

**Core Qualities
for Successful
Two-Generation
Programs Serving
Latino Families**





The National Council of La Raza (NCLR)—the largest national Hispanic civil rights and advocacy organization in the United States—works to improve opportunities for Hispanic Americans. Through its network of nearly 300 affiliated community-based organizations, NCLR reaches millions of Hispanics each year in 41 states, Puerto Rico, and the District of Columbia. To achieve its mission, NCLR conducts applied research, policy analysis, and advocacy, providing a Latino perspective in five key areas—assets/investments, civil rights/immigration, education, employment and economic status, and health. In addition, it provides capacity-building assistance to its Affiliates who work at the state and local level to advance opportunities for individuals and families.

Founded in 1968, NCLR is a private, nonprofit, nonpartisan, tax-exempt organization headquartered in Washington, DC, serving all Hispanic subgroups in all regions of the country. It has regional offices in Chicago, Los Angeles, Miami, New York, Phoenix, and San Antonio.

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INTRODUCTION

The National Council of La Raza's (NCLR) *Core Qualities for Successful Two-Generation Programs Serving Latino Families* exemplify the best practices in early childhood education programs and workforce programs that seek to put the Latino family, both children and adults, on a path of economic security and full civic engagement in U.S. society. Two-generation programs integrate program components—education, economic supports, social capital, and well-being (physical, emotional, and behavioral health)—in a deliberate strategy to ensure that the whole family receives comprehensive services necessary for success in school and in the workforce. The Core Qualities are:

- 1) Organizational Capacity
- 2) Effective Program Design
- 3) Social Capital Development

These standards join other sets of NCLR core qualities that address successful schools, successful early childhood education programs, successful parent engagement, and successful expanded learning programs. These are being applied by NCLR Affiliates throughout the country to meet the needs of Latino families and their children from preschool to high school, at all times of the day.

ORGANIZATIONAL CAPACITY

The organization has the knowledge, capacity, and resources to effectively integrate program services that facilitate the well-being of Latino families¹ as they build upon their education, economic supports, and social capital.

INDICATOR	MEASURE	EVIDENCE
The leadership of the organization provides comprehensive and intentional support to two-generation programs and establishes goals, policies, and procedures that create an organization that is responsive to Latino families.	<ul style="list-style-type: none"> Professional development opportunities for staff to build knowledge and understanding of two-generation programs and its components so that they have the skills needed to effectively deliver a successful two-generation program. 	<ul style="list-style-type: none"> The staff is well-trained, valued, and supported. The staff actively meets to educate each other and exchange information that leads to program integration.
	<ul style="list-style-type: none"> The organization enables families to access two-generation services and resources. 	<ul style="list-style-type: none"> The staff provide linguistically and culturally appropriate services to Latino families and has the competencies to maintain close relationships with families and effectively implement the program. The staff successfully completes referrals internally within the organization and link two-generation services. Every family has a comprehensive plan that lists the services they need to be economically secure.
The organization expands access to comprehensive two-generation services by establishing partnerships with other agencies that will advance opportunities available to Latino families.	<ul style="list-style-type: none"> The organization has a protocol for identification and selection of partners. 	<ul style="list-style-type: none"> Partners provide high-quality services that are culturally responsive and linguistically appropriate.
	<ul style="list-style-type: none"> The organization promotes agreements between partners that define the quality of services that enhance two-generation approach. 	<ul style="list-style-type: none"> Partnership agreements and MOUs are in place between different agencies.
	<ul style="list-style-type: none"> Community-based organizations are cross trained so they are knowledgeable about the services each offers in the same city or community. 	<ul style="list-style-type: none"> There is an increase in referrals to and from partners. The organization and the partners advocate for policies that promote two-generation services at the local, state, and federal levels.

¹ Definition of family includes traditional and nontraditional families, such as nuclear family, single-parent families, foster parents, same-sex parents, blended households, and grandparents raising grandchildren. For the purpose of this document, family refers to all individuals living in the same household and need services to advance the economic security of the “family.” This includes mixed families, regardless of immigration status.

ORGANIZATIONAL CAPACITY

INDICATOR	MEASURE	EVIDENCE
<p>The organization uses data to develop, evaluate, and integrate two-generation programs.</p>	<ul style="list-style-type: none"> • Leadership utilizes data measures that lead to improved outcomes for whole families (children and their caregivers/parents). • Leadership analyzes data and proposes strategies that contribute to two-generation program alignment. • Leadership utilizes data measures that lead to improved outcomes for whole families (children and their caregivers/parents). 	<ul style="list-style-type: none"> • The organization has a plan for continuous improvement based on data analysis.
	<ul style="list-style-type: none"> • The organization aligns data systems for program integration. 	<ul style="list-style-type: none"> • The organization has effective data systems in place that talk with each other and provide real-time updates on the progress of Latino families in terms of services accessed and benchmarks accomplished.
<p>The organization focuses on program integration and financial sustainability.</p>	<ul style="list-style-type: none"> • The organization has identified long-term funding strategies that link various programs together to create an integrated service model. 	<ul style="list-style-type: none"> • The organization has a long-term funding plan that reflects integration of services and adequate staffing for a two-generation model.

EFFECTIVE PROGRAM DESIGN

The organization has a two-generation program designed to advance the capacity of Latino families to be healthy, prosperous, and engaged in their community.

INDICATOR	MEASURE	EVIDENCE
<p>Program design integrates all components of a two generation programs: Education including early education, workforce development and postsecondary education; economic supports; social capital; and physical, emotional and behavioral health.</p>	<ul style="list-style-type: none"> • Directly or through partners, the organization offers the full bundle of two-generation services needed by families. 	<ul style="list-style-type: none"> • Each family has goal plans that outline the services they will need (in-house or referred out) to achieve their success. • Case managers or coaches follow up with participants and families to ensure they have been able to access the services they need.
	<ul style="list-style-type: none"> • The organization utilizes assessment and evaluation tools to review the assets, strengths, and aspirations of Latino families. 	<ul style="list-style-type: none"> • Assessments, goal plans, and evaluation tools are reflective of the steps the family will take to be healthy, prosperous, and engaged in the community while utilizing their existing resources (internal and external) and building upon what they do not know or have (education, healthy living, economic supports, social capital).
<p>The organization provides children with access to high-quality, culturally appropriate early education services and prepares parents to support their child at home and advocate for them at school.</p>	<ul style="list-style-type: none"> • Education and training programs for adults are contextualized² to focus on engaging the Latino family. 	<ul style="list-style-type: none"> • Adult literacy and ESL programs encourage parents to engage in family literacy activities, for example, daily reading, conversation, and storytelling. • Families have access to books for both children and adults (book fairs and giveaways, libraries, and book making and sharing) so there is co-learning.
	<ul style="list-style-type: none"> • The children’s program should have qualified staff that is delivering high-quality services. 	<ul style="list-style-type: none"> • The staff has credentials that meet the requirements for a high-quality early childhood education program. • The staff is paid salaries that reflect prevailing wage for the positions that they hold. • Performance evaluations are regularly conducted and are used to support staff development.
	<ul style="list-style-type: none"> • The organization has programs in place that facilitate advocacy training for parents so they can be more successfully engaged in schools and educational institutions. 	<ul style="list-style-type: none"> • Increased parent engagement with schools so they can successfully advocate for services like special needs, tutorials, and language support.
	<ul style="list-style-type: none"> • Organizations have programs in place that will educate families in protective factors. 	<ul style="list-style-type: none"> • Parents report a reduction of incidents arising from risk behaviors among their children.

EFFECTIVE PROGRAM DESIGN

INDICATOR	MEASURE	EVIDENCE
<p>Programs provide adults with a pathway to education and training that leads families to self-sufficiency and asset-building.</p>	<ul style="list-style-type: none"> Programs ensure that basic needs such as housing, transportation, free tax preparation services, immigration, food assistance, etc. are not barriers to a family's success. 	<ul style="list-style-type: none"> Goal plans are reflective of basic needs being met. Individuals receive the services they need to be successful in their education and career training programs. For example, gas cards or bus passes as a result of identifying transportation as a barrier to success.
	<ul style="list-style-type: none"> Coaches are available to provide guidance on asset-building. 	<ul style="list-style-type: none"> All families have bank accounts. Goal plans reflect steps taken toward asset-building.
	<ul style="list-style-type: none"> Workforce development programs help families pursue their employment goals. 	<ul style="list-style-type: none"> Participants successfully complete their training programs that increase opportunities for placement, salary increases, and job retention. Goal plans reflect movement of individuals along the continuum of success.
	<ul style="list-style-type: none"> The program promotes strong interpersonal relationships among the families, staff, volunteers, and partners in order to create an empowerment-oriented climate of support. 	<ul style="list-style-type: none"> Families have opportunities to develop social networks that allow them to help each other, and to collectively work to acquire supports and resources they want and need. Utilizes a cohort strategy, which encourages parents and family members or caregivers to deliberately connect with each other in groups or cohorts to building connections.
<p>The organizations understand the continuum of education as it relates to employment opportunities (including self-employment) that advance individuals from low-wage jobs to family self-sufficiency to asset-building.</p>	<ul style="list-style-type: none"> Program staff has the knowledge, skills, and ability to identify a career pathway for the individuals based on their background and experience, skill levels, interests, and family circumstances. 	<ul style="list-style-type: none"> Participants are placed in education and training and employment programs (including small-business development training and self-employment) based on their interest and abilities. Goal plans reflect the skills, abilities, and employment aspirations of the family.

EFFECTIVE PROGRAM DESIGN

INDICATOR	MEASURE	EVIDENCE
<p>The organization understands the critical impact of well-being on families' ability to achieve success.</p>	<ul style="list-style-type: none"> The organization understands families' needs for physical and behavioral health and provides appropriate resources or referrals. 	<ul style="list-style-type: none"> Adults and children have fewer absences (in training or at school) because of health, mental health, or behavior issues. Parents understand and take their children for regular wellness check-ups and follow-ups and seek information to promote family well-being.
	<ul style="list-style-type: none"> The organization acknowledges, comprehends, and responds to trauma as it relates to the immigration experience and its consequences to families' success and assimilation into U.S. society. 	<ul style="list-style-type: none"> Families have access to counselors and support to create a safety net. Access to support groups where families can discuss their challenges with respect to immigration in a safe and unthreatening environment.

SOCIAL CAPITAL DEVELOPMENT

The organization provides opportunities and resources for Latino families to integrate into their local community to fully participate and contribute to the larger society.

INDICATOR	MEASURE	EVIDENCE
The program provides opportunities for Latino families to contribute and engage in U.S. society.	<ul style="list-style-type: none"> The organization provides opportunities to better understand U.S. culture and institutions through cultural events, civic education, and community engagement. 	<ul style="list-style-type: none"> Families take part in cross-cultural events in the community and at school to better assimilate into U.S. society. The organization provides opportunities and workshops for parents to access community resources like libraries, banks, neighborhood events, etc. to help them build confidence and understanding of U.S. society. Families take an active part in planning and volunteering of cultural events such as fiestas and program celebrations.
	<ul style="list-style-type: none"> The organization provides training to individuals interested in self-employment or small-business development as that leads to social, community, and economic development. 	<ul style="list-style-type: none"> Interested participants have access to small-business development trainings. Individuals have a business plan that is reflective of social, community, and economic development and their plans for job creation. Long-term outcomes include neighborhood revitalization.
The organization facilitates leadership development among families.	<ul style="list-style-type: none"> Families have opportunities to assume active leadership roles with each other, within the organization, and in their community. 	<ul style="list-style-type: none"> Families are involved in leadership activities and roles (study group organizers and organizing cultural events with staff). 3 Latino families are empowered to provide recommendations to the organization for program improvement. The organization provides a voice for Latino families through staff that is able to advocate for appropriate services.
	<ul style="list-style-type: none"> The program provides Latino families with access to community mentors and role models that facilitate job shadowing, internships, informational interviews, etc. 	<ul style="list-style-type: none"> The family goal plan includes opportunities for relationship building with mentors, community leaders, and role models.

NOTES

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