The Big Idea: What Is a Two-Generation Approach, and Why Is It a Game Changer?

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Theory of Change: Linking Education and Workforce Training with Early Childhood Education
Early Education

High-quality classroom environments

Family support services

ADD:
- Career Coach
- Partnerships with community colleges, job training

Child Age (years)

Short-term outcomes
- Social emotional readiness for kindergarten
- Improved attendance
- Improved transition to kindergarten
- Academic preparedness, career exposure

Mid-term outcomes
- Higher motivation and engagement in school
- Academic success in elementary school
- Social competence

Long-term outcomes
- Increased high school graduation rates
- Increased training and postsecondary education attainment

Passage of time from parents’ initial enrollment (years)

- [0-2]
- [2-5]
- [5+]

- Understanding of relationship between own education and that of child
  - Improved parenting practices
  - Increased physical and emotional well being
Short-term outcomes

Child Age (years) [0-4]

Early Education

- High-quality classroom environments
- Family support services

Child

Parent

ADD:
- Career Coach
- Partnerships with community colleges, job training

Social emotional readiness for kindergarten
- Improved attendance
- Improved transition to kindergarten
- Academic preparedness, career exposure

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

Understanding of relationship between own education and that of child
- Improved parenting practices
- Increased physical and emotional well being
Early Education

- High-quality classroom environments
- Family support services

Mid-term outcomes [5-13]
- Higher motivation and engagement in school
- Academic success in elementary school
- Social competence

Long-term outcomes [14-25]
- Increased high school graduation rates
- Increased training and postsecondary education attainment

ADD:
- Career Coach
- Partnerships with community colleges, job training

Child Age (years)

Child

Parent

- Higher rates of persistence in education and job training
- Improved job training skills and career development
- Higher rates of employment
- Higher wage growth

- Understanding of relationship between own education and that of child
  - Improved parenting practices
  - Increased physical and emotional well being
- Stable career
- Family supporting wage
- Greater life stability
- Better functioning family system
CareerAdvance®

Model two-generation education and sectoral workforce development program
Early Childhood Program

Career Coaches
Peer Support
Incentives & Support Services

Local Colleges
Sectoral Training/Employers
Elementary Schools
Basic Education & ESL
Research Questions:

(1) Does participation in Career Advance® relate to positive short- and long-term outcomes for parents and children?

(2) Are there negative outcomes?

(3) Is the program successful for certain subgroups of parents and not others?
Positive Elements of CareerAdvance®: Parents

- High quality early education at little or no cost
- Financial support and no training costs, before and after care
- Increased confidence in returning to school & enjoying challenges of learning again
Positive Elements of CareerAdvance®: Parents

- Coordinated parent-child school schedule
- Meaningful peer support
- Intensive support from Career Coach and center staff
Parent Survey Domains

- Demographic characteristics
- Education, employment, & income
- Mobility
- Self-confidence and self-efficacy
Parent Survey Domains (cont.)

- Academic expectations for child
- Parenting attitudes and practices
- Mental and physical health
- Moving from job to career
Child Assessments

- Academic skills
- Math skills
- Language skills
- Social skills
- Executive functioning skills
Once-in-a-Lifetime Opportunity

- It’s amazing. I mean, you can’t go anywhere to where any program will literally pay for anything and support you all the way. That’s what amazed me the most - the before and after care, the tuition, the scrubs, stethoscopes, books, dictionaries, shoes, watches, gas money.... You’d seem ungrateful if you dropped out and said ‘No I’m not doing that.’ You really wouldn’t have an explanation.
It’s been so long since I’ve been in school. I spent almost the last 5 years at home being a mom, and you start doubting yourself and you don’t think you can do it. Once you’re back in the routine of it, and you’re like, ‘Yeah, it’s still in there. Just clean off the cobwebs.’
Coordinated Parent-Child Schedule

I like how they’ve made the program fit around the youngest child’s schedule... how they’ve tailored it to fit around those hours, which really would tailor around all school-age children’s hours. So only during clinical times do you have to really worry about before and after care. But for the most part, all of us can still take the kids, kiss them goodbye, do our thing, and then be there to pick them up.
Extraordinary Peer Support

I mean, it’s just that we’re not the typical college student. Like, we have kids and I have doctors’ appointments and different things, but we’re all, um We all have kids, we all have the same kind of appointments and obligations, and...so we understand when one of us has to miss, and we go, ‘Can you take notes for me because I have to take the kids to the pediatrician?’
I know if I tried to leave this program, I would have some people on my phone. And that’s the good thing about us being, that’s the one good thing about us being a small group of people. If one of us tried to leave it, oh, we gonna be on that phone quick, ‘Wait a minute what are you doing?’
My favorite part is so much support we’re getting. We can pretty much call her [the coach] anytime and be like, you know.... We constantly have the support not only from our classmates but also from our teachers and our coach. You know, and when I was in college before, it was just me against the world basically you know. So if I dropped out, nobody cared. It was just, I was only just disappointing myself. Now if anybody is missing too much class we’d call them and are like, you know ‘Where are you at? Come to class.’
Stress and Strain

➢ It’s just harder for me because now I’m having to work, like, with any free time that I have, on the weekends or at nights or anything else.

➢ You know, me and my husband, If it comes down to choosing between school and work, I have to pick work.
Impact on Children

- Positive
  - More engagement and learning at home
  - Educational role modeling

- Negative
  - Insufficient quality time with children
  - Increased stress
Engagement and Learning

I have found on a positive note, what school has done in our house is…Like my 9-year old has always struggled in math. And I have always struggled in math. It’s never been a strong suit. I’ve always told her that, you know, sorry I can’t really help you. And she’s relied on that, “Well mommy can’t help me. She doesn’t get numbers…”
Well when I got put in this math tutoring class, I felt like I could then relate to her more, and I felt like it was empowering me because it was giving me those skills that I left behind somewhere in high school and junior high. And so when I would get home, for the first couple of weeks, I’d be like, “I can help you.” She’s like, “No you can’t, you don’t know how to do this” and I was like, “No, really, I know how to do it now.”
Engagement and Learning (cont)

So I feel like, I wasn’t getting so upset with her because now I know the material and understand it and I’m getting it so it’s helping her to feel better about herself, and I feel better about myself because for all those years, it was embarrassing to tell your 9-year old, “Sorry I can’t help you with this because I don’t know it myself…So I feel like that’s been a positive is that I can guide them better now, that I have the information, I can help them better.
Role Modeling

- I’m the first person to even go to school. So it feels good to me to just know that I’m gonna make a better, like pave a better path for my son. The chances of him going to school if I complete school are so much higher. And that’s you know, not only will I create a better life for him as a child, but it’ll give him some encouragement and motivation, and I can be a better role model for him to go to school when he’s older. So it makes me feel a lot better I think.
My son knows at 4 years old that he’s not stopping his education after high school, he’s gonna keep going. And he knows that now, and he’s, you know...I think he’s gonna be much more prepared than I was when I was in high school.
Less Time with Children

- I almost feel like I’m neglecting my son, like I know he’s taken care of … but as far as spending time with him, and he’s taking a hit, when it comes to like mommy and baby time. Because I don’t have that extra time to spend with him anymore now that I am in this program... But I always just have to tell myself that in the long run, it’s actually more beneficial.
Hope for the Future

- This program has changed my life; it’s changed my future, my family’s future definitely. I mean, this has opened up so many opportunities for me and my family.
Long-Term Two-Generation Goals

- Systematic data over time on the positive and negative effects of CareerAdvance®
- Deepen understanding of two-generation programs
- Expand outside of Tulsa, Oklahoma