhs.gov).

We also did get one question wanting to know if the PowerPoint will be available today. We'll look into e-mailing that to people. If it's at all feasible, we will e-mail the PowerPoint. But we still will post this and the transcript on PeerTA in the coming weeks.

We will also like to hear from you about future webinar topics. Please send your ideas by e-mail to [peerta@icfi.com](mailto:peerta@icfi.com). Again, any ideas for future webinars, please send to [peerta@icfi.com](mailto:peerta@icfi.com).

Please also help us expand our network and reach a greater number of people by directing interested colleagues from your local and state networks and agencies to our website. Again, you'll see it on the website — on the PowerPoint slides.

We look forward to your participation on future webinars through the PeerTA Network. Thank you very much and have a good afternoon.

Operator:

Ladies and gentlemen, that does conclude the webinar for today. We thank you for your participation and ask that you please disconnect your lines.

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