

2GEN PLATFORMS FOR SCALE:

Whole-Family Approaches Rooted in Community
with National Reach



Ascend at the Aspen Institute: Ascend is the national hub for breakthrough ideas and collaborations that move children and the adults in their lives toward educational success and economic security. We take a two-generation (2Gen) approach to our work and embrace a commitment to gender and racial equity.

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Dear Colleague,

Nonprofit organizations are a trusted and essential part of our country's social services ecosystem. Across the United States, in rural, suburban, and urban settings, nonprofit organizations uphold a social contract to support families in their communities in times of hardship. Also referred to as community-based organizations, they are a critical link in ensuring that the array of policies and programs that animate the social contract flow from the national level to the local level effectively, and they help establish norms within and across sectors and spread best practices to other nonprofits in all regions of the country.

The community-based organizations affiliated with a national umbrella organization or association are well-suited to drive rapid innovation, assess new models and practices, and scale them so that they continue to work well as they grow to meet the needs of more families. Innovation and co-design occur in communities on the front lines of engagement with families and service delivery, and national umbrella organizations serve as vital learning and knowledge dissemination partners. Together, this intentional approach to innovation and scale leads to ongoing sector- and systems-level change and field building. These community-based organizations are powerful "platforms for scale" that collectively serve millions of families each year and are important partners in the adoption of two-generation (2Gen) approaches to improve the well-being of all families. Importantly, as we address the health and economic impact of the COVID-19 pandemic, 2Gen approaches seek to increase organizational efficiency and effectiveness in striving for better outcomes for children and families.

When the [Ascend Network](#) was created six years ago, we identified and engaged five platforms for scale – community colleges, Head Starts, women's funds, United Ways, and community action agencies. These entities are strong community-based organizations, and they are closely connected to national or global organizations. For example, the [Women's Fund of Greater Birmingham](#), which is an inaugural Ascend Network Partner, is a member of the [Women's Funding Network](#), comprising more than 100 women's funds around the global.

More recently, several other platforms, such as workforce development boards, community colleges, Educare Centers, Catholic Charities, and Family Resource Centers, have begun to implement 2Gen approaches. The symbiotic relationship between community-based organizations and their national networks has been instrumental in the rapid growth of the 2Gen field. In some cases, 2Gen approaches emerge at the local level and then gain traction at the national level, and in some cases the reverse occurs, where a national organization introduces 2Gen approaches to community-based affiliates across the country.

Regardless of where 2Gen approaches originate, supporting the constant exchange of knowledge, learning, and action among platforms for scale and other stakeholders has been central to Ascend's work. By convening practitioners who can identify policy barriers, policymakers who are seeking bold ideas to improve systems, and parents who can inform and strengthen both, Ascend has sought to align and strengthen 2Gen approaches as they emerge across sectors and at all levels of government. Our convening approach reflects our striving for racial and gender equity, with careful curation of diverse speakers, participants, and agendas centered on parent strengths, community innovation, and systems disruption.

Since 2011, we have hosted more than 65 national convenings, including forums, roundtables, and strategic conversations, all designed to drive better outcomes for families. More than 3,000 leaders have come to the “Ascend table” ready to collaborate and catalyze action. Participants have noted that these are spaces in which they have conversations that lead to new insights and action. A few examples of this include the additional guidance about dyadic treatment coverage for mothers at child well-visits in states that expanded Medicaid (2Gen Policymakers Institute, 2015); the development of parent-informed philanthropic strategies at three family foundations (FunderXChange, 2014); the enactment of four workforce partnerships with early childhood sites at major Head Start organizations (2Gen Practice Institute hosted in partnership with Cap Tulsa, 2017); and the implementation of new policies to support non-custodial parents in achieving economic security and reducing trauma in Colorado, among other states (Father Factor Roundtable, 2018).

The 2Gen field has grown exponentially over the past decade. The Ascend Network, made up of organizations embracing the 2Gen approach, has grown from 58 organizations in 2014 to close to 420 today representing all 50 states, the District of Columbia, and Puerto Rico. Collectively, the Ascend Network reaches more than five million families annually. Racial and gender equity and authentic engagement of parents as experts were core criteria in the creation of the Ascend Network and the [Aspen Institute Ascend Fellowship](#), and in the curation of the modern 2Gen approach. The importance of addressing implicit and explicit racism is critical to the ultimate success and effectiveness of all 2Gen approaches. As organizations and policymakers work to combat COVID-19 and adapt and innovate during these times of uncertainty, the commitment to build anti-racist competencies and cultures must be central to our work ahead.

We are honored that Ascend Network Partners embrace this complex work. Parents, practitioners in communities, public-sector agency leaders, and philanthropies – all true innovators and dedicated advocates – drive the 2Gen field as we seek stronger outcomes for families. Our field is enriched deeply by their commitment to families and their willingness to share insights and recommendations from their own in experience advancing a 2Gen approach.

This report, **2Gen Platforms for Scale: Whole-Family Approaches Rooted in Community with National Reach**, seeks to capture those insights and lessons of the pioneering practitioners leading Community Action Agencies, women’s funds, community colleges, Head Start programs, and workforce development boards. We interviewed leaders from each platform and sought to illuminate the opportunities as well as the challenges of taking a 2Gen approach. We hope this report will be a resource for anyone designing a community-wide or statewide 2Gen approach. We offer our deep appreciation to Gwyn Hicks for conducting the interviews for this report and serving as the lead writer. Special thanks to our Ascend Network Partners and Fellows who continue to innovate and take time to share their insights during these challenging times. You inspire us.

We also extend special appreciation to Ascend’s core funders: the Bezos Family Foundation, The Kresge Foundation, Merle Chambers Fund, Perret Family Trust, and King Brickman Family Fund, who believed in the vision and the potential of the 2Gen approach. Each has consistently supported our important work and made ongoing innovation possible.

Sincerely,



Anne B. Mosle
Vice President, the Aspen Institute,
and Executive Director, Ascend at the Aspen Institute



Marjorie R. Sims
Managing Director,
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INTRODUCTION

The global pandemic has exposed deep-seated structural inequities in our health, economic, and social service systems. Studies show that in the United States, the coronavirus is disproportionately affecting Black and Latinx people in urban, suburban, and rural areas, and across all age groups, leaving them twice as likely to die from the virus as white people. Unemployment related to the virus is also hitting Black and Latino families the hardest as economists anticipate deepening racial disparities in income and wealth as a result of the coronavirus-induced economic downturn.

With the virus already highlighting racial inequities in our health and economic systems, the May 2020 killing of George Floyd in Minneapolis, Minnesota, shined a spotlight on pervasive and systemic racism and drew millions to the streets of cities and towns throughout the United States. Quantified by researchers as the largest movement in the nation's history, these protests called for significant, sustained, and widespread social and political change.

As policymakers, businesses, philanthropy, and others come together to restructure our health and economic systems, they have an opportunity to do so in a way that creates the equitable systems and supports needed to fuel an intergenerational cycle of opportunity that enables all families to thrive. Offering a jumpstart on this effort, hundreds of organizations throughout the country are already engaging in innovative, flexible approaches to strengthening economic mobility for families by addressing the needs of parents and children together. Based on the understanding that to improve the lives of children, you must also improve the lives of their parents — and vice versa — the two-generation (2Gen) approach aims to advance opportunities for high-quality education, economic supports, social capital, and health and well-being required to create a legacy of economic security that passes from one generation to the next. By supporting families in reaching their full potential, these efforts are creating more equitable and more socially and economically vibrant communities.

Backed by an influx of philanthropic and public dollars, 2Gen approaches and policies were steadily gaining momentum across multiple domains — including safety net benefits, wage and workforce policies, high-quality child care, and health care — before the pandemic hit. Now, they are primed to offer models for establishing systems and structures that enable the entire country to come back stronger.

The hub for 2Gen ideas and collaboration, Ascend at the Aspen Institute has built a growing network of practitioners, policymakers, philanthropic leaders, and researchers — the Ascend Network — who are advancing 2Gen policies and programs. As lawmakers, philanthropists, and other influencers turn their attention to the potential of 2Gen approaches, Ascend examined some of the early practitioners of 2Gen — including Head Start programs,



community action agencies, workforce development boards, community colleges, United Way organizations, and women's foundations — and identified opportunities and challenges that, if leveraged and addressed, could accelerate widespread adoption of 2Gen at the local, state, and national level.

HISTORY OF 2GEN

Inherent in indigenous communities around the globe, whole-family approaches were central to the settlement house movement of the late 19th century, and then followed by President Lyndon B. Johnson's War on Poverty in the mid-1960s. This first federally funded strategy to support children and parents together ushered in the [Head Start program](#) and [Community Action Agencies](#). The programs often focused on families — primarily those headed by young mothers — on public assistance. Their chief goal was to support early learning among young children and promote increased life skills, high school graduation or GED attainment, employment, and reductions in long-term welfare dependency among parents. These federal programs laid the groundwork for similar approaches implemented in the 1980s, 1990s, and the whole-family or 2Gen approaches that emerged in the 2010s.



Figure 1 - 2Gen Approach

The term “two-generation approach” was first coined by the Foundation for Child Development in the late 1980s to designate programs that intentionally sought to link families simultaneously to two sets of services: (1) employment and training help for parents, and (2) developmental supports for children, like high-quality child care and preventive health care.¹

The 2Gen approaches of the 1990s — referred to as 2Gen 1.0² — typically involved adding child care to education programs for parents and/or embedding some self-sufficiency programs for parents into early childhood education programs, including adult basic education, GED attainment, and strategies for obtaining entry-level jobs. These programs focused largely on families headed by single mothers, ignoring the important role of fathers and the barriers they often face. With massive welfare reform on the horizon and few proof points demonstrating family economic mobility, interest in 2Gen 1.0 waned by the late 1990s.

When the Great Recession of 2009 eliminated the financial security of millions of families, leaders across all sectors and at all levels of government sought strategies to expand economic mobility for families

while increasing the efficiency and effectiveness of public resources. A group of innovators began reintroducing the 2Gen approach, recognizing that advances in technology, brain science, public-private partnership models, and the changing demographics of families were key factors that could catalyze renewed interest in 2Gen approaches.

Over the past decade, a new wave of innovation and ideas — 2Gen 2.0 — have emphasized much higher levels of service integration, quality, and intensity for the entire family (see Figure 1). These 2Gen 2.0 approaches are marked by a focus on five core components (see Figure 2) and a set of principles that include listening to the voices

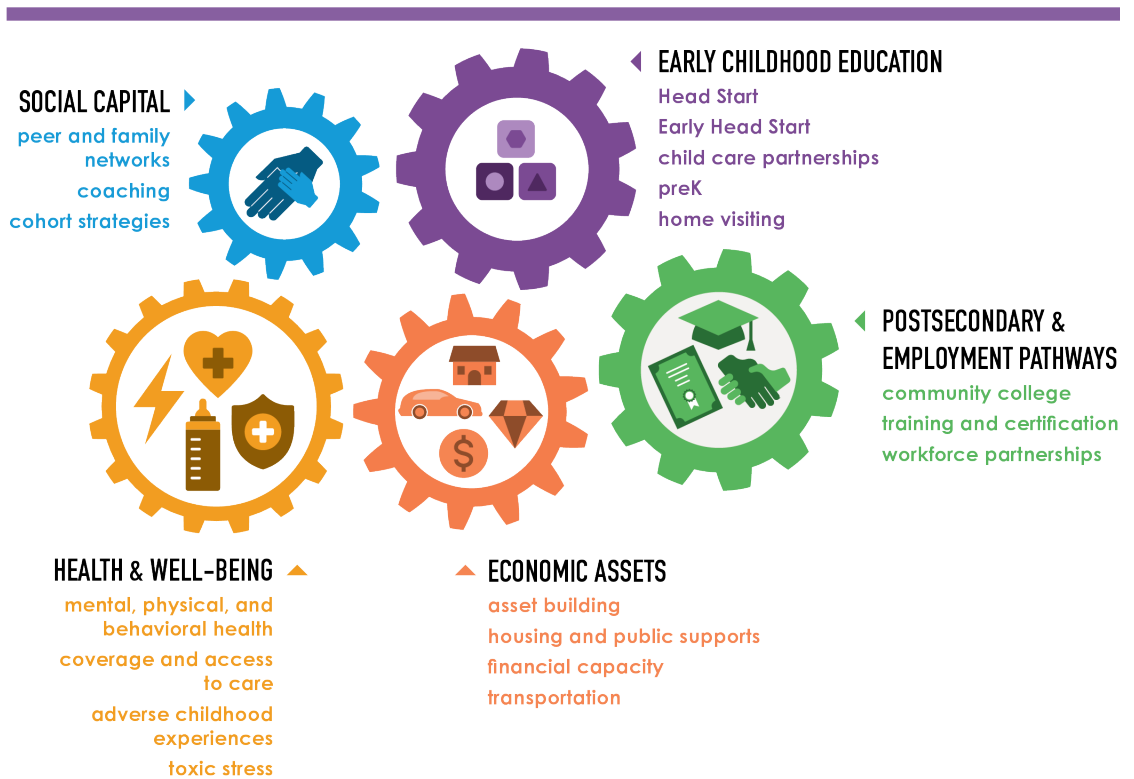


Figure 2 – 2Gen Approach Core Components

1 Blank, S.W., & Blum B.B. (1997) "A Brief History of Work Expectations for Welfare Mothers." *Future of Children*. 7(1),28-38.

2 Chase-Lansdale P. L. & Brooks-Gunn J. (2014) "Two-Generation Programs in the Twenty-First Century." *Future of Children*. 24(1),13-39.

and perspectives of families, monitoring and making improvement based on lessons gleaned through intense learning cultures, and paying keen attention to data. In addition to 2Gen approaches being now implemented by **Head Start programs** and **Community Action Agencies**, other anchor-community organizations are emerging as important platforms for 2Gen. For example, a shared interest in supporting mothers and their families attracted **women's foundations** to the 2Gen approach. Often serving as the backbone of social services in their communities, local **United Ways** also began leveraging their role as conveners and funders to promote 2Gen approaches and strategies. The growing number of students in postsecondary systems who are parents make **community colleges** a natural partner for 2Gen approaches. More recently, **workforce development boards** started exploring 2Gen as an important approach for improving job placement and retention among parents who are unemployed.

As 2Gen continues to take hold in states and communities throughout the country, a growing number of organizations are serving children and parents through a 2Gen approach and collaborating with other nonprofit partners to improve outcomes for the families they serve. These efforts are moving the needle in the right direction. However, the 2Gen approach requires organizations to undergo a cultural shift and adapt an entirely new way of doing things to focus on whole-family outcomes. Beyond simply

changing some practices or aligning services and calling it a 2Gen approach, fully embracing 2Gen requires an organization to embed all five 2Gen principles into its DNA and, importantly, track outcomes for children and parents simultaneously to support family economic mobility (see Figure 3).

EXPLORING 2GEN POTENTIAL ACROSS SIX PLATFORMS

To identify opportunities to undertake a 2Gen approach within various types of organizations and note challenges that are preventing organizations from taking 2Gen to scale, Ascend looked across different platforms that are already steeped in 2Gen approaches and strategies, including Head Starts, community action agencies, workforce development boards, community colleges, women's foundations, and United Ways. While these six platforms do not represent every type of organization engaging in 2Gen, they feature a combination of organizations that are furthering 2Gen approaches, regularly engaging in 2Gen strategies, and/or tapping into their convening and funding power to advance both. Organizations within these six platforms regularly partner and often co-locate with one another to expand the services they offer to local families.

These platforms are well-known and respected in their communities and share a variety of commonalities that support a 2Gen approach at the community and national levels. They each possess a deep understanding of the opportunities and challenges local families face, a focus on promoting equity and inclusivity among gender and race, and a commitment to providing a pathway to economic stability for individuals with low income. Most of the organizations within each of these platforms are adept at braiding and blending a variety of funding sources and tapping partners to expand their services and offer tailored supports to families.

Collectively, the six platforms explored here also face similar challenges when undertaking a 2Gen approach. Insufficient funding, staffing constraints, and the changing make-up and needs of families, including the increasing number of multi-generational families, create barriers to fully integrating 2Gen across all their systems and programs. Insufficient access to data compounds this problem by making it difficult, if not impossible, to track outcomes of children and parents together over an extended period of time. Frequent staff turnover — often due to low salaries — and

APPROACH, STRATEGY, ORGANIZATION CONTINUUM

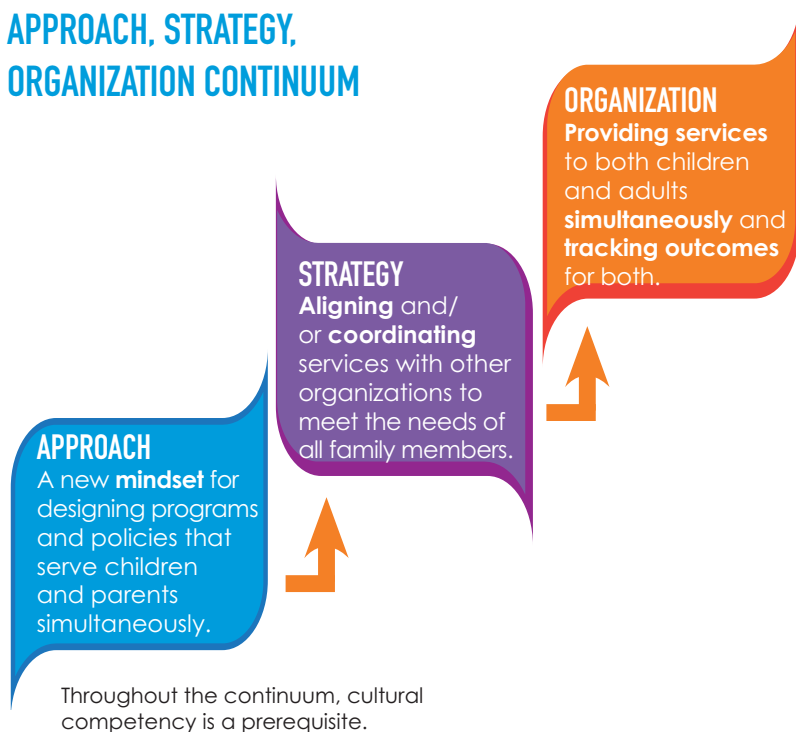


Figure 3 – 2Gen Organization Continuum

inadequate onboarding hamper institutional knowledge and support for 2Gen. For staff who have been in the same position for a long time, adopting a new mindset and different way of doing things can also be a challenge. As organizations within these platforms work to deepen their 2Gen approach, strong leadership support as well as internal capacity building and training to ensure staff understand the value of 2Gen — and have the knowledge and skills needed to support 2Gen implementation — are critical.

As organizations expand their 2Gen strategies, service gaps may require funding and the development of internal programs or the establishment of external partnerships. In addition to addressing competing priorities, these partnerships also bring new complexities, including a need to coordinate shared services, data, resource agreements, and processes.

Siloed work streams and competing priorities, both internally and among partners, also slow efforts to increase 2Gen implementation. Workforce development boards are focused on short-term employment outcomes for individuals, not long-term family stability. Head Starts are focused on early education. Community colleges must meet the needs of a diverse student body. Improving coordination among these programs requires dedicated funding and clear incentives.

As these organizations work to streamline their services and engage more cohesively with their partners, language — including the phrase “two-generation” can impede progress. Even groups working within the same platform define two-generation in a variety of ways. In some cases, this is intentional. Rather than risk upsetting already stretched staff by asking them to take on more work without more pay, some groups actively avoid calling the work they are doing “two-generation.” And, as more grandparents take an active role in raising grandchildren, other organizations have begun using the term “multi-generation.”

Additionally, the current political climate surrounding immigrant families in the United States poses new challenges across these six platforms and puts additional strain on 2Gen approach to support these families. Parents who are immigrants are becoming increasingly hesitant to disclose information about their children — or even report that they have children — on intake forms or to access certain supports for fear that it will affect their status or that of other family members. Without this information, service providers are unable to design supports that meet the whole family's needs, and data about the family is incomplete.

The pandemic created a new set of shared challenges for these platforms, including the critical need to stay connected to families as they closed their offices and transitioned to remote services. While these organizations continue to work to ensure families have access to the technology needed to keep both parents and children

2Gen Principles

1. Measure and account for outcomes for both children and their parents. Organizations and policies must measure how well they serve the whole family. [Making Tomorrow Better Together](#) details the potential individual (child, youth, and adult) and/or systems change outcomes when taking a 2Gen approach.

2. Engage and listen to the voices of families. A commitment to listen to families and ensure their perspectives and experience inform program and policy design, implementation, and assessment is essential.

3. Ensure equity. 2Gen approaches should identify and fix structural problems that create gender and/or racial and ethnic disparities in the ways that programs and policies provide services and assistance.

4. Foster innovation and evidence together. Tap insights from prior evidence-based and evidenced-informed research and build a deliberate pipeline to ensure and support innovation.

5. Align and link systems and funding streams. Rarely do single funding streams fully address all the needs of children, parents, and families. Aligning and linking systems at the state and community level — eligibility standards, performance benchmarks, and coordinated administrative structures — while simultaneously pursuing improved outcomes for parents and children will lead to 2Gen success.

engaged in their programs and services, they are also responding to emerging needs, including helping families address financial and mental health challenges.

In the research for this report, practitioners working in each of these platforms also cited challenges associated with low staff pay and high caseloads, as well the significant role funders play in facilitating or inhibiting support for 2Gen. Reporting requirements, eligibility flexibility, and required data systems can make it easier or harder to pursue 2Gen strategies. These issues must be addressed to strengthen these programs overall, but are only discussed in this report where they are directly tied to the principles of 2Gen.

2GEN TERMINOLOGY

Organizations working to create a legacy of economic security for families by meeting the education, economic, social capital, and health needs of children and parents together use a variety of terms to describe their approach. The following terms are often used instead of (or interchangeably with) “two-generation” or “2Gen”:

- Dual-generation initiative
- Family-centered approach
- Family-centered employment
- Family-centered strategies
- Family-centered solutions
- Family learning pathways
- Multi-generational approach
- Ohana Nui
- Whole-family approach
- Whole-family services

Ascend at the Aspen institute consistently uses the term “two-generation (2Gen) approach.” That is the term used throughout this report.

WHAT'S AHEAD

To assess which policy and philanthropy levers could best help organizations wishing to expand their 2Gen work, Ascend explored the opportunities and challenges to embracing 2Gen from the perspective of each of these six platforms. Based on a review of existing materials and resources and interviews with staff at select organizations within each platform (see appendix for lists of experts and resources), this report examines existing opportunities to begin or expand 2Gen work, as well as barriers that must be addressed to fully realize the potential of 2Gen.

Ascend acknowledges that the examples noted in this report are merely a sampling of the tremendous 2Gen work happening across each of these platforms. By highlighting the efforts described here, Ascend hopes to offer insights to other organizations considering an expansion of their 2Gen work and inform investments in efforts to strengthen health and economic systems.



THESE PLATFORMS ARE WELL-KNOWN AND RESPECTED IN THEIR COMMUNITIES AND SHARE A VARIETY OF COMMONALITIES THAT SUPPORT A 2GEN APPROACH AT THE COMMUNITY AND NATIONAL LEVELS.



SECTION 1: HEAD START AND 2GEN

Often cited as the nation's first federally funded 2Gen approach, Head Start is a means-tested program that offers early learning and child development services — including health care services such as child screenings, nutrition, oral health, and mental health support — while prioritizing the well-being of families by supporting parents in achieving housing stability, continued education and job training, and financial security. Since 1965, Head Start has supported more than 35 million children and families. Today, more than 300,000 Head Starts and Early Head Starts serve more than one million children and their families each year in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Territories.

Head Starts and Early Head Starts are often based in schools, local governments, community action agencies, and other community-based organizations. Other programs are located in child care centers and family child care homes. Some programs offer home-based services that assign dedicated staff who conduct weekly home visits to work with children while helping their parents build important child development skills.

The short- and long-term [positive effects of Head Start](#) on both children and their families are [well documented](#). Children who attend Head Start demonstrate marked academic and social progress, are more likely to enter kindergarten ready to learn, and are more likely to graduate high school. Head Start is also proven to increase parent engagement in their children's learning. And, parents whose children attend Head Start are more likely to advance their own education than other parents of at-risk children.

To maintain consistency across all Head Start programs, OHS sets and monitors the [Head Start Program Performance Standards](#), which embed the parent/family/community engagement framework into all Head Start systems and help track family outcomes. A family navigator serves as a direct pipeline to families and helps promote equity and inclusion, while ensuring the voices of families are reflected in Head Start programs. Head Starts also have consistent access to children and their families, as well as strong

History of Head Start

A product of President Lyndon B. Johnson's War on Poverty, Head Start launched in the summer of 1965 as an eight-week program that initially served more than 560,000 children and families across America. Run by the Office of Economic Opportunity, Head Start set out to be culturally responsive to the communities it served. In return, those communities were required to contribute volunteer hours and other donations as a nonfederal share.

Over the years, the program has evolved, adding the Head Start Program Performance Standards (HSPPS) in 1975, awarding the first Early Head Start grants in 1995, and expanding to full-day and full-year services in 1998. The program was reauthorized through the Improving Head Start for School Readiness Act of 2007. And in 2016, the HSPPS got a major upgrade to reflect the latest [research on early childhood development and brain science](#) and give grantees flexibility, while encouraging the use of data to track progress.

Head Start was transferred to the Office of Child Development in the U.S. Department of Health, Education and Welfare, before ultimately landing at the Department of Health and Human Services in the Administration on Children, Youth and Families. Today, the [Office of Head Start \(OHS\)](#) administers grant funding — \$10.6 billion in FY20 — and oversight to community-based organizations and school systems that provide Head Start services.

partnerships in their communities. These partnerships often include coordination with other 2Gen platforms, such as community action agencies and workforce development boards. As a result, Head Starts are able to blend early childhood care and education funding with workforce and adult education funding to support more families.

Head Starts interested in evolving their 2Gen approach or strategy face some challenges common across all of the platforms Ascend explored, including funding shortages, difficulty securing buy-in from an already under-resourced staff, and trouble accessing the comprehensive, long-term data needed to track both child and parent outcomes over time. However, through research and conversations with select Head Starts throughout the country who are pursuing a robust 2Gen approach, Ascend identified some unique opportunities for Head Starts to embrace 2Gen, as well as specific challenges that, if addressed, could further 2Gen approaches across this platform.

HEAD START: 2GEN OPPORTUNITIES

Family engagement. The [Head Start Parent, Family, and Community Engagement \(PFCE\) Framework](#) draws on research and program evaluation to inform Head Start Program Performance Standards for parent, family, and community engagement. These standards ensure a common foundation of systems, structures, and practices across all Head Start programs, including a family assessment that identifies each family's unique needs; a family partnership agreement, through which families set goals for themselves that they pursue with the help of a family navigator who provides counseling and accountability; and ongoing evaluation to ensure the programming is meeting the family's needs.

Regular access to children and their parents. In addition to regularly interacting with children, Head Starts are designed to engage parents, too. Head Start's model of shared governance — performance standards require that 51 percent of a Head Start's governing council be made up of parents — ensures parents are involved and have a say in the programming while instilling leadership qualities in parents that extend beyond the program. Often, [parents become Head Start advocates](#) who address policymakers and funders about the program and encourage other families in their community to participate in Head Start. As a result, Head Start serves as a grassroots leadership program while helping parents build social capital.

Dedicated federal funding. Head Starts are becoming increasingly innovative about identifying, braiding, and blending funding streams to offer a complete suite of family supports. Federal Head Start funds are transferred to local centers, enabling each community to create a Head Start program that best incorporates local resources and addresses the culture, strengths, and needs of local families. Other federal and state funding programs include the [Child Care and Development Fund](#), [Race to the Top Early Learning Challenge grants](#), and state preschool programs. To create more comprehensive family programming — including workforce training and post-secondary opportunities — Head Starts blend early childhood care and education funding with workforce and adult education funding, while also tapping into dollars from foundations and the business

community, which often have flexibility to fund projects with fewer restrictions than state or federal funding streams.

Network of partners. Head Starts can lean into their primary role as early child development centers while fully embracing 2Gen approaches by partnering with other 2Gen platforms, including community action agencies (CAAs) and workforce development boards. Currently, 50 percent of CAAs throughout the country run Head Start programs, and more than 30 percent of Head Start programs are located in CAAs. Working together, these programs offer parents access to a wider variety of job training and credential programs. Continuing to heavily integrate these programs — including co-locating services — enables individual platforms to focus on their unique services while providing whole-family services.

Annie E. Casey Foundation: Family Economic Success — Early Childhood Education

To test the concept of integrated 2Gen services, the Annie E. Casey Foundation invested in four pilots, known as Family Economic Success — Early Childhood Education (FES-ECE). The initiative provided programmatic and evaluation support for 2Gen programs at Educare and The Center for Working Families, Inc. in Atlanta; Garrett County Community Action Committee in Garrett County, Maryland; Educational Alliance in New York City; and the Community Action Project of Tulsa County in Oklahoma. Although each site had a distinct strategy for improving caregiving skills and strengthening the economic status of families, all four sites featured an established Early Head Start and Head Start program. With each site starting from a different place, program design was flexible and based on the local economy, available services, and needs. Funding supported time for learning, framing the approach, site selection, implementation, evaluation, and capacity building in the field. These four sites continue to be leaders in the 2Gen field today.

The FES-ECE investment yielded promising early results and strengthened sites that continue to influence practice and policy. But the Foundation concluded that creating an integrated, seamless, two-generation program requires considerable site-level buy-in and culture change, along with changes in staffing, partnership, and data collection. It also often necessitates community-level support for broader-scale systems change to facilitate that work and make it sustainable.

Source: *Investing in Innovation: Reflections on the Family Economic Success — Early Childhood Education Pilots*. The Annie E. Casey Foundation, 2018.

STARFISH FAMILY SERVICES: BREAKING DOWN SILOS

Removing silos among its different departments helped [Starfish Family Services](#) streamline its fundraising and reporting process. Serving more than 4,000 families in the Detroit area, Starfish was struggling to meet the reporting requirements of multiple grants, which each required different data. Taking a lesson from Garrett County Community Action Center in Maryland, Starfish aligned its structures, including staffing, to be more holistic (i.e., no one is just behavior or just health) and create one unified team that is working toward common outcomes. Starfish is working to ensure all families have access to the same services, whether they are supported by state or federal funding. Staff are also developing a common set of data and reporting metrics that could satisfy a variety of reporting requirements.

extensive network of partnerships in the community helps Head Starts bolster economic supports for families. By working with local businesses, Head Starts can build networks of employers that offer training programs or internships to prepare parents for jobs at these companies. To set up parents to leverage a local housing and development boom as a path to quality jobs, the [Southwest Human Development Center](#) in Phoenix partnered with a local housing development company to offer job training and career coaching. From a services standpoint, partnering with local health providers makes it easier to address the health needs of families. For example, [Starfish Family Services](#) houses one of its behavioral health centers in a primary care office.

National association. As advocates working on behalf of Head Start children, families, and programs, the [National Head Start Association \(NHSA\)](#) highlights research, best practices, and other resources to support local programs in improving the quality of their multigenerational practices and works to create policy and institutional changes to ensure all children and their families have what they need to succeed.

HEAD START: 2GEN CHALLENGES

Heavy focus on children. As Head Starts work to ensure they are meeting the needs of families in their communities, parents may find the full package overwhelming and prioritize accessing high-quality early child care over other services. As one Head Start staff person noted, “Parents want help taking care of their children, not help figuring out their lives.”

Coaching and family planning — combined with other parents acting as Head Start ambassadors — help address this barrier. However, as parents become increasingly interested in taking advantage of training and education programs, scheduling can be an issue. Many Head Start programs end mid-afternoon, but continuing education and job training programs for parents are often in the evening. This can create child care challenges. Head Starts working to extend the day to provide additional coverage face roadblocks from local ordinances and require more funding to pay for the additional staff time. Here, too, staff face the challenge of matching reporting requirements for different funding streams to meet this need.

Disconnected data. Often working with different data sets for children and parents, Head Start's data is siloed. Individual centers report concerns over validity of the data, which is typically collected and entered manually, leaving room for human error. Tracking and analyzing data requires different expertise than early child development, and hiring that expertise in-house is expensive.

Some Head Starts have found success using data-tracking programs such as [Child Plus](#), but these programs are costly. Other Head Starts have created their own software systems. This allows them to tailor data collection to the local context, but it can be staff intensive and expensive. Partnering with local universities can help Head Starts

STARFISH'S DEEP DATA DIVE

When Starfish Family Services established an internal program evaluation team, it determined that its data was too limited to fully assess its programming and report meaningful outcomes. To address this, Starfish established its own data warehouse. [Global Data Strategy](#) helped Starfish clean up its existing data and put a new architecture in place to more accurately gather and track data going forward. The external consultant continues to work with the internal evaluation and data services teams to ensure accurate data collection and governance.

With a substantial investment from the Kresge Foundation and a strong partnership with University of Michigan School of Education, the Detroit Public Schools Community District (DPSCD), and other stakeholders, Starfish is set to open a new early childhood education center in 2021 that will track families from Head Start through to children graduating from college and obtaining their first job. Starfish plans to collect long-term outcomes of families and use these data points to inform future programming. The effort is part of a major [Cradle-to-Career program](#).

collect more accurate data and develop stronger measurements. For example, Georgia State University works with Educare to collect and analyze data for [Sheltering Arms](#).

The short window of time in which families interact with Head Start also makes it hard to track long-term outcomes. Families entering Early Head Start may be with the program for three to five years, but those coming into regular Head Start are typically there for only 18 months.

Local Head Starts report that a lack of standard measurements and long-term goals across the Head Start community also make setting and tracking long-term metrics challenging.

Funding shortages. Insufficient funding is a common challenge across service organizations. When it comes to expanding 2Gen services, tight budgets lead to some unique challenges for Head Starts. For example, more funding for teacher salaries is needed to not only ensure high quality programming for children, but also attract and retain the right staff. Centers report that when the staff who are working with parents are not college-educated themselves, parents may be less motivated to take their advice and pursue a degree.

With no scalable funding in traditional Head Start grants, local centers must piece together philanthropic funding, city grants, and funding from other state and federal social service programs. Varying reporting requirements among the different pots of money creates a constant balancing act that can be a drain on staff resources. For example, the reporting requirements for state preschool funds are different than those for federal funds, requiring staff to track different outcomes. Similarly, Head Start standards differ from required outcomes for workforce development dollars. As a result, staff must navigate multiple sets of regulations while making sure neither the parent nor the child experiences any negative impact.

Head Start's nonfederal share requirement — all Head Starts must secure a 20 percent match from other funding sources, either from a private funder or by braiding various grants together — is a good opportunity to create connections in the community. However, securing and reporting on these extra dollars adds another layer of complexity. Head Starts also struggle to sustain the funding needed to offer consistent programming.

Head Start and COVID-19

As the pandemic forced the Head Start programs to temporarily suspend in-person activities and shift to remote programming, getting families access to high-speed internet and technology to stay connected was vital.

According to a [survey](#) conducted by the National Head Start Association in May 2020, more than one-third of respondents (36 percent) reported feeling that their Head Start program's overall engagement with parents has actually increased since COVID-19 forced their centers to close.

- More than two-thirds of respondents (68 percent) said staff interacted with families by calling, texting, or regularly checking in with them, and 63 percent gave families with educational resources to use with their children at home;
- More than half (53 percent) of respondents noted their programs had facilitated online groups for parents since the stay-at-home orders began; and
- A majority of respondents (51 percent) reported being able to support some of the families enrolled in their home visiting program through regular calls or virtual visits.

As Head Starts continue to support the education, nutrition, and health needs of children and their families, preventing gaps in remote service delivery remains a challenge. With many of the families they work with facing job loss and uncertainty, physical illness, isolation, and loss of critical services, Head Starts must also find ways to offer greater access to trauma, grief, and mental health care and resources.



SECTION 2: COMMUNITY ACTION AGENCIES AND 2GEN

Unlike many organizations that work to reduce poverty by focusing on a specific need — such as job training, health care, or housing — community action agencies (CAAs) administer a full range of coordinated programs designed to address the unique causes and conditions of poverty in their communities. With access to a wide network of partners, CAAs reach out in their communities to people with low incomes, assess their needs, and develop a tailored, comprehensive approach to help them move up the economic ladder. Annually, CAAs provide services to 15 million individuals with low income, of whom 3.9 million are children.

A comprehensive approach to services and long history of serving both children and adults make CAAs a natural fit for 2Gen. While their efforts to offer a variety of supports — including food programs, education projects, housing assistance, financial services, health services, and more — can create silos within the organizations, 2Gen approaches help CAAs integrate and streamline their services to focus on achieving desired outcomes for families.

Trusted entities in their communities, CAAs have direct access to families, especially in rural areas where there are limited support options available. Deep community roots give CAAs a solid understanding of both the barriers families face and the opportunities to address those barriers. And, with more than 1,000 CAAs reaching 99 percent of American counties, their combined reach represents a tremendous opportunity to change delivery systems nationwide.

Although CAAs inherently embrace 2Gen, making the complete shift to holistic 2Gen implementation can be a challenge. CAAs are multi-funded agencies with a wide range of federal, state, local, and private funders. These funders often have rules and policies in place that make blending and braiding funding difficult. Despite multiple funding sources, CAAs, like most service organizations, are often underfunded and staff are stretched thin. To change their organizational culture, some CAAs have formed dedicated teams to work across programs and streamline services for families.

[The Community Action Project of Tulsa County \(CAP Tulsa\) in Oklahoma is a long-time leader in the 2Gen field.](#) Serving an area with a poverty rate of nearly 16 percent, the organization provides high-quality early education services for young children, along with a range of supportive services designed to improve the economic status of their parents. Under the leadership of founder and Ascend Fellow Steven Dowd, CAP Tulsa formed local, state, federal, and philanthropic partnerships to create a premier education program. Launched in 2009, CAP Tulsa's CareerAdvance® program — bolstered by a five-year expansion grant through the Health Profession Opportunities Grant Program (HPOG) from the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services — piloted a pathway for the parents of Early Head Start and Head Start children to earn a variety of credentials or degrees in the healthcare field, such as nursing and health information technology.

[Maryland's Garret County Community Action Committee \(GCCAC\) is also a model 2Gen organization.](#) Since 2009, the multi-service agency — which includes Head Start, Early Head Start, child care, emergency assistance, homeless programs, home buyer and home repair programs, financial literacy and budgeting support, senior services, community and economic development, and help with transportation, among other supports — has made a concerted effort to integrate all of its services to help families move toward economic security. As it began shifting to a 2Gen approach, GCCAC had to address service-delivery silos. Staff in various departments were focused on very specific issues, including emergency services and low-income energy assistance. GCCAC restructured its departments around a broader purpose, adopted new systems and processes, provided staff training and support, and refocused its efforts on families. GCCAC continues to consistently monitor outcomes and adjust its efforts as needed to ensure it is listening to and meeting the needs of families. Over the years, this feedback led GCCAC to reorganize its staffing structure and develop a universal intake system. To supplement

History of Community Action Agencies

An outcome of President Lyndon B. Johnson's War on Poverty, the 1964 Economic Opportunity Act (EOA), and the Civil Rights Movement, CAAs were established to alleviate poverty from a grassroots level. With funds funneled through the Community Action Program (CAP) in the Office of Economic Opportunity (OEO), CAAs were tasked with mobilizing and coordinating local resources to address the root causes of poverty by promoting access to opportunity and responding to immediate social and economic needs within their communities. By design, CAAs were required to involve local citizens, including people with lived experience in poverty, in their decision-making process. When Head Start launched the next year, it was facilitated by CAAs as it grew into its own program with a dedicated funding stream.

Through CAAs, the federal government could provide funds directly to local community groups. Bypassing the state and local political establishment was initially seen as a way to foster fundamental change at the community level. CAAs became an engine for local reform and a way to involve people with low income in local decision making.

Over the years, public officials pursued changes to the laws governing CAAs, culminating in 1981, with the creation of the [Community Services Block Grant \(CSBG\)](#) funding structure that retains the same poverty-reduction purpose as the EOA, but distributes authority and oversight responsibility between the federal government (US Department of Health and Human Services, Office of Administration for Children and Families, Office of Community Services) and the states.

CAAs use CSBG funding to offer comprehensive services to both parents and children in tandem to improve economic outcomes for families. As part of the CSBG, CAAs are required to include equal representation by elected officials, appointed leaders from the private sector, and community members with low income.

Today, more than 1,000 CAAs provide services and advocate for policies to address and reduce the causes and effects of poverty in 99 percent of American counties. Approximately 80 percent of these agencies are 501(c)3 organizations and 20 percent are public entities (part of either a city or country government). In addition to their long history with Head Starts, CAAs partner with workforce agencies and other job training programs, community colleges, businesses, hospitals, banks, faith-based organizations, foundations, state agencies, and others to meet the needs of families in their communities.

its own 2Gen approach, GCCAC has established deep partnerships in the community. For example, to bolster career advancement opportunities for parents, GCCAC teamed up with a local community college to jointly fund a career coach. GCCAC also partners with the local health department to provide home visiting services to families in the community. Since fully embracing 2Gen, GCCAC has seen a dramatic improvement in the economic well-being of the families it serves, including an increase in college attendance, quality job obtainment, and financial security.

In recent years, CAAs have stepped up efforts to adopt 2Gen approaches. In 2015, 10 rural CAAs, including GCCAC, became part of a national initiative to reduce poverty in rural areas. [Launched by the Obama Administration](#), the [Rural Integration Models for Parents and Children to Thrive \(Rural IMPACT\)](#) program provided federal support to community-driven efforts working to improve local systems and services for families with low income.

For the Rural IMPACT demonstration project, federal partners selected 10 rural and tribal communities to develop and test 2Gen approaches. The 10 sites received intensive training and technical assistance and regularly convened as a cohort — the Rural IMPACT Learning Community — to share best practices as well as common opportunities and challenges. Through the effort, staff learned to connect services for parents and children by partnering with other organizations in their communities, such as providing child care to children while their parents attended community college classes.

In 2017, the National Community Action Partnership, with support from the Annie E. Casey Foundation, launched the Community Action Economic Mobility Initiative. The initiative provided training and technical assistance to 10 CAAs located around the country. These 10 organizations have made significant progress in shifting to a 2Gen approach, and many of them have adopted 2Gen principles through expanded coaching, coordinated parent and child services, and a shift in organizational culture.

The National Community Action Partnership has supported several other national and state CAA learning community cohorts in moving toward a 2Gen approach via the National Learning Communities Resource Center (LCRC), funded by a cooperative agreement with the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Community Services. As this work has progressed, CAAs in Virginia and Maine have engaged in state-funded efforts to support 2Gen demonstration pilots.

As CAAs start or expand their 2Gen approach, they must remain focused on parent, child, and family outcomes. This requires a high-quality integrated

data system that cuts across all programs and funding requirements. Staff dedicated to 2Gen implementation, consistent staff training and capacity to ensure services reflect lessons learned and adapt to the evolving needs of families, and partners in the community that fully understand and embrace 2Gen are also necessary.

COMMUNITY ACTION AGENCIES: 2GEN OPPORTUNITIES

Voice of families. By working with families to set goals and develop strategies for meeting them, CAAs ensure the voices of families are at the center of everything they do. In [Howard County, Maryland](#), a CAA-assigned family advocate works with families to set a goal of earning a degree, purchasing a home, or starting a micro-business. As the family advocates coach families toward their goals, they help identify and address barriers and ensure families have the wraparound supports they need to succeed.

[CAA's tripartite board structure](#) — which requires equal representation among elected public officials, private-sector representatives, and residents with low income — aims to ensure the entire community is involved in setting policies and approaches to reducing and eliminating poverty. Ensuring parents are among board members is another opportunity for CAAs to integrate the voices of families into their work and directly connect those voices to policymakers and other leaders who are in a position to drive change in their communities.

Track whole-family outcomes. To access CSBG funds, CAAs are required to collect data and track both children and parents across multiple areas. When working with families to set goals, family advocates/coaches collect information on everyone in the household and use this information to track outcomes as they work with families to implement strategies for reaching those goals. Additionally, CAAs leverage their partnerships with other organizations to augment their data collecting capacity. CAA's family service workers often create a bond with families and keep in touch with those families after they leave the program. Through these relationships, CAAs collect anecdotal information about the long-term outcomes of families.

Network of partners. CAAs tap into a variety of different partners to offer supports that meet each family's unique needs. Case managers or coaches work to understand what challenges a family is facing, determine what services will best meet those needs, and identify external partners as needed to create a comprehensive package of supports. This often includes partnering and even co-locating with other 2Gen platforms. For example, a majority of CAAs operate Head Start/Early Head Start programs. CAAs also work closely with workforce development boards and community colleges, even hiring shared staff. These collaborations enhance a CAA's ability to offer bundled services, including job training, asset-building, and income

Delivering 2Gen Through Partnerships

CAAs come together with their partners to map out what it will take to move a family out of poverty, then work together to align their services to meet each family's unique needs and remove barriers that are preventing them from moving forward. Throughout the country, CAAs assess challenges in their communities and tap partners to develop innovative solutions.

- To address food security issues for the families it serves, the Community Action Council of Howard County (Maryland) partnered with local producers to [establish a food bank](#) that stocks an ample supply of milk, eggs, vegetables, and other healthy, locally sourced products. Local restaurants also partnered with CAC and contributed additional food. To make the experience more enjoyable for children and their parents, the Howard County Food Bank is set up like a grocery store.
- When [CCC Maine](#)* identified a lack of evening child care options as a barrier to parents taking classes, it partnered with the local community college and the Head Start agency operating child care on the campus to coordinate co-occurring educational programming for parents and children in the evenings. Parents could attend college classes while their children were in high-quality child care.

*CCC Maine is not a community action agency, but it represents a partnership of more than 45 agencies, nonprofits, and other community members that work together to address the needs of local residents.

supports for parents, and high-quality early care and elementary education for children. Co-locating services in one spot also helps address transportation challenges and facilitates communication among partners, which leads to better transparency and streamlined services. As part of its [CareerAdvance@ program](#), [CAP Tulsa](#) shares space with [Tulsa Community WorkAdvance](#), making it easier for staff to share information about the families they work with, align schedules, and foster collaboration among the entire team.

Dedicated federal funding. CAAs have access to federal funding — including dollars from CSBG, Head Start, and CACFP — to support 2Gen approaches, such as trainings to build staff capacity for whole-family coaching. Through contracts with state agency partners, CAAs can also become sub-recipients of funds from TANF and SNAP ENT that they can use to deliver evening programming to children while their parents are participating in job training or attending night classes. To expand their services, CAAs

braid federal funds with state funds, resources from reimbursement contracts, and private foundation money.

An increasing number of states are also earmarking funds to help CAAs integrate 2Gen approaches. For example, Maine is in the process of introducing a competitive procurement process to make TANF funding available to support 2Gen approaches within CAAs and other organizations.

National association. CAAs throughout the country can draw examples and resources from the [National Community Action Partnership](#), which hosts the Learning Communities Resource Center (LCRC), a national innovation and learning hub that provides training, technical assistance, and other validated resources to CAAs throughout the country. Through the LCRC, national and state 2Gen-focused cohorts facilitate expert-led training, peer-to-peer support, coaching, site visits, convenings, and technical assistance to support more than 50 CAAs in advancing the 2Gen approach, reaching hundreds of families across the United States.

COMMUNITY ACTION AGENCIES: 2GEN CHALLENGES

Competition for services. In rural areas, CAAs are often the only service provider other than the county welfare office. As a result, these CAAs must serve the needs of multiple audiences, such as elderly residents and people who are disabled, both growing populations. This creates competition for services. As multi-service organizations, CAAs can adopt 2Gen approaches and strategies, but they must balance services for families with services for these other populations.

Managing partners. To provide multiple services, CAAs rely on strong partnerships. This often means working with large institutions that have their own ways of doing things. Building consensus among these organizations and securing buy-in for 2Gen approaches among partners that are not already integrating 2Gen into their work can be time consuming and challenging. Having people at the table who not only understand the value of 2Gen, but also have the authority to change organizational structures and policies, is critical. As CAAs expand their services and bring on new partners to help them meet the changing needs of families, they need dedicated staff to coordinate activities, funding streams, goals, and internal processes.

Lining up schedules among partners is also a challenge. A CAA may be working with a family that is accessing Head Start supports for their children while a parent is receiving job training through a workforce development board program. If the Head Start's day ends before the parent gets out of the training, the family is faced with a child care gap.

Community Action Agencies and COVID-19

Throughout the country, community action agencies are working to support families facing reduced income due to fewer work hours, furloughs, or job loss resulting from the pandemic. As job training and education programs transitioned to online formats, CAAs scrambled to ensure families had access to the internet and the equipment needed to stay engaged, while also working to secure child care options for parents who are essential workers.

These rapidly changing circumstances have enabled CAAs to test new approaches to service delivery, such as offering coaching via virtual platforms, using online resources like Skype and Zoom to host group parent meetings, and partnering with local licensed clinical social workers (LCWs) to offer remote individual and group therapy. CAAs are also using technology to offer supports such as income tax preparation, housing counseling, and utility and emergency assistance — all in a remote setting.

As states determine how to address local needs stemming from the COVID-19 pandemic, there are opportunities for CAAs to launch or build on 2Gen efforts. Some initiatives already underway include:

- [New River Community Action](#), in Radford, Virginia, and its local Head Start partner, along with CHIP program staff, are providing door-to-door drop-offs of learning resources and engagement activities for area children. In addition to educational materials, New River Community Action is distributing its stock of diapers and wipes from each Head Start center to local families. It is also providing coaching and support for parents through regular phone check-ins.
- In addition to delivering food, diapers, and wipes to families, [STEPS, Inc.](#) in Farmville, Virginia, is using free online conference software to connect families with their family navigators and set up virtual meetings for families temporarily separated due to social distancing recommendations.
- Through its [Child Care Partnership](#) program, [Western Dairyland Economic Opportunity Council](#) in Eau Claire, Wisconsin, is working to provide families in the community with up-to-date resources on how to access, apply for, and receive financial assistance for child care in light of the crisis.



SECTION 3: WORKFORCE DEVELOPMENT BOARDS AND 2GEN

Serving a city, county, or multi-county area, Workforce Development Boards (WDBs) oversee administration of Federal and state funds that help individuals find work and help businesses find workers. WDBs assess local economic conditions and employment needs and create a one-stop service delivery system for unemployed job seekers, businesses, workers looking for a better job, and young people entering the workforce. To ensure state and local workforce development and job training programs meet the needs of employers in their communities, more than 50 percent of each WDB's members must come from the local business community, with the rest comprising representatives from local community colleges and other training providers, elected officials, workforce program leaders, and members of the community. With parents making up nearly one-third of the U.S. civilian workforce, WDBs can play an important role elevating the economic mobility of families. Workforce services such as job training, wage subsidies, and job search assistance can point explicitly at family-friendly and family wage jobs. When these services are accompanied by critical supports for parent job seekers, including child care providers, housing, transportation, and health care, two generations of impact can be achieved.

In July 2014, Congress boosted the potential for WDBs to support families with the [Workforce Innovation and Opportunity Act \(WIOA\)](#), which requires governors to develop state plans that include coordinating government agencies and non-government partners to ensure the local labor force matches the area's labor market. WIOA opened the door to more 2Gen initiatives by mandating stronger partnerships among the business and social service sectors to better engage employers, prioritize supports for individuals with low income, and promote career pathway strategies, but the Act and the Department of Labor do not emphasize family-centered services.

Representing approximately 550 WDBs and their 12,000-plus business members throughout the country, the National Association of Workforce Boards (NAWB) plays an

History of Workforce Development Boards

As part of his New Deal, President Franklin D. Roosevelt signed the Wagner-Peyser Act into law on June 6, 1933, establishing the U.S. Employment Service, a nationwide system of public employment offices aimed at coordinating the needs of job seekers and employers.

After several amendments to the law over the years, many of which focused on increased funding and consolidation of job training programs, the measure was replaced by the Workforce Investment Act of 1998, which mandated that all states and U.S. territories establish Workforce Investment Boards (WIBs) to identify high-growth industries in the state, develop a workforce investment budget, manage dissemination of funds, and establish local workforce investment areas throughout the state. WIBs were also tasked with overseeing One-Stop Career Centers, where job seekers could get employment information, access career development training opportunities, and connect to various programs in their areas.

Under the Workforce Innovation and Opportunity Act of 2014 (WIOA), WIBs were renamed Workforce Development Boards (WDBs).

important role in building and maintaining policies that support 2Gen approaches. As part of its mission to ensure that state and local workforce development and job training programs meet the needs of employers, NAWB is supportive of opportunities to use 2Gen approaches and strategies to build a stronger workforce and offers its members a variety of 2Gen-related resources.

As an increasing number of WDBs pursue 2Gen approaches, they are partnering with other organizations in their communities — including other 2Gen platforms, such as Head Starts, community colleges, community action agencies, and United Ways — to integrate programs and streamline service delivery, starting with shared intake forms that help WDBs identify clients who are also parents and assess their needs. Since WIOA does not mandate the identification of parenting among clients, the first step toward 2Gen services is to amend intake and eligibility protocols to make it easier to identify parents and assess their needs as parent job seekers. The 2Gen approaches of WDBs are also being buoyed by a growing understanding among the business community that meeting the needs of parents and families ultimately strengthens the local workforce. When employers in Ashland, Wisconsin, determined that a lack of access to high-quality child care was preventing them from finding strong candidates to fill jobs, several of the area's biggest companies came together with the [Northwest Wisconsin Workforce Investment Board](#) and other stakeholders — including a local health care center—to build [a child development center](#). To meet needs identified by local parents, the center features ample spots for infants, affordable pricing, extended care hours, and “drop-in” care, which helps parents who do not have a fixed work schedule.

WDBs interested in expanding their 2Gen approaches and strategies face both internal and external challenges. To embrace their role in supporting families, rather than only the job seeker, staff need training and incentives. Additionally, a strong reliance on partners to offer whole-family supports requires WDBs to adopt new administrative practices to maintain agreements and cohesive working relationships with other stakeholders. WDBs must continue to build a strong business case for the benefits of 2Gen and ensure children are not viewed as a barrier to employee success.

WORKFORCE DEVELOPMENT BOARDS: 2GEN OPPORTUNITIES

Network of partners. The public workforce system is structured to foster partnerships across workforce development organizations and with the business community, postsecondary education institutions, and other government agencies that support families with low income. These partnerships offer WDBs opportunities to tap into the capacity and resources needed to deepen 2Gen implementation in their communities. Working with other organizations allows WDBs to work more efficiently and streamline the process for clients — especially when partners are located in a shared space. When multiple programs are housed in the same building, case managers can go through all potential benefits — WIOA, TANF, SNAP — with a parent in one sitting and identify all the supports they are eligible to access. In [Maricopa County](#),

SAN DIEGO'S 2GEN WORKGROUP

The [San Diego Workforce Partnership's 2Gen Workgroup](#) is a collaboration of key players in the area's workforce and child care systems. Partnering with organizations such as the local YMCA's resource and referral service, Childcare Development Associates' child care voucher service, the Department of Child Support Services, Neighborhood House Association (Head Start), First 5, the San Diego County Office of Education and the community information exchange, which is managed by the region's 2-1-1, enables the San Diego Workforce Partnership to quickly help parents access critical supports, including quality child care, housing, and health services, in addition to job training and placement services.

The partnering organizations have experimented with co-location, but have shifted the focus to 2Gen cross-referrals through the community information exchange. This data sharing and social services ecosystem enables the partners to streamline enrollment and eligibility, support families in tandem, and track the results together. The ultimate goal is to make the systems work for families instead of requiring families to navigate to and through the various programs and services.

[Arizona, the Workforce Development Board](#) is co-located with a Head Start and a Community Action Agency (CAA). The WDB focuses on providing job training and employment assistance to parents while their children attend Head Start, and the CAA works to ensure the family is able to access the services it needs.

Partnering and co-locating with other service agencies enhances the ability of WDBs to use case conferencing or joint case management to understand a family's complete picture. When case workers can connect and talk through a case together, they are better able to see what a family truly needs. In Maricopa County, families are supported with two case managers — a Head Start case manager and a WDB case manager — who work together to help families achieve their goals. If a Head Start case manager reports that a child missed school because he was sick, the workforce development case manager may realize that the child's parent missed a workforce training session because she had to care for the child.

WDBs also rely on partnerships with other organizations in their communities to identify and address the full spectrum of supports and services families need to succeed. In Memphis, Tennessee, the [Workforce Investment Network \(WIN\)](#) joined a collaborative with the community service agency [Agape](#), the Memphis Chamber, and the local Transportation Authority to help parents overcome transportation challenges.

Board members. The makeup of a WDB can be a major asset for successful 2Gen implementation. Seating the board with people who understand the benefits of 2Gen can help build support for 2Gen approaches and the changes needed to shift to a 2Gen organization. The Board chair of [Lake County WDB](#) in Illinois serves as vice chair of the NAWB's Board of Directors and was able to leverage lessons learned at the national level to drive local 2Gen strategies. Putting parents on a WDB also strengthens 2Gen strategies by ensuring their voices are part of the board's decision-making process. Board members who understand the needs of the community can bring added resources and help identify gender, racial, and ethnic disparities that need to be addressed.

Dedicated federal funding. WDBs can leverage WIOA, CCF, and TANF funds more effectively to provide wraparound services for parents and their children. Although WIOA is not as flexible as some other funding streams, WDBs are becoming increasingly savvy about using these funds to address multiple needs in their communities. Strong partnerships and joint case management create opportunities to blend and braid a variety of significant funding sources — Head Start, TANF, SNAP, WIOA, Wagner-Peyser, LIHEAP, Trade Adjustment Assistance (TAA), TRIO, SWFI, and special sources such as grants and child development block grants — to offer services that meet the unique needs of families in a specific community.

National association. In 2017, [National Association of Workforce Boards](#) and [Innovate+Educate](#) launched the [Family Centered Employment initiative](#) to advance new pathways to employment for parents and families with children while providing linkages between early childhood development and employment, leading to economic advancement. The effort aimed to promote innovative efforts to apply 2Gen to workforce development, foster greater awareness of the benefits of 2Gen among WDBs, and help build relationships between WDBs and other organizations and agencies to expand 2Gen implementation. What started as three pilot sites serving 150 families recently expanded to incorporate 12 more workforce development boards. NAWB and Innovate+Educate also launched the Family Centered Community of Practice (FCE CoP) to support WDBs interested in integrating 2Gen in their workforce development services and local communities. FCE CoP features a toolkit to help WDBs make the system-level changes needed to become 2Gen organizations.

WORKFORCE DEVELOPMENT BOARDS: 2GEN CHALLENGES

Identifying parents. [A survey by the Urban Institute](#) of 150 WDBs throughout the country found that just 24 percent identified parents and families as a target population and only 20 percent operated special programs for parents. For WDBs to more fully embrace 2Gen, they need to know which individuals coming through their doors are parents. The extra red tape associated with documenting being a parent as a barrier to employment — including requiring social security numbers and copies of birth certificates — leads many WDBs to forgo using an individual's parental status as an opportunity to qualify for services. As a result, they do not track which clients are parents. Adding to this challenge, many parents are reluctant to report that they have children for fear it will hinder their ability to obtain high-quality jobs. Immigrant parents can be reluctant to share family information for fear of jeopardizing their immigration status.

Data sharing. Sharing data with partners that also serve parents can help WDBs offer services that meet the needs of families while streamlining the process for parents by allowing them to complete one basic intake form, rather than providing the same information to multiple organizations. However, privacy concerns that limit data sharing can create barriers to coordinating services. To bundle services with TANF agencies, child care agencies, vocational rehabilitation agencies, adult education providers, and community colleges, WDBs need to establish data-sharing agreements that include clear expectations of data governance and responsibility.

Tracking whole-family outcomes. WDBs are set up to meet the needs of local employers and do not have built-in accountability for children or family outcomes or baselines against which to measure progress. Federal funding requires reporting on specific measures, but Head Start funding requires one set of measures, CAA funding requires a different set of measures, and WIOA uses yet another set of measures. Nothing systematically pulls these reporting requirements together to track or assess the impact on families.

Adopting a new mindset. To change organizational culture, all staff members need to understand the value of and embrace 2Gen. Traditional WDB staff are trained to meet the immediate, short-term task of getting people access to skills training and/or jobs. Applying 2Gen approaches and strategies requires staff to spend more time during the intake process assessing a job seeker's needs at a deeper level (e.g., learning more about what is happening at home and what other supports the client may need to pursue employment, such as child care or transportation), and then identify employment opportunities that work for their entire family. Switching from a case management approach to a coaching model can help address this challenge, but WDB staff need training to refocus their efforts on helping families set and achieve their own goals.

WDBs report that even when they have leadership support and buy-in from frontline workers, getting middle managers on board can be a challenge. For example, staff who are responsible for reporting business and job placement outcomes but don't work directly with clients also need to understand and appreciate the benefits of 2Gen.

Changing the mindset of an organization creates opportunities to work with partners in new ways. In the past, San Diego's Department of Child Support Services (SDCCSS) focused on securing payment from so-called "deadbeat dads." Finding that child support orders such as taking away a parent's driver's license — making it harder to get to work — were exacerbating the problem, the San Diego Workforce Partnership (SDWP) joined forces with SDCCSS to flip the focus to efforts that help families thrive. Now SDCCSS is an important partner in SDWP's 2Gen strategy.

Building the business case. While more WDBs are recognizing that 2Gen strategies help parent job seekers find and retain work, the data to demonstrate this bottom-line impact is scarce. To ensure organizations embrace 2Gen from the top down, WDBs and their partners must continue to build a strong business case for 2Gen. For an example, see San Diego Workforce [Partnership's Workforce + Child Care report](#).

Federal income guidelines. Income eligibility does not always match a family's circumstances. If a parent has a part-time job or is a teen parent living in their parents' household, they may not be eligible for child care services but still not make enough to be self-sufficient. WDBs report that parents often turn down opportunities for higher-paying jobs for fear they will make too much money to get child care support (but not make enough to pay for quality care on their own).

Managing partners. A WDB interested in engaging in 2Gen must build relationships with child development organizations. While communities often feature multiple organizations focused on serving families — including child care and early education providers — bringing all these groups together around a common vision and approach can be challenging. Even in Texas, the only state in which child care vouchers and WIOA dollars are administered by the same agency, those two separate departments operate in silos. Bringing together partners to create a streamlined system for families requires WDBs to invest in additional administrative oversight.

Workforce Development Boards and COVID-19

As the pandemic sends unemployment rippling throughout the U.S. economy, workers in low-wage positions face the greatest risk. The loss of just one paycheck due to reduced hours or a furlough — let alone an entire source of income as the result of a job loss — can threaten family stability. Striving to prevent the nation's income gap from widening even further, workforce development boards shifted to remote job training, education, and placement services. To assist with this switch, the NAWB [updated its website](#) with resources for implementing remote learning as local WDBs worked to ensure families had access to the internet and the equipment needed to stay connected.

WDBs are now focused on how to get employees who have been furloughed back to work. In addition to offering job services online, this means helping parents access child care. The Lake County Development Board (LCDB) in Illinois is using funds from the CARES Act to help keep area child care providers open by paying for cleaning supplies and hand sanitizer. As part of the Lake County Community Task Force, LCDB is also working to establish a fund to help families pay for child care so parents can return to work.

As WDBs continue to operate online, they are also adding new services. For example, the San Diego Workforce Partnership introduced a series of webinars on topics such as how to file for unemployment insurance, strategies for getting re-employed as soon as possible, and options for retirement assets and health insurance.

When it becomes safe to return to in-person operations, WDBs have an opportunity to draw on lessons learned from remote service delivery and redesign their programming. Creating hybrid models that incorporate virtual classes and coaching could eliminate some of the barriers job-seekers face, particularly for parents. The flexibility to access services online could lessen the financial burden of paying for child care and reduce time and money spent on transportation and time spent away from their families.



Photo provided by Generation Hope.

SECTION 4: COMMUNITY COLLEGES AND 2GEN

Whether serving as a launch pad to a four-year college or offering access to workforce training and accreditation programs needed to secure gainful employment, the country's nearly 1,200 community colleges make postsecondary education accessible and affordable to more than 12 million students each year. Responsive to their local communities, these colleges enroll nearly half of the undergraduates in the United States and serve the majority of the nation's underrepresented student populations. An increasing number of these students are also parents. One in every four students enrolled in community college has a child under age 18. For these students, successfully completing a postsecondary program is directly tied to the economic mobility of their entire family. Additionally, research increasingly supports a [direct connection between a parent's education, economic stability, and overall health and their child's well-being](#).

However, students who are parents face unique obstacles to completing their education, including what researchers call "time poverty." Studies show [students who are parents of young children typically have 50 percent less available time for coursework](#) than their childless peers. In addition to time pressures, students who are parents often struggle to find affordable child care and stable housing.

In response, an increasing number of community colleges are leveraging 2Gen strategies to help students who are parents earn their degrees while accessing supports to bolster their long-term success, including child care and early childhood education, career counseling, tuition assistance, and more. These supports vary from one campus to the next. For example, counselors at Prince George's Community College in Maryland work with students who are parents to establish and pursue financial, educational, and health goals for their families. Students at the Los Angeles Valley College have access to an on-campus food pantry and a Family Resource Center that provides a variety of supports, including diapers and baby supplies. Community colleges that take steps to create a more child-friendly campus culture — such as establishing child-friendly study lounges and encouraging professors

and advisors to keep a basket of toys and books in their classroom or office — find it improves retention among students who are parents.

As community colleges look to expand 2Gen strategies, they can leverage local partnerships, access a variety of federal funds, and lean into opportunities to work directly with students who are parents to develop schedules and programs that work for them. However, to fully embrace 2Gen, these institutions need buy-in from the top to address systemic barriers, including challenges identifying which students are parents and tracking the long-term outcomes of students and families.

COMMUNITY COLLEGES: 2GEN OPPORTUNITIES

Access to parents. Faculty and advisors interact with students on a regular basis. Building their capacity to identify the unique needs of students who are parents — as well as their knowledge of programs and services that can help meet those needs — can make these staff members important assets in leveraging 2Gen strategies. Community colleges can build this capacity among staff through coaching and other resources. For example, [Community College of Aurora](#) (Colorado) created a toolkit and resource guide to help faculty, advisors, and other staff apply a 2Gen approach. At the academic advising center at [Central New Mexico Community College](#), academic coaches are trained to not only talk to students about their coursework, but also learn about their lives outside of school and what support they need to succeed.

Network of partners. Community colleges are focused on offering classes to adult learners. To support students who are parents, they must also offer wraparound services that address the needs of both the student and their family. Institutions interested in pursuing 2Gen strategies are finding success partnering with local child development centers and after-school programs.

History of Community Colleges

Opened in 1901, Joliet Junior College in Illinois was the first community college in the United States. It served the primarily elitist purpose of separating those who completed the first two years of school (thought of as the lower division) from those with the academic and financial means to complete two additional years of more intense coursework. Inexpensive and often publicly funded, community (or junior) colleges were open to a wider cross-section of Americans than their four-year counterparts. Throughout the early 1900s, as public perception shifted to view education as both a means to upward mobility and a benefit to society as a whole, these elitist interests gave way to the growing sentiment that education should be available to everyone.

Enrollment in community colleges jumped significantly during the Great Depression as an increasing number of high school graduates were unable to find work. Community colleges increased their focus on vocational training and began partnering with local businesses to ensure their course offerings prepared students to enter the local workforce. Passage of the GI Bill of Rights in 1944, which provided financial assistance to World War II veterans, gave enrollment another boost.

In 1960, the W.K. Kellogg Foundation funded a series of university centers aimed at training community college leaders. This led to the community college model that exists in the United States today. By then, community colleges were opening at an average rate of one per week. Buoyed by an open-door policy, enrollment in community colleges continued to increase rapidly throughout the 1960s and 1970s, jumping to more than 4.5 million students by 1980. During this period, curriculum at community colleges increasingly focused on specialized training and vocational-oriented programming.

Source: Time. How Community Colleges Changed the Whole Idea of Education in America. October, 2015.

Community colleges also benefit from partnering with — and syncing their schedules to — local Head Starts. [Nearly half \(46 percent\) of college students who are parents of children under age 6 meet the income-eligibility requirements for Head Start](#), as do more than half of single student parents with children under age 6. Head Start centers help parents set goals for themselves and their families, offer emergency assistance and other financial supports, provide wraparound child care, and help families address a broad range of family needs (e.g., housing and

mental health services). Likewise, community colleges have expertise in occupational skills training, employment services, and academic supports. By joining forces, community colleges and Head Starts can work together to intentionally align programming and reduce service duplication.

Community colleges also partner with social service agencies to connect students who are parents with health and housing services. To help meet the needs of students who are parents, [Northern Virginia Community College](#) has developed a network of community-based partners, including local child care centers and home-based child care providers. These relationships also establish early post-secondary exposure for young children and create an entry point for early conversations with parents about planning for college.

Access to federal funds. Community colleges have access to a variety of federal funds to support 2Gen strategies. By partnering with workforce training programs, colleges can tap into WIOA funds to offer parents support services on campus, including mental health counseling, health services, and child care referrals. The Department of Education's Child Care Access Means Parents in School (CCAMPIS) program provides federal grants to colleges to help cover the cost of child care for student parents.

Federal dollars that flow through to states offer additional opportunities for community colleges to fund 2Gen strategies. [Arkansas Community Colleges](#) use TANF dollars to create career pathways that help students — many of whom are single moms — access jobs through education and workforce training programs. In Oregon, community colleges can devote funds from the [SNAP 5050/Consortia](#), which aims to increase student success, toward 2Gen strategies. The third-party match program is administered federally by Food and Nutrition Services and statewide by the Oregon Department of Human Services. Colleges are reimbursed for 50 percent of their project expenses and must cover the other half through their own resources.

Flexibility to meet parents where they are. Community colleges have some flexibility to ensure class scheduling and programming meet the needs of students who are parents. Classes that consistently meet at the same time (known as time-fixed scheduling) make it easier for parents to schedule child care. Block scheduling, which shortens the amount of time parents need to be on campus, offering the same class at different locations, and making classes available through a streaming service or recording are also tools that help parents juggle academic and family needs. At Los Angeles Valley College, both a counselor and a social worker help students plan out their courses and identify services for which they and/or their children are eligible.

Social capital. Community colleges can help students who are parents build important social capital by connecting them to their peers. At Central New Mexico Community College, student parents get together for Homework Dinners on campus. The group enjoys a meal together, and then both parents and their children spend time studying. The Dinner series features guest speakers who present on

relevant topics such as getting kids to do their homework and financial tips for all ages. Co-locating parent and child services can improve social connections and support among families and service providers and build social capital among participants.

Foundation support. Funding from foundations offers community colleges both opportunities and challenges. Often more flexible than federal dollars, foundation funding can spur 2Gen approaches by enabling community colleges to be creative and try new approaches to meet the needs of students and their families. For example, when Los Angeles Valley College Family Resource Center discovered that a student was regularly missing class because the bus schedule did not line up with her child care and class schedules, the school accessed emergency funds from a local foundation to pay for driving lessons. Spot funding like this can offer short-term relief in select cases, but it is not long-term or sustainable enough to meet the needs of all parents who are students. Additionally, difficulty showing long-term impact can make it challenging for community colleges to secure foundation dollars. Community colleges noted a need for access to better data to demonstrate the benefits of 2Gen strategies at their institutions.

COMMUNITY COLLEGES AND 2GEN CHALLENGES

Identifying parents. When it comes to offering services that meet the needs of students who are parents and their families, often the biggest challenge is knowing which students are indeed parents. Typically, parental status is not requested on application or enrollment forms. An accurate account of the number of students who are parents may help secure buy-in from college leadership. Without an accurate account, these leaders cannot appreciate what a large share of their student body would benefit from 2Gen approaches.

Addressing campus silos. Different 2Gen approaches may be embraced by different departments of a community college, but there is no system to bring these efforts together holistically. Community colleges could strengthen their 2Gen approaches by surveying all departments to assess where 2Gen is happening and determine how to bring those separate pieces together.

Securing staff buy-in. Full implementation of 2Gen requires faculty and academic advisors to view addressing the needs of students who are parents as part of their daily routine. To make this shift, staff may need to pursue additional training or change their approach — things that add to their already heavy workload. Community colleges can expand 2Gen on their campuses by including aspects of 2Gen in all staff job descriptions, which would set clear expectations and ensure a commitment to 2Gen remains consistent during staff changes.

SWFI at Community College of Aurora and Community College of Denver

In Colorado, the Community College of Aurora and the Community College of Denver teamed up with more than a dozen businesses, nonprofits, state government agencies, and other partners from around the community to earn a grant from the U. S. Department of Labor [Strengthening Working Families Initiative](#). The project focuses on helping students who are parents prepare for jobs in high-demand industries (e.g., health care, IT, advanced manufacturing) — and ensures that while they are earning their degree, their children receive quality care. Using SWFI grant dollars, the colleges pair students with a bridge program to prepare them for college-level courses, an achievement coach to help them navigate the higher education process, and a career advisor to assist with the job placement process.

The colleges also used the funds to hire child care navigators to assist parents with identifying child care options and to pay for initial child care costs until they become eligible for the state's child care subsidy program. When parents meet with their child care navigator, the navigator helps them assess their child care needs, set goals for themselves and their child, and integrate those goals into their academic plan. Together, the student and the navigator identify providers as well as an education and child care plan that are most likely to meet the family's needs. These services are provided at no cost to the students.

Caring for older children. An increasing number of community colleges are helping parents who are students identify child care options for young children. However, options for parents with school-age children are more limited. Even when a parent's class schedule lines up with their child's schedule, finding programming for school-age children during the summer months can be difficult. Central New Mexico Community College is addressing this challenge through a series of campus-based summer camps.

Tracking whole family outcomes. Community colleges have a variety of mechanisms for tracking student success, but demonstrating the long-term impact of their 2Gen approaches and strategies is a challenge. Colleges are able to collect pieces of the story. For example, Los Angeles Valley College collects anecdotal information to demonstrate that parent/child play groups and non-credit parenting classes are helping students become better parents. However, it lacks the comprehensive data needed to show child and family outcomes.



SECTION 5: UNITED WAYS AND 2GEN

Offering health, education, and financial services in 1,800 communities across more than 40 countries and territories, United Way Worldwide (UWW) is the largest privately funded nonprofit in the world. While benefitting from the strong brand recognition of the global organization, the 1,300 United Ways based throughout the United States operate as independent organizations. Each one shapes its own programming and initiatives to address local needs.

Using a collective impact model, local United Ways serve as the backbone of a variety of social services and tap existing partners — including businesses, nonprofits, and government, civic, and faith-based organizations, as well as educators, labor leaders, health providers, senior citizens, students, and more — to create a tailored suite of services. Partners continue to implement their own programming, but they share accountability for the people they serve. This set-up gives United Ways a variety of opportunities to lean into their community leadership role and build awareness and support for adoption of 2Gen strategies.

As they deepen their commitment to 2Gen, a growing number of United Ways are featuring 2Gen approaches and strategies in their giving portfolios and including 2Gen language in their requests for proposals. Additionally, United Ways often include funding incentives to encourage collaboration between organizations, including building partnerships between workforce and early care stakeholders. To expand stakeholders' understanding of 2Gen, many local United Ways offer training for their partners and encourage them to share lessons learned. United Ways also support joint onboarding among partner organizations.

Known as conveners in their communities, United Ways leverage strong partnerships as well as their direct contact with families to strengthen their 2Gen strategies. Often, parents contact their local United Way for help with a specific service — like help filing their taxes — then learn about the many other services available to them.

History of United Ways

In 1887, a group of religious leaders launched the nation's first united campaign to benefit 10 Denver-area health and welfare agencies. The organizers created a single entity to collect the funds for local charities, coordinate relief services, counsel and refer clients to cooperating agencies, and make emergency assistance grants. The effort raised \$21,700 in its first year and created a movement that eventually became known as the United Way.

Initially known as Community Chests, the model of collecting funds in a central location, then allocating those funds based on local need, expanded to communities throughout the country. These efforts adopted the common "United Way" name in the mid-1970s. Today, United Way Worldwide is supported by nearly 3 million volunteers and more than 8 million donors throughout the world.

In 2000, United Way Worldwide successfully petitioned the Federal Communications Commission to designate 2-1-1 as a free and confidential health and human services information hotline. Originally created by United Way of Atlanta, 2-1-1 allows people to access local support and services in times of crisis. In the years since, 2-1-1 has become an essential resource for people in need, connecting 9-1-1 callers to emergency assistance and offering relief supplies to communities struck by disaster.

UNITED WAY BAY AREA LEVERAGES 2GEN APPROACHES THROUGH SCHOOLS

With more than one in four children in the Bay Area living below the poverty line, [United Way Bay Area](#) (UWBA) works to improve the immediate and long-term financial stability of parents while ensuring their children are healthy and supported at school. In 2009, with support from the Siemer Institute for Family Stability, [UWBA joined with SparkPoint](#) to provide wraparound services for families through local schools and community colleges. In addition to help accessing basic needs like food and housing, parents get financial coaching, career counseling, credit repair, and education resources, while also building skills to support their children's academic success.

Over the past 10 years, the program has grown to more than 20 sites in eight Bay Area counties. Through SparkPoint, UWBA follows the connection between parent involvement in its programming and their children's school attendance, academic performance, and involvement in other school activities. This includes tracking parents' ability to increase their income, improve their credit, decrease debt, and accumulate savings. To integrate the voices of families, SparkPoint surveys parents about their involvement with the school, how that engagement has changed since starting the program, and what impact they think the program is having on their children's outcomes.

When it comes to evolving into a 2Gen organization, strong partnerships offer local United Ways both opportunities and challenges. Having multiple stakeholders at the table helps United Ways meet the unique needs of families, especially when the voices of families are among those stakeholders. At the same time, these stakeholders can bring competing priorities that extend beyond the needs of children and their families.

Local United Ways also note that while they benefit from the brand recognition that comes from UWW, the global organization's reputation of serving diverse populations in need, including offering humanitarian aid and disaster relief, makes it tough for a local United Way to focus its efforts solely on families.

UNITED WAYS: 2GEN OPPORTUNITIES

Network of partners. Viewed as conveners in their communities, local United Ways can leverage their leadership role, funding portfolios, and extensive network to achieve better outcomes for children and families through a variety of 2Gen approaches. A strong reputation with service organizations and corporations in their communities helps United Ways bring together diverse players — including representatives from the housing, education, child care, and employment fields — around a common goal of creating opportunities for children and families. For example, spurred by funding from the [W.K. Kellogg-funded STEPs](#) program, [United Way of Greater Cincinnati](#) is focused on establishing formal partnerships between workforce development and early child care organizations.

Co-location and shared intake among partners create opportunities to streamline processes and share information and make it easier for families to access needed services. United Ways can also use their funding strategies to bring partners together to streamline services for families. For example, the Bay Area United Way leveraged relationships with community schools to engage them in 2Gen approaches with other community partners.

United Ways that are large enough to support a marketing and communications team can brand the 2Gen approach in a way that helps partners engage. These efforts often include providing graphics and language partners can use to describe 2Gen to other stakeholders.

2GEN LEARNING COMMUNITIES

United Ways have found success in creating learning communities to help partners understand the benefits of working together to implement 2Gen.

In 2018, United Way of Greater Cincinnati introduced a major shift in its funding approach. Instead of focusing on early childhood, employment, and workforce development as three separate services, UWGC invited both current and prospective partners to become part of an "[Opportunity Agenda](#)," which focuses on delivering holistic supports to help families get ahead. UWGC encourages the nonprofits it funds to use a family-centered approach to serving clients, rather than addressing one need at a time. It also offers training to help its partners identify obstacles families face and work together to help address these barriers. The new approach lifted 200 area families out of poverty in its first year.

United Way of Central Indiana launched [Great Families 2020](#) to bring service agencies and other partners together to provide integrated education, financial stability, and health services to hundreds of parents and children in high-need communities.

UNITED WAYS FACE MIX OF DATA OPPORTUNITIES AND CHALLENGES

United Ways with available funding or a broad network of partners have more opportunities to track family outcomes. Those that can afford to buy into an integrated data system or contract with a program like SparkPoint are able to track families as they move from one community to another. United Ways with big networks can use data sharing as a carrot to get more groups involved.

However, different service providers do not collect data the same way. Even if they report on the number of people accessing a program, the level of information about what happens to those people after they access the programs varies. As more partners come to the table, United Ways face the challenge of ensuring everyone is using a shared set of metrics. As funders, they can begin to address this challenge by building data tracking into their reporting requirements.

United Ways have limited access to information about adults who access their services and also enroll in education or workforce training programs. Partnering with a local Workforce Development Board or community college may help track adult outcomes, but those entities often do not have a system for identifying parents in their programs. Those that do track parents generally lack the ability to also track outcomes of children.

Universities may provide opportunities for United Ways to improve their data collection efforts. The United Way of Cincinnati is working with the Institute of Policy Research at the University of Cincinnati to build a data set that tracks how families are accessing services and measures long-term impacts.

Voices of families. Understanding that ongoing input from parents is critical to making services work for families, United Ways lean into the expertise of partners whose board members include parents. Some United Ways also engage parents through a consultancy model. [United Way for Greater Austin](#) (UWGA) pays parents who receive its services to meet with staff once a month and offer feedback. In turn, these parents become advocates for 2Gen approaches in the community. UWGA also partners with United Way of Texas to offer parents advocacy and storytelling training, as well as child care and meals while they are participating. Many of these parents join the boards and commissions of partner organizations and continue to inform the 2Gen approach.

Strong brand recognition. United Ways are a known entity, nationally and in their communities. Local United Ways report that their strong brand identity helps them gain the trust of families and attract partners who are important to implementing a 2Gen approach. They are also known for providing services parents already access, such as tax preparation assistance. Once they get parents in the door, they can connect them with other wraparound services they offer to support the entire family.

Funding mechanism. By including the 2Gen approach in their requests for proposals and featuring 2Gen in their reporting requirements, United Ways have an opportunity to encourage partners to implement 2Gen strategies and track outcomes resulting from their 2Gen approach. United Ways can also use their funding to incentivize collaboration between organizations, offer training to partners, and build learning circles to help their partners expand their understanding of 2Gen approaches.

Access to federal funds. Some United Ways are savvy about accessing federal funds to support 2Gen approaches. As part of the Eastside Promise Neighborhood effort for school improvement, [United Way of San Antonio](#) and Bexar County received a grant from the Department of Education to support its 2Gen work. Its partner, a local housing authority, then tapped into its own grant from the Department of Housing and Urban Development to help launch a 2Gen initiative.



KNOWN AS CONVENERS IN THEIR COMMUNITIES, UNITED WAYS LEVERAGE STRONG PARTNERSHIPS AS WELL AS THEIR DIRECT CONTACT WITH FAMILIES TO STRENGTHEN THEIR 2GEN STRATEGIES.

UNITED WAYS: 2GEN CHALLENGES

Competing partner interests. A broad network of partners gives United Ways a variety of opportunities to improve access to services for families. However, a reliance on partners to implement 2Gen strategies also creates challenges. To fully embrace 2Gen, United Ways need partners that specialize in a variety of areas but are willing to adapt their programming to allow the various pieces to come together to create a cohesive 2Gen approach. Child care providers, education providers, and workforce providers do not have the same priorities. Different organizations often track different outcomes, making it hard for United Ways to monitor shared outcomes for families. Additionally, funding from other sources may cause partners to focus on activities not aligned with a 2Gen approach and make them resistant to committing additional resources. As funders, United Ways can address some of these challenges by being more deliberate about integrating 2Gen into their grant-giving strategy.

Poverty pushing families out. As the high cost of living in many areas pushes out families with low income, United Ways report there are fewer and fewer families to serve. This can make it challenging to implement and sustain 2Gen strategies. Also, as families leave, United Ways lose track of them and are unable to capture long-term outcomes.

Limited national support. When it comes to implementing 2Gen strategies in their communities, local United Ways consider their autonomy from United Way Worldwide a benefit in that it gives them more flexibility to respond to specific needs in their community. However, local United Ways also note challenges of UWW's lack of holistic support for 2Gen. Without national resources or a common definition of and framework for implementing 2Gen, local United Ways report being left to their own devices. Access to tools, shared messages, and proven best practices could strengthen their 2Gen strategies and implementation.

Funding silos. United Ways often receive funding for specific aspects of a 2Gen strategy (e.g., a grant for an education program and a separate grant for a housing initiative), but are challenged to access funds for programming to address and track how to bring those efforts together to create stronger outcomes for families. Additionally, the face of the typical United Way donor is changing. The increasing numbers of younger donors funding United Ways tend to be hands-on with their giving and want to be involved in programs that allow them to see immediate outcomes. Their program-specific gifts are limiting the pool of unrestricted funds United Ways can tap for 2Gen.

United Ways and COVID-19

With an increasing share of the nation's workforce experiencing a severe reduction in income due to job loss and business closures, many local United Ways are focused on providing emergency resources to their nonprofit partners to help meet the increased demand for economic assistance and access to food and other basic necessities. As the financial gap increases, United Ways are joining forces with corporations and individuals to support the health, education, and financial stability of their communities.

In addition to financial assistance, United Ways are also working with their local partners to meet the needs of families in their communities. For United Way Bay Area, that means helping its SparkPoint centers (see above) keep up momentum for its programs — including its employment services — though physical events, such as job fairs, are cancelled. As these centers remain in a holding pattern while waiting for news about when and how they may be able to reopen, they are working to address increasing parent anxiety and domestic violence, each of which can negatively affect the mental health of children in the household.

SparkPoint centers report that some of the changes they have made are leading to innovations that may improve their 2Gen programming. For example, one center has embraced new technologies, including Calendly and SignNow, to be more responsive to parents' schedules and make paperwork less of a burden for the families it works with. Another center director noted that because they already had strong relationships with families before COVID-19, coaches are able to continue to create safe spaces for their clients over video chat, which also allows more flexibility in scheduling.

The pandemic has also forced some SparkPoint centers to break down silos in programming to address families' multiple needs. These centers are now looking at the range of needs families are facing as a result of the pandemic — from child care to mental health supports to job placement services — and working across programs and partners to help families address these needs.



SECTION 6: WOMEN'S FOUNDATIONS AND 2GEN

As the income gender gap in the United States continues to increase, women's foundations play an increasingly important role in efforts to level the playing field by investing resources directly into programs and initiatives that support women's and girls' equality. According to a [recent study by the Women's Philanthropy Institute](#), there are approximately 200 women's foundations and funds in the United States. Of these, slightly more than one-third (37 percent) are independent 501(c)3 organizations. The rest are affiliated with larger foundations or other organizations. With a majority (76 percent) supporting local efforts, women's foundations connect the success of women to the well-being of their communities.

By including 2Gen in their grant requirements, women's foundations can help organizations integrate 2Gen strategies into their work at the local level. These funds can also tap their networks of business, community, and nonprofit organizations to bring partners together around 2Gen strategies. Although women's foundations focus primarily on grantmaking, many of them also implement their own programming, commission research to inform their work and the work of their grantees, sponsor workshops and educational events to build grantee capacity and directly support women and girls in their communities, and award scholarships.

Some women's foundations also support advocacy efforts, making grants and taking an active role in campaigns to ensure policies at the local, state, and federal levels support equity for women and girls, often with a focus on those with low income. In 2017, the Women's Funding Network (WFN), in partnership with the W.K. Kellogg Foundation, launched the Two-Generation Policy Advocacy Cohort [Two-Generation Policy Advocacy Cohort](#) to expand the engagement and influence of women's foundations in 2Gen work. Working with four women's foundations — Women's Fund of Greater Birmingham (Alabama), Women's Foundation of Colorado, Texas Women's Foundation, and Women's Foundation of Southern Arizona — WFN aims to expand 2Gen strategies

History of Women's Foundations:

In the 1880s, Avon founder David McConnell built his beauty company around a radical concept for the time: strengthening communities by turning women into entrepreneurs and empowering them to improve their families' economic well-being. Launched in 1955, the [Avon Foundation for Women](#) — the first private women's foundation in the United States — aimed to build on McConnell's vision by supporting efforts to break down the barriers women traditionally face.

Nearly two decades later, in 1973, the [Ms. Foundation for Women](#) became the first public women's foundation. It remains the oldest public women's foundation still in operation. With a mission to build women's collective power in the United States to advance equity and justice for all, the Ms. Foundation has a history of supporting national and statewide policy campaigns aimed at improving opportunities for women with low income, as well as grassroots efforts working to address the challenges women face at the local level.

The Ms. Foundation set a model for other philanthropists, but the concept was initially slow to catch on. A majority (71 percent) of the approximately 200 women's foundations and funds in the United States today were founded between 1990 and 2010. These foundations hold assets of more than \$870 million and award millions of grant dollars each year.

in these communities through policy and system changes that support women's economic equity and security. With a focus on employment as a means toward economic equity for women, the three-year initiative promotes collaboration across the participating foundations to advance a 2Gen agenda. WFN also hopes to set a model that encourages other philanthropies to invest in 2Gen efforts.

Highlights of this project to date include the [Women's Foundation of Colorado's](#) support for successful efforts to pass the Equal Pay for Equal Work Act, the [Women's Fund of Greater Birmingham's](#) role in securing state funds to invest in providing pathways to in-demand certifications within Alabama's Community College system, and legislation that the [Women's Foundation of Southern Arizona](#) helped usher through the state legislature to ensure that single mothers can attend continuing education and workforce development courses while remaining eligible for child care subsidies. WFN also supports the 2Gen Learning Lab, which offers resources and webinars for women's foundations interested in integrating 2Gen strategies into their policy work.

Most women's foundations do not provide direct services to families. As such, they are best suited to leverage their grantmaking strategies and broad networks to advance 2Gen strategies in their communities and encourage grantees and others to adopt a 2Gen approach.

WOMEN'S FOUNDATIONS: 2GEN OPPORTUNITIES

Focus on economic equity. Traditionally designed to help women thrive and communities prosper, women's foundations focus on putting women on a path to economic success. This often includes strategies for addressing the unique barriers to education and employment faced by women with children. As a result, many women's foundations are already using 2Gen strategies in their funding portfolios as they work to help mothers obtain high-quality jobs while improving educational and health outcomes for their children. Women's foundations can expand their commitment by embedding the 2Gen approach in all their grantmaking activities.

Convening power. Ties to policymakers, business leaders, community colleges, and other influential members of their community give women's foundations a seat at a variety of tables. This can help them expand 2Gen strategies in their community. Women's foundations regularly leverage their grantmaking ability and strong ties throughout their community to bring together public/private partnerships that bolster workforce development and career opportunities for women with low income while improving access to high-quality child care and early childhood education. By creating connections between child care and workforce systems, women's foundations are reframing the conversation around child care to include an economic lens.

Women's Fund of Greater Birmingham

When the Women's Fund of Greater Birmingham [commissioned a study](#) to explore the role of women in the local workforce, it found that single mothers working full-time at, or even slightly above, minimum wage needed multiple jobs to pay the bills, but were still not earning enough to afford high-quality child care. Noting that local nonprofits and agencies serving families were fragmented — some helped women, others focused on children — the Women's Fund launched the Collaboration Institute to bring these organizations together, streamline their services, and create new programs to address the needs of women and their children together. Through the initiative, participating organizations worked together to break down silos and introduce new approaches to helping families reach economic stability.

In 2017, the Women's Fund selected teams from three area counties to participate in Collaboration Institute 3.0. The teams were made up of local organizations and agencies, including community colleges, child care centers, and job-training initiatives. To help the teams realign their services to better serve the needs of families, the Women's Fund offered peer-learning workshops, site visits to effective 2Gen models, coaching, and technical assistance, as well as up to \$100,000 in start-up funding and access to a database to measure outcomes. At the end of 2018, the three teams joined forces as [Thrive Together](#), a collaborative network that provides seamless, wraparound services to approximately 100 women and their families, including high-quality child care, education and job skills training, career coaches, and support services. The Women's Fund continues to provide Thrive Together with capacity-building support.

Access to data. As funders, women's foundations have a unique opportunity to require that specific information be included in grant reports. This allows them to collect detailed information about the women — and families — their grantees are serving. Over time, they can track data about what is and is not working for families in their community and blend reports from multiple grantees to inform new approaches.

Women's foundations are also able to foster data-sharing agreements among their grantees. The Women's Foundation of Colorado's [WAGES \(Women Achieving Greater Economic Security\)](#) program includes 23 statewide grantees working to help women advance in their careers while providing support services to meet the needs of their

families. Through WAGES, the grantees share information about the women and families they serve, as well as related trends and policies across the state. Similarly, the Women's Fund of Greater Birmingham provides all grantees with access to empowOR so they can use a common intake system to collect data about families and keep all the information in one place.

By establishing a common set of metrics for all grantees and tracking data from one year to the next, the Birmingham foundation can also use data to track long-term outcomes and measure advances and challenges across a spectrum of grantees that are using 2Gen strategies.

Advocacy agenda. In addition to funding service agencies that support women and mothers, women's foundations support systems change by funding advocacy organizations that are working to improve policies for families. Using a 2Gen approach to assess advocacy proposals will strengthen policies that address the needs of children and families together.

Access to funding. Funding for women's foundations comes from variety of sources, including the Women's Funding Network, foundations, donor-advised funds, corporate sponsors, community events, and endowments. Women's foundations often have flexibility to combine these funds as needed to implement their programming. Although there is no federal funding earmarked to women's foundations, they are eligible for state funds. For example, the Women's Fund of Greater Birmingham has a state appropriation to work with community colleges and community agencies to implement 2Gen strategies. Without federal funding, women's foundations are not bound by federal regulations, which may offer flexibility to be more innovative with their funds.

WOMEN'S FOUNDATIONS: 2GEN CHALLENGES

Siloed partners. Women's foundations have the benefit of working with a variety of players in their communities, but their grantees and other partners often focus on either children or parents, but not both. Bringing siloed partners together around a shared understanding of 2Gen, a unified mission, and common language requires significant time. This can make it challenging for women's foundations to stay focused on the big picture of serving families.

Message and mission consistency. Women's foundations focus on elevating economic opportunities for women, first and foremost. Building support for 2Gen while maintaining their core focus of all women can be challenging. Like most foundations, women's foundations have multiple program areas and do not focus solely on funding.

Additionally, very few women's foundations engage directly in supports and services for women and families. They are set up to advance 2Gen in their communities through convening and grantmaking rather than becoming 2Gen organizations themselves.

Women's Foundations and COVID-19

In response to the pandemic, women's foundations throughout the country are making emergency funds available to meet local needs. As the coronavirus outbreak spread throughout Alabama, the Women's Fund of Greater Birmingham surveyed its grantees — which each feature a 2Gen framework — and asked what challenges they were facing, among their staff and/or with the families they serve. The response was unanimous: access to child care. At the time, only 7 percent of licensed child care centers and 29 percent of home-based centers in Alabama were operating.

The Women's Fund launched the [Rapid Operating and Relief \(ROAR\) for Women Fund](#) to make targeted grants to child care centers serving children of essential employees in high-need areas throughout the state. The Women's Fund also partnered with a local child care resource provider to offer webinars for child care centers on topics ranging from proper cleaning techniques to obtaining federal funding. To make the process as easy as possible, the Women's Fund accepted both online and hand-written proposals, provided telephone support to grant seekers who needed help completing the applications, and streamlined the reporting process to be as efficient as possible. Through ROAR, the Women's Fund awarded grants to child care centers in 17 counties across Alabama, providing high-quality care to more than 750 children of essential workers. Phase Two of ROAR made additional funds and technical assistance available to child care centers throughout Greater Birmingham and supported state-level policy advocacy to strengthen the state's entire child care industry.

The Women's Fund of Greater Birmingham is one of the many bright spots in the efforts of women's foundations to support recovery while managing financial loss and illness as a result of the pandemic. However, as women's funds tap emergency reserves to respond to COVID-19, approximately one-third of them are in danger of not surviving the year. Their loss could set economic mobility measures for women and families in their communities back decades, especially in communities of color. In response, the Women's Funding Network (WFN) launched the [Response, Recovery, and Resilience Collaborative Fund \(RRCF\)](#), a multi-million dollar initiative to distribute stabilization grants to women's funds and foundations to allow them to meet changing needs in their communities while remaining committed to supporting women and girls most affected by systemic racism and injustice.

CONCLUSION

Policymakers, businesses, the philanthropic community, and other leaders have an opportunity to rebuild our economy and health system in a way that promotes the well-being of all families. Success requires new approaches and strategies that meet the needs of both parents and their children. Head Starts, community action agencies, workforce development boards, community colleges, United Ways, and women's foundations — and the variety of other platforms that are helping families move up the economic ladder by addressing the needs of parents and children together — are well positioned to lead the way toward greater stability for all families.

As these platforms leverage their individual opportunities and address their own unique barriers to expanding their 2Gen approach, the ever-changing needs and makeup of families necessitate flexibility in their programming and vigilance in tracking the unique needs of the families they serve. For example, across these platforms, an increase in non-English-speaking families seeking support requires multilingual staff with an appreciation and understanding of cultural nuances. To meet the needs of families that include children with special needs, these organizations must be equipped with mental health and behavioral health specialists. As the number of grandparents raising children increases, groups implementing 2Gen must find ways to serve multiple generations, which often requires additional resources, added staff expertise, and new programming.

Change does not happen overnight. Strong leadership, cultural competency, and integrated data systems are required when launching a 2Gen approach. Additionally, it may take 12 to 18 months to identify a family's goals and opportunities to improve their economic status, map a strategy for how best to support their goals, and get the right supports and partnerships in place. Organizations interested in deepening their 2Gen approach — and the

philanthropies that support them — must understand this time commitment and be willing to sustain it for the long haul. But change is needed now. Greater investment in platforms implementing a 2Gen approach is a vital step toward creating more equitable systems that enable all families to thrive.

While steeped in innovation, the 2Gen field seeks to deepen learnings about how these efforts achieve their goals and what is needed to take them to scale. To improve understanding of 2Gen and opportunities to expand approaches that intentionally combine adult-focused services with high-quality, child-focused programs, the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Planning, Research, and Evaluation (OPRE) funded Mathematica Policy Research to conduct a three-year (2015–2018) research project aimed at providing options for evaluating emerging 2Gen approaches.

[Integrated Approaches to Supporting Child Development and Improving Family Economic Security](#) (Integrated Approaches) concluded that the 2Gen approach could be supported by formative research on measuring program implementation in terms of quality, intensity, and intentionality; tracking the uptake of these services by parents and their children; and assessing the outputs of program services. In 2019, OPRE launched the [Next Steps for Rigorous Research on Two-Generation Approaches \(NS2G\)](#) project to continue building the evidence base for fully integrated 2Gen approaches. This four-year effort is designed to help project staff strengthen selected programs, collect and share lessons learned, and, ultimately, prepare a subset of 2Gen organizations for summative evaluation.

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AS THESE PLATFORMS LEVERAGE THEIR INDIVIDUAL OPPORTUNITIES AND ADDRESS THEIR OWN UNIQUE BARRIERS TO EXPANDING THEIR 2GEN APPROACH, THE EVER-CHANGING NEEDS AND MAKEUP OF FAMILIES NECESSITATE FLEXIBILITY IN THEIR PROGRAMMING AND VIGILANCE IN TRACKING THE UNIQUE NEEDS OF THE FAMILIES THEY SERVE.

APPENDIX 1: STAKEHOLDER INTERVIEWS

Ascend wishes to thank the following individuals for sharing their insights regarding the opportunities and challenges to implementing 2Gen across the various platforms reviewed in this report.

Head Starts

- Amanda Milliken, Manager of Evaluation and Research, and Jamee Blanksvard, Director Early Childhood Education, Starfish Family Services, Dearborn, Michigan
- Cody Kornack, Senior Manager of Congressional Affairs, National Head Start Association, Washington, D.C.
- Danielle Smith Edwards, Director of Enrollment, Virginia Baker-Jeffcoat, Director of Family Services, and Michael Davis, Vice President of Strategic Initiatives and Partnerships, Sheltering Arms, Atlanta, Georgia
- Jonathan Skolnick, Executive Vice President, Educational Alliance, New York, New York
- Mindy Zapata, Director, Southwest Human Development, Phoenix, Arizona

Community Action Agencies

- Bita Dayhoff, President, Community Action Council of Howard County, Maryland
- Rebecca Reynolds, Executive Director, Little Dixie Community Action Agency, Hugo, Oklahoma
- Tiffney Marley, Vice President for Practice Transformation, and Jeannie Chaffin, consultant, Community Action Partnership, Washington, D.C.
- Charley Martin-Barry, Executive Director, Community Caring Collaborative, East Machias, Maine*

**The Community Caring Collaborative is not a community action agency, but is a partnership of more than 45 agencies, along with nonprofits and community members, working to improve the lives of people in Washington County and across Maine.*

Workforce Development Boards

- Jacqueline Edwards, Deputy Director, Maricopa Workforce Development Board, Phoenix, Arizona
- Jill Watson, Manager of Special Grants and Projects, Workforce Alliance, New Haven, Connecticut
- Laura Gergely, Board Coordinator, Lake County Development Board, Lake County, Illinois
- Laura Kohn, Director of Early Workforce Development, San Diego Workforce Partnership, San Diego, California
- Leila Melendez, Chief Executive Officer, and Marisela Correa, Program Specialist, Workforce Solutions Borderplex, El Paso, Texas

- Mari Kay-Nabozny, Chief Executive Officer, and Melissa Rabska, Operations and Communications Manager, Northwest Wisconsin Workforce Investment Board, Ashland, Wisconsin
- Jamai Blivin, Founder and Chief Executive Officer, Innovate+Educate, Santa Fe, New Mexico
- Kelly Middleton Banks, Manager of Program Implementation, National Association of Workforce Boards, Washington, D.C.

Community Colleges

- Ann Lyn Hall, Executive Director of CNM Connect, Central New Mexico Community College, Albuquerque, New Mexico
- Janel Highfill, Associate Vice President of Workforce, Partnerships and Resource Development, Community College of Aurora, Aurora, Colorado
- Marni Roosevelt, Founder and Director, and Amber Angel, Program Coordinator, Family Resource Center, Los Angeles Valley College, Los Angeles, California

United Ways

- Allison Warren-Barbour, President and CEO, and Lark Kesterke, Director of Impact and Investment, United Way of Snohomish County, Everett, Washington
- Amy Weber, Director of Community Change, United Way of Greater Cincinnati, Cincinnati, Ohio
- Elise Washington, Manager, Regional Partnerships, United Way Bay Area, San Francisco, California
- Henrietta Munoz, Vice President of Research and Evaluation, United Way of San Antonio, San Antonio, Texas
- Paola Silvestre Porras, Director Family Pathways, United Way for Greater Austin, Austin, Texas

Women's Foundations

- Jacob Smith, Grants and Research Director, The Women's Fund of Greater Birmingham, Birmingham, Alabama
- Louise Myrland, Vice President of Programs, and Alison Friedman Phillips, Director of Programs, The Women's Foundation of Colorado, Denver, Colorado
- Sarah Griffen, Owner, Griffen Consulting, LLC, Boston, Massachusetts

APPENDIX 2: MATERIALS REVIEWED

The following materials were reviewed in developing this report.

Head Starts

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- [Two-Generation Approaches to Addressing Poverty: A Toolkit for State Legislators](#). National Conference of State Legislatures. July, 2018.
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- [Putting Research into Practice: Two Generation Approaches](#). Community Action Partnership, April, 2016.
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- [Family-Centered Approaches to Workforce Program Services](#). Shayne Spaulding, The Urban Institute, March 23, 2018.
- [What Happens When Workforce Development Boards Consider Child Care Needs?](#) Blog by Annie E. Casey Foundation, posted September 12, 2018.

Community Colleges

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- [Community Colleges: Innovations to Improve the Lives of Women](#), Washington Area Women's Foundation blog post, January 2015.
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