

December What's Happening? Wednesday:

Two-Generation Approaches to Community Transformation

Wednesday, December 10th, 2014

LIVE UNITED

**United
Way**



Speakers:

- **Marci Young**, Vice President, EIH Impact, US Network, **United Way Worldwide**
- **Marjorie Sims**, Managing Director, **Ascend: Aspen Institute**
- **Mekaelia Davis**, Program Manager, **Ascend: Aspen Institute**
- **Ena Yasuhara Li**, Director, Education, **United Way of the Bay Area**
- **Janice Urbanik**, Executive Director, Partners for a Competitive Workforce, **United Way of Greater Cincinnati**
- **Mike Baker**, Director, Community Impact, **United Way of Greater Cincinnati**
- **William Raedy**, Coordinator, Financial Opportunity Neighborhood Initiatives, **United Way for a Greater Austin**



Creating Transformational Change: The Promise of Two-Generation Approaches

United Way

“What’s Happening Wednesday”

December 10, 2014



Ascend at the Aspen Institute

WE ENVISION **AN AMERICA**
IN WHICH A LEGACY OF ECONOMIC
SECURITY AND EDUCATIONAL
SUCCESS **PASSES**
FROM
ONE GENERATION TO THE NEXT.



Why a Two-Generation Approach?

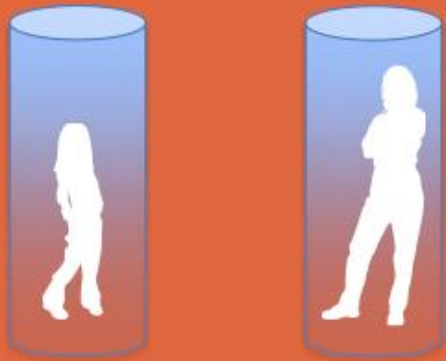
The American dream...

BUT

- Major shifts in family demographics;
- Polarized debate among policymakers and advocates;
- Today's economy requires new skills and education;
- Technology is changing how we work and live; and
- Growing unease about the future, for parents and their children.



We need to break through silos



The Need

All families want to thrive, but fragmented policies and programs that address the needs of children and parents separately leave either the child or parent behind and dim each family's chance at success.



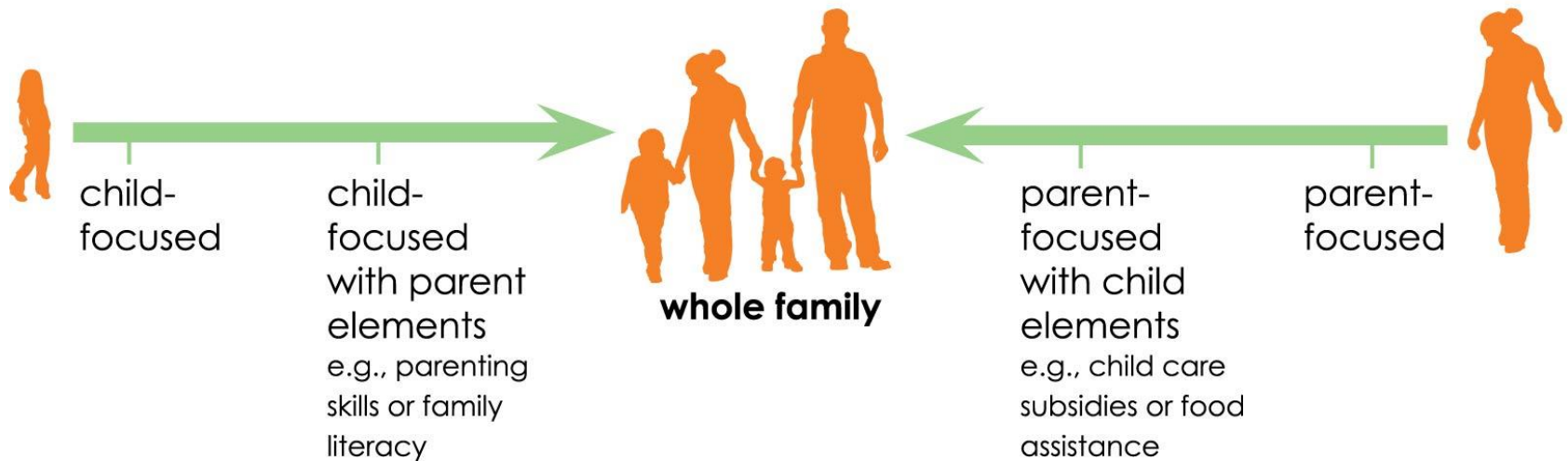
The Solution

Policies and programs that address the needs of *children and their parents together* can harness the family's full potential and put the *entire family* on a path to permanent economic security.



What is a two-generation approach?

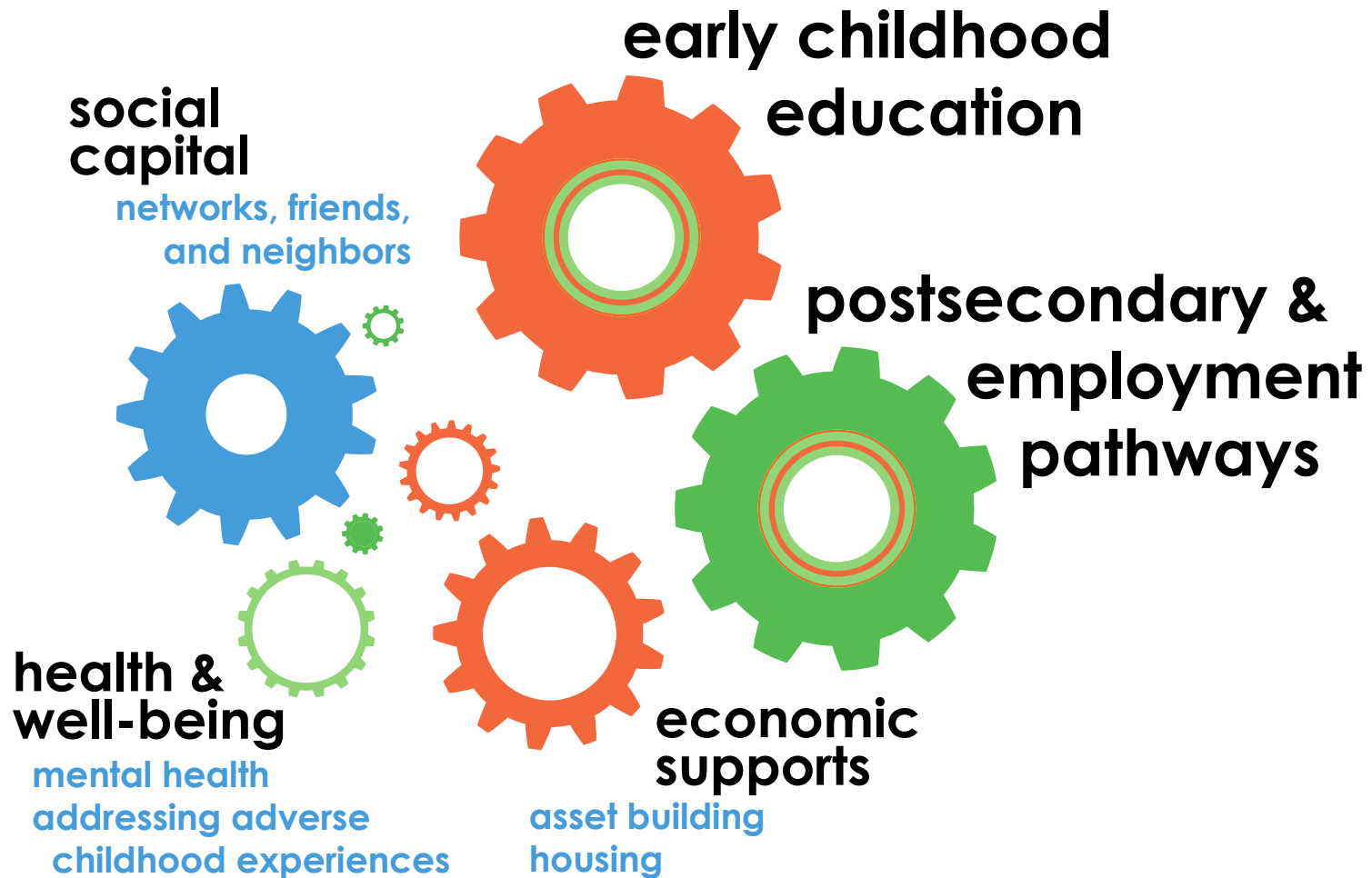
The Two-Generation Continuum



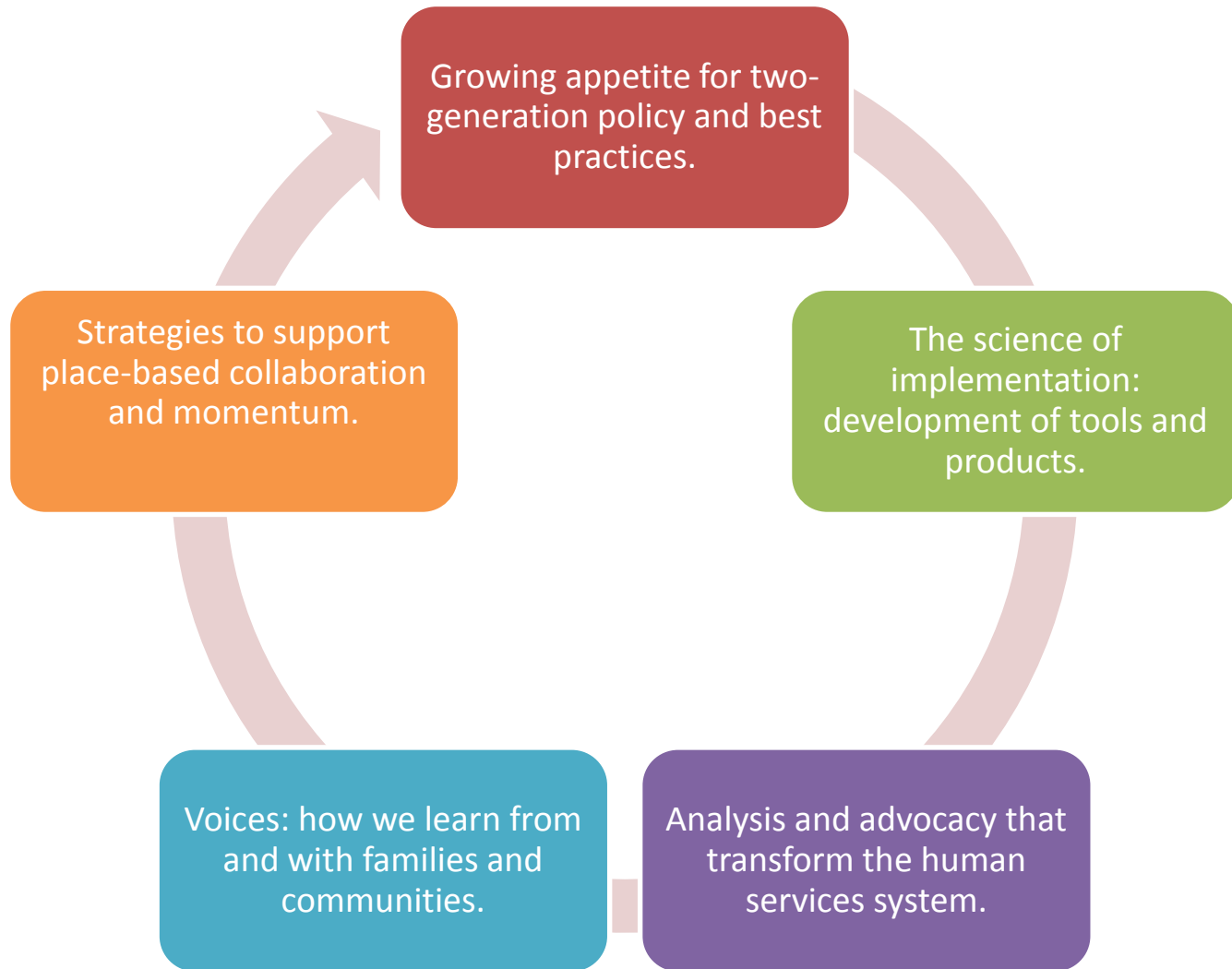
Two-generation approaches provide opportunities for and meet the needs of children and their parents **together**.



Core components



What have we learned?



Ascend Network

Mobilized, empowered **two-generation** organizations and leaders that influence **policy and practice changes** to increase economic security, educational success, social capital, and health and well-being **for children, parents and their families** across **24 states and the District of Columbia**.



Ascend Network Themes

Platforms for Scale:

Head Start
Community colleges
United Ways
Women's funds &
community foundations
Community Action
Agencies
Promise Neighborhoods

State Policy Innovations:

Early childhood
Human services
Postsecondary
education
Measuring impact

Evidence Building:

Executive function
Cultural competence
Technology and apps
Justice-involved families



Thank you Mekaelia and Marjorie!

Up Next:

**Ena Yasuhara Li, Director, Education, United
Way of the Bay Area**

SparkPoint Schools:

Bringing Family Economic Success to Community Schools



UWW What's Happening? Wednesday: Two-Generation Approaches to Community Transformation

Ena Yasuhara Li, Director, Education – United Way of the Bay Area



United Way of the Bay Area

In 2010, our Board declared a bold goal.



MOVEMENT TO CUT POVERTY IN HALF BY 2020, UNITED WAY OF THE BAY AREA COMMITMENTS

United Way of the Bay Area is committed to three critical strands of work required to cut poverty half: the coordinated efforts of hundreds of organizations, the impassioned engagement of thousands of individuals and system-changing initiatives that create real pathways out of poverty.

Collective Impact

Lead effort to align resources, strategies and metrics of hundreds of institutions.

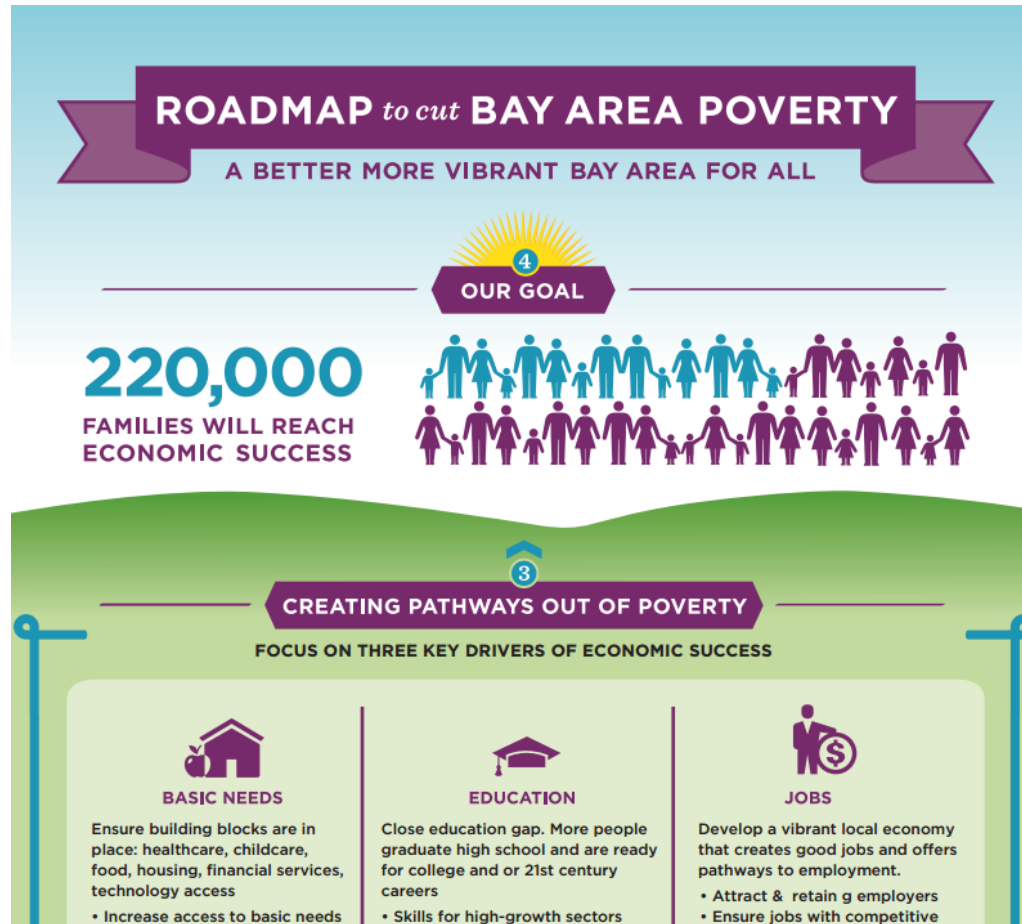
Civic Engagement

Engage thousands of individual champions committed to taking action to cut poverty.

System-Changing Initiatives

United Way and partners develop innovative programs that move families out of poverty.

To create pathways out of poverty, families need basic needs, education, and jobs.



How does a poverty leader address education?

Community Schools

Community schools provide services and support to struggling families so children can focus on school instead of troubles at home.



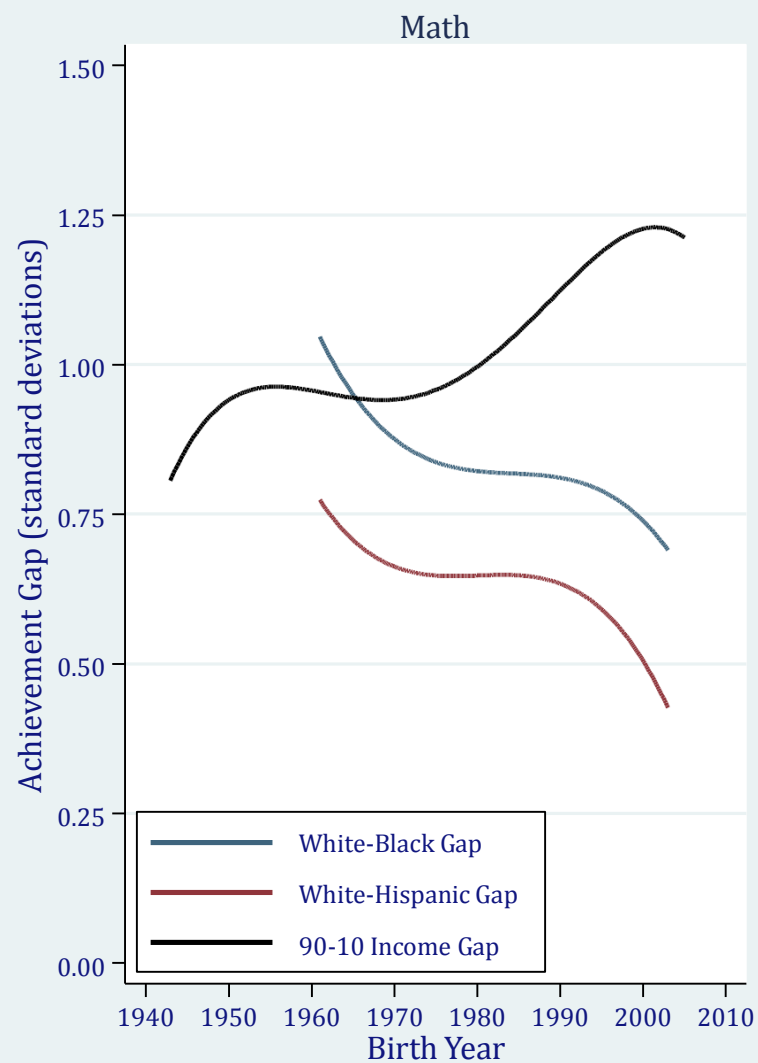
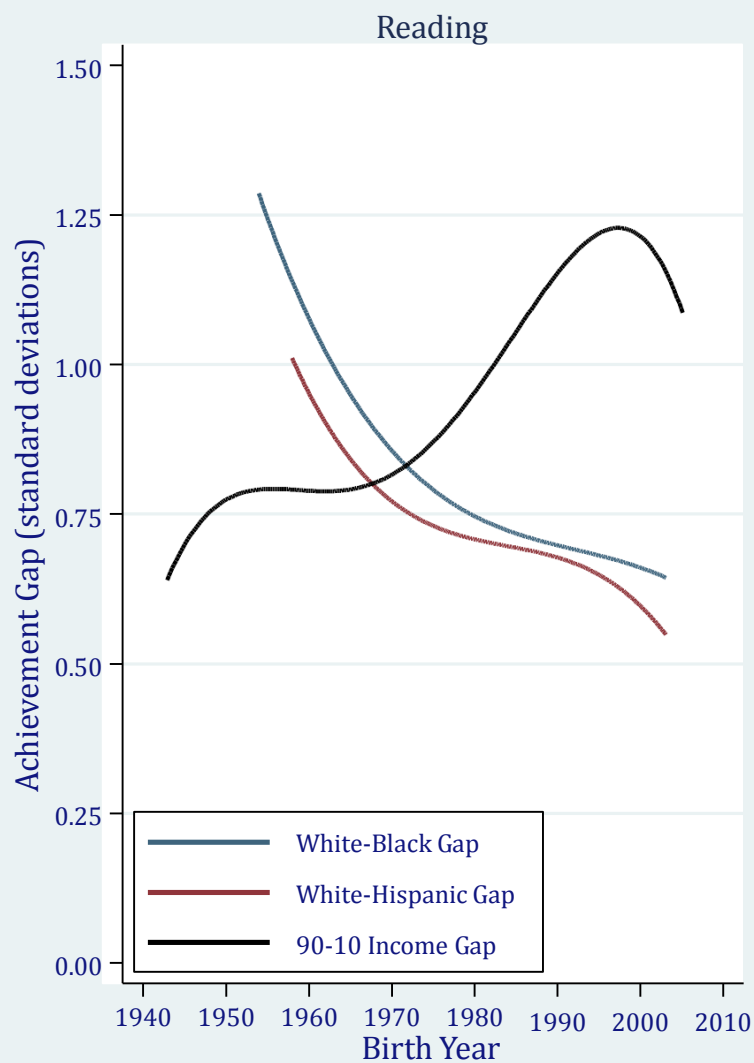
What is a Community School?

COMMUNITY SCHOOL 'APPS'



College, Career and Citizenship 	Health & Social Support 	Expanded Learning Opportunities 	Engaging Instruction
Early Childhood Development 	Community Engagement 	Family Engagement 	Youth Development
Strategic Alignment Just like smart phones, community schools have an infrastructure (or operating system) that strategically aligns 'apps' so they work in a synchronized manner. A school-site leadership team , often comprised of educators, parents, community partners, and others, is responsible for creating a shared vision for the school, identifying desired results and helping align and integrate the work of partners with the school. A community school coordinator works hand-in-hand with a supportive principal, and is a member of the school leadership team. The coordinator is responsible for building relationships with school staff and community partners, for engaging the families and community residents, and coordinating an efficient delivery of supports to students both inside and outside the classroom. Data on academic AND non-academic factors drive the work for a community school.			

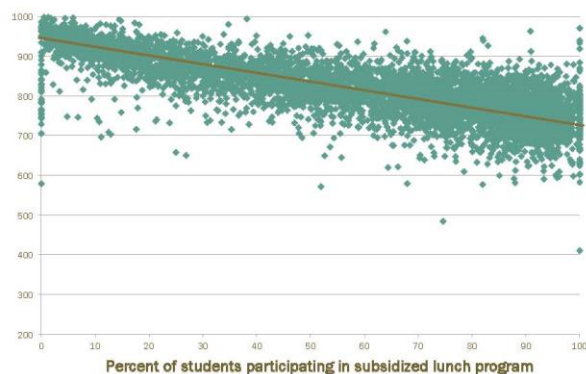
Trends in Racial and Income Achievement Gaps, by Birth Cohort



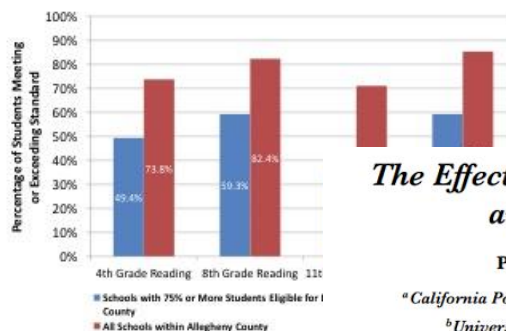
Poverty + Academic Performance

School API Negatively Related to Student Disadvantage

Elementary Schools, 2010-11



Discrepancy between Low-Income Student Performance and Overall Student Performance



The Effect of Poverty on Child Development and Educational Outcomes

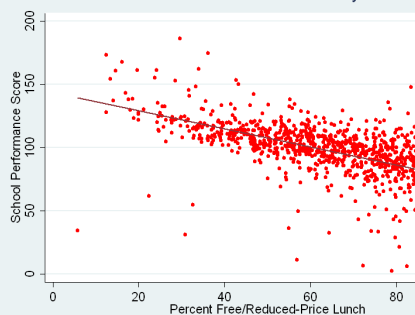
PATRICE L. ENGLE^a AND MAUREEN M. BLACK^b

^aCalifornia Polytechnic State University, San Luis Obispo, California, USA

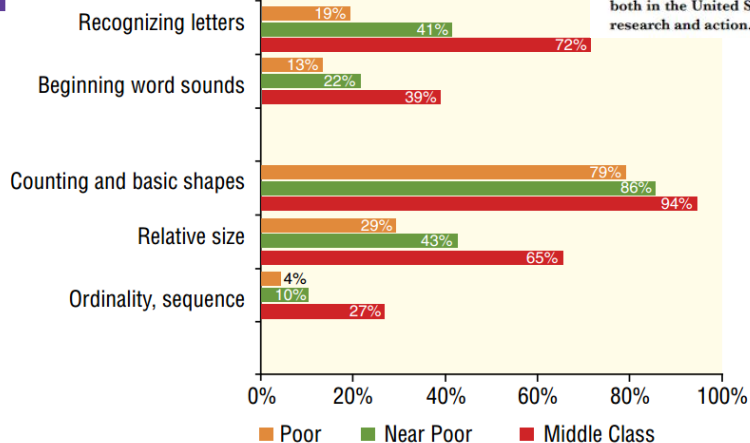
^bUniversity of Maryland Baltimore, Baltimore, Maryland, USA

Poverty affects a child's development and educational outcomes beginning in the earliest years of life, both directly and indirectly through mediated, moderated, and transactional processes. School readiness, or the child's ability to use and profit from school, has been recognized as playing a unique role in escape from poverty in the United States and increasingly in developing countries. It is a critical element but needs to be supported by many other components of a poverty-alleviation strategy, such as improved opportunity structures and empowerment of families. The paper reviews evidence from interventions to improve school readiness of children in poverty, both in the United States and in developing countries, and provides recommendations for future research and action.

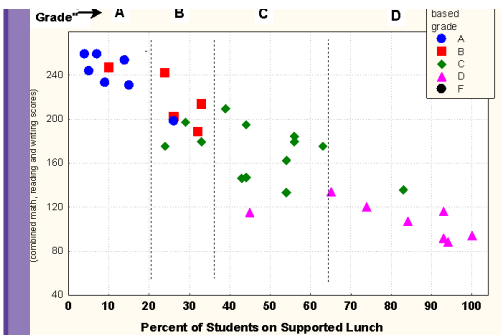
Louisiana School Performance Score by Poverty



Notes: n=1,158; r=-0.641; Data from LA Education Dept. Originally posted on shank



Source: Authors' calculations from the Early Childhood Longitudinal Survey—Kindergarten Cohort



If poverty  would academic performance  ?

There is very little existing research around this, except:

Negative Income Tax Experiments (1968-1982): Elementary school children whose families enjoyed a 50% boost in family income from the program exhibited higher levels of early academic achievement and school attendance than children who did not.

Earned Income Tax Credit (1993-1997): A \$1,000 increase in income raises combined math and reading test scores by 6% of a standard deviation in the short run. Test gains are larger for children from disadvantaged families.

2012 Bay Area Scan of Community schools

What we found:

Most community schools did not offer economic supports for families (with the exception of one-off workshops, some public benefits screening, VITA sites)

SparkPoint

Our goal is to help as many people as possible to achieve financial prosperity.



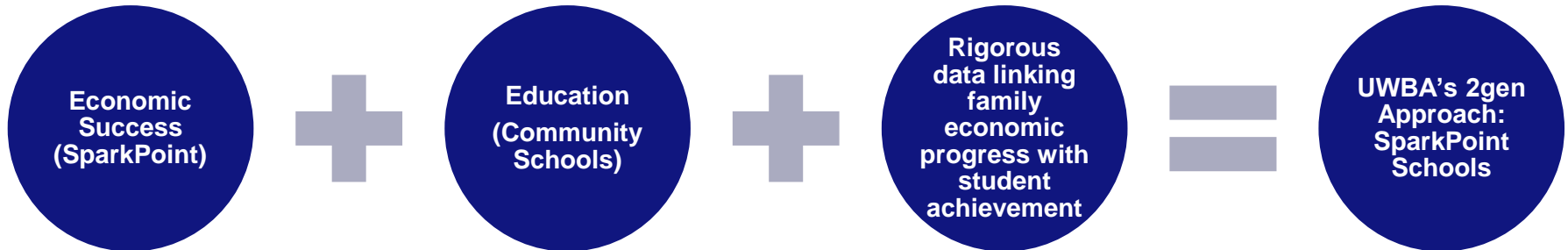
A SparkPoint Center integrates best-in-class services provided by multiple organizations in order to create financial prosperity for low- and moderate-income clients.

SparkPoint

- Over 17,000 served to date
- 78% of clients increased income, credit score, savings, or decreased debt (by at least 5%)
- 66% made at least 30% progress in these areas
- 248 clients achieved self-sufficient income last year
- 150 accumulated 3 months of savings last year
- 98% of clients said they would refer family or friends to SparkPoint.



Combining SparkPoint and Community Schools: A Two-Generation Approach



“When kids are in trouble, we usually find some sort of trouble at home too: mom has lost a job, or the family is facing foreclosure. Having SparkPoint at a Community School allows the entire family to lift themselves out of poverty so the child can thrive at school.”

~Dr. Ramona Bishop, Superintendent
Vallejo City Unified School District

SparkPoint Schools Metrics

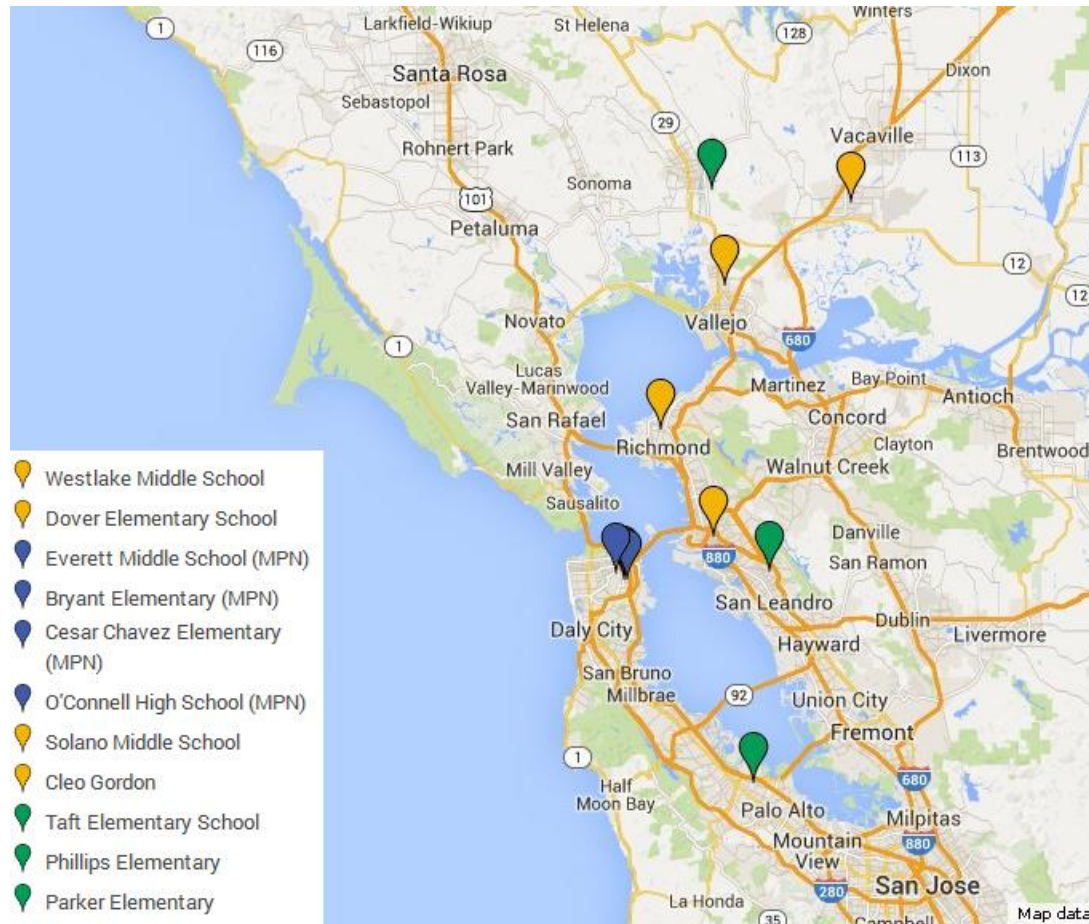
SparkPoint

- Livable Income that reaches the Self-Sufficiency Standard
- Good credit score of 700 or above
- Savings equal to three months of living expenses
- No revolving debt

Education

- Attendance
- Grades/Grade Point Average
- Reading level
- State Test Score(s)
- Behavior
- Health

Where SparkPoint Schools are located...



Thank you Ena!

Up Next:

Mike Baker, Director, Community Impact, **United Way of Greater Cincinnati**

and

Janice Urbanik, Executive Director, Partners for a Competitive Workforce, **United Way of Greater Cincinnati**

A photograph of the Roebling Suspension Bridge in Cincinnati at night. The bridge's stone towers and suspension cables are illuminated with warm lights, and the city skyline, including the U.S. Bank Tower, is visible in the background with its lights reflecting on the river.

BOLD GOALS

Two Generation Approaches to Accelerate Cincinnati's Progress

BOLD GOALS FOR OUR REGION BY 2020

EDUCATION

85%

of children will be prepared
for kindergarten

85%

of youth will graduate from
high school ready

45%

of adults will have an
associate's degree or higher

INCOME

90%

of the labor force will be
gainfully employed

HEALTH

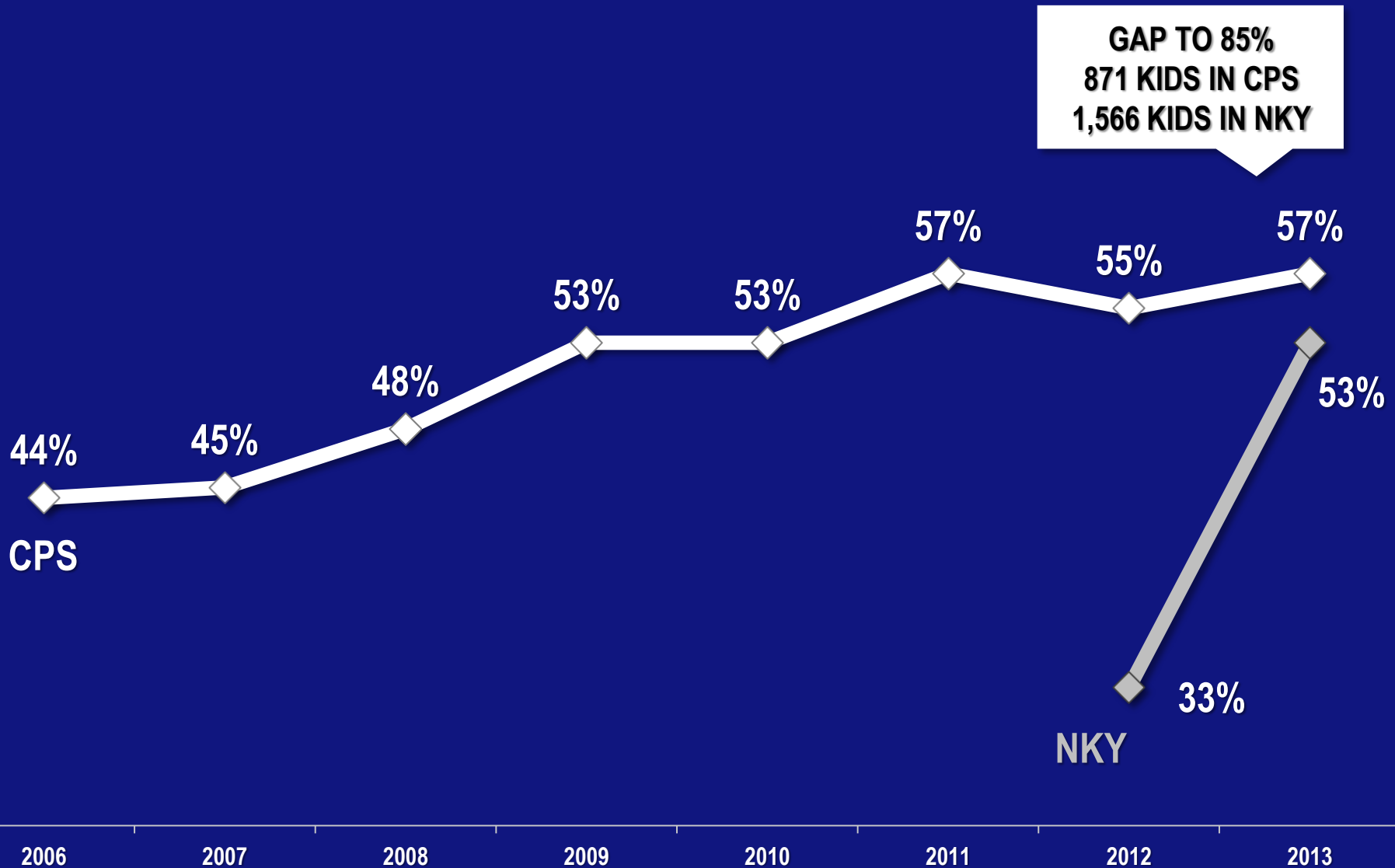
70%

of adults will report
having good health

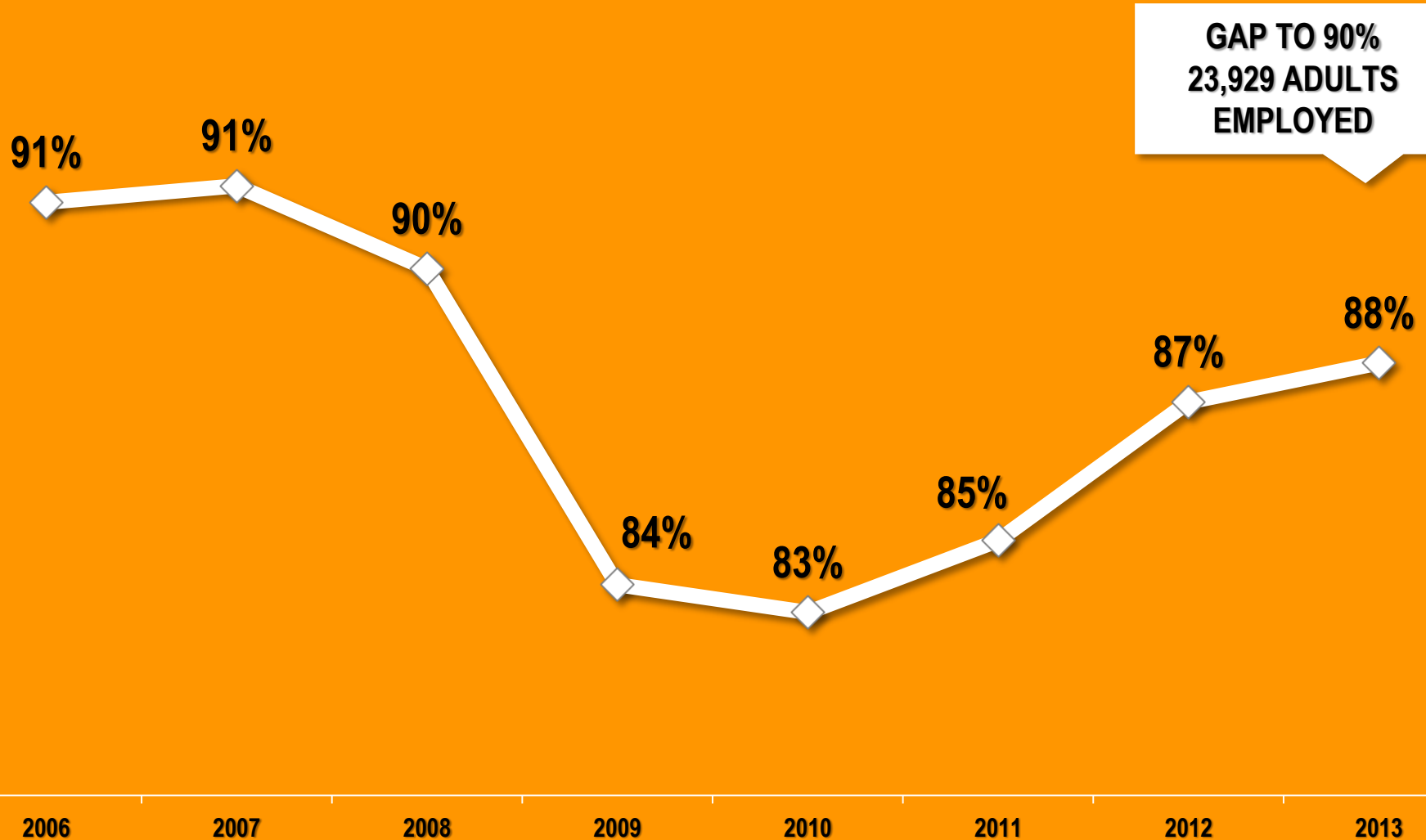
95%

of adults will have a usual &
appropriate place for
health care

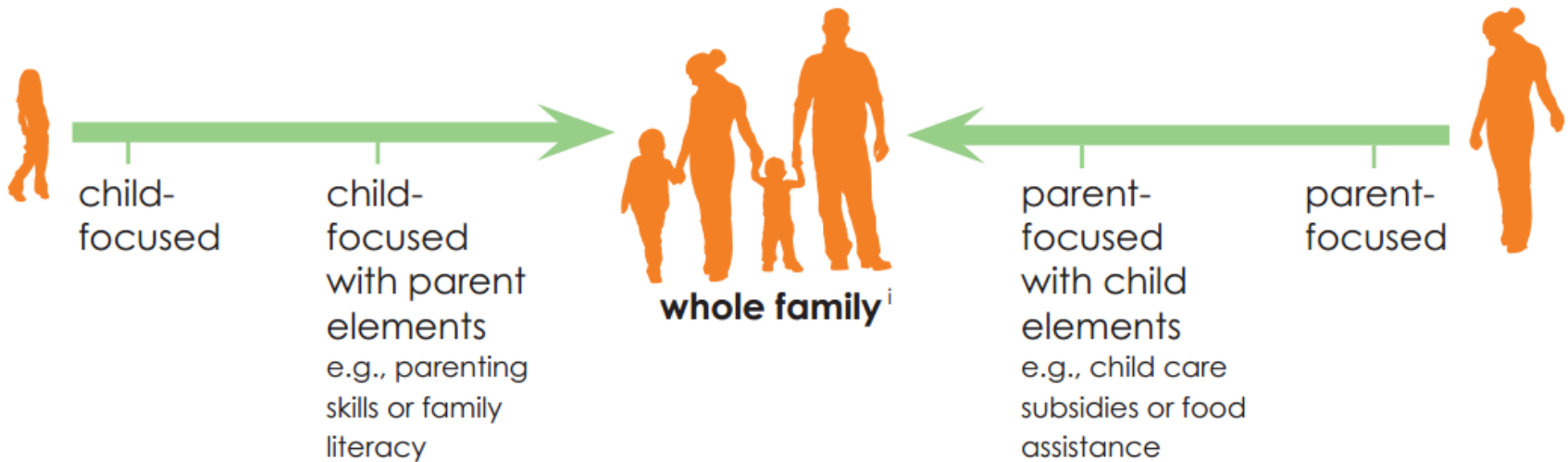
DASHBOARD : 85% PREPARED



DASHBOARD : 90% GAINFULLY EMPLOYED



ACCELERATING PROGRESS



- ▶ “The two-generation framework posits that when opportunities for children and parents are addressed in tandem, the benefits might be greater than the sum of the separate, programmatic parts.” - *Gateway to Two Generations*, Ascend – Aspen Institute.
- ▶ United Way of Greater Cincinnati has initially focused on sparking innovation in two generation approaches through support for design thinking and human centered design.

DESIGN THINKING & TWO GEN



Network of organizations
and collaboratives
exploring individual two-
generation opportunities;
Innovation lab



Collective impact design
project focused on testing
approaches to get more
women in advanced
manufacturing and their
children engaged in STEM
learning

NEXT STEP

A BOLD PLAN FOR BOLD GOALS

BOLD GOALS FOR 2020 FOR **EDUCATION** – **INCOME** – **HEALTH**

**85% READY FOR
KINDERGARTEN**

**85% GRADUATING
READY**

45% DEGREED

**90% GAINFULLY
EMPLOYED**

**70% GOOD
HEALTH**

**95% USUAL &
APPROPRIATE CARE**

WHERE TO PLAY STRATEGIES: INTEGRATED ACROSS **EDUCATION** – **INCOME** – **HEALTH**

STRONG FAMILIES
▶ Two Generation

STRONG COMMUNITIES
▶ Place Based

WHERE TO PLAY STRATEGIES: SPECIFIC TO **EDUCATION** – **INCOME** – **HEALTH**

EDUCATION
▶ Quality Education
▶ Year-Round Learning
▶ Successful Transitions

INCOME
▶ Quality Jobs that Sustain Families
▶ Work Supports

HEALTH
▶ TBD by Collective Impact on Health Initiative

HOW TO WIN STRATEGIES: INTEGRATED ACROSS **EDUCATION** – **INCOME** – **HEALTH**

PUBLIC POLICY

COLLECTIVE IMPACT

SCALE WHAT WORKS

**CONTINUOUS
IMPROVEMENT**

**INNOVATE NEW
SOLUTIONS**

Thank you Mike and Janice!

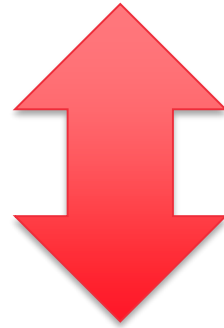
Up Next:

**William Raedy, Coordinator, Financial
Opportunity Neighborhood Initiatives,
United Way for a Greater Austin**

United Way for Greater Austin Two-Generation Work

William Raedy
Coordinator, Financial Opportunity
Neighborhood Initiatives
12/10/2014

Systems Building



Program Design

Systems: Two-Gen Committee

- Who:
 - University, City, County, Workforce Solutions, Community College, School District, United Way, and a local foundation
- Vision:

“Policies and programs are designed, and their resources are aligned, to help parents gain basic skills and become economically stable, to enable parents to be positive influences on their children’s development, and to help children achieve their maximum potential by simultaneously addressing the needs of parents and children. Meeting the needs of both generations will produce larger and more enduring effects than can be achieved by serving parents and children separately.”

Systems: Two-Gen Committee

- Success to date:
 - Widespread, informal buy-in
 - Spans national to grassroots
 - New initiatives among members
- Lessons Learned:
 - Now is the time
 - Systems perspective of members is key
 - Working entire national to local spectrum has many benefits
- Next Steps:
 - Formalize support
 - Leverage into policy changes at all levels

Program: Cohort Pilot

- Goal:
 - Develop model, processes, and tools to enroll parents at a childcare center in workforce development programs
- Approach:
 - Began with conversations and surveys with over 100 parents to identify cohort
- Lessons Learned
 - Diverse career interests among parents
 - Larger than expected ESL need
 - Prevalent lack of GEDs
 - Spanish vs. English speakers had different childcare and transportation needs
 - Cohort of parents from early childhood center does not reduce need for childcare

Program: Cohort Pilot

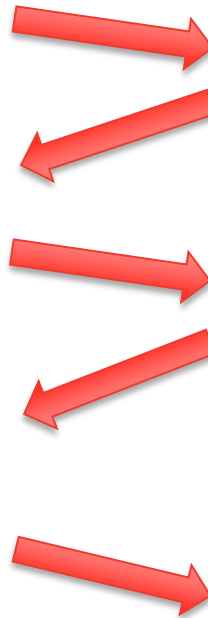
- Design:
 - ESL cohort class begins in January
 - Located in neighborhood
 - Provide high quality childcare
 - Incorporate financial capability services
 - Focus groups to study the motivations and needs of participating families
 - Design appropriate wraparound services
 - Identify key connections to additional resources students' need after completion

How do we build a system that meets the needs of the growing population of English language learners in our community?

Interaction Between the Levels

Program

- Improved understanding of community need
- Brought on new partners to offer ESL
- Offer wraparound services and connect students to next step after ESL



System

- Increased emphasis on adult basic education
- Understand goals and needs of ESL students
- Uncover barriers, needed policy changes, and models for partnerships to serve growing Spanish speaking community

Questions about Two Generation Approaches?

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**If you have questions or feedback about What's
Happening? Wednesday, please contact:**

**Coleson Breen, 703-836-7100 x 539,
coleson.breen@uww.unitedway.org**

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NEXT MONTH:

Building Healthy Communities with the Healthy Eating, Physical Activity (HEPA) Standards

Join us Wednesday, **January 7th** at 1:00 pm ET to learn about the Healthy Eating, Physical Activity (HEPA) Standards, with our partners in the Healthy Out-of-School Time (HOST) Coalition.

We will speak with **Jennifer Hofman**, Specialist, Health Partnerships and Policy Healthy Living/Government Relations, **YMCA of the USA**, **Daniel W. Hatcher**, National Healthy Out-of-School Time Advisor, **Alliance for a Healthier Generation** and **Arturo Vargas**, Community Engagement & Impact Director, **United Way of the Mid-Willamette Valley** about the HEPA standards and the goals and work of the HOST Coalition in 2015 and beyond.

Stay tuned for registration information!

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Last month's "What's Happening Wednesday" continues:

Saving youth jobs: A discussion on youth employment

Monday 12/15

3pm ET: [#MillennialMon](#)

Wednesday 12/17

6pm ET: [Google+ Hangout On Air.](#)

Questions?

Contact Lauri Valero:

student@unitedway.org

Stay tuned for registration information!

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