



# 2-GEN TOOLKIT:

A GUIDE TO PROVIDING PROGRAMS THAT SUPPORT  
THE EDUCATIONAL SUCCESS OF PARENTS AND CHILDREN

MAY 2020



**ALL FAMILIES  
DESERVE ACCESS  
TO OPPORTUNITY.**

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## A 2-GEN APPROACH

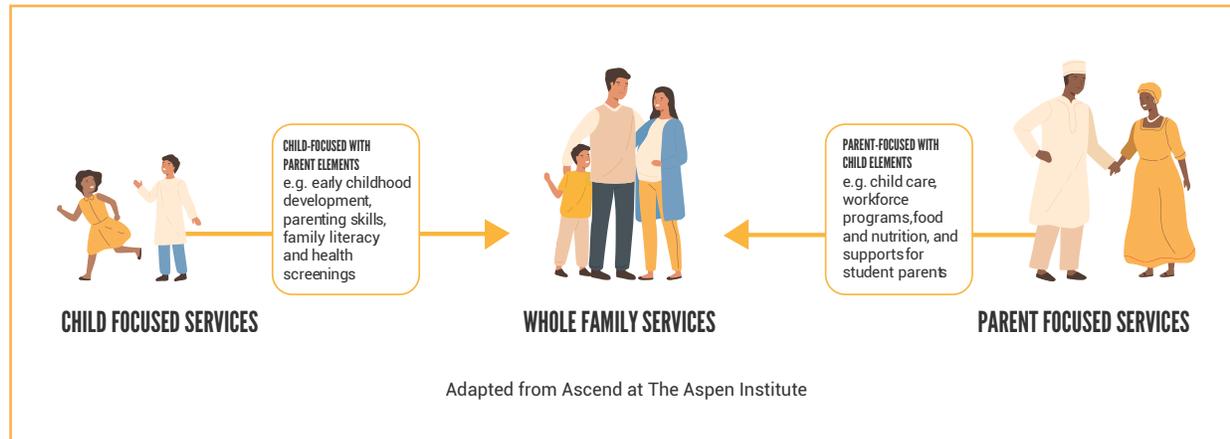
All families deserve access to opportunity. Systems that perpetuate intergenerational poverty threaten the well-being of Austin's residents and its economy, leaving far too many families behind. Although there are many promising anti-poverty programs, most focus solely on adults with low income or their children. Working in silos limits the benefits of programs that are child-focused or adult-focused. There are numerous efforts to grow the economy by developing the local workforce in the Austin area. However, when parents cannot access quality, affordable child care and out-of-school time (OST) programming, they are unable to take advantage of these opportunities. Similarly, the benefits of quality early childhood education (ECE) and OST are well known, but the likelihood of a child succeeding later in life is still affected by the education and income levels of his or her parents/caregivers.

**A DUAL-GENERATIONAL (2-GEN) APPROACH COORDINATES EDUCATIONAL OPPORTUNITIES FOR PARENTS AND CHILDREN FOSTERING ECONOMIC MOBILITY FOR WHOLE FAMILIES. PARENTS COMPLETE EDUCATION AND TRAINING THAT LEAD TO LIVING WAGE JOBS, AND CHILDREN ACHIEVE KINDERGARTEN READINESS AND SUCCESS IN SCHOOL.**

# PURPOSE OF THE 2-GEN TOOLKIT

The purpose of this toolkit is to help organizations offer programs that address the needs of two generations together, improving outcomes for both adults and children.

Family-centered programs support the goals of the [Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023](#). This toolkit offers examples of 2-Gen approaches in Austin/Travis County and questions to consider when adding child-focused or parent-focused elements to a program. While the toolkit may be helpful to communities across the country, it was specifically designed for the greater Austin area.



## THIS TOOLKIT CAN BE USED TO IDENTIFY:

- Benefits of a 2-Gen approach
- Gaps in your agency's current services
- Considerations for successful partnerships
- Potential agencies with which to partner
- Steps to move toward the middle of the "Whole Family Spectrum"
- Strategies to fund 2-Gen approaches

## WHAT MAKES A PROGRAM 2-GEN?

In Austin/Travis County, we use the following criteria, based on national research, to define a 2-Gen approach:

- 1 Services are delivered deliberately and simultaneously for both generations (parents/caregivers and children);
- 2 Outcomes are measured for both generations;
- 3 Services for children include interventions that promote the development of the child(ren) between the ages of 0-12; and
- 4 Services for parents/caregivers include adult education and/or job training leading to the potential of employment with a family-sustaining wage.

For the purposes of our community efforts, a 2-Gen approach meets all four criteria. However, adoption of any of the above criteria makes an approach more **family friendly**, which is a key goal of our 2-Gen community-wide work.



## WHAT DOES A 2-GEN APPROACH LOOK LIKE?

Typically, the creation of a new 2-Gen approach happens through co-location of services for parents and children. A job training program may collaborate with a quality early childhood education provider to offer both services on the same site. These partnerships allow agencies to maintain their high-quality programming within their area of expertise, while supporting the whole family through a 2-Gen approach.

The collaboration between [Housing Authority of the City of Austin \(HACA\)](#), [Austin Community College \(ACC\)](#), [Creative Action](#), and [Boys & Girls Club of the Austin Area](#) provides a great example of co-location to serve whole families. ACC provides adult focused services – vocational and technical training leading to certificates for jobs in high-demand fields. Creative Action and Boys and Girls Club provide child-focused services – evening child care that includes digital literacy and technology training. All services are offered at two HACA Section 8 project-based properties where families live. HACA Self-Sufficiency Case Managers provide referrals to workforce development partners for job readiness, search, placement, and retention.

## ALTERNATIVES TO CO-LOCATION

Co-location may not be a viable possibility for all organizations interested in meeting the needs of both adults and children. Some examples include:

- Home visiting programs focused on health, parent-child connection, and/or child development
- Parent education classes or play groups
- Housing programs for families with a low income
- Adult education/training programs that are unable to provide services for children onsite due to lack of space, criminal background of participants, or other barriers
- Child-focused programs that are unable to provide adult educational services onsite due to lack of space or other barriers

Organizations that do not co-locate adult and child services can still make shifts to meet the educational needs of the entire family and contribute to its economic stability.

Here are a few ideas to consider:

### **Child-focused or family-focused programs**

- How can we educate our staff about the range of free or low-cost adult education and training opportunities in our community?
- How can our staff better communicate the value of adult education and training?
- What is the best way to share middle-skill job training opportunities with the families we serve (e.g., a 15-minute presentation added onto an existing parenting class)?
- How can we make warmer “closed-loop” referrals to programs that offer adult education and training leading to a living wage job?
- Could we set up a referral partnership with an adult education and/or training provider to serve our parents?

### **Adult education programs**

- How can we educate our staff about the various early childhood education options (child care, pre-Kindergarten, and Head Start)?
- How can we better support the families we serve to select high quality early childhood education programs?
- How can we educate our staff about various Out-of-School-Time programs?
- How can we make warmer “closed-loop” referrals to programs that provide early childhood education or OST care?

## **BENEFITS OF A 2-GEN APPROACH**

2-Gen approaches have many benefits, including:

- 1 Decreased barriers to participation.** Providing both services at one location decreases barriers to participation related to transportation and child care. Parents spend less time traveling and finding high-quality care for their children.
- 2 Increased investment.** Co-location increases a family's investment in a program. Parents and children are excited to attend together and encourage each other's success. Parents are motivated to complete educational milestones not only to benefit themselves, but also to create a better life for their children.
- 3 Increased completion.** Children and adults are both more likely to complete programs when the needs of the entire family are met in a coordinated way.
- 4 Smart use of agency expertise.** Leaders in child services and adult services offer their unique expertise and experience, increasing overall program quality.
- 5 Families more likely to move out of poverty.** Young children benefit greatly from attending high-quality early childhood education. However, they benefit even more when their parents get the training they need and increase their incomes. *Just a \$3,000 difference in parents' income while the child is young leads to a 17 % increase in the child's future earnings. (Greg Duncan, 2011, "The Long Reach of Child Poverty," Pathways Magazine)*

# FORMING 2-GEN PARTNERSHIPS

This following is a list of questions any agency should consider before forming a 2-Gen partnership.

## **Assessing the value of a partnership**

- How could the addition of services for adults or children help us meet our program outcomes (e.g., Kindergarten readiness, training completion, etc.)?
- What are the possible benefits to the families we serve?
- What are the potential risks to our organization?

## **Assessing capacity to form a partnership**

- Do we have the capacity to take this on right now?
- How much staff time might it take to set up this partnership?
- Who on our existing staff can take this on?

## **Potential partners and next steps**

- Which programs complement the services we provide to elevate whole families?
- Who are our potential partners?
- What is our first step? (see sections below for more guidance on this)

## **Aligning programs**

- Are the goals of our agency and a potential partner agency aligned?
- How will the agencies/programs communicate about logistical details, as well as the needs of specific families?
- How will problems or conflicts be resolved?
- 2-Gen approaches measure outcomes for both generations; How will we measure the child growth and development or school success of children and the educational success of adults?
- What additional supports can we provide families (e.g., parenting education, support groups)?

## **Proactively addresses barriers and funding**

- What barriers exist within our current programs (eligibility or funding requirements) that may affect our families' ability to participate in another program? What is needed to tackle those barriers?
- How might current funding sources be used to support a 2-Gen approach?
- What additional funding is needed?

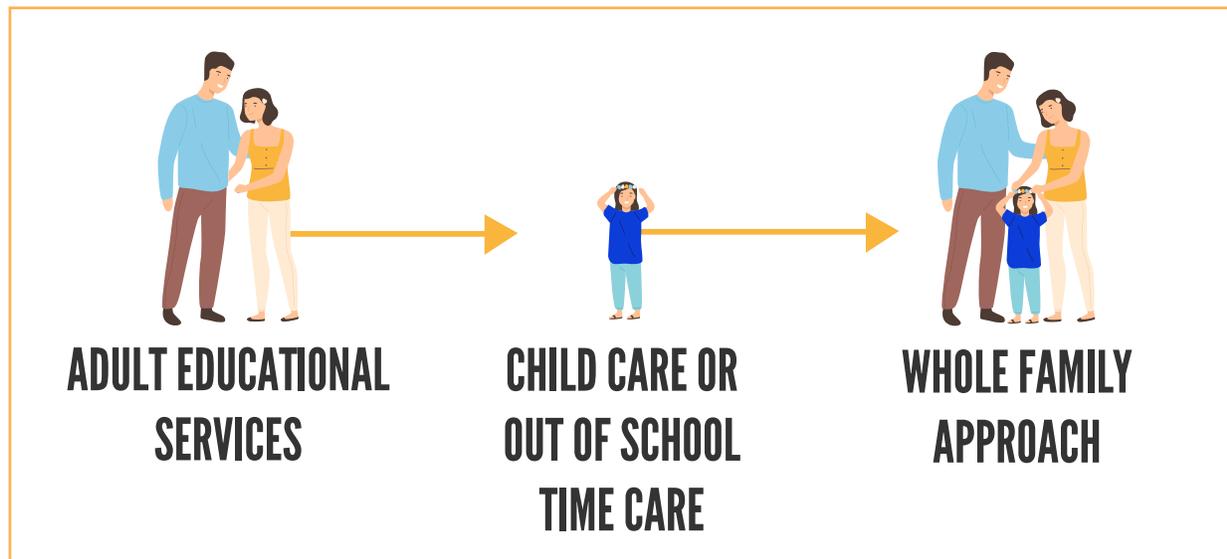


# ADULT-FOCUSED PROGRAMS INTERESTED IN ADDING CHILD-FOCUSED PROGRAMMING

This section is for organizations that primarily serve adults who are considering the addition of services for children. It provides some key background information and a list of questions to help you determine your next steps. This section assumes child-focused programming would be added to the same site offering adult programming.

Organizations offering the following programs for adults may benefit from partnering with child-focused service providers.

- English as a Second Language (ESL)
- Adult Basic Education (ABE)
- High school diploma or equivalency (HSE)
- Postsecondary education (associate or bachelor's degree programs)
- Workforce training
- Certification programs



## BACKGROUND INFORMATION

Potential services for children generally fall into the following categories:

### 1 Young Children

- Licensed child care (typically full time)
- Unlicensed child care, offered while parents are onsite (12 hours or less/week)
- Pre-Kindergarten
- Head Start

### 2 School-age Children

- Part-time out-of-school-time care – after school, evenings
- Full-time out-of-school-time care – summers

**Initial questions:**

- How many adults in our program are parents?
- Do they need child care?
- What types of child care do parents use now?
- What are the challenges with their child care (e.g., unreliable, parents unhappy with quality of care)?
- Would parents use child care if it was offered here?
- Would significant numbers of new adults enroll in our programs if child care was offered?
- How many hours/week do adults need children's services (consider study time, work time)?
- Which age group(s) do the children of the adults we serve fall into – younger children (0-5) or school-age children (6-12)?

## 1 Services for Young Children

**Unlicensed part-time child care**

If your program has a need for 12 hours or less of child care per week, unlicensed child care may be considered. Programs that offer 12 hours or fewer of child care while parents are onsite can be exempt from State Child care Licensing Guidelines, making it faster and easier to set up this type of child care. While this type of child care does not require licensure, it is still extremely important to ensure it is safe and aligned with the developmental needs of the children it serves. Several 2-Gen approaches offer high-quality part-time care that looks almost identical to what would be found in a licensed center. See more about what needs to be considered in the [Quality](#) section below.

For more about part-time child care for school-age children, see the [Licensed child care](#) section below. This type of part-time unlicensed care currently has few funding sources and requires creative financing.

**Example 1:** ACC & YMCA. Children attend the YMCA's drop in child care up to 12 hours/week while their parents attend classes. Both services are offered at ACC's Highland campus.

**Example 2:** At a Foundation Communities (FC) affordable housing complex, children attend child care provided by FC staff, while their parents attend ESL classes provided by ACC next door.

**Licensed child care**

If your program has a need for more than 12 hours of child care per week, licensed child care may be a good fit. Programs that offer more than 12 hours of child care per week and/or care for children at a different site from where parents are attending training/school must follow [Texas Health & Human Services guidelines](#). Meeting licensing requirements may make it more time consuming and complicated to set up this type of child care.

Licensed programs can contract with Workforce Solutions Capital Area to provide subsidized child care. This means they can access child care subsidy funding as a sustainable revenue source. Parents must first qualify for care and wait for a spot to open up – this process can take weeks to months. Parents using child care subsidies that have any income must pay a child care co-pay.



Texas child care licensing guidelines are fairly minimal. In order to affect child outcomes, a program must be high-quality. See more about what needs to be considered in the [Quality](#) section below.

Once a child care program becomes high quality, it receives higher reimbursement rates from Workforce Solutions Capital Area. It may also be eligible to offer pre-Kindergarten in collaboration with a school district. Foundation Communities offers a full-day pre-K3 program at several locations. Previously, they offered this program as a part-time option funded by private dollars. Becoming licensed and meeting quality requirements enabled them to offer pre-K in collaboration with Austin Independent School District. They now fund their program in part with public pre-K funding.

**Example 1:** Goodwill Excel Center opened an onsite child care center to serve its students. In 2019, the Center elected to become licensed in order to serve students for more hours per week and access child care subsidies.

**Example 2:** ACC offers a full-day, licensed, high-quality child care center that serves several dozen students at its Eastview campus.

### **Head Start**

Early Head Start and Head Start programs offer high-quality care for children 0-5. Some programs offer a typical school day schedule (7:45 am-2:45 pm), while others offer care for the entire workday. Families must meet [poverty guidelines](#) to qualify, and services are completely free. Head Start grantees can and do offer their services in various community sites. The program is federally funded and enrollment is capped, so availability is limited.

## Quality

High-quality early childhood education can yield a range of short-term and long-term benefits for participating children – less grade repetition, fewer referrals to special education, higher high school graduation rates, and more. However, children only reap these benefits when a program is high quality. Texas measures quality through the [Texas Rising Star](#) Quality Rating System that rates a fraction of licensed child care centers. The National Association for the Education of Young Children (NAEYC) provides the “gold star” marker of quality. To achieve NAEYC accreditation, programs meet even higher standards of quality.

Out-of-school-time providers that accept child care subsidies can participate in the Texas Rising Star system. Additionally, [Learn All The Time](#), a nonprofit program provides resources and technical assistance to help OST providers achieve high-quality care.

## 2 **Out-of-School-Time care for school-age youth**

Out of School Time care for school-age youth also must be licensed. If your adult educational program runs during afterschool hours or during the summer, and includes many adults with children ages 6-12, this might be a good fit.

### **Who will provide the child-focused services for the adults my organization serves?**

Adult-focused organizations may opt to set up licensed or unlicensed child care themselves or collaborate with a provider to offer child care. The Family Pathways team at United Way for Greater Austin can help agencies think through the decision-making process and identify organizations with which to partner.

Some adult-focused organizations that serve large numbers of families will not elect to provide onsite child care. These organizations can increase the family focus of their programs by:

- Supporting families to select high-quality early childhood education and Out-of-School-Time care
- Measuring outcomes for both generations.

### **Key questions**

The following questions are offered to help adult educational organizations thoroughly plan successful services for children:

#### **Location & timing**

- What times and days could your facility be available to provide child care?
- How late is too late to provide child care (e.g., until 9:00 pm)?
- Where might we offer child care? Consider availability of bathroom, sink, and play space.
- If offering licensed child care, what changes need to be made to the room to meet licensing requirements?

#### **Number of child care sections & staff**

- How old are the children who will attend?
- How will we group children (e.g., by what ages)?
- How many total groups of children will we have?
- How many classroom and teaching staff will be needed to serve these groups of children?

### Staff considerations

- What adult to child ratios will we meet for each age group?
- What are the qualifications of the people providing child care? What is their training?
- Have they passed necessary background checks?
- Are staff sensitive to the needs of the population we serve?

### Child care activities/curriculum

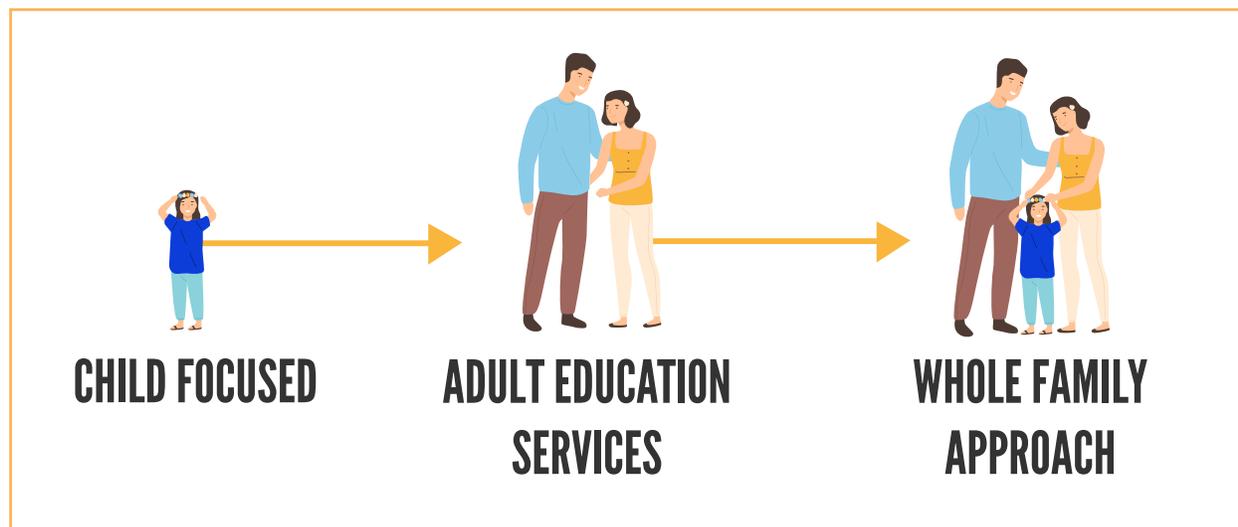
- What activities will be provided?
- What components will make up the schedule (e.g., snack, free play, outside time)?
- Will we use a curriculum? Which one?
- What toys and materials are needed? Which agency will provide them? What can be donated? What may need to be purchased?

### Funding

- What is the cost of providing child care during adult services?
- Could parents pay any portion of the child care cost? What costs are parents currently paying for child care?
- What is the cost of employee time?
- What is the cost of necessary materials?
- Is there a cost for using the space?
- Where will those funds come from?

## CHILD-FOCUSED PROGRAMS INTERESTED IN ADDING ADULT-FOCUSED PROGRAMMING

This section is for organizations that primarily serve children who are considering the addition of services for adults. It provides some key background information and a list of questions to help you determine your next steps. This section assumes adult-focused programming would be added to the same site offering child programming.



Organizations offering the following programs for children may benefit from partnering with adult-focused service providers.

- Independent school districts
- Charter Management Organizations
- Child care centers
- Head Start
- OST Out-of-school-time programs

## BACKGROUND INFORMATION

The range of potential educational services for adults is wide. Most 2-Gen partnerships find success offering the following adult programs that may lead to a job with a living wage:

- Adult Basic Education (ABE) – GED, High School Diploma or Equivalency Degree
- English as a Second Language (ESL)
- High school diploma or equivalency (HSE)
- Postsecondary education (associate or bachelor's degree programs)
- Workforce training
- Certification programs

The first step for a child-focused organization interested in adding adult services is to assess the educational levels and interest of the parents of the families you serve.

### Initial questions:

- What is the education level of the parents of the families we serve?
- What might be their next step (e.g., ESL, GED, HSE)?
- What types of school/job training programs are of interest to them?
- How could obtaining greater education/training change the future for participating families?

Adult-focused educational programs fall roughly into three categories.

- 1 Foundational education programs including English as a Second Language (ESL), Adult Basic Education (ABE), and high school diploma or equivalency (HSE).
- 2 Short-term workforce training and certification programs. [The Family Opportunity Roadmap](#) prioritizes training programs for high-demand careers in healthcare, information technology, and skilled trades, as well as entrepreneurship. High-demand fields have pathways to middle-skill jobs in the Austin area that earn a family-sustaining wage.
- 3 Postsecondary education including associate or bachelor's degree programs. These programs may also lead to careers in high demand fields. Please note that because of the length and complexity of these programs, it probably does not make sense to offer them on-site at a child-focused program.

**Example:** One example of a child-focused organization adding adult educational programming occurs in Austin ISD. More than a dozen elementary schools offer ESL or HSE classes. Children attend school concurrent with adult programming. One school also offers a paraeducator certification program.

## **Who will provide the adult education services for the parents my organization serves?**

There are many organizations in the 2-Gen Coalition that provide adult education services. Some already offer programs in the community. The Family Pathways team at United Way for Greater Austin can help agencies think through the decision-making process and identify organizations with which to partner.

### **Key questions**

Child-focused organizations can identify which type of adult education would pair best with existing services by considering the following questions:

#### **Selecting an educational program**

- What are the most common educational levels and wants/needs of our clients?
- Are there at least 15 adults interested in the same type of educational program?  
Note: The minimum class size varies by agency, but 15 is a good standard to start with.
- If ESL or HSE is the desired program, what are the educational levels of interested parents? ESL, for example, has multiple levels.
- What type of certificate or credential would participants earn upon completing the program? How will they find a job? Will they need additional education before obtaining a job?
- What program level of intensity can parents commit to?  
(e.g., number of weeks or months)
- What program level of intensity can our agency commit to?  
(e.g., number of weeks or months)

#### **Location & timing**

- What times and days is your facility available for the adult education program?  
Note: Strongly consider times when child care is already occurring to minimize costs.
- When are interested adults available?
- Where might we offer the adult education program? Some programs require spaces with specific types of outlets and storage – check with adult education providers for specific space requirements.

#### **Staff considerations**

- What are the qualifications of the people providing adult education services? What is their training?
- Are staff sensitive to the needs of the population we serve?
- Have they passed necessary background checks?

#### **Funding**

- What is the cost of providing adult education services?
- If there is a cost, could parents pay any portion of it?
- What is the cost of employee time?
- What is the cost of necessary materials?
- Is there a cost for using the space?
- Where will those funds come from?



## GETTING STARTED

At this point you may be overwhelmed and wondering if a 2-Gen approach is possible for your organization. Remember to take it one step at a time and reach out to the Family Pathways team for technical assistance. Below are the stories of two organizations that set up co-located partnerships and links to example partnership agreements.

[AVANCE](#) has served whole families in Austin for decades through early childhood education and parenting education. Participation in the 2-Gen Coalition increased their desire to offer more educational options for parents. In 2019, they added two options for parents – ESL and Entrepreneurship classes.

With the support of a small United Way ATX grant, AVANCE partnered with the [Economic Growth Business Incubator \(EGBI\)](#) to provide entrepreneurship training. AVANCE set up a second collaboration with [ACC](#) to offer ESL classes. Parents can attend either EGBI's course or ESL while their children attend early childhood education classes hosted by AVANCE staff. The programs run concurrent with the long-standing parent education program. AVANCE has been able to add these educational programs and a few additional children per class utilizing existing early childhood staff. AVANCE's 2-Gen approaches are funded through a combination of multiple philanthropic grants, fundraising efforts, and ACC adult education monies.

American YouthWorks (AYW) has provided workforce training to under-served young adults for many years. In 2017, they began to see the need for child care as a major barrier to adult retention and completion. AYW reached out to Child Inc., who provided Head Start classrooms next door to AYW's location. Child Inc. was fully enrolled with a wait list and could not meet the immediate child care needs of AYW parents.

Instead, AYW and Child Inc. created a temporary child care option for children of AYW parents. Until a Head Start spot opens up, children attend high-quality care run by Child Inc. on AYW's campus. The new child care is funded by United Way ATX, child care subsidies, and private funds.

Organizations that collaborate to provide 2-Gen services typically create a Memorandum of Understanding (MOU) that outlines roles and responsibilities of each partner. A Data Sharing Agreement (DSA) is also recommended to minimize paperwork for families and support partners to measure outcomes for parents and children. Links to example documents can be found in these links:

[Memorandum of Understanding \(MOU\) example](#)  
[Data Sharing Agreement example](#)

# FUNDING 2-GEN APPROACHES

2-Gen approaches are almost always funded by a combination of funding sources. The Annie E. Casey Foundation outlines three strategies for combining and leveraging funding: braiding, blending, and pooling funds. These three methods are especially helpful for funding 2-Gen approaches that utilize different funding streams.

Ideally, providers leverage existing funding for one service to obtain additional funding for another. For example, a service provider that provides adult education could apply for a grant to fund part-time child care that would increase the retention and completion of students who are parents. **While there is significant public funding for adult education and workforce training with many pathways for parents to attend free of charge, funding sources for concurrent child care are extremely limited.** Funding is often competitive.

## Adult Education Funding

Some adult education providers, like ACC, offer many programs in the community free of charge with existing grant funds. Others are set up to collaborate with Workforce Solutions Capital Area to fund training with workforce dollars. Additional programs such as Capital Idea and PelotonU help adults access affordable loans and grants to fund their education.

## Child-Focused Services

There are three major sources of funding for early childhood services:

Child care subsidies - Licensed child care programs can contract with Workforce Solutions Capital Area to provide subsidized child care. Parents can apply for child care subsidies, which once secured, go to the child care program to pay for services.

Head Start – Two local organizations have federal Head Start grants and run Head Start programming – Child Inc. and Austin ISD. These organizations have the discretion to offer their services in various community sites. Families must meet [poverty guidelines](#) to qualify and services are completely free. The program is federally funded and enrollment is capped, so availability is often limited.

Pre-Kindergarten – School districts and Charter Management Organizations access state monies via the Texas Education Agency to fund pre-K. The program is free of charge to four-year-olds who qualify. Some districts also offer pre-K for three year olds. Most children who qualify meet free and reduced lunch eligibility or speak English as a second language. Child care programs that meet quality standards can collaborate with districts and intermediaries like United Way ATX to offer pre-K.

City, county, and school district funding supports some child care offered concurrent for adult education, such as child care centers for teen parents offered by Austin ISD, Del Valle ISD, and Manor ISD.

Out-of-school-time services for older children can be funding by child care subsidies, parent tuition, and private funds.

## Limited funding

Although there are three major funding sources support full-time child care (or at least full school day care) there are virtually no established funding streams specifically for part-time child care offered concurrent with adult educational programs. Child care subsidies can be used for part-time care, but only at licensed facilities. Meeting

child care licensing guidelines often is not fiscally reasonable for part-time adult education programs that want to offer limited child care.

### Four benefits to highlight in a 2-Gen funding proposal

When applying for funding, collaborating agencies can strengthen their applications by highlighting these four benefits:

- 1 Increased efficiency through shared location, recruitment, and programming, as well as improved conversion rate from intake to enrollment (offering everything at one site reduces barriers to participation)
- 2 Fiscal savings through sharing rent, operations, and other functions
- 3 Leveraged funding – new child care dollars fund the child care parents need to be able to attend school; Parents can fill empty slots in training and education classes, making better use of our training funds
- 4 Improved outcomes for clients, as each program enforces the other

### Measuring outcomes

Tracking data on outcomes for both generations is crucial to obtaining and sustaining funding.

2-Gen collaborations need to be able to show that offering coordinated services improves outcomes for both generations. For example:

- Adults are retained and complete programs more successfully
- Adults have more capacity and time to support their children's growth and development
- Young children grow in their development and start Kindergarten school-ready
- School-age children have better grades, attendance, and life skills

**Braiding** is a strategy that coordinates multiple sources of funding for different purposes, increasing the services accessible to whole families. An example of braiding funding for a 2-Gen approach is when one funding source pays for child care and a second funding source pays for simultaneous workforce development for parents.

**Blending** is a strategy that combines funding meant for similar services to strengthen the services they support. Blending funding can benefit 2-Gen approaches by improving the quality of services and/or helping pay for services when one funding source is insufficient. One example of blending funds to support a 2-Gen approach is when two funding sources both pay for child care and by combining those funds, child care hours can continue into the evening during adult education classes.

**Pooling** is a strategy that combines multiple types of funds into a larger pool of money without restriction to specific programs or services. Pooling occurs when multiple sources provide funds that are combined and spent on all services in a 2-Gen approach.

*Source: Lehoullier, Kristin, and Karen Murrell. "Advancing Two-Generation Approaches: Developing an Infrastructure to Address Parent and Child Needs Together." Annie E. Casey Foundation, July 6, 2017. <https://www.aecf.org/resources/advancing-two-generation-approaches-1/>.*



## CONCLUSION

Co-location of adult and child services is a key element of success for many 2-Gen approaches. Creating linkages between programs that serve parents and children can improve outcomes for the whole family. The Family Pathways Leadership Team, 2-Gen Coalition, and United Way for Greater Austin are dedicated to expanding whole family approaches in Austin to move more families to economic stability.



# APPENDIX 1: DIRECTORY OF CO-LOCATED FAMILY CENTERED APPROACHES

Service Providers/Partners	Description of Co-location & Family Centered Approach
<b>Partnerships involving more than one organization</b>	
Todos Juntos & Austin Community College (ACC)	Early childhood education offered concurrently with ESL classes led by ACC instructors
Austin Area Urban League and Child Inc.	Child Inc. provides on-site childcare for parents participating in Austin Area Urban League's workforce training and job readiness program
American Youthworks (AYW) & Child Inc.	Adult education and job training provided by AYW concurrently with early childhood education provided by Child Inc; childcare funded by Head Start federal dollars, childcare subsidies and private funds
AVANCE & Economic Growth Business Incubator (EGBI)	EGBI provides entrepreneurship training for parents while children attend AVANCE's early childhood education program
AVANCE and Austin Community College (ACC)	ACC provides ESL classes for parents while children attend AVANCE's early childhood education program
Housing Authority of the City of Austin (HACA), Austin Community College (ACC), and Creative Action	ACC provides vocational and technical training. Creative Action provides evening childcare that includes digital literacy and technology training. All services are offered at two HACA properties where families live. HACA Self-Sufficiency Case Managers provide referrals to workforce development partners for job readiness, search, placement, and retention.
YMCA and Austin Community College (ACC)	YMCA provides drop-in childcare while parents attend classes at ACC's Highland Campus
Foundation Communities(FC) & Austin Independent School District (AISD)	Pre-K 3/early childhood education offered with AISD at select FC complexes with concurrent parenting engagement.
Foundation Communities (Free Minds Program), UT, ACC, and Creative Action	Parents attend a two-semester humanities course taught by ACC and UT staff; Creative Action provides concurrent childcare; All services occur at FC's M Station location
Austin Voices for Education and Youth (AVEY) and Austin Community College (ACC)	ACC offers ESL or HSE classes and children attend school concurrent with adult programming. AVEY offers whole- family case management.
Austin Independent School District (AISD) and Austin Community College (ACC)	ACC offers ESL or HSE classes at more than a dozen elementary schools. Children attend school concurrent with adult programming.
<b>Single-agency whole family approaches</b>	
Austin Community College (ACC)	Early childhood education offered during the day and 4 nights a week via ACC's Children's Lab School at ACC's Eastview campus for a few dozen students
University of Texas - CDCs	Early childhood education offered via 4 childcare centers for students
El Buen Samaritano	Out of School time care for school age kids is offered concurrently with year-round evening English as a Second Language (ESL) classes; camp for kids in 1st-7th grades is offered concurrently with morning ESL and computer classes during the summer
Communities in Schools' ASPIRE program	Early childhood education offered concurrently with ESL and HSE classes 4 days per week
Goodwill Excel Center and Exploration Center	Early childhood education offered concurrently with HSD classes via the Excel Charter school for adults
Southwest Key	Childcare or programming is offered for children 3-17 years old concurrently with evening HSE and ESL classes for parents
Foundation Communities	ESL classes for parents offered concurrent with evening childcare
Austin Independent School District (AISD)- Teen parents	Teen parents attend school while their children attend district- run childcare
Manor Independent School District (MISD)	Teen parents attend school while their children attend district- run childcare
Del Valle Independent School District (DVISD)	Teen parents attend school while their children attend district- run childcare

## APPENDIX 2: ADDITIONAL RESOURCES TO SUPPORT 2-GEN APPROACHES IN YOUR COMMUNITY

Resources for building 2-Gen approaches

- [Advancing Two-Generation Approaches: Developing Infrastructure to Address Parent and Child Needs Together](#) (Annie E. Casey Foundation)
- [Two-Generational Strategies to Improve Immigrant Family and Child Outcomes](#) (Center for Law and Social Policy)
- [Serving Immigrant Families Through Two-Generation Programs: Identifying Family Needs and Responsive Program Approaches](#) (Migration Policy Institute)

Resources for funding 2-Gen approaches

- [Advancing Two-Generation Approaches: Funding to Help Families Succeed](#) (Annie E. Casey Foundation)
- <https://www.aecf.org/resources/advancing-two-generation-approaches-integrating-data/>(Annie E. Casey Foundation)
- [Strengthening the Foundation: Strategic Evidence for Two-Generation Approaches](#) (Annie E. Casey Foundation)

# APPENDIX 3: RELEVANT STRATEGIES IN THE 2-GEN STRATEGIC PLAN

The following strategies in the [Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023](#) directly promote the formation of 2-Gen partnerships and co-location.

## Overarching Systems Change Strategies:

- 1 Cultivate strategic partnerships among existing adult and child-focused service providers.

This strategy aims to connect providers that work primarily with adults to providers that primarily support children in the 0-12 age range to provide more comprehensive services and leverage complementary resources.

- 2 Support the capacity of service providers who currently serve families using a 2-Gen approach.

This strategy aims to build the capacity of existing service providers that already provide, or that are poised to provide, services to families using a 2-Gen approach so they can improve the effectiveness of their services and/or serve more families.

## Educational Success Strategies:

- 1 Co-locate educational offerings for children and parents/caregivers.

This strategy aims to increase the number of educational opportunities for adults and children offered at the same time and location.

- 2 Increase child care/Out-of-School-Time (OST) options during afternoons, evenings, weekends, and summer (prioritizing children ages 0-12).

This strategy aims to increase the number of child care/OST offerings outside of traditional business hours to help support parents/caregivers enrolled in classes or working.

- 3 Improve access to adult education and training by reducing financial and logistical barriers to participation.

This strategy aims to enable more parents/caregivers to participate in adult education and/or job training by reducing financial and logistical obstacles to participation.



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