Two-Generation Solutions: Evidence from the Field

P. Lindsay Chase-Lansdale

Teresa Eckrich Sommer

Northwestern University

IPR Policy Research Briefing

Two Generations, One Future

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Educational Requirements in 21st Century

- Education beyond high school is essential for success in the global economy.
- U.S. labor market increasingly requires higher levels of education and training.
- Disappearance of family-supporting, low-skilled jobs.
Parents’ Education among Low-Income Children Under Age 3, 2010

67% of low income children have parents with a high school degree or less.
Socioeconomic Disparities in U.S. Postsecondary Degree Completion

Graph from Isaacs et al., 2008; Brookings tabulation of PSID data from 2005

- Bottom: 11%
- Second: 20%
- Middle: 25%
- Fourth: 38%
- Top: 53%
- All adults: 29%

Percentage of Adults w/ College Degree
Two-Generation Programs

- Unifying form: Target parents and their children
- Variation in structure and content
- Idea is not new
Two-Generation: Our Definition

Simultaneously connect & integrate high quality and intensive human capital investments

Education & Career Training  Early childhood education
Renewed Interest: Visionary Leadership by Funders

- Ascend at the Aspen Institute
- Bill and Melinda Gates Foundation
- George Kaiser Family Foundation
- Foundation for Child Development
- Annie E. Casey Foundation
- W.K. Kellogg Foundation
- Administration for Children & Families (ACF)/Health & Human Services (HHS)
Research Hypothesis

Two-generation programs *simultaneously* for parents and children will have greater impact on children than early childhood education alone.
Why Would Two-Generation Programs Be Effective?

- Continuity and Change Theory
- Ecological Theory
- Risk and Resilience Theory
Change Model

Two Generation Programs

Early Childhood Centers
• High-Quality Classrooms
• Family Support Services

PSE/Workforce Development
• Community Colleges
• Job Training Programs
• Employers

Child

Parent

Short-term outcomes

• Improved cognitive and social development
• Higher attendance
• Readiness for kindergarten

• Motivation to pursue education and careers
• Defined education and career goals
• Higher rates of adult basic education
• Higher rates of education and career training enrollment

Passage of time from parents’ initial enrollment: 0-2 years
Change Model

Two Generation Programs

- Early Childhood Centers
  - High-Quality Classrooms
  - Family Support Services

- PSE/Workforce Development
  - Community Colleges
  - Job Training Programs
  - Employers

Mid-term outcomes

- Higher motivation and engagement in school
- Academic success in elementary school
- Social competence
- Higher rates of persistence in education and job training
- Improved job training skills and career development
- Higher rates of employment
- Higher wage growth

Passage of time from parents’ initial enrollment: 2-5 years
Two Generation Programs

- Early Childhood Centers
  - High-Quality Classrooms
  - Family Support Services

- PSE/Workforce Development
  - Community Colleges
  - Job Training Programs
  - Employers

Long-term outcomes

- Increased high school graduation rates
- Increased training and postsecondary education attainment
- High expectations and positive future orientation
- Stable career
- Family supporting wage
- Greater life stability
- Better functioning family system

Passage of time from parents’ initial enrollment: 5+ years
Change Model

Two Generation Programs

- Early Childhood Centers
  - High-Quality Classrooms
  - Family Support Services

- PSE/Workforce Development
  - Community Colleges
  - Job Training Programs
  - Employers

Short, mid-, and long-term outcomes

- Understanding of relationship between own education and that of child
- Higher expectations for children and growing investment in their learning
- Improved parenting practices
- Increased physical and emotional well being

Passage of time from parents’ initial enrollment: 0-5+ years
When Mothers Increase Their Education, Children’s Learning Improves

Dashed Lines reflect the time period during which mother's education increased

Two-Generation Programs 2.0: Considerations

- Equivalent program quality and intensity for each generation
- Increase integration of parent & child programming
- Need to attract fathers
- Positive outcomes may take many years
Two-Generation Interventions: Nationally & Locally

- Theory is ahead of evidence & practice
- Time of innovation

*If you want something new, you have to stop doing something old.*

*Peter Drucker*
Early Childhood Education

Goal Setting, Career Exploration

Career Coaches & Peer Support

Asset Building, Financial Planning, Incentives

Local Colleges

Employers

Elementary Schools

Adult Basic Ed, ELL, GED
Evanston Two-Generation Pilot Initiative
Why Evanston?
Systems Changes

- **Evanston 150**: identify ECE and workforce development as priorities

- **Midwest Child-Parent Center (CPC)**: pre-K to third transitions & increased parent engagement

- **Emerging Evanston *Cradle-to-Career***: system-wide, data driven decisions
Why Evanston?

- Three-way partnership

- ECF, Community Works: *Every Child Ready for Kindergarten*…

- Ascend, key voice locally & nationally
Motivated Parents: children in early learning

Director & Coach: Artishia Hunter

Two-Generation Working Group: local leaders in education, business, workforce training & other CBOs
Evanston Pilot: What?

- **Asset mapping:** building on community strengths & interests

- **Current Program Elements**
  - *Career Explorations:* 3 month class with small peer groups
  - Monthly Coaching & Weekly Peer Support
  - Financial Incentives
  - Links with Employers

- **Vision:** Intensive education & job training for careers
1. Set professional goals & identify potential careers

2. Identify & address child & family priorities

3. Assess finances & match with goals

4. Determine educational starting point
IPR-Supported Research

- Implementation: study process

- Outcomes: study changes over time
  - Career & personal goals & objectives
  - Developing skills: planning, coping, grit, work-role salience
  - Financial circumstances: income, material hardship, assets & debt
Evanston Two-Generation: Pilot Participants

- 13 mothers, at least one child 0-5
- 9 center-based care; 4 home visiting
  - District 65, Infant Welfare Society, Child Care Center of Evanston
- GED/high school; English proficiency
Participants describe themselves as ...

Resilient

Responsible

Busy

Passionate

Resourceful

Motivated

Outgoing

Positive

Honest

Funny
Evanston Two-Generation: Pilot Participants

- Facing universal challenges
  - isolation of parenting, parenting alone
  - having positive self image
  - not knowing how to plan to reach goals
  - emotional distress & worries

- Limited income & high educational debt
Evanston Two-Generation: Pilot Participants

How far would you like to see your child go in school?

How far do you think your child will actually go in school?

Number of participants

- Advanced Degree
- Finish college
Next Steps

- Offer *Career Explorations* in Fall 2014 & Winter 2015

- Invest in education & training that support needs of parents & local employer market

- Integrate parent & child programming further

- Fundraise & plan for sustainability
We Need Your Partnership & Support

Politeness is the poison of collaboration.

Edwin Land