

2016 2-Gen

REQUEST FOR PROPOSAL



United Way for Greater Austin

2-Gen in Greater Austin



United Way for Greater Austin

September 12, 2016

United Way for Greater Austin (UWATX) is committed to tackling our community's greatest challenges through programs that ensure children and youth are happy, healthy, and prepared for success in school and in life. Our mission is to provide families with equitable access to economic and social opportunities, and ensure families in Central Texas are physically and mentally healthy.

Our strategic investments target education, income, and health. Community Investment Grants offer the opportunity for UWATX to work with local community partners to make Austin greater.

UWATX focuses on wrapping our arms around entire families to fight the root causes of poverty. 2-Gen programs support this vision for a better Austin by targeting whole families for a greater impact.

We know that a mother who wants to return to school has a better of chance of pursuing her degree if her children have access to childcare. Providing parents with workforce training and children with quality childcare is just one intervention that can help break the generational cycle of poverty. UWATX is committed to funding programs that make it easier for families to progress and thrive together.

I sincerely thank you for your interest in working with us to ensure that more of our neighbors have equitable access to economic and social opportunities in order to break the cycle of poverty.

My Best,

A handwritten signature in black ink that reads "David C. Smith".

David C. Smith
CEO, United Way for Greater Austin

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2-Gen in Greater Austin



United Way for Greater Austin

Summary

United Way for Greater Austin (UWATX) seeks to award up to \$90,000, divided evenly into three awards of \$30,000, to three qualified community organizations to deliver effective programs and services that assist parents and children together, increasing their family stability and self-sufficiency. Proposals should address these goals through a 2-Gen lens, further described in this Request for Proposals (RFP).

Proposals are due Friday, Oct. 14 at 5:00 p.m. CT via the following link: [RFP Submission](#)

Other Key Dates

RFP Released	Sept. 12
RFP Information Session	Sept. 16, 9:00 a.m. – 11:00 a.m.
Proposals Due	Oct. 14, 5:00 p.m.
Proposal Review	October 2016 – December 2016
Award Notifications	Early December 2016
Program Start Date	Jan. 1, 2017

Questions?

All questions must be submitted in writing to the following email address: RFP@uwatx.org.

Introduction

Since 1924, United Way for Greater Austin (UWATX) has worked locally to build philanthropy and support programs that break the cycle of poverty. UWATX strives to inspire, lead and unite an eclectic community of philanthropists including individuals, nonprofits, business and government to overcome barriers to economic opportunities and ensure Greater Austin continues to thrive.

UWATX programs and activities are designed to jump start sustainable solutions for low-income families and drive collective change by aligning public and private support. Our programs work together to provide low-income families with the skills and resources they need to take an active role in their own success. Our community investments illuminate this commitment.

UWATX's funding priorities are centered on three interrelated focus areas:

- Education: Children and youth are happy, healthy, and prepared for success in school and in life.
- Income: Families have equitable access to economic and social opportunities.
- Health: Families in Central Texas are physically and mentally healthy.

Within each focus area, UWATX partners with community stakeholders to identify proven strategies toward a common goal. Community investment grants represent a strategic opportunity to identify critical community partners and enhance and create active collaborations for the greatest impact.

Our community investment grants are made possible by the financial contributions of thousands of community investors each year. UWATX is committed to serving as a strategic steward of these community dollars. UWATX anticipates three awards of \$30,000 each under this RFP.

Program Description

Program Background and Problem Statement

Over the last two years, UWATX through the medium of Austin's 2-Gen Advisory Committee, has worked to demonstrate the value of the two-generation approach in service provision, bringing together local service providers and top researchers from around the country in 2-Gen community forums. The result of these discussions is **"A Two-Generation Vision for Austin" (Appendix I)**, which states:

"Intergenerational poverty is a major problem in the United States. Economic mobility across generations (or the ability for children to do better financially than their parents) has diminished over time, and Austin is no exception, with lower mobility rates than many major cities (Chetty et al, 2014). Chronic poverty produces toxic stress that affects adults' abilities to perform well in the workplace and to provide a high quality home environment, which in turn impairs children's cognitive and emotional well-being. A chronic lack of affordable, quality childcare in lower income communities in Austin makes it difficult for parents to acquire and maintain employment."

Many programs focus solely on low-income children or low-income adults, and this focus often overlooks the fact that economic and social challenges affect entire families. This is where two-generation, or “2-Gen,” programs come into play. This approach is a way of looking at programming that aims to help the entire family create an intergenerational cycle of opportunity by intentionally focusing on the different needs of both parent and child.

2-Gen programs explicitly target low-income parents and children from the same family, providing intensive and high-quality services for both, leading to family stability and self-sufficiency.

Program components might include (but are not limited to):

- For children: health and education services, home visiting, early childhood education, out-of-school time programs
- For parents: education for parenting, literacy and basic educational skills, as well as workforce training for jobs that pay well and offer opportunities for advancement.
- Strong connections and coordination between the services for parents and children making it easier for families to participate and succeed.

The goal of this RFP is to seek out, recognize, and invest in local programs and collaborations that apply the two-generation programming approach in alignment with the above mentioned **2-Gen Vision Statement**. Successful applications will target low-income (at or below 200% of Federal Poverty Designation) families in Austin/Travis County.

Program Logic Model

Please see **Appendix 2** for Austin’s 2-Gen Advisory Committee Logic Model. This logic model includes a wide variety of examples of 2-Gen program components, including target populations, implementations strategies, and outputs. This logic model is not intended to be prescriptive but rather to provide examples and context to potential applicants. A logic model template is available in **Appendix 3**.

Performance Monitoring and Reporting Requirements

Grantees will be required to submit Quarterly Progress Reports and a Final Report. Final outcome measures and reporting requirements will be determined after award during the contract phase.

Funding Period

The funding period for the current RFP is Jan. 1, 2017 to Dec. 31, 2017. Each agency is limited to one application. Partnerships and community collaborations are welcomed.

Application Process

Applications will be reviewed for programmatic and fiscal alignment. UWATX is committed to serving as a good steward of community dollars and upholds a high standard of accountability.

Important Dates

- Sept. 12 Request for Proposal Released

- Sept. 16, 9:00 a.m. – 11:00 a.m. Request for Proposal Information Session
United Way for Greater Austin
Lady Bird Lake and Barton Springs Conference Room
2000 E. MLK Jr. Blvd Austin, TX 78702
RSVP by Sept. 14

- Oct. 14, 5:00 p.m. CT Request for Proposal Submission Deadline

- October – November Volunteer/Committee Proposal Review

- Early December Award Announcements

- Jan. 1, 2017 to Dec. 31, 2017 Official grant period

Information Session

UWATX will host a general information session, and a **RSVP** is required. Because capacity is limited, please limit attendance to two representatives per agency. Please **RSVP** with the names and titles of attendees by Sept. 14.

Volunteer Committee Review

UWATX will utilize volunteers in our Women’s Leadership Council, Mission Advancement Committee, Finance Committee, Century Investors, Toqueville and our Board of Directors for the selection of 2-Gen grantees.

Official Designee and Award Notification

The Executive Director, or equivalent, is considered the official designee of the applying organization. All correspondence related to organizational eligibility or final award decisions will be addressed directly with the official designee.

Requests for Additional Information

During the application review process, UWATX may request additional program information. UWATX will submit these questions in writing to the official designee. Applicants should reply to these questions in writing within designated time frame.

Eligibility Criteria

An organization or lead agency of a collaboration seeking to participate in the UWATX Community Investment Grant application process must meet the following Eligibility Criteria:

- Operate a nonprofit 501(c)(3) organization, public education institution or government entity in Travis county. National organizations must have a local governing/advisory board composed of residents of the service area.
- Have an audited financial statement or review for the fiscal year prior to application submission. If the audit is a single-year audit, then the previous year's audit must be provided for comparative purposes. Please note: If your organization does not have an audited financial statement or review you may still submit an application, contingent on a commitment to undergo an audit or review during the grant period. Applications without an audited financial statement or review may be scored lower during the committee review.
- Not be a current UWATX Community Investment Grant recipient.
- As a current UWATX Community Investment Grant recipient, your organization is:
 - a.) eligible to apply as a sub-grantee under a consortium, provided that your organization's portion of awarded funds is no more than 50% of the total grant budget;
 - b.) ineligible to submit a proposal as an individual applicant, lead organization of a consortium or a fiscal agent.
- Not be delinquent on any state or federal debt.
- Share UWATX's view of collaborative and inclusive service to the entire community, without excluding anyone on the basis of race, color, religion, gender, ethnicity, national origin, age, disability, sexual orientation, or any other factor not relevant to a person's eligibility for service or ability to contribute.

Submission Requirements

Page Limits

Proposal submissions are limited to seven pages including all attachments. This page limit excludes financial audit or review and 990.

Type and Font Requirements

Times New Roman 12pt font

Submission Requirements

Proposals must be submitted through the [RFP Submission](#) link.

Applicants must provide the following information during their submission:

- 1) Organization Name
- 2) Point of Contact Name
- 3) Point of Contact Email
- 4) Point of Contact Phone
- 5) Employer Identification Number (EIN)
- 6) Proposal narrative and all attachments submitted in one PDF.

Appendix 1 includes an endorsement opportunity for the 2-Gen Vision. If you or your organization would like to submit this documentation, please submit it as part of your application. This document will not count toward the overall page limit.

All questions must be submitted in writing to the following email: RFP@uwatx.org. Questions will be answered weekly and frequently asked questions will be posted to the [RFP website](#).

Application Format

Application materials must be submitted on time and through the designated format described below. Late applications will not be accepted. **Proposal narrative and all attachments should be submitted in one PDF.**

Application Section	Page Limits	Point Total
I. Executive Summary Please provide a brief organizational description and history (three sentences)	.25 page	
II. Technical Approach <ol style="list-style-type: none"> 1. Is this a collaboration? 2. If so, name the collaborative partner(s) 3. Please provide a description of the program or initiative to be funded. This narrative should include the following elements: <ol style="list-style-type: none"> a. What is the inherent problem, target population and size, proposed solution, and how the two-gen approach uniquely helps address the problem? b. Are services for parents and children of similar duration and intensity? c. What is the timeline for the funded initiative? d. Are there any critical assumptions, dependencies/contingencies upon which program success is based? e. What are the proposed outcomes and methods for measuring them? 4. Program Logic Model – Please populate the included logic model template, or feel free to attach your own template to demonstrate the framework upon which program effectiveness is based. 	2 pages	60

Application Format

Application materials must be submitted on time and via the designated format as described below. Late applications will not be accepted. **Proposal narrative and all attachments should be submitted in one PDF**

<p>III. Program Management</p> <ol style="list-style-type: none"> Please provide a brief summary of each role or position (including specific staff names and qualifications, if possible), from management to frontline service provision of this initiative. If you will be working with any subcontracted entities or personnel under this project please use one additional half page to detail their involvement. 	.5 page	10
<p>IV. Institutional Capacity</p> <p>Please share any past experience your organization has in implementing these types of initiatives and/or why your organization is uniquely positioned to do so at this point.</p>	.5 page	15
<p>V. Organizational Budget</p> <ul style="list-style-type: none"> Collaborative proposals can have one additional page per partner Please include a program budget and budget narrative 	2 pages	15
Supplemental Information		
Financial Audit or Review	N/A	
990	N/A	



United Way for Greater Austin

APPENDIX 1

2-GEN VISION FOR AUSTIN

Parents Work. Children Learn. Families Thrive.

Intergenerational poverty threatens the well-being of Austin's citizens and its economy. While there are many good programs addressing this issue, most focus solely on low-income adults or solely on their children, ignoring the fact that economic and social challenges affect whole families. Two-generation programs are one new and promising strategy. By intentionally focusing on both generations, families are more likely to break the cycle of poverty. Both the federal government and prominent foundations are working to promote two-generation approaches across the nation, and we hope to build on this momentum.

41,000+

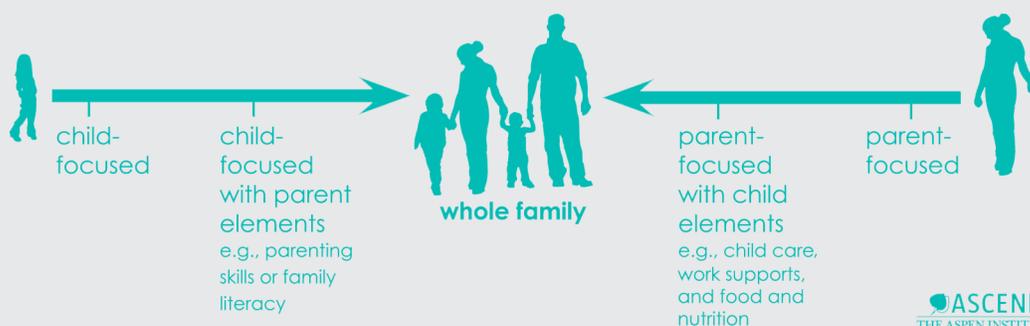
Families with school aged children in Travis County are low-income*

What are Two-Generation Programs?

Two-generation programs explicitly target low-income parents and children from the same family, providing intensive, high quality services for both, leading to family stability and self-sufficiency. Programs can include:

- **For children:** health and education services, home visiting, early childhood education and out-of-school programs.
- **For parents:** education for parenting, literacy and basic educational skills as well as workforce training for jobs that pay well and offer opportunities for advancement.
- **Strong connections and coordination between the services for parents and children making it easier for families to participate and succeed.**

Two-Generation Continuum from Ascend at the Aspen Institute



*American Community Survey, 2013 1-Year Estimates

How 1 + 1 = 3: The Promise of the Two-Generation Approach

Research shows that improvements in the abilities and/or situation of one generation have a profound positive affect on the outcomes of the other. For example:

- Advances in parent education or family income during the first few years of a child's life have a particularly powerful effect on that child's development.
- Reliable and high quality childcare increases the likelihood that parents will enter the workforce or pursue their own education.

When services for children and parents are coordinated, children benefit from the improved environments provided by both parents and early education settings, and parents' motivation and workforce participation increases as they see that they can be models for their children. When children gain from early education with enhanced language and behavioral skills, the adults around them respond with increases in cognitive stimulation and reductions in punitive parenting.

As a result, two-generation programs are likely to achieve better results for both children and adults as the benefits from each component multiply to produce a whole greater than the sum of its parts.



The Two-Generation Approach: Parents Work. Children Learn. Families Thrive.

Summary

Intergenerational poverty threatens the well-being of Austin's citizens and its economy.

Two-generation programs are one new and promising strategy for reducing poverty in the short run and preventing poverty in future generations. Both philanthropic foundations and the federal government have expressed interest and offered funding for such programs.

Two-generation programs explicitly target low-income parents and children from the same family, providing high quality services for both. Programs can include:

- For children: health and education services, home visiting, early childhood education, out-of-school programs
- For parents: education for parenting, literacy and basic educational skills, workforce training for jobs that offer opportunities for advancement.
- Strong connections and coordination between the services for parents and children.

Over the past year, a small group of stakeholders and thought leaders from the Austin community, who represent adult workforce, adult education and early childhood education programs, have met to discuss how local service providers might collaborate in implementing such a strategy for Austin. We have met with many service providers and are ready to take the next steps toward making two-generation programs a reality in Austin.

The Two-Generation Vision

Our two-generation vision for Austin is that:

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



What Are 2-Generation Programs?

Two-generation strategies can take various shapes and forms, but they have what Chase-Lansdale and Brooks-Gunn (2014) call a “unifying form”: they explicitly target low-income parents and children from the same family (Aspen Institute, 2012; Gruendel, 2014). Such programs encompass health and education services, home visiting, early childhood education and other services for children, and parenting, literacy, education, job training and other services for parents¹. This document outlines a vision for a particular type of two-generation model that supports the financial, cognitive and emotional well-being of parents and their children by coordinating high-quality adult education and job training for parents with high quality early childhood education services for their children. Over the past year, a small group of stakeholders and thought leaders from the Austin community, who represent adult workforce, adult education and early childhood education programs, have met to discuss how local service providers might collaborate in implementing such a strategy for Austin. Both the federal government and prominent foundations are working to promote two-generation approaches across the nation, and we hope to build on this momentum. **Anti-poverty efforts can address the separate but linked needs of low-income parents and their young children as opportunities rather than obstacles to interventions when adult education, workforce development, and early childhood education are coordinated.**

¹Two-generation strategies may serve grandparents when they are the primary care givers

Family income and maternal education are among the strongest predictors of early child development (Duncan et al., 2014; Mulligan, 2011), and advances in both parent education and family income when children are in the first few years of life have a particularly powerful effect on children's development. When parents advance their own education, they offer their children more educational opportunities and serve as models for achievement. (Chase-Lansdale & Brooks-Gunn, 2014; Kaushal, 2014; Magnuson, Sexton, Davis- Kean, & Huston, 2009; Sommer et al., 2012) High quality child care or early childhood education programs have been found to promote young children's academic achievement and social-emotional development (Burchinal, Peisner-Feinberg, Bryant, & Clifford, 2000) Such programs also serve the dual purpose of enabling parents to be in the workforce (King et al., 2011) or to pursue their own education (Sommer et al., 2012) When services for children and parents are coordinated, children benefit from the improved environments provided by both parents and early education settings, and parents' motivation and effort in the workforce increases as they see that they can be models for their children. When children come home from early education with enhanced language and behavioral skills, the adults around them respond with increases in cognitive stimulation and reductions in punitive parenting.

Why Do We Need 2-Generation Programs?

Intergenerational poverty is a major problem in the United States. Economic mobility across generations (or the ability for children to do better financially than their parents) has diminished over time, and Austin is no exception, with lower mobility rates than many major cities. (Chetty et al. 2014) Although the causes of this decline are numerous, it's clear that many low-income families experience a complex network of challenges that hamper their ability to get ahead. Low-income parents often have low levels of education and job skills that limit their economic opportunities as well as the quality of the environments they provide for their children. Chronic poverty produces toxic stress that affects adults' abilities to perform well in the workplace and provide a high quality home environment, which in turn impairs children's cognitive and emotional well-being. A chronic lack of affordable, quality childcare in lower income communities in Austin makes it difficult for parents to acquire and maintain employment.

They're often forced to choose child care of low quality, which leaves their children at an academic disadvantage long before they enter school.

While there are many good programs in Austin addressing these issues, most focus solely on low-income adults or solely on their children, ignoring the fact that economic and social challenges affect whole families. The current fractured service delivery approach exacerbates the problem, as each member of the family can be a barrier to the progress of other family members.

Why is Two Better than One? One Plus One Equals Three

Two-generation programs are based on the assumption that the benefits from each component multiply to produce a whole greater than the sum of its parts. Experience with such programs in other locations provides guidelines about their essential components (Chase-Lansdale & Brooks-Gunn, 2014):

- High quality services for both parents and children that are of equal duration and intensity.
- Workforce programs that incorporate basic and postsecondary education with workforce development for jobs that offer opportunities for advancement.
- Strong connections and coordination between the services for parents and children.

In other localities, two-generation programs have begun in several ways: programs for adults have expanded to include quality early childhood education; programs for children have expanded to include adult education and workforce development; or programs containing both components have been expanded. We seek to encourage a two-generation focus across the Austin/Travis County community; hence, any of these avenues may be possible.



1 + 1 = 3

What Constitutes High Quality Two-Generation Programs?

For two-generation approaches to be successful, each component (adult education and workforce training or education, early childhood education, and the coordination between the two) must be of high quality. An appreciation of what constitutes quality has developed out of decades of research on individual programs, and we can bring this knowledge to bear in the coordination of two-generation programs. Initially, programs may encompass many but not all of these components, but over time, the path to including most of them should be clear.

Adult Workforce & Education Programs

After years of research indicating that workforce and education programs were only somewhat effective (e.g., LaLonde, 1995, Orr et al., 1995), recent years have seen the emergence of highly effective workforce programs for adults and older youth. (e.g., King, 2014; King and Heinrich, 2011; Maguire et al., 2010, Smith and King, 2011; Smith et al., 2011) Such results have been confirmed in multi-state evaluations of Workforce Investment Act programs. (Heinrich et al., 2008, Hollenbeck et al. 2005)

Adult Workforce & Education Programs

**MAKE
AUSTIN
GREATER**

What do high quality workforce and education programs for adults look like?

Such programs:

- Have **clear near- and longer-term goals for success**, largely centered on attaining **economic self-sufficiency and stability** and meeting **client-defined goals**.
- Focus on **growth sectors** of local labor markets, offering **well-defined opportunities for career advancement**, such as health care, advanced manufacturing, water/waste management.
- Feature **stackable credentials** associated with **well-structured career pathways**.
- Stress **substantive skills development** for positions with long-term career advancement rather than immediate job placement in any job.
- Provide **basic education programs** to help lower-skilled individuals acquire the foundational skills needed to move into and succeed in higher-level skills development.
- **Contextualize adult education and English-language skills acquisition** within occupational skills development.
- Emphasize **intensive, competency-based services**, in which participant progress is based on performance and accomplishment rather than simply hours spent in a classroom.
- Employ **career coaches/counselors/navigators** to guide participants in making decisions about career pathways and to ensure that they actively and regularly participate in key activities.
- Rely on **peer assistance via cohort-based approaches** to actively engage participants in providing their own support for participation and success.
- Often provide **asset building and financial literacy** assistance as well to ensure that income gains are sustainable.

Early Childhood Education & Childcare Programs

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Early Childhood Education & Childcare Programs

Although two-generation programs can encompass services for children from infancy through adolescence, we emphasize early childhood programs because of solid evidence that such programs as Head Start, pre-kindergarten, High-Scope/Perry Preschool, and the Abecedarian Project, have positive effects on children’s cognitive skills and school readiness. (Shore, 2009) Rigorous evaluations have documented effects lasting into adulthood across an array of important outcomes, including socio-emotional and non-cognitive skills, educational attainment, labor-force participation, economic well-being, and health. (Camilli et al., 2010, Campbell et al., 2014, Deming, 2009; Heckman, 2008; Yoshikawa et al., 2013) High quality early childhood programs, such as those operated as part of Educare’s Bounce Network (Yajezian & Bryant, 2010) and in such places as Tulsa, Oklahoma (Bartik et al., 2012; Gormley et al., 2011), yield substantial impacts on children’s intellectual and social-emotional development that enable children to succeed in school and in life.

What do high quality childhood education programs look like?

Such programs:

- Offer **continuity of services to children** for at least 15 hours a week for a minimum of nine months of the year. High rates of attendance are critical to success.
- **Meet high-quality standards** as defined by the top tier of the Texas Quality Rating Information System (QRIS, currently in development), National Association of Childcare (NAC) or National Association of the Education of Young Children (NAEYC) accreditation.
- Offer **sufficient subsidies** through contracts with the Child Care System (CCS), center-based scholarships or other funding sources to help low-income families access and maintain services.
- Employ **highly skilled professionals** who are family-focused, culturally sensitive and linguistically matched to the enrolled families.
- Provide a **warm and responsive learning environment** with scores above the national average in all categories of the Classroom Assessment Scoring System. (CLASS; Pianta, LaParo, & Hamre, 2008)
- Use **evidence-based curricula** that **address both cognitive and social/emotional development**.
- Involve parents in ways that are sensitive to and aligned with the **cultural values and dynamics of the families**.
- Promote **healthy behavior**, including good nutrition and physical activity.

Coordination and Support Services

To support families and enable them to take full advantage of workforce and early childhood education services, two-generation programs coordinate their services and offer additional supports. Ideally, two-generation programs should:

- Provide **requisite support services**, including transportation, financial literacy and housing assistance, if needed, to facilitate families' successful participation in programs and subsequent success.
- Maintain a **continuity of services and supports** across family transitions and entering or exiting programs.
- **Schedule activities and services** in a coordinated fashion to minimize the burden on families' time.
- Ensure all levels of staff **communicate** across programs in a consistent and systemic way.
- Develop a common understanding of the **community need** across partner agencies.
- Coordinate and design **eligibility requirements, renewal schedules, and applications** across systems.
- Ensure that agencies understand **the outcomes and procedures of their partner agencies**.
- Partner with a third-party evaluator to assess the program **across the entire collaboration** rather than separately within each partner organization.

Coordination and Support Services

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How Can We Implement Two-Generation Programs in Austin?

Our community has many low-income families with young children, and childcare is very expensive. Data from the Texas Regional Opportunity Index demonstrates that childcare currently constitutes 14.5 percent of a family's budget in Travis County, which is higher than the 11.1 percent of a family's budget spent on average in Texas. In addition to burdensome costs for childcare, many families are struggling just to get by. 18 percent of all individuals live in poverty in Austin, up from 15 percent in 2007.

According to 2012 American Community Survey data, the percentage of children under age 18 living in poverty in Austin was 26 percent in 2012, up from 19 percent in 2007. Furthermore, data reported by the Annie E. Casey Foundation shows that from 2006-2012, the percentage of Austin children living in extreme poverty (less than 50% of the federal poverty level) has risen from 10 percent in 2006 to 15 percent in 2012. This percentage is higher than the statewide average of 11 percent.

These children are growing up with multiple barriers to becoming educated themselves and to becoming productive workers of the next generation. These barriers operate well before children reach formal schooling age. **Changing the opportunities of our families as well as those of their children is not only humane but is essential to the economic well-being of our community.** Two- generation programs are one promising avenue to promote family well-being and to reduce the intergenerational transmission of poverty.

“

The percentage of Austin children living in extreme poverty has risen from 10 percent in 2006 to 15 percent in 2012. This percentage is higher than the statewide average of 11 percent.

”

What Will This Take?

It will require agencies that typically work only with adults or only with children to identify common barriers, to coordinate their services, and to share resources. It will require some external support to facilitate and support these collaborations. Finally, it will require a commitment to serving low-income families in Austin in the most efficient and effective way possible, even if it means thinking outside the box. Thankfully, there is an abundance of such a commitment among service providers in the Austin area, and the early excitement they have expressed for a two-generation approach make clear that it is feasible.

Two-generation programs have incredible promise for serving low-income families in Austin. It's time to put them into practice to see how two can indeed be better than one.

The Austin Two-Generation Advisory Committee calls on service providers in the Greater Austin area to endorse the two-generation approach outlined in this document and to strive to create two-generation programs both within and across service providers.

The Austin Two-Generation Advisory Committee is made up of representatives from Austin Community College, Austin Independent School District, the City of Austin, United Way for Greater Austin, Workforce Solutions-Capital Area, Travis County and the Sooch Foundation. Drs. Christopher King and Aletha Huston with the University of Texas at Austin are current Advisory Committee co-chairs.

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Support for an Austin Two-Generation Strategy

Over the past year and a half, a group of stakeholders and thought leaders from the Austin community representing adult workforce, education and early childhood education programs met to discuss how our community might collaborate to implement a two-generation investment strategy for alleviating multigenerational poverty in Austin. In October 2014, the Advisory Committee vetted its vision with a large group of service providers, policymakers, funders, researchers and other stakeholders and incorporated their suggestions.

Vision Statement

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

A more in-depth explanation of this vision, complete with references to the evidence upon which it's based, is attached.

Next Steps

The Two-Generation Advisory Committee asks that Ascend at the Aspen Institute formally endorse the Austin Two-Generation Vision. Your endorsement signifies that you support the two-generation vision and will consider taking future actions to assist with its implementation. Endorsement does not commit Ascend at the Aspen Institute to taking specific actions at this point.

We invite you to engage in an ongoing conversation in a series of meetings about how to make the Two-Generation vision a reality. In these meetings we will:

- a. Speak with innovative local two-generation programs and learn about the latest research and promising national models from leading academics in the field.
- b. Build concrete partnerships to help agencies move toward two generation policies and programs with a focus on finding solutions.
- c. Identify local and state policy changes to encourage and support two-generation programs. These ideas will be collected into a policy agenda for which the Advisory Committee will advocate and advance.

A 2-Gen Vision for Austin Appendix 1



Endorsement for an Austin Two-Generation Vision

_____ endorses the following Two-Generation Vision for Austin:

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

Our endorsement signifies that we support the two-generation vision and will consider taking future actions to assist with its implementation. While our endorsement does not commit Ascend at the Aspen Institute to taking specific actions at this point, we are excited about the momentum behind the two-generation approach and the potential of our participation.

Name: _____

Title: _____

Date: _____



United Way for Greater Austin

APPENDIX 2

2-GEN ADVISORY COMMITTEE LOGIC MODEL

Target Population	Client Goals	Inputs & Interventions	Outputs	Short and Medium-term Outcomes	Long-term Outcomes
<p>Parents</p>	<p>Parent Goals for workforce development</p> <ul style="list-style-type: none"> • ESL • ABE • GED/HS • Career training • Certification • AA degree • BA degree • Apprenticeships 	<p>Support for parents to meet their workforce goals</p> <ul style="list-style-type: none"> • Case management • Free or low-cost coursework leading to credential, degree, marketable skill • Tutoring or remedial coursework • Cohort system • Block class scheduling • Study support • ESL combined with workforce training • Interview and resume skill building • Job retention skill building • Job services (connecting parents to jobs) • Wage supplements • On-the-job training 	<p>Parent participation measures</p> <p>Parent completion rates</p>	<ul style="list-style-type: none"> • Parent satisfaction with services • Parent persistence through coursework • Parent completion of course work with satisfactory results • Measurable skill development • Credentials earned • Improved earnings • Job stability • Job quality • Positive movement AZ Self-sufficiency scale 	<p>Family Financial Stability</p> <ul style="list-style-type: none"> • Higher paying jobs • Higher family income • Greater job satisfaction • Participation in civic life <p>Long-term, generational impacts</p>
<p>Family Unit</p> <p>Complementary and reinforcing; aligned with Parent or Child interventions</p>	<p>Goals for family development</p> <ul style="list-style-type: none"> • Housing stability • Financial stability • Physical and mental well-being • Safety • Improved income/earnings 	<p>Wrap around family supports</p> <ul style="list-style-type: none"> • Subsidized housing • Financial literacy classes • Financial coaching • Matched savings accounts • Mental health counseling • Parenting classes • Parenting support groups • Peer support systems • Social gatherings to reduce isolation 	<p>Access measures</p> <p>Participation measures</p>	<ul style="list-style-type: none"> • Reduced family mobility • Asset building • Tangible financial plan • Better credit scores • Reduced usage of pay day loans, high cost check cashing • Parenting skills developed • Reduced stress, anxiety, depression • Improved parent-child interactions 	<p>Family Well-being</p> <ul style="list-style-type: none"> • Physical and mental health for all family members • Economic Assets: ability to manage short-term emergencies and realize future goals <p>Multiplier effects across generations</p>
<p>Children</p>	<p>Parent Goals for their Children</p> <ul style="list-style-type: none"> • Safe, nurturing care while parents are working • Skill development • School readiness/academic success • Social/emotional well-being 	<p>Support for children's care and education</p> <ul style="list-style-type: none"> • Subsidized, stable, high-quality ECE • High-quality OST programs for school-agers • Children's savings accounts • Tutoring • Mentoring programs • Apprenticeships 	<p>Access measures</p> <p>Participation measures</p>	<ul style="list-style-type: none"> • Increased school readiness • Improved school performance • Increased # of children who plan for college attendance • Improved school attendance • Less juvenile criminal behavior • Improved grades, test scores • Reduced grade retention 	<p>Student Success</p> <ul style="list-style-type: none"> • Student graduate from high school and college • Better career options and earning potential • Positive engagement with the broader community <p>Economic ROI on interventions</p>



United Way for Greater Austin

APPENDIX 3

2-GEN LOGIC MODEL TEMPLATE

Logic Model Template Appendix 3



United Way for Greater Austin

PROGRAM NAME:			
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES