

TWO GENERATIONS TOGETHER

CASE STUDIES FROM HEAD START



NATIONAL HEAD START ASSOCIATION

Two Generations Together: Case Studies from Head Start

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Photo: Educational Alliance

Introduction

A Head Start for Two Generations

When Head Start was launched in 1965, at its core was the idea that families and communities were integral to any effort to support children’s successful learning and development. Fifty years after that first summer of parents and churches and community organizations opening classrooms for poor children and providing them with learning experiences, medical and dental care, and nutritious meals, Head Start has grown to serve more than a million children annually, always believing in parents as their children’s first teachers and a program’s most important partners.

That sense of partnership is inherent in every interaction between programs and families and represents a true two-generation mindset of advancing outcomes for children and parents together. Each year, every Head Start and Early Head Start family works with a family advocate who helps parents conduct a family needs assessment and create a family partnership agreement that lays out goals for both children and parents. Goals can range from immediate needs like safe housing and food security to aspirations for college degrees and fulfilling careers. Parent representatives are also elected to the Policy Council, a leadership body that makes decisions about the program’s design, staffing, curriculum, and more.

Head Start’s federal-to-local funding structure enables each community to create a Head Start program that best incorporates local resources and addresses families’ cultures, strengths, and needs. Decades of research have demonstrated clear benefits to Head Start children, both in the short-term and over the course of their lives. As a result of participation in Head Start, children:

- have lower childhood mortality rates,¹
- have stronger social-emotional development,²
- are more prepared for school,³

- require less special education and are less likely to repeat a grade,⁵
- have parents who spend more time helping them learn,⁶
- are less likely to become teen parents or depend on social service programs,⁷
- are more likely to graduate high school and attend college,⁸
- are less likely to be involved with the criminal justice system,⁸
- are less likely to smoke and more likely to be in good health as adults,¹⁰
- have higher incomes as adults,¹¹
- and achieve greater success in school and in life.

Much of this research has confirmed that impacts on family stability undergird children’s outcomes long after Head Start graduation, and those impacts remain a key focus for Head Start. In 2013-2014, 18% of Head Start children from two-parent households had both parents not working and another 60% had one parent not working; 49% of Head Start children from single-parent households had a parent not working.¹² While some parents were in school



Graphic Credit: Ascend at the Aspen Institute

or training programs, there are significant opportunities to do more to advance families' outcomes. Across the country, local programs have partnered with colleges, workforce agencies, banks, employers, foundations, hospitals, state agencies, and more to create a two-generation infrastructure for success. The case studies in this report display both the success of six such programs and the promise of all Head Start programs to help two generations together achieve stability and success.

National Awareness of Two-Generation Efforts

Over the last ten years, fields from neuroscience to economics have identified the early years of life as a critically important time to invest in children's life-long success. Yet children's outcomes are deeply related to their family context; changes in parents' education and income can cause changes in parent stress, home environment, and overall stability. These factors that mediate whether children are in a nurturing environment or face routine toxic stress. While Head Start has long recognized the importance of a whole child and whole family model, new national awareness has led to increased attention, funding, policy, and research around two-generation efforts.

In 2014 Ascend at the Aspen Institute, a partner for this report, launched the Ascend Network to mobilize organi-

zations and leaders to create a portfolio of two-generation solutions through practice, policy, and evidence building and political will. Ascend was created to identify and elevate solutions that shift mindsets, behaviors, practices, and policies to address what has been a seemingly intractable challenge: the intergenerational cycle of poverty in the U.S. As a policy program of the Aspen Institute, Ascend is a national hub for breakthrough ideas and collaborations that move children, parents, and their families toward educational success and economic security, and takes a two-generation approach to its work. Through a competitive review process, Ascend selected the National Head Start Association to join a network of diverse leaders and organizations striving to focus not merely children or adults but whole families through one or more key mechanisms, including early childhood education, postsecondary and employment pathways, economic supports, social capital, and health and well-being.

Compounding Impact

Children's outcomes vary based on their parents' educational attainment and income. Parents' ability to work and provide stable environments relies on their children having safe and reliable care and education settings. Research has explored how interventions both in the quality and quantity of low-income children's early learning experiences and their parents' increases in education, employment, and

Across the country, local programs have partnered with colleges, workforce agencies, banks, employers, foundations, hospitals, state agencies, and more to create a two-generation infrastructure for success.

income can contribute to strengthening children's outcomes - particularly when those interventions are integrated.¹³ One national study found that when young mothers with low levels of education increased their education while their children were young, maternal gains in education were associated with increases in children's reading and math skills in the early elementary years as well as higher quality home settings.¹⁴ Another study that examined the effects of policies to increase at-risk families' incomes found that increasing annual income by \$1,000 led to increases in children's achievement.¹⁵

Research on Head Start specifically also justifies the importance of working with children and parents together. A recent analysis of data from the Head Start Impact Study found greater success in all content areas for children with more engaged parents and suggested that enhancing parent engagement for less engaged parents may play a key role in Head Start's impacts.¹⁶ Another analysis has demonstrated that parents who enroll their three-year-old children in Head Start show steeper increases in education than similar controls.¹⁷ These findings are based on a national data set; the strongest two-generation Head Start programs may be doing even more.

Two Generations Together

The six examples in this report document how Head Start and Early Head Start programs across the country have worked with families, local employers, and community partners to create two-generation opportunities for children and parents to achieve lasting stability and success. Both the case studies and the analyses that follow are designed for two purposes. First, to give examples of what locally-designed success can look like to inspire the work of other early learning programs or adult education and training programs that want to be more deliberate in their own two-generation focus. Second, to inform policymakers and the broad spectrum of stakeholders how strong policies and local flexibility can achieve great things when programs are created and implemented in partnership with families. As national conversations continue, Head Start has a window of opportunity not only to showcase successes but to engage in continued efforts to enhance its collective commitment to families. Beyond implementation, advocacy must work to ensure policies and funding are designed to support proven two-generation efforts.

¹ Ludwig, J. and Miller, D. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.

² Zhai, F., Brooks-Gunn, J., & Waldfogel, J. (2011). Head Start and urban children's school readiness: a birth cohort study in 18 cities. *Developmental Psychology*, 47(1):134-52.

³ Puma, M., Bell, S., Cook, R., Heid, C., & Lopez, M. (2005). *Head Start Impact Study: First Year Findings*. Administration for Children & Families.

⁴ Zhao, H. & Modarresi, S. (2010, April). Evaluating Lasting Effects of Full-day Prekindergarten Program on School Readiness, Academic Performance and Special Education Services. Office of Shared Accountability of Montgomery County Public Schools.

⁵ Johnson, R.C. (2011). School-quality and the long-run effects of Head Start; Unpublished paper.

⁶ National Bureau of Economic Research. (2011, December). *Children's Schooling and Parents' Investment in Children: Evidence from the Head Start Impact Study* (Working Paper No. 17704). Cambridge, MA: A. Gelber & A. Isen.

⁷ Deming, David (2009). Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start. *American Economic Journal: Applied Economics*, 1(3), 111-134.

⁸ Garces, E., D. Thomas, and J. Currie. (2002). Longer-Term Effects of Head Start. *American Economic Review*, 92(4): 999-1012.

⁹ Anderson, K.H., Foster, J.E., & Frisvold, D.E. (2009). Investing in health: The long-term impact of Head Start on smoking. *Economic Inquiry*, 48 (3), 587-602.

¹⁰ Johnson, R.C. (2010). The Health Returns of Education Policies from Preschool to High School and Beyond. *American Economic Review: Papers & Proceedings*, 188-194.

¹¹ Johnson, R.C. (2011). School-quality and the long-run effects of Head Start; Unpublished paper.

¹² U.S. Department of Health and Human Services. (2014, September 1). *2013-2014 Head Start Program Information Report*.

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

¹⁴ Magnuson, K. (2007). Maternal education and children's academic achievement during middle childhood. *Developmental Psychology*, 43(6), 1497.

¹⁵ Duncan, G. J., Morris, P. A., & Rodrigues, C. (2011). Does money really matter? Estimating impacts of family income on young children's achievement with data from random-assignment experiments. *Developmental psychology*, 47(5), 1263.

¹⁶ Miller, E. B., Farkas, G., Vandell, D. L., & Duncan, G. J. (2014). Do the Effects of Head Start Vary by Parental Preacademic Stimulation?. *Child development*.

¹⁷ Sabol, T. J., & Chase-Lansdale, P. L. (2014). The Influence of Low-Income Children's Participation in Head Start on Their Parents' Education and Employment. *Journal of Policy Analysis and Management*.

Friends of Children of Mississippi, Inc.

TANF to Work and Ownership Project (TWO)

www.friendsofchildren.org



i Background

Based in Jackson, Mississippi, Friends of Children of Mississippi, Inc. (FCM, Inc.) serves children and families across fifteen counties in the Mississippi delta, where 47% of families are unemployed and 86% of Head Start parents are single female heads of household. Over forty-eight years since the program's inception, FCM, Inc. has taken as its mission to "strengthen children and families through community partnerships by providing a comprehensive child development program which enhances social competence and assisting families to become self-sufficient and serving as advocates for children and families." Nowhere is that commitment more evident than in their TANF to Work and Ownership (TWO) Project. As Dr. Marvin Hogan, the program's leader since 1966, says, they tell parents not that they'll help them but that they'll assist them: the project is based on partnership with families as the basis for all success.

Two Generation Program Design

Over years working with families, program leaders at Friends of Children of Mississippi, Inc. witnessed how poverty was robbing their communities and believed that through organizations working together they could change that pattern. The program worked hard with Head Start and Early Head Start children on school readiness skills, but believed that if they could focus on parent economics beyond just engagement in their children's education, the parents would see their own horizons expand and set an example for their children to follow as the family worked to break the cycle of poverty. To increase their impact, FCM, Inc. conceived the TANF to Work and Ownership Project (TWO), referring to Temporary Assistance for Needy Families, colloquially known as welfare. The goal was to move Early Head Start and Head Start parents from unemployment to employment, school, or entrepreneurship, based on their individual goals and interests.

FCM, Inc. first surveyed an area of a fifty mile radius across the delta, both talking with employers about the skill levels and professional abilities they were looking for and with families about their career interests. The training program offered to parents who enroll in TWO has evolved over time, and today begins with eight weeks of orientation that helps women who have often struggled with poverty their entire lives to establish self-esteem, self-respect, and self-pride. This orientation was suggested and designed in part by a former parent participant, and sets parents on a course

to goal setting and success. FCM, Inc. is a proprietary school certified in the state of Mississippi, and their trainers are social workers or nurses.

Following the "Achievement Day" that completes the orientation, parents begin a sixteen week training program in the area of their choosing from a range of careers that currently includes certified nurse assistant, child development associate, registered phlebotomy technician, carpenter, brick mason, and plumber. Training also focuses on universal professional competencies, like work ethics, appropriate dress and behavior in work environments, and other factors that will help parents achieve long-term employment. FCM, Inc. employs a specialist who knows all the resources in fifty miles, and after training is complete, the program refers parents to organizations in the community that know their program. FCM, Inc. also has partnerships with hospitals, a convalescent facility, and other employers, including a local Nissan factory, that offer internships for trained parents. As parents move into the work environment, FCM, Inc. continues to provide technical assistance for two years in an effort to support them in the face of obstacles that may arise.

Since 2003, the TWO project has enrolled 750 parents, primarily mothers; 726 of those enrolled have completed their GED or enrolled in college and gone on to successful employment. Ninety percent have secured employment or started businesses of their own. With time and support, FCM, Inc. leaders have watched parents' incomes rise increase above poverty level as they achieve self-sufficiency.

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Funding

The TWO project is funded in part through FCM, Inc.'s Head Start grants and also through support from Foundation for the Mid South, the Kellogg Foundation, Guaranty Bank and Trust Company, Bank Plus, and individual donations. While not directly funded by the state TANF system, FCM, Inc. has been licensed so that their training programs meet the work or training requirement for families receiving welfare.

Partnerships

Partnerships with local colleges, employers, and banks have contributed greatly to the strength of the TWO project. In particular, two efforts that FCM, Inc. designed collaboratively with Guaranty Bank and Trust Company have enabled parents to achieve greater stability and success. First, they developed an Individual Development Account (IDA) program that assists TWO participants to understand saving and budgeting and to establish a savings account with a particular goal in mind, typically to purchase a home or car, create a business, or provide tuition. Over time, the bank provides matching funds at increasing rates as parents' savings grow to help them reach their goals. Secondly, the bank stepped in to help FCM, Inc. address a major obstacle: many of the jobs available were too far from where families lived, especially if they didn't have access to a car. The bank provided funding for a contract with a transportation company that transports recent graduates of the TWO program to and from work for their first six weeks, until participants are able to establish the social networks they need for transportation until they've saved enough for a car. Collectively, community investment in the success of these parents and their children has been a starting point for huge impacts.

Research

For years, Friends of Children of Mississippi, Inc. has established a relationship with Mississippi's State Longitudinal Data System (SLDS) that tracks children's educational outcomes from early childhood through workforce entry. To date, they have demonstrated strong gains for Head Start graduates compared to their peers through the end of eighth grade, and the effort continues. To better understand how the TWO project impacts children in the long-term, FCM, Inc. also plans to work with the SLDS to compare Head Start children based on their mothers' participation in TWO. Based on other research that suggests maternal education and family income play mediating roles in children's school and life success, FCM, Inc. leaders are excited to see what they'll learn.

Future Efforts

The TWO project is currently primarily in the Mississippi delta, and the most immediate goal of FCM, Inc. leaders is to expand the program across more of their fifteen counties. Having seen parents' success, they are also eager to share lessons with programs across their state who have witnessed the impact of poverty and are ready to move beyond parental involvement to a two-generation approach.

The TWO program has assisted me to strive to become more understanding of others around me. It has built my self-esteem more so that others as well as myself can see the change in me. This program helps to improve all areas of life...it helps build character and establish a purpose in life.

- Sharan Bullock

Educational Alliance

College Access and Success Program

www.edalliance.org



i Background

Educational Alliance (EA) has been providing Head Start services for fifty years and Early Head Start for twenty years in Manhattan's Lower East Side, Chinatown, and East Village communities, and a range of early childhood through adult education services for over 125 years. Their service area has seen generations of new immigrant populations pass through, and today the area is one of the most diverse in New York City, with a population that includes a mix of immigrants and families in generational poverty; 68% of the students in the surrounding school district are eligible for free and reduced meals. Based on their work with young children and their success in supporting high school students through the college process, in 2011 the Educational Alliance set out to expand services for Head Start and Early Head Start families through the College Access and Success Program.

Two Generation Program Design

Educational Alliance's on-going work is framed as strategic experimentation to help Head Start and Early Head Start children succeed throughout their lives through a focus on parents' education and family economic stability. These efforts are guided by a Two Generation Task Force that brings together key stakeholders, including senior program staff, researchers, and funding partners, on a quarterly basis to review progress and inform continuous improvement. Services offered through the College Access and Success Program were designed based on the population served and in partnership with the Borough of Manhattan Community College (BMCC), part of the City University of New York and provider of adult education in this model. The program has evolved based on the strengths and needs of parents who have enrolled over the program's first few years.

The key components of the model are early childhood education, adult education and advising, and wraparound services to support parents' ability to engage and succeed in services. Adult education services vary based on individual parents' needs and can include English for Speakers of Other Languages (ESOL) courses, High School Equivalency classes, and assistance with college enrollment through graduation, as well as workshops on parenting, family literacy, financial education, computer literacy, and more. Many ESOL and other courses, as well as workshops, are co-located with children's programming, and additional child care for younger siblings is provided while parents are in class.

Educational Alliance has partnered with the NYU Steinhardt School of Culture, Education and Human Services to conduct a formative evaluation of this new initiative. Lessons from the first two years of implementation revealed that parents interested in ESOL classes were generally recent immigrants and highly motivated to gain language skills in order to navigate their new community and gain employment, which led to the customization of the model to address their language levels and interests. Language classes through the Borough of Manhattan Community Colleges are offered on-site at Educational Alliance along with additional academic support provided by partner organization New York Cares. Parents who are ready for and interested in college work one-on-one with a full-time college advisor to apply to, enroll in, and attend the college of their choice and access financial aid and career opportunities. Parents participate in financial education and parenting workshops with Educational Alliance and have access to interview and resume preparation, job research, and career planning through Educational Alliance's partnership with Henry Street Settlement.

In response to some parents leaving the College Access and Success program to take "survival jobs" for short-term financial stability, Education Alliance is refining the design of their program to include two tracks: one focused on college and another on education and language skills that enhance parents' ability to get living wage (or better) jobs while positioning them for college in the long-term if they so choose. They are also piloting a stipend program

with a subset of parents to explore the impacts of offsetting parents' investments of time and energy on enhancing their retention and persistence. As with other interventions and enhancements, outcomes will be tracked to inform the continuation and evolution of the program. Educational Alliance also provides general attendance incentives like age-appropriate books and toys parents can use with their children.

Educational Alliance promotes social capital among parents through efforts planned by their Policy Council to connect families and build a peer support system. Events to date include a College Access and Success Gala and a Parents Night Out.

Funding

Educational Alliance began the College Access and Success Program with a founding grant from the JPMorgan Chase Foundation in 2011 and later intensified their work with the support of the Annie E. Casey Foundation and participation in the Aspen Institute's Ascend Network. Additional funding comes from Educational Alliance's Head Start grant and either direct funding or in-kind support from the Borough of Manhattan Community Colleges Department of Education, Lower Manhattan Development Corporation, Parent-Child Home Program, and individual donors.

Partnerships

Educational Alliance works with City University of New York's Borough of Manhattan Community College (BMCC) to develop and implement adult education classes and a college-bond approach as well as four English for Speakers of Other Language (ESOL) Level 0 to 3/4 classes on-site for Head Start parents and higher levels at their campus. Other important partners include Community Financial Resources, which trains staff to support families' financial literacy, and the Henry Street Settlement's Workforce Development Center, which offers parents support in preparing resumes, interview skills, and career planning.

Research

Evaluation has been an on-going component of the College Access and Success program, and Educational Alliance has collaborated with the New York University Steinhart School first for a formative evaluation to explore the integrity and implementation of the model and with

an increasing impact focus as the program has progressed. Educational Alliance was selected by the Annie E. Casey Foundation as part of broader efforts to understand effective two-generation approaches and partners with James Bell and Associates and MDRC for that work. In addition, Educational Alliance is working with Metis Associates to develop a system for collecting, tracking, and analyzing program data and outcomes. Key measurement tools include assessments of parents' persistence, attendance, and academic progress toward goals and Teaching Strategies Gold for child outcomes; NYU evaluators also conduct focus groups, interviews, and classroom observations. Initial findings suggest that parents are more motivated to achieve higher education because of their children. About half of Head Start families have participated in the two-generation model since it was created, and additional data collection and evaluation are underway. Findings are used to inform continuous improvement and refinement of the model. Educational Alliance has also received a grant from the O'Neill Foundation to purchase a data system to link child and parent outcomes, including tracking families as children enter public schools.

Future Efforts

With a focus on supporting families until not only parents but their children have graduated college, Educational Alliance is exploring ways to continue deep partnerships with families after children transition out of Head Start and into elementary school, as they have done with the initial cohort of College Access and Success families. Continued support may include weekend and summer programming, family programming, parent social capital development, expanded roles for family advocates, and more. The College Access and Success program will also continue to explore and expand other elements of their work, including stipends and stackable credentials, that support families in the short and long-term.

"My daughter and I attend classes every day and we have perfect attendance. We love learning and going to school together. My teacher and my college advisor are also preparing me for college so I can achieve my dreams of obtaining a college degree, becoming a psychologist and achieving economic stability...I no longer feel lost or overwhelmed. The Alliance has given me the tools to change and improve our lives forever."

- Ramona Munoz

Southwest Human Development

Live and Learn: CDA Credentialing Program

www.swhd.org



Background

Southwest Human Development offers a wide range of early childhood services in Phoenix, Arizona, and provides Head Start and Early Head Start across five school districts where 73% of children are eligible for free and reduced meals. Their mission is “creating a positive future for young children.” In order to meet the varied needs of diverse families, including a large refugee community, Head Start and Early Head Start services are offered through both center-based settings and home visiting.

Two Generation Program Design

After Congress raised the education requirements for Head Start teaching staff in 2007, Southwest Human Development began building training infrastructure to ensure all their Early Head Start teachers and Head Start Assistant teachers earned their Child Development Associate (CDA) credential, a formal, competency-based credential that for many is the first step on the early childhood career pathway. In 2012, a new partnership opportunity with the Arizona Foundation for Women based on a shared commitment to help women affected by poverty and violence and a shared belief that access to education and vocational opportunities can make the difference gave birth to an expansion of the CDA Credentialing Program and enrolled twelve Head Start mothers.

The Live and Learn CDA Credentialing program includes 120 hours of classes, 480 hours of practical experience in Head Start or Early Head Start classrooms, development of relationships with an advisor and a practicum mentor, and ultimately a formal credentialing test to earn national certification. Southwest Human Development also addresses the readiness needs of parents through precursor skills development to prepare them for the workplace, focusing on professional behavior and practical skills like navigating public transportation systems, which may pose a challenge for refugee families. Training also includes an introductory computer course through Gateway Community College that earns participants three college credits and provides them with an initial experience of the community college system. As participants move forward in the training process, they have the opportunity to choose which CDA they will pursue - among the options are those with a preschool

or infant and toddler focus - and their practicum is designed to meet their interests. Once they've completed their CDA, Southwest Human Development has a partnership with Maricopa Community Colleges that facilitates parents' education about and enrollment in college coursework to further their studies even as they take jobs at Southwest Human Development and other early childhood providers in the community.

Southwest Human Development serves a large Somali population as well as other refugee communities, and through a partnership with the Arizona Department of Economic Security and the Office of Head Start, the program spent two years exploring how to make Head Start and Early Head Start services culturally relevant for refugee families. In addition to their efforts to streamline services with other organizations in the community, Southwest Human Development has enrolled Somali mothers in the Live and Learn program, and their staff reflects the diversity of their children.

Since the first year of Live and Learn, it has expanded by leaps and bounds. In its second year the program enrolled 34 parents, and now in its third year there are 40 participants. While a few men have participated, the large majority are women. Following the first cohort, Southwest Human Development has worked to build the social capital of their parents through mentoring, with each cohort that moves into the workforce mentoring the parents in training behind them to model success and support social mobility through networking and relationships. An alumni group has also been established to meet quarterly and engage

with guest speakers about moving their careers forward. As graduates of Live and Learn enter the workforce and continue their education, their incomes have slowly risen out of poverty. As leaders from Southwest Human Development put it, they'd love to put themselves out of business.

Funding

Two organizations are integral to the Live and Learn Program's implementation. The Arizona Foundation for Women provides underwriting that supports the materials and supplies necessary for CDA professional development and the cost of the CDA credentialing test and certification. Another community-based organization, Helping Hands for Single Moms, provides scholarships to low-income single mothers interested in taking college courses to further their education and their family's stability. To date five graduates of the Live and Learn Program have received scholarships. The scholarship is equivalent to the cost of 3 in-state credit hours at a community college in Arizona, or approximately \$200-\$250.

As graduates of Live and Learn enter the workforce and continue their education, their incomes have slowly risen out of poverty.

Partnerships

Among the many partnerships Southwest Human Development has to support their child development programs, the Live and Learn program is particularly strengthened through their work with Maricopa County Community Colleges, a system that includes ten community colleges and two skill centers. The partnership facilitates the process of visiting college campuses, applying, and registering. For their first alumni event, Southwest Human Development also partnered with the local Fresh Start Women's Foundation for training on professionalism in the workplace.

Research

Working with the Head Start National Center for Parent, Family, and Community Engagement, Southwest Human Development created their own measure of Parent, Family, and Community Engagement that looks at families across a



Photo: Southwest Human Development

continuum. This tool and others are used to look at readiness of parents interested in the program. Over the few years since the program was established, Southwest Human Development has tracked outcomes and changing economic status for graduates who became their employees, and has found that among children within Head Start, those whose parents participate in the CDA program have significantly stronger outcomes. The program hopes to continue studying child and family outcomes in the future.

Future Efforts

As they consider opportunities for expansion and proliferation of their two-generation work, Southwest Human Development is exploring the idea of a health focused training program. Leaders have also seen their child care community partnership opportunities grow through the workforce they're supporting, and hope to impact child care quality in the community over the long term.

“As a young mother that dropped out of high school, having the chance to obtain a certificate in early education was a great achievement. By being part of the program my confidence went up knowing that I can achieve my goals. Before I felt ashamed of not having an education but now I know that getting the CDA certificate was my first step to continue with my education.”

- Brenda Salgado

Pacific Clinics

Early Head Start - Child Care Partnership with Mothers' Club

www.pacificclinics.org, www.mothersclub.org



i Background

Pacific Clinics in Pasadena, California has nearly 90 years of experience in health and mental health services, with a range of services across the lifespan. In 2013, Pacific Clinics deepened their two-generation commitment by assuming leadership of the Head Start and Early Head Start services in Pasadena and two neighboring counties. The surrounding community includes both wealthy and poor neighborhoods and has faced rapidly changing demographics over the past few decades as immigrant populations have grown. While Pasadena has a lower-than-national poverty rate, there are more children on the waiting list for their two-generation program than there are slots in the program.

Two Generation Program Design

After becoming a Head Start and Early Head Start provider in 2013, Pacific Clinics expanded and strengthened an established Early Head Start-Child Care Partnership with Mothers' Club, a community organization with 50 years of history that shares Pacific Clinics' two-generation mission to address the needs of families in poverty and support their progress toward self-sufficiency. Through the partnership, Early Head Start is provided on-site at the Mothers' Club facility, co-located with opportunities for parents. Mothers' Club serves 126 children, 40 of them in Early Head Start, as well as 90 parents. The partnership provides a range of services, driven by the needs of families and the design of both programs.

Begun in 2009, the partnership enables Mothers' Club to assure parents that their infants and toddlers are receiving the highest-quality early learning and care while they attend to their own needs and the long-term needs of their families. The parents in the program, predominantly mothers, access a range of services based on their Family Partnership Agreement and individual needs. In addition to parent education and family support services typical of Early Head Start, Pacific Clinics offers resources to address substance abuse, mental health, and homelessness, and Mothers' Club provides access to adult education and employment training opportunities.

Mothers' Club takes a strengths-based approach to adult education and has long focused on building social capital among mothers who can otherwise find themselves isolated

by poverty. Daily classes are offered for English skills, GED preparation, computer literacy, financial literacy, career and education planning, and other critical thinking and interpersonal skills that can support mothers in education and career settings. Through partnerships with Glendale Community and Pasadena City Colleges, mothers can move on to additional language and education opportunities, and partnerships with Worksource, Women at Work, and community Employment Development Departments support mothers in planning for and attaining employment. As part of their parenting education, mothers have the opportunity to practice new skills by volunteering in their children's classrooms and cooking with a nutritionist in the Mothers' Club kitchen. Alongside Mothers' Club staff, parents deepen their attachment to their children and develop their understanding of child development and communication in professional settings.

As Early Head Start parents complete steps toward their personal goals, they can take advantage of small grants to assist them with books, registration fees, and other materials as well as referrals and support to access other resources available in the community. The program also supports mothers traveling to the community colleges with discounts on transit and help with carpooling. Parents have gone on to participate in job-training programs for business office systems, cosmetology, and other vocational education. Retention in the program is very high, and many families stay in Early Head Start for three full years as they move forward toward their family goals. Program leaders strongly

Mothers' Club...shares Pacific Clinics' two-generation mission to address the needs of families in poverty and support their progress toward self-sufficiency.

affirm that their success is due to their partnership with families and the way mothers dedicate themselves to taking advantage of the opportunities provided.

A focus on parents' leadership skills is key to both programs. Parents from Mothers' Club have participated in Pacific Clinics' Head Start Policy Council and the advocacy skills they've gained have translated into an ability to be advocates in a range of other settings as they pursue goals, assert their rights with landlords, and move on to Parent Teacher Associations in the public schools. The right to speak up begins in Mothers' Club own facility: every parent has access to the Executive Director and staff immediately at all times, and their voices are clearly heard.

Funding

In addition to Early Head Start funds, this effort relies on the Child and Adult Care Food Program, the Community Development Block Grant, foundations, individuals, and local businesses. Mothers' Club also extends families' time in their center with classrooms for four-year-olds funded by Los Angeles Universal Preschool. Training programs meet the work or training requirement for families receiving TANF.

Partnerships

Beyond the visible braiding of services, the partnership between Pacific Clinics and Mothers' Club is supported by an infrastructure that allows a shared vision to be realized in practice. The two organizations have monthly collaboration meetings at the management level about program monitoring, case reviews, and other important issues as they arise. In addition, an Early Head Start family service worker is assigned to work with Mothers' Club parents to ensure comprehensive services are provided. Pacific Clinics' Early Head Start resources also deepen Mothers' Club's access to training and technical assistance on topics like the CLASS tool, child assessments, and other elements of Early Head Start.

The collaboration between these two agencies is supported by both their networks of community partners, including

the community college and workforce agencies mentioned above, Cooking Matters, the Family Literacy Initiative, the Pasadena Department of Housing, the County of Los Angeles Housing Authority, Pasadena Unified School District, Planned Parenthood, Huntington Hospital, and more.

Research

Following a formal evaluation of Mothers' Club's model conducted by Claremont University's Institute at Indian Hill that found statistically significant impacts for both children and parents, particularly those in the program for two or more years, the program is now in the design stages of a longitudinal study with RAND that will explore child and parent academics and family economic stability in the long-term. In addition, Mothers' Club has spent the past two years developing a customized, web-based data collection and management system that collects outcomes for children and families for evaluation and accountability purposes.

Future Efforts

Pacific Clinics and Mothers' Club are planning to educate their communities and support replication of their two-generation model. Pacific Clinics' other Early Head Start partners reach 600 children across the city, and are a ripe setting for expansion of this intensive work with parents. Within the established partnership, there are also plans to bring additional educational opportunities for parents on-site and pursue continuous, data-driven improvement.

"I will always be thankful to Early Head Start at Mothers' Club for pulling me out of the hole that I was in. I used to have little expectation, but now I know I can do really big things. I have goals again, and the tools and encouragement I need to reach them...EHS at Mothers' Club is a wonderful place. It's a hope for mothers. It's just hope, which is something we don't always have."

- Begonia Bautista

AVANCE - Houston, Inc.

Parent Child Education Program

www.avancehouston.org



Background

AVANCE-Houston, Inc. serves over 3,000 children each day in 40 zip codes across northwest Harris County, Texas. As an organization, AVANCE-Houston is committed to a mission of “Unlocking America’s potential” through strengthening families’ attachment, literacy, and advocacy skills for long-term success. In their service area, 29% of children under five live in poverty and 40% of children in Houston live in households where neither parent has a GED or high school diploma. While the Houston area has not suffered as badly from the recession as some parts of the country, the city faces a potential shortage of qualified workers in the coming years and large demand for a bilingual, qualified workforce.

Two Generation Program Design

AVANCE-Houston’s two-generation vision is rooted in the Parent Child Education Program (PCEP) that was first developed in 1973 with Dr. Urie Bronfenbrenner and has been provided in Houston since 1988. PCEP has several interlocking components, including early childhood through Head Start and Early Head Start; adult education; computer literacy; marriage and parenting support; and other resources. The program was designed to be culturally and linguistically responsive for work with Hispanic families, the largest demographic served by AVANCE. PCEP is implemented with home-based Early Head Start program options.

AVANCE-Houston’s two-generation mission has been most fully realized in its center-based Early Head Start program that was created in 2009, on-site in Tegler High School, for teenage mothers. The high school-based program provides high-quality early learning experiences for infants and toddlers while their mothers are able to complete high school, and AVANCE-Houston’s relationships with local colleges and job training and certification programs connect these families with resources to plan for and achieve the credentials that will offer them secure and stable futures. The program also creates strong social support groups across each class of parents.

Based on families’ personal goals and interests, family development workers help them access the next steps on their pathways, and for the first time in 2014, a Job Developer on staff is focused specifically on support for parents pursuing

careers. AVANCE-Houston offers GED, computer literacy, English as a Second Language, and Child Development Associate courses, and supports parents interested in college to apply for financial aid and tour college campuses. Use of mentors from the business community in the GED programs has achieved a 75% college enrollment rate over the past several years. Through a recent grant, AVANCE-Houston is also offering a General Assistant Certificate Program that will allow parents to earn a credential in clerical and computer fields and obtain jobs that pay above minimum wage. In addition, the Gulf Coast Workforce Board recently approved a grant to assist at-risk high school students to transition into college and workforce training.

AVANCE-Houston partners with Service Employment Redevelopment (SER) Jobs for Progress which offers job readiness training and skills training for a range of construction and energy trades. Additional partnerships offer vocational training including the culinary arts, auto mechanics, nursing, graphics design, medical technology, and computer repair. Wrap-around services available to families include transportation assistance, medical and dental services, support accessing subsidies, and financial literacy education. AVANCE-Houston also has a newly developed entrepreneurial training program for parents interested in beginning businesses.

90% of children have gone on to graduate high school and parents have improved their employment and home ownership.

Funding

In addition to their Head Start and Early Head Start grants, AVANCE-Houston's funding sources include Office of Family Assistance Healthy Marriage funds, Adult Education, United Way Thrive Funds and other grants, the GED on the Move Scholarship Fund, and private donations.

Partnerships

Key partners that support AVANCE-Houston's range of services for families include Service Employment Redevelopment (SER), numerous school districts, Houston Community College and San Jacinto Community College, Safe Kids Greater Houston, the Texas Children's Center for Childhood Injury Prevention, Communities in Schools, HEB Foundation, Houston Women's Center, University of Texas and Baylor Medical Schools, the Child and Adult Care Food Program, and the Houston Food Bank. AVANCE families enrolled in various programs also participate in financial literacy curricula offered by BBVA Compass Bank, Bank of America, Rice University, Wells Fargo, H&R Block, and Chase to gain knowledge about budget planning, credit, opening accounts, and saving.

Research

Extensive research has been conducted on the PCEP model over its 40-year history; 90% of children have gone on to graduate high school and parents have improved their employment and home ownership. AVANCE-Houston uses Teaching Strategies GOLD to track children's progress and works with two local school systems to track children who've attended Head Start and other early learning programs throughout their school years. In coming years, additional analyses with the school systems will compare the impacts of various models of Early Head Start and two-generation supports on children's academic achieve-

ments through high school graduation. To integrate tracking of Early Head Start and Head Start children with their parents' job training eligibility and enrollment, AVANCE has designed an interface for their PROMIS data system to include families.

Family outcomes are more difficult to capture because families differ in their needs and their readiness for various steps forward. Past survey work with parents leaving the program has found that about 90% have improved their parenting skills and plan to pursue additional education. Examination of case management files have documented a 22% increase in employment among AVANCE-Houston families, or 320 families gaining employment over the course of a year. The program estimates this produces an influx of \$10,000,000 into the community. A new partnership with the Mississippi Valley State University will examine longitudinal outcomes in parents' self-sufficiency exploring their income, housing stability, employment, and educational achievement, and AVANCE-Houston hopes to study the return on investment of PCEP to their local economy.

Future Efforts

AVANCE-Houston is working to disseminate the Parent Child Education Program broadly. While it was originally developed for Hispanic families, funding from the Kellogg Foundation is supporting new understanding of the model's effectiveness in other populations. AVANCE is also pursuing increased use of mentoring strategies within their GED preparation and expansion of PCEP into local elementary schools and community centers.

"AVANCE provided life lessons to our children, [and] parents now know where to go if they're in need of any help... We will come to a point that we will be a happy, healthy, competent family."

- Marisol Solorzano

Parents In Community Action, Inc.

PICA Parent Training Programs

www.picaheadstart.org



i Background

Parents In Community Action, Inc. (PICA) was founded by a group of parents in 1969 and for nearly 50 years has served low-income families in Hennepin County, Minnesota, a diverse community and refugee resettlement area. Neighborhoods in PICA's service area have child poverty rates as high as one in three, health literacy rates below the national averages and health concerns above them, and median family income that has decreased 10% in a decade. Nearly a quarter of the 2,400 families PICA serves are living in homeless shelters. Yet in the face of these challenges, PICA remains a parent-led organization that enables children and their families to thrive. PICA takes seriously its mission to provide comprehensive early childhood and family development services that empower children and families to reach their full potential; support parents and their communities in defining their needs and programs; promote community change that values children and their families; and develop partnerships with parents and the public, private, and corporate sectors to assist in achieving the goal of healthy, happy, productive children and families.

i Two Generation Program Design

PICA's in-house Parent Training Programs were developed in the early 1990s to support parents in gaining the skills necessary for entry-level, living wage employment in positions that were out of reach to parents without additional training. PICA developed Trainer Guides, Parent Workbooks, and mastery criteria for training programs in the areas of preschool and infant/toddler child development, transportation, food service, and clerical work to be implemented through a six-week, 96-hour apprenticeship with experienced PICA staff members. The topics were chosen based on local employment needs, parent interest, and focus groups, and materials were developed in collaboration with subject matter experts. Participating parents receive hands-on training that allows them to meet state licensing requirements for teacher's aide jobs, obtain appropriate licenses for transportation jobs, and earn certificates of completion for all programs.

PICA's Parent Training Programs include:

- PICA's *Transportation Parent Training Program* provides parents with hands-on transportation training to gain the experience and/or licenses necessary to qualify for entry-level transportation positions. Parents can take one of two tracks: Commercial Driver's License or Bus Monitor.
- PICA's *Food Service Parent Training Program* offers parents an opportunity to acquire basic knowledge, skills, and experience in providing food services for young children and families, including quantity cooking, sanitation, setting up classroom food experiences for children, and proper health and safety in a commercial kitchen.
- PICA's *Clerical Parent Training Program* provides participants with an opportunity to learn essential secretarial and receptionist skills, as well as basic computer skills, while under the supervision of an experienced PICA clerical staff member.

In addition, in response to parents' strengths and weaknesses, all the curricula include training on the professional habits and skills needed to be successful in a work environment, cultural capital that not only helps in the long-run but supports parents in attending and completing their training. Parents receive a \$300 stipend for transportation

and other expenses related to their participation. PICA's broader parent training offerings also include GED, ESL, and citizenship classes and workshops ranging from parenting to family finances. Graduates of PICA's Parent Training Programs in child development can continue to pursue their CDA credential through PICA, and many go on to pursue a BA or other degree at local colleges or universities.

Each year, PICA staff members lead new Head Start parents through initial orientation and look for parents who may benefit from the Parent Training Programs. Some parents begin as volunteers before they apply for the Parent Training Programs, and center committees comprised of elected parent representatives at each of PICA's nine sites—all of which offer the training—review the applications to select parents. After an orientation to expectations and pre-employment skills, parents enter the training program that best fits their interests.

In 2010, PICA developed a Parent Professional Development Internship program to help identify parents to pursue additional training in child development. Interns receive an additional 700 hours of hands-on classroom training in child development and complete the requirements to earn a Child Development Associate (CDA) credential. Each year at PICA about 200 parents participate in Parent Training Programs, 100 in GED and English classes, and 10 as interns. Nearly 4,000 parents have successfully completed the Parent Training Programs since they were first implemented. Parent Training Program graduates are able to obtain living-wage jobs in their community.

Social capital is at the heart of the Parent Training Programs. Among PICA's staff, 54% are bilingual or multilingual, and 46% are former Head Start parents themselves. These staff members are able to model the ability to be successful and move out of poverty, and for the parents who are ready to join the Training Programs the presence of these staff members is important. Having a one-on-one relationship in a professional setting for an extended period of time allows each parent trainee to gain not only skills but an understanding of the values and behaviors that support success in a work environment.

Funding

The PICA Parent Training Programs are operated without outside funding. The cost per participant is \$504 for the stipend plus costs for materials, training of trainers, and administration. Mentoring on the part of Head Start staff

members takes place at no additional cost to the program. Parents' participation also counts toward Minnesota Family Investment Program requirements as a job training activity.

Partnerships

PICA maintains over 100 active community partnerships with schools; community agencies; employers; health, dental, and mental health providers; disabilities and social services; literacy organizations, and more. PICA staff members also co-facilitate the Community Leaders Roundtable and co-chair the University Northside Partnership Community Affairs Committee. Many of these partners now employ one or more former Head Start parents.

Research

While the Parent Training Programs have not been formally evaluated, PICA has internal systems for communication and feedback to drive continuous improvement. Graduates that have gone on to join PICA's staff suggest strong long-term outcomes as a result of the program; many Parent Training Program graduates have also earned additional degrees or credentials and achieved financial stability for their families.

Future Efforts

Based on local employers' hiring needs, PICA is considering establishing another Parent Training Program in the area of janitorial and maintenance work. As the Internship program continues, PICA also plans to pursue internships with major organizations and corporations in the community. In addition, PICA hopes to build on its history of success by disseminating information about its Parent Training Programs to Head Start programs in other states and continuing to share this model.

"I'm happy to be part of PICA and its Parent Training Programs. It's very different to compare with other programs in the area because of the support parents get from PICA. I'm able to concentrate and study while I know that my child is in safe hands and well fed, and I'm not worried about transportation all thanks to PICA."

- Abel Jimenez

Across Programs: *Funding Strategies*

The programs described in this report use a range of funding to operate their two-generation efforts, beginning with their federal Head Start grants and including a wide range of public and private sources. Braiding funding streams is essential to support a strong two-generation program. Increased funding overall is an important area for on-going advocacy and policy efforts.

Public Funding

Two-generation models can leverage funding from different state and federal social programs, to maximize their impact and opportunities for children and families. For early childhood funding, such programs include Head Start, the Child Care and Development Fund, Race to the Top Early Learning Challenge grants, and state preschool programs. Currently, 39 states have state funded preschool programs, with many states planning to create or expand preschool opportunities through the federal Preschool Development Grants.

Early childhood care and education funding can be braided with workforce and education funding. More than \$9 billion in federal funding is invested in employment and training programs each year along with nearly \$130 billion in higher education.^{19,20} Funding opportunities through other federal agencies may also help establish both training programs and the comprehensive services that support family stability.

- **Department of Health and Human Services**
 - » Assets for Independence Demonstration Program, Native Asset Building Initiative, and Projects to Establish Individual Development Account Programs for Refugees
 - » Health Profession Opportunity Grants
 - » Personal Responsibility Education Program
 - » Responsible Fatherhood Grants
 - » Healthy Marriage and Relationship Education Grants
 - » Refugee Home-Based Child Care Microenterprise Development Project
- **Department of Labor**
 - » Workforce Innovation Fund (WIF) American Apprenticeship Initiative (AAI)

- Temporary Assistance to Needy Families (TANF)
- Supplemental Nutrition Assistance (SNAP) Employment Training Program
- Pell Grants and Supplemental Education Opportunity Grants

Private Funding

Foundations and the business community often have the flexibility to fund projects without the restrictions that State and Federal funding streams may have, and can be good options for funding to launch new initiatives. In addition to national foundations, state and regional Women's Foundations and small family foundations may be interested in supporting work that directly affects their communities. Over 70 percent of family foundations have endowments under 10 million dollars, yet they constitute over half of the grants distributed in the U.S.²¹ Some foundations can also play the role of a partner in the work, as was the case for Southwest Human Development and the Arizona Foundation for Women.

Working with local businesses also creates an opportunity both for funding and to build a network of potential employers for families. Employers may be interested in helping to design training programs or offering internships or apprenticeships.

In-Kind Funding

While there's no exchange of dollars, many of the programs in this report rely on partners' in-kind contributions in the form of facilities, materials, scholarships for parents, and professor and trainer staff-time to bring their two-generation models to life. The value of partners' time and energy cannot be underestimated.

¹⁹ United States. Department of Labor. Employment and Training Administration. (2014, May 14). Workforce innovation fund. Retrieved from http://www.doleta.gov/workforce_innovation/

²⁰ New America Foundation. (2014, September 23). Federal Higher Education Programs - Overview. Retrieved from <http://febp.newamerica.net/background-analysis/federal-higher-education-programs-overview>

²¹ 2013 a Strong Year for U.S. Private Foundations, Reports New Study from Foundation Source - Foundation Source. (2014, May 21). Retrieved from <http://www.foundationsource.com/press-releases/2014-annual-report/>

Across Programs: *Partnerships*

Partnerships are at the core of effective two-generation programs. Through collaborations, agencies that take different approaches to supporting families can each do what they do best. For example, the Educational Alliance partners with the Borough of Manhattan Community College to plan for and provide higher education opportunities for parents. This partnership helps create a college pipeline for families and helps eliminate many barriers that would have prevented them from reaching their higher education goals. None of the programs described in this report could be successful without effective partnerships.

Developing partnerships is about having intentional conversations and being creative. Indeed, after evaluating the job market, FCM, Inc. realized that they needed to expand their service area for workforce training so that families would have an opportunity for economic stability. Therefore they surveyed a 50 mile radius and formed strategic partnerships with a bank and transportation company to provide assistance to participants as they began their new jobs. To be successful, both organizations must remain flexible and dedicated to the overall goal. There are many strategies for collaboration. AVANCE-Houston embraces Collective Impact with their partners, a model for collaboration that includes infrastructure, staffing, creation of a common agenda, shared measurement, communication, and mutually reinforcing activities. Executive Director of AVANCE-Houston José Villarréal states, “You all own the outcome, not just one organization.”

Potential Partners to Consider Include:

- *Employers* - FCM, Inc.’s survey of all employers in a 50 mile radius allows them to know where jobs are, what they are, and build relationships with organizations from hospitals to factories to employ their parents.
- *Workforce Training Organizations* - Educational Alliance works with Henry Street Settlement, a community partner whose offerings include workforce preparation, to ensure their families have access to interview and resume preparation, job research, and career planning.
- *Banks* - A relationship between FCM, Inc. and a local bank supports parents’ savings, transportation for families, and financial literacy. Many banks may be looking for community reinvestment opportunities.
- *Community Colleges* - Through a partnership with local city and community colleges, Pacific Clinics and Mothers’ Club gain not only opportunities for parents to access higher education but social workers-in-training to support their families.
- *High Schools* - AVANCE-Houston offers Early Head Start center-based services directly in a high school to support teen parents in graduating and planning for future studies.
- *Women’s Foundations* - Southwest Human Development works with the Arizona Foundation for Women based on a shared mission for supporting low-income women.
- *Community Organizations* - The Pacific Clinics-Mothers’ Club model is itself an example of an Early Head Start-Child Care partnership that has evolved into an effective two-generation effort.
- *Social Services* - PICA works with numerous organizations to integrate services beyond what they can provide alone, including everything from health to housing.
- *Schools* - All Head Start programs partner with local school systems to help children transition, but additional focus can include helping parents transition to leadership roles in their children’s new settings.
- *Health and Mental Health Providers* - Through their parent agency, Pacific Clinics provides health navigators to help families access the services they need for physical and mental health, prerequisites for employment.

²² Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 1(9), 36-41.

Across Programs: *Research and Evaluation*

At each stage in developing a two-generation model, data and research can play a role. Often these are conducted with research partners like universities, independent research firms, or state and federal agencies. Just as networking and communication are key in establishing partnerships for services, they are also vital in establishing research partnerships.

Formative Evaluation

Formative studies that look at where a program is starting from should be done before and during program implementation and allow programs to use data to develop plans of action to address key problem areas. Educational Alliance used a formative study during the initial years of the College Access and Success program to understand which parents were enrolling and better tailor the program to their needs. “To have a group of intelligent and informed people work with us to ensure that we are responding to families’ interests is really important,” says Lynn Appelbaum, Educational Alliance’s Chief Program Officer. Forgoing a formative evaluation may lead to deploying resources on a program that is either not needed or too expensive to carry out at the moment. Overall, formative evaluations allow organizations to develop a better understanding of their program, find out what works, what doesn’t, and why.

Data Collection and Analysis

On-going data collection, with or without a research partner, should inform the day-to-day and year-to-year functioning of a two-generation program. AVANCE-Houston has developed an interface for their data system so it can integrate outcomes for Early Head Start and Head Start children with their parents’ job training eligibility and enrollment. Identifying which family outcomes to track and how can pose a measurement challenge because of how varied families’ strengths and needs are, but considering how to make these steps a routine part of programming can allow programs to understand and reflect on their impact.

Longitudinal Studies

Ultimately, formal evaluations in the short and long-term allow programs to demonstrate their impacts. Research



Photo: AVANCE - Houston

questions must be carefully designed, with targeted outcomes and measurements appropriate to the program and the families it serves. Longitudinal studies focus on the effects of a program over time, after participants have graduated. These types of evaluations are crucial in examining the effects of two-generation models and can justify expansion and replication when positive effects are found.

Currently, Pacific Clinics is working with the RAND Corporation to begin a longitudinal study that will examine the effects of Mothers’ Club on the academic achievement of children and parents, as well as the economic stability of families. AVANCE-Houston has partnered with the Houston and Pasadena Independent School Districts in creating a data tracking system for children who participated in the Parent-Child Education program or various models of Early Head Start and Head Start to compare children’s outcomes to those of their non-Head Start peers and to those in different Head Start models. Friends of Children of Mississippi, Inc. is working with the Mississippi State Longitudinal Data System to compare FCM, Inc. students’ outcomes to other low-income children in the state. Longitudinal evaluations take intensive preparation and time, and require a research partner who understands the community and program.

Conclusion

Head Start and Early Head Start programs reach nearly one million families every year, hundreds of thousands of whom could benefit from education and job training experiences to improve their human, social, and cultural capital. The programs described above represent the many ways successful two-generation efforts can be designed, funded, and evaluated with the full spectrum of communities and populations served by Head Start programs. Beyond local efforts, policies must also be enacted to better facilitate and fund two-generation work and make replication a reality.

As Head Start moves forward into its next 50 years, there is an opportunity at hand to deepen the national commitment to the youngest, most vulnerable children by working with a two-generation lens to provide supports that will stabilize whole families for generations to come. With the power to make local decisions based on local needs, each Head Start program can rise to meet this challenge with the tools and resources at hand and a renewed dedication to working with children and families together.

Taking Action on Two Generations

- 1 **Plan ahead.** Use your Community Needs Assessment and focus groups to understand what families most need and want, and determine what potential employers, funders, partners, and research organizations are in your area.
- 2 **Build strategic relationships.** Seek out both traditional and new partners who share the mission of working with whole families.
- 3 **Integrate research.** Be sure you're gathering the right data to understand your successes and challenges as you work to design the best program for your community.
- 4 **Remain flexible.** Children grow, families change, communities shift; programs must constantly reflect on where they too can grow and adapt.
- 5 **Share your lessons learned.** Head Start is its strongest when lessons and strategies are shared across the country. Join NHSA and the whole Head Start community in an on-going dialog about best practices for two-generation work in Head Start. Learn more at www.nhsa.org.

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Appendix

Local design has allowed Head Start and Early Head Start programs across the country to develop systems and resources that best meet the needs of the families they serve. Listed below are Head Start programs with brief descriptions of their most innovative two-generation efforts. In every case, these innovations are integrated with other program offerings to support family stability and success.



Economic Opportunity Agency of Washington County, Inc.

Fayetteville, AR | www.eoaheadstart.org/

Utilizing a two-pronged targeted approach with the Court System and Department of Human Services, EOAWC works to mitigate effects of adverse childhood experiences and ensure children's school readiness while partnering with and engaging parents to ensure rehabilitation and to mitigate risk of further maltreatment.



Jefferson County Head Start

Arvada, CO | www.jeffco.us/human-services/family-children-youth/head-start/

As part of the JeffCo Prosperity Project, 20 Head Start families are participating in a two-generation pilot that will continue until their children complete third grade.



Redlands Christian Migrant Association

Immokalee, FL | www.rcma.org/

RCMA provides coordination and oversight of the Family Development Credential throughout Florida, for Head Start and other education staff including many who began as parents.



Cook Inlet Native Head Start

Anchorage, AK | www.citci.org

Cook Inlet Native Head Start, operated by the Cook Inlet Tribal Council, partners with the Alaska Department of Labor and Workforce Development to provide job training to parents.



Sheltering Arms

Atlanta, GA | www.shelteringarmsforkids.com/

As part of the Atlanta Civic Site neighborhood initiative, Sheltering Arms works with parents to achieve employment and build family assets for the future.



Sacramento Employment and Training Agency

Sacramento, CA | www.seta.net/children-family-services/

SETA operates Sacramento Works, Inc. and provides Head Start families with access to One Stop Career Centers to promote employment and training programs that support self-sufficiency.



Economic Opportunity Authority for Savannah-Chatham County

Savannah, GA | www.eoasga.org/programs/head-start-early-head-start/

EOA Savannah Chatham operates a Male Initiative Program designed to support fathers' parenting skills but also their education, employment, literacy, and professional readiness.



Community Action Partnership of San Luis Obispo County, Inc.

San Luis Obispo, CA | www.capslo.org/programs

CAPSLO trains migrant and seasonal parents to establish and operate family child care homes as small businesses. In addition, research on CAPSLO's Supporting Father Involvement Project shows impacts on family stability including raising household income by an average of \$4,000 per year compared to a control group.



El Valor

Chicago, IL | www.elvalor.org/

The Leadership through Education Initiative brings colleges and universities to El Valor centers to provide degree programs to parents; other training programs allow parents to gain language skills, adult basic education, certifications for culinary jobs, and other workforce preparation.



Audubon Area Community Services, Inc.
Owensboro, KY | www.audubon-area.com/

Audubon Area Head Start collaborates with two school districts to serve teen parents in high school based on a philosophy that parents and staff bring equal value to the partnership. Shared accountability results in active parenting and quality programming leading to school readiness and engaged parents.



Penquis
Bangor, ME | www.penquis.org/

Penquis partners with a local college and hospital to provide early learning programs designed to support parents' workforce participation. Other program sites include public housing settings.



Head Start for Kent County
Walker, MI | www.hs4kc.org/

Through a partnership with The SOURCE, Inc, a local employee support organization funded by employers, Head Start for Kent County connects families to jobs and provides early childhood education and support services to families working toward self-sufficiency.



Garrett County Community Action Committee, Inc.
Oakland, MD | www.garrettcac.org/

By aligning resources across the spectrum of community action services, Garrett County CAC empowers families to achieve self-sufficiency.



Child Care Resource and Referral
Rochester, MN | www.c2r2.org

A partnership with Rochester Community and Technical College Campus supports parents who choose to continue their higher education.



Moore Community House
Biloxi, MS | www.moorecommunityhouse.org/

The Women in Construction Program trains women for career pathways in construction trades that are in high demand locally and exposes them to opportunities for apprenticeships and nontraditional careers.



Crossroads Youth and Family Services
Norman, OK | www.crossroadsyfs.org/

Crossroads provides courses for parents to receive their Child Development Associate

credential, and many parents go on to work in the program or other local early childhood settings.



Community Action Program of Tulsa County
Tulsa, OK | captulsa.org/

CAP Tulsa has been nationally recognized for its CareerAdvance Program, which provides training in the health care field to Head Start parents along with a number of other supports.



Albina Head Start
Portland, OR | www.albinahs.org/

Albina operates an Early Head Start program in a local high school to support infants and toddlers and their parents as they complete high school. Their Center Training Assistant Program provides parents with training and experience in several Head Start roles.



Oglala Lakota College Head Start/Early Head Start
Kyle, SD | headstart.olc.edu/

The Oglala Lakota College center-based Head Start and Early Head Start program supports families on the Pine Ridge Indian Reservation as they access higher education.



Northwest Tennessee Head Start
McKenzie, TN | www.olc.edu/

Partnerships that include the Tennessee College of Applied Technology-Jackson Adult Education Program and Fayette Literacy support Head Start parents in preparing for and enrolling in higher education.



Salt Lake Community Action & Head Start
Salt Lake City, UT | <http://www.slcap.org/>

Salt Lake CAP offers training programs for the GED, the Child Development Associate credential, and ServSafe certification through the Sauté Culinary Skills program.



Puget Sound Educational Service District
Renton, WA | www.slcap.org/

Puget Sound ESD operates an Early Head Start classroom within the Washington Corrections Center for Women, allowing incarcerated mothers with short sentences to keep infants and toddlers with them and form strong attachments while gaining education and training themselves.

TWO GENERATIONS TOGETHER

The National Head Start Association is committed to the belief that every child, regardless of circumstances at birth, has the ability to succeed in life. The opportunities offered by Head Start lead to healthier, empowered children and families, and stronger, more vibrant communities.

NHSA is the voice for more than 1 million children, 200,000 staff and 1,600 Head Start grantees in the United States.

The NHSA Vision is to lead - to be the untiring voice that will not be quiet until every vulnerable child is served with the Head Start model of support for the whole child, the family and the community - and to advocate - to work diligently for policy changes that ensure all vulnerable children and families have what they need to succeed.



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