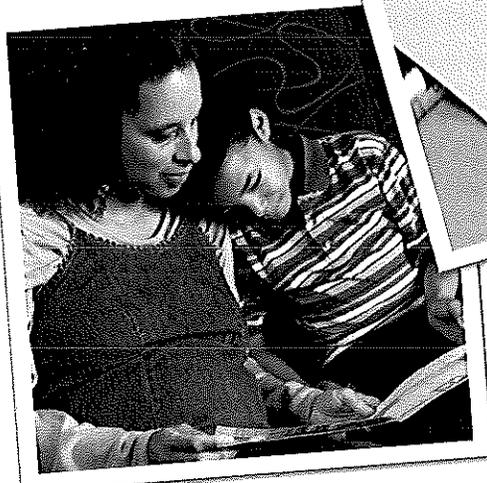


A Two-Generational Approach

Helping Parents Work and Children Thrive



Report of the Executive Director of the Commission on Children, submitted to the Connecticut General Assembly as required by Section 198 of Public Act 14-297.

December 2014



success for low-income families by addressing intergenerational barriers to school readiness and workforce readiness with high-quality preschool, intensified workforce training and targeted education, coupled with related support services. Such plan shall include recommendations for:

(1) Promoting and prioritizing access to high-quality early childhood programs for children ages birth to five years who are living at or below one hundred eighty-five per cent of the federal poverty level;

(2) providing the parents of such children with (A) the opportunity to acquire their high school diplomas, (B) adult education, and (C) technical skills to increase their employability and sustainable employment; and

(3) funding for implementation of the plan, including, but not limited to, use of the temporary assistance for needy families program and other federal, state and private funding.

(b) On or before December 1, 2014, the executive director of the Commission on Children shall report to the joint standing committees of the General Assembly having cognizance of matters relating to children, education, workforce development and appropriations and the budgets of state agencies, in accordance with the provisions of section 11-4a of the general statutes, on the plan.

The Facts: Why is Two-Generation Policy and Programming Needed?

The answer to this question has two parts. First, low-income families in Connecticut continue to face substantial obstacles to economic self-sufficiency; Second, many current interventions are structured to “treat” parents apart from their children. Our human service systems have offered largely separate doors to a maze of programs confusing to the consumer. Each one of these challenges is described below.

Many Low Income Families Continue to Face Challenges

Continued Employment and Earnings Challenges. Many low-income families in Connecticut continue to feel the effects of the Great Recession. Eighty thousand children under the age of five live in low-income households.² In these households, 60 percent have no parent working full-time, year-round.³ Eight in ten of the parents in these

In Connecticut:

•4,100 babies are born each year to a mother who has not yet completed high school.

•7,750 babies are born to a mother who does not have any type of education past high school.

² Presentation of KIDS COUNT data by Annie E. Casey Foundation consultant Sarah Griffen, at the Nov. 12, 2014 meeting of the Work Group. Video and PowerPoint slides available at <http://www.cga.ct.gov/COC/two-generation.htm>.

³ Ibid.

Housing costs also add to family stress and instability. Forty percent of Connecticut children live in households with a high housing cost burden.¹¹ Of great concern are the ~1300 children ages 0 to 5 who lived with their families in emergency shelters or transitional housing this past year.

Challenges to Parenting. The transfer of informal knowledge, formal education, culture and social values is the hallmark of family life. Additionally, from the moment of birth, the “serve and return” relationship parents need to have with their very young children provides the interactive care from which the child’s brain literally responds and grows.¹² Parents who have experienced adversity or who are living with chronically high levels of stress can unintentionally become less responsive parents.¹³ Frustrated in their own opportunities to be secure and affirmed, parents are less likely to transfer these skills and expectations on to their children. Children also suffer when their primary adult caregivers are not afforded treatment for illness or disease that impacts the amount of time and quality of their relationship with their children.¹⁴ This is especially important for very young children whose mothers or fathers suffer from depression.¹⁵

Program and System Challenges

For many years, largely due to isolated thinking and separate funding streams for children and adult programs, policies affecting children and their parents have been funded as discrete and separate from each other. In part this is because it was believed that addressing the needs of children in isolation of adult family members (who also had needs) could achieve desired results faster, therefore justifying the practice of separate service and treatment.

With few exceptions, childhood programs served children exclusively, requiring little engagement of adult parents and not including adults as critical contributors to the “service outcomes” for children. Similar programs serving adults, such as adult education, job training and civic engagement, seldom considered the family needs that enabled adult participation. This was often true even for programs which expected a benefit or impact to occur beyond the participant.

¹¹ Kids Count data center, a Project of The Annie E. Casey Foundation. (2015), “Children living in households with a high housing cost burden,” <http://datacenter.kidscount.org/data/tables/7244-children-living-in-households-with-a-high-housing-cost-burden#detailed/2/2-52/false/36,868,867,133,38/any/14287,14288>.

¹² Center on the Developing Child at Harvard University (2007). *A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children*. <http://www.developingchild.harvard.edu>

¹³ Ibid.

¹⁴ Maternal Depression Can Undermine the Development of Young Children: Working Paper #8. Harvard Center on the Developing Child. See also: Paternal Mental Health and Child Development, Father Involvement Research Alliance, undated. Retrieved on January 19, 2015. Online at <http://fira.ca/article.php?id=139>.

¹⁵ Ibid.

Foundation for Child Development.¹⁹ The graphic that follows is provided by Ascend at the Aspen Institute²⁰ and illustrates how program designs originally focused on either (or only) the child or the parent are coming together to seek more positive outcomes for both in the context of the whole family.

Two-generational policy provides parents with multiple pathways to economic-sufficiency and positive parenting. These pathways include literacy, adult education, workforce development, family-supports, and mental health interventions while ensuring children access to quality infant-toddler care, preschool programs and enriching elementary school experiences.

Current Resources, Local Fit. A two-generational approach to policy utilizes existing services, coordinates with the private sector and is often designed for a local fit, suited to community and regional fiscal conditions and needs. This does not necessitate extensive new funding, but does require an assessment of how funds are being used, with redesign for improved program and policy alignments that support “family outcomes.”

Serving the Parent-Child Dyad. Two-generation services may be different for each element of the service dyad – parent or child. Often a service delivered to the adult enables progress for the child and vice-versa. Better housing or mental health care for adult family members can reduce isolation for the child, enable better access to pro-social peer models, improve childhood health outcomes, and support positive parenting so essential to early brain development.

While the goal in two-generational policy and programming is to balance both the child and parent needs concurrently, if only the child or only the parent can be served within the agency’s program, the other is referred to high quality, appropriate services so that efforts are intentional, targeted and coordinated.

Components of a Two-Generation Approach

1. Quality early childhood education
 - a. Infant-toddler care
 - b. Preschool
2. Sectoral job training
 - a. Postsecondary education
 - b. Workforce Intermediaries
3. Wrap-around family support services, including:
 - a. Adult education and ESL
 - b. Career coaching
 - c. Peer community-building
 - d. Financial education
 - e. Transportation assistance
 - f. Adult Health and Mental Health Services

Adapted from “Promoting Two-Generation Strategies: A Getting-Started Guide for State and Local Policy Makers,” by Christopher T. King, Rheagan Coffey, and Tara C. Smith, published in 2013 by the Ray Marshall Center for the Study of Human Resources.

¹⁹ King, C., Coffey, R. & Smith, T. Promoting Two-Generation Strategies: A Getting Started Guide for State and Local Policy Makers, Foundation for Child Development and the Ray Marshall Center, University of Texas at Austin, November 2013. Online at -- fcd-us.org/resources/promoting-two-generation-strategies-getting-started-guide-state-and-local-policy-makers

²⁰ The Aspen Institute, “Top Ten for 2Gen: Policy Ideas & Principles to Advance Two-Generation

Utah combines workforce and family policy in One-Stop Career Centers which are structured by function, rather than by funds. Functions include workforce development, educational aid, child care and social supports.

2. Add child programming to adult services. This might include bringing quality early child care to adult education so that young parents have a place for their children to play and learn, while they are also learning.

The Keys to Degrees Program at Endicott College in Massachusetts provides single parent housing, child care in the community, and parent support services for parents who attending college. This model has now been replicated at Eastern Michigan University.

3. Merge adult and child programs within existing organizations. This might include bringing workforce development, subsidized housing information and quality infant care together within a community program that is highly respected and capable of partnering on a large scale, with a growth model.

Atlanta Civic Site bundles workforce development and family supports together for low-income families. Children in infancy to 10 years old receive quality early care and after school. Parents have a family coach, work supports and an asset-building program.

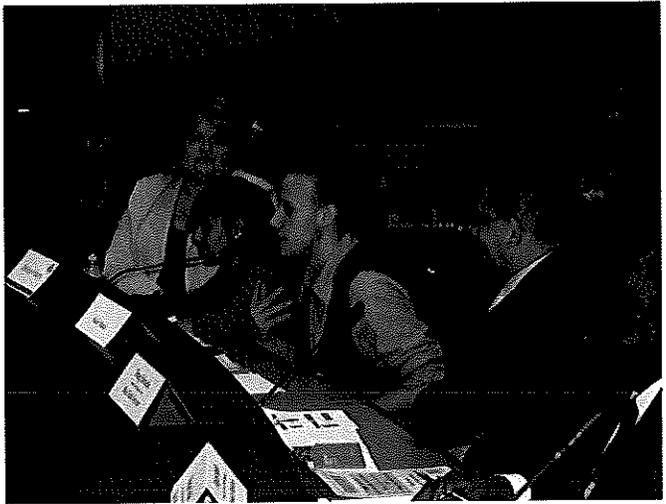
4. Offer adult and child programming in intentional hub sites. This might include a program at a college, a housing program or a family resource center. Housing, educational courses, mentors, workforce training for adults, afterschool programming and youth support groups are examples of what could be co-located and bundled.

The Jeremiah Program in Minneapolis, Minnesota, recently visited by legislators during the 2014 NCSL convention, offers stable housing and bundles services to single parent families. The program couples quality early care and education for the child, while providing access to employment assistance, classrooms, life coaches and Personal Empowerment Training to adults. Of note, 40 percent of its graduates obtain a four-year degree, 60 percent receive an Associate's Degree, and 90 percent of their children perform at or above grade level.

5. Build upon existing two generational models. This approach can utilize the core contents and principles of a program that can be replicated in other locales.

Whichever of these two-generation program configurations are employed in Connecticut, the Two-Generation Working Group envisions a "systems redesign" that includes elements of service as shown below.

Christian Seliberty, an 18-year-old father, spoke to the Work Group about his struggle to attend high school, look for employment and care for his daughter. As a second-generation teenage parent, Christian lives in Section 8 housing and is dependent on his mother's disability benefits for her multiple health challenges. He shared his difficulty in learning about available supports and how helpful it would be to go to one agency that could connect him to a variety of resources. His experience highlights the need for a "no-wrong-door" entry point approach.



At each meeting, at least one expert presented and a group discussion followed. Resulting from the discourse, the group decided to focus on: a) programs, b) model policy, c) culture change, d) funding streams, and e) federal and state initiatives with two-generational opportunities. In each of these areas the group determined that the family itself was the band crossing all funding and policy silos.

What the Public Thinks and Values

Public polling reveals that two-generational programming is seen as a common sense approach by the American public. There is a strong call for simplification by bundling resources and policies to make access easier for the family. A recent poll performed by Lake Research Partners²³ revealed:

- Eighty-nine percent favor a two-generation approach to bring people out of poverty.
- Across gender, race and political party, as well as regions of the country, there is strong support for a two-generation approach with a focus on parents' work skills training and education, and an early start for children with quality schools.
- Voters across party lines believe investing in a parent's economic well-being will help their children succeed.
- Americans favor simplifying the application process to determine eligibility across programs.
- Majorities, across demographic lines, favor extending child care subsidies to parents in college or training programs.

²³ Public Support for Two-Generation Programs, Findings from a national survey commissioned by Ascend at the Aspen Institute, November 7, 2014, Lake Research Partners.

A careful review of each chapter offers more specific research findings relevant to many of the desired elements of a two-generation policy framework. Across all of the chapters, researchers note what has worked, what hasn't worked, and what additional research we will all need in building Connecticut's two-generational approach.

Intergenerational Payoffs of Education. Columbia University Associate Professor of Sociology Neeraj Kaushal reports that while there is a correlation between parental education and child outcomes (i.e., in educational success, health, and income), evidence does not prove "that the relationship is causal."²⁷ The author notes that the correlation is strongest (in countries) where there is more inequality and a lower investment in public education.

The implications for our work in Connecticut are clear: We must focus our two-generational approach in the state's most distressed communities where the greatest gaps exist in parental education levels and children's outcomes.

Parental Employment and Children's Wellbeing. Carolyn Heinrich, University of Texas Professor of Public Affairs, reports that, "On the one hand, working parents can be positive role models for their children and, of course, the income that they earn can improve their children's lives in many ways. On the other hand work can impair the developing bond between parents and young children, especially when parents work long hours or evening and night shifts. The stress that parents bring home from their jobs can detract from their parenting skills, undermine the atmosphere in the home, and thereby introduce stress into the lives of their children."²⁸ Heinrich also notes that "...it is low-income parents who are most likely to work in stressful, low-quality jobs that feature low pay, little autonomy, inflexible hours, and few or no benefits. And low-income children whose parents are working are more likely to be placed in inadequate child care or to go unsupervised." (p. 121)²⁹

The implications for our work in Connecticut are clear: We must assure that our two-generation approach provides access to sector-specific jobs that are in demand (where pay is likely to improve as demand increased), and we must assure that work supports including time-sensitive, high quality child care is available and affordable to low-income working families.

Boosting Family Income. Three academicians contributed to the chapter on family income: University of California (Irvine) Professor of Education Greg Duncan; University of Wisconsin Associate Professor of Social Work Katherine Magnuson; and University of Pittsburg Associated

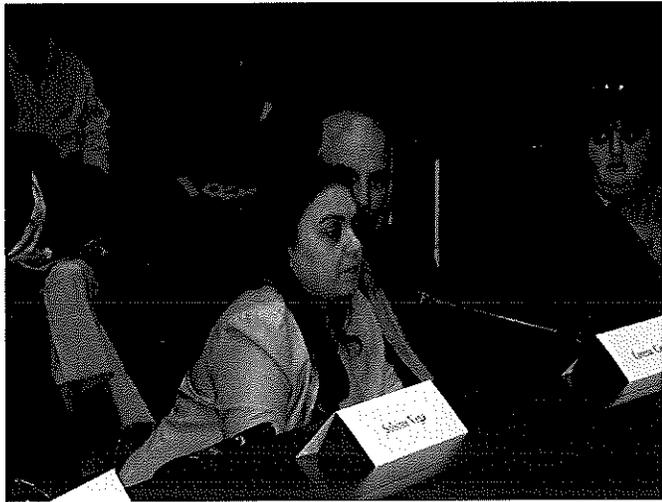
²⁷ Kaushal, N., *Intergenerational Payoffs of Education*. In *Helping Parents, Helping Children*, op cit, pp. 61-78

²⁸ Heinrich, C.J., *Parents' Employment and Children's Wellbeing*. In *Helping Parents, Helping Children*, op cit., pp.121-148

²⁹ Glied, S. & Oellerich, D. *Two-Generation Programs and Health*. In *Helping Parents, Helping Children*, op cit., pp. 79-97

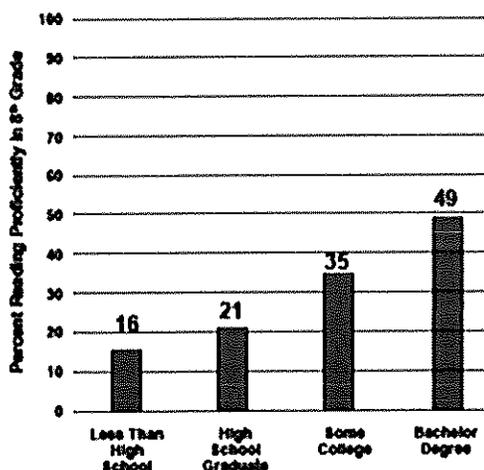
Family Literacy and Achievement: A Case Example

With the help of English-as-a-second-language (ESL) classes, parent engagement programs, and other community support, Enfield mother Lorena Cisneros earned a four-year college degree, graduating with high honors. But as she explained at a Two-Generational Policy Work Group forum on November 12, 2014, it wasn't easy: "To be a mom, wife, employee, student – at the same time, and full time – was difficult. I did it for my kids."³²



Literacy is a good example of where two-generational strategy has had a proven impact. The number one predictor of a child's eventual literacy level is the mother's literacy level. In fact, children's CMT scores show direct correlation to mother's level of educational attainment.

Children's Reading Proficiency, by Parental Education, 2013



Source: National Assessment of Educational Progress. Downloaded by the authors from "Custom Data Tables" from National Center for Education Statistics (2013a). Results are by "parental education" which is the highest level of education reported for either parent (National Center for Education Statistic (2013b).

Also, vocabulary development during the early years is highly correlated to school success in general. Low-income children are exposed to only half as many words as middle-income children.³³ Yet, data on adult literacy in Connecticut reveals a staggering number of adults with limited literacy skills.

A recent National Center for Families Learning Study revealed that coordinated two-generational learning increases student achievement, expands parent engagement, improves adult reading

³² Testimony: Lorena Cisneros, Two-Generational Policy Work Group forum on November 12, 2014.

³³ Reach Out and Read, <http://www.reachoutandread.org/why-we-work/importance-of-reading-aloud/>.

How it's Multi-Generational: In addition to serving children, programs employ family service staff who engage with parents and other adult family members, encouraging them to participate in a wide variety of program and community activities. Parent, family and community partnerships connect parents with social, education and employment services. Parents engage in program governance through membership on the Policy Council and program committees that help parents support each other, their children and their communities. Programs target activities to specifically engage fathers and other male family members. Each family maintains a Child Development Plan and a Family Partnership Agreement, which set forth individualized goals. Further, on average, over 20 percent of Head Start staff are current or former Head Start parents.



Outcomes and Fiscal Savings: Head Start has been evaluated extensively. Long term outcomes for children have included increased employment and high-school graduation rates, and lower rates of incarceration and foster-care placement, all of which lead to increased family health and stability along with public savings.

Child FIRST

Mission: Child First is an evidence-based, two-generation model that works with vulnerable young children and families, providing intensive, home-based, parent-child intervention and wrap-around services and supports. The goal is to identify children at the earliest



possible time and intervene to prevent serious mental health and learning problems and child abuse and neglect. Child First works with families facing multiple challenges, including poverty, maternal depression, domestic violence, substance abuse and homelessness.

How It's Multi-Generational: Child First always works with the parent(s) and child together. Based upon the research on the impact of trauma and adversity on the developing brain, Child First has three areas of focus: (1) Establish a responsive, nurturing relationship through parent-child psychotherapeutic intervention and provide parent guidance to enhance child development aimed at healing the devastating effects of adversity on both the child and parent, (2) Develop executive functioning and self-regulation capacity, resulting in parents who are ready to enter training or workforce able to focus their attention, plan and problem solve, and a child who is able to be attentive and ready to learn in the classroom, (3) Develop a comprehensive Child and Family Plan of Care and connect parents and children with wrap-around services and supports that both decrease stress and enhance parent capacity and child development.

Outcomes and Fiscal savings: Child First has proven to be effective with a randomized, controlled trial and has been designated as an evidence-based, home visiting model by Health and Human Services. Proven outcomes include decreased child emotional and behavioral problems, increased child language development, decreased parental mental health problems

city via community- and neighborhood-based resources that are dedicated to family wellness and strength. It connects new mothers not only to their infants, but also to other mothers and local health services.

How It's Multi-Generational: In promoting mothers' mental health, the organization also helps them to pass healthy outlooks and practices along to their children. In addition, it addresses the link between family mental health and family earning power.

Outcomes and Fiscal Savings: Statistically significant reductions in parenting stress, depressive symptoms and increases in parent-child attachment and quality of interaction. Over 90 percent adherence to interventions among overburdened, under resourced families. In December 2014, the State of Connecticut announced the allocation of \$3.4 million to the Partnership for the creation of 'MOMS Zones' in 12 New Haven neighborhoods. Each zone will feature a 'MOMS hub' to deliver centralized mental-health and family economic security services. The White House lauded the initiative, saying, "By using and developing evidence of what works to keep families with their children, the Connecticut efforts aim to create better life outcomes for kids while saving resources for safety net-programs."

Core Two-Generational Strategies

Most two-generational models share a common set of principles and structural components:

- **Focus on low-income families.** There is a high cost of poverty for children. Children who are poor are more likely to lack secure housing, family transportation, adequate food and overall good health. When low-income children begin formal schooling, the majority lag behind their more affluent peers, academically, socially and physically.
- **Create a common portal for entry that is open to both parent and child.** Whether services are available for both the parent and child in one location, or the parent or child is referred elsewhere, the strategy is intentional, welcoming and coordinated across generations. Sometimes services are co-located, braided together or part of a focused referral process in partnership with other agencies.
- **See the family as the unit.** Child and parent outcomes are considered together and are inextricably intertwined for success in policy, program and practice. Data is collected on both the child and the parent to see how the whole family is thriving.
- **Address learning, work and family strength.** Components often include family support, access to quality infant and preschool settings, research-based English

Accountability and indicators are based on funding requirements, not systems or coordinated outcomes.

Inefficiencies. Inefficiencies are plentiful in family policy as, often, the child is tended in one arena while the parent's needs are addressed elsewhere. Rarely are the efforts coordinated, or do they address a shared family plan or goal.

Routines become Values. Doing business a particular way becomes a routine and routines turn into values and beliefs. Attitudes can also play a role, where the child is seen as interference to employment, or the adult with limited structure or parenting skills is seen as not worthy. Perceptions regarding the causes of poverty, coupled with race and culture bias, can taint motivation and teamwork. Support for integrated planning and policy design, at the state and neighborhood level, is paramount.

Leadership. A shift from shard to whole takes strong leadership. A leader needs to cue program administrators that they are to challenge organizational culture, policy and planning that is performed in isolation. Leadership is vital to a strategy that helps parents to work and children to thrive. Using outcome measures that look at long-term gains and reviewing ineffective approaches to work pathways, adult education and early care, are essential. Similarly, assuring all workers are trained in a two-generational strategy is necessary. Training provides the framework, values, data points and necessary team work for accountability.

4. Tap parents as the strongest community messengers who can reach those most vulnerable and those least likely to use available services for families and employment opportunity.
5. Bring in fathers, not just mothers, as critical stakeholders in all two-generational work.
6. Honor young teen parents in partnership and ask for their input and planning together for child care, high school degree acquisition, ELL as needed and next pathways to work. Ask what they need and want for their children to flourish.

A Connecticut Strategy and Policy Framework

Connecticut's two-generational strategy and policy paradigm includes policy, program and systems change. Two-generational work is *not* a program alone, but an approach that builds efficacy and capacity for child, parent and community, *together*. It changes how policy and systems are assembled to better influence the most important outcomes for Connecticut's vulnerable families -- *a reduction in chronic, multi-generational family poverty*.

Building an Evidence-Oriented Culture

An evidence oriented culture exists when policy leaders use data to maximize their investment impact. Quality two-generational work requires strong study of current context and condition, and parent and child outcomes.

Identifying performance measures for two-generation programs and policies will help determine inherently readiness and school success as well as workforce development gains. It will be important to garner the comparative return on investment if the state views the family as the unit or if the state continues to view the child and the parent as separate units.

Utilization of two-generational indicators in Results Based Accountability and in the Children's Report Card will help embed the concept across agencies. Similarly, asking questions in policy hearings about both the child and the parent will begin to shift the culture of fragmentation.

Questions to consider might include:

- Are there fiscal savings and organizational efficiencies to be had in addressing the family as one, rather than parent and child separately?
- Does family satisfaction with service delivery increase (including extended family members caring for young children) when we employ a two-generation service and practice model?

Suggested Systems Change for Two-Generational Strategy

The following policy recommendations are anchored in national and state research, as well as expert presentations to the Two-Generational Policy Workgroup on proven policy, program, culture change and practice.

- 1. Create two-generational demonstration models to test approaches that blend service provision with neighborhood and systems change.** Incentivize coordination, co-location, professional development, braided program linkages for child and parent, communication and shared outcome analysis. Offer best practices and technical assistance in advance of the formal application. Create a learning community among recipients. Select pilots with collective impact strategies, a cradle to career policy and readiness for systems reform.
- 2. Create one or more public-private partnerships with philanthropy in the design, implementation plan and evaluation of the two-generational pilots.** Utilize low-, mid- and high-level strategies. Identify best practice models for replication through an intentional, coordinated, phase-in strategy.
- 3. Support a workforce liaison to administer and guide two-generation strategy and build connections between partner programs and employers who are essential to its success.** A workforce intermediary would have contacts between the various workforce development programs and early childhood initiatives and would get feedback from the private sector to assure the program meets local economic needs.
- 4. Develop two-generational co-training opportunities for leadership and staff members across agencies in workforce, human services and early childhood.** Across sectors, service providers need increased training and education about both the target population and whole-family expertise; programmatic and managerial support for strength-based two-generation approaches. Assure case practice in each agency to support a family decision making process, including a family economic stability plan, rather than a separate plan for each child and adult.
- 5. Build two-generational state programming over four years.** Establish a four-year state target for a percentage of existing programs to reflect significant two-generational programming, with cross-agency support. Direct specific state partner agencies to: a) provide incentives for RFPs reflecting two-generation approaches; b) set aside a percentage in current grants, serving children and adults, to begin offering incentives for two-generational transition; c) set aside a percentage in current and future grants to foster cross-agency two-generational initiatives; d) Identify health; housing; transportation; labor; infant-toddler care, pre-k through elementary education,

Two-Generational Policy Suggestions by Topic Area

The following offers a sampler of policy choices, by issue area, to build towards a two-generational model:

- Housing
 - Welfare Reform
 - Adult Education and Post-Secondary Education
 - Employment
 - Early Childhood
 - Health & Mental Health
 - Evaluation, Accountability and Financing in Partnership
 - Utilize Existing Federal and State Policy Opportunities
-

Housing

- Place quality child care and after school programs at or near any new affordable housing development to address the needs of working families. Similarly, construct early care satellites at existing low-income housing programs.
- Amend the state's Child Care and Development Fund (CCDF) plan to:
 - 1) establish homelessness as an eligibility category for receiving child care subsidies;
 - 2) consider homeless children as a priority population for child care enrollment wait lists;
 - 3) provide child care while a family searches for housing;
 - 4) reimburse providers at higher rates for offering child care during non-traditional hours;
 - 5) re-determine children's eligibility every 12 months; and
 - 6) extend child care eligibility for children enrolled in Head Start and Early Head Start.
- Prioritize families at risk of or exiting homelessness, through rapid rehousing, which provides short term financial assistance and housing stabilizations supports, to help families quickly exit homelessness.

- Expand a TANF subsidized employment program. This has strong opportunity for a public- private partnership and will support young parents into pathways to work. ARRA was utilized in Connecticut, during the recession, to maximize subsidized employment and the outcomes showed successful job creation with improved family stability.
- Include family economic security indicators including credential attainment, employment, earnings and job retention.
- Reform state welfare policy to include two-generational plans and bolster parents' workforce strength. Actions to include: a) opportunity for education, b) subsidized employment opportunity, c) extended time to 60 months, d) reduction in cliff responses that take away from child development when the parent succeeds and e) access to quality early care.

Adult Education and Postsecondary Education

- Increase postsecondary education access and completion through policies that more accurately reflect the needs of enrolled student parents, a growing state demographic. Ensure that financial aid is available for part-time, adult students; many of whom are parents.
- Support adult education, community colleges and job-training programs to partner with organizations providing early childhood, after school and summer school programs to help parents balance their education, work, and family.
- Promote cross-system collaboration and partnership between human service agencies and institutions of higher education, especially community colleges, to increase bundled services and benefits access for low-income parents who are students.
- Train adult education faculty in how to work with parents who are not fully literate to further assist their literacy development and that of their children.
- Create aid programs that target students seeking credentials for high demand fields in Connecticut.

- Ensure child care is connected to public transportation routes. Correlate transportation lines with workforce trends and child care need.
- Use a two-generational lens in child welfare family teaming for families with young children.
- Coordinate with Workforce Investment Boards and provide evening presentations for unemployed parents, whether they are custodial or noncustodial parents.
- Facilitate home visitation focus on adult employment and literacy, as well as a focus on optimal and safe child development. Ensure professional development and oversight in working with ELL families with economic self-sufficiency and family supports.
- Bolster informal care models such as All Our Kin, where provider, parents and child can concurrently grow in skills and pathways. Assure best standards for the children and opportunities for professional training and wages for the providers.
- Utilize a Two-Generational Family Economic Success Center Model. Incentivize existing family hub sites, when possible, for parents and their children to maximize opportunity for both generations. This might include early childhood development, family services, adult education, workforce skills development and other services in one location.
- Bolster and support efforts to provide employment and education linkages to parents in Head Start and Early Head Start as part of the federal mandate.

Primary Health and Mental Health

- Support family leave policies that allow new families adequate time to attend to child-parent attachment needs and medical check-ups, as well as a variety of other physical and relational health benefits.
- Enhance home visitation programs to do two-generational work in order to maximize adult and child's capacities at home, work or school by streamlining their access to existing resources, including: prenatal care, parenting and health information, ELL services, child developmental screenings, adult education, and provision of primary

- Measure both child and parent outcomes, not just one and the other.
- Evaluate data for both generations, with clearly articulated goals such as ELL for both parent and child, income for the family to include job training and child support payments, etc.
- Include two-generational metrics in the state Results Based Accountability process.
- Coordinate with OPM and Appropriations Committee to innovate and waive barriers, wherever possible, that impede two-generational planning. Link funding streams across state departments, state and community. Work toward a Medicaid waiver, as needed, to accomplish components above.
- Partner with Connecticut philanthropy to study the impact of two-generational works. Does it improve outcomes and save the state on efficiencies? What are the cashable savings? How are we measuring “success”?
- Utilize a portion of the TANF dollars currently under the “other” category that do not explicitly support the needs of poor or low-income families, to be repurposed to assist low-income families in school and workforce readiness.
- Request national and state technical assistance support from philanthropy and/or national organizations working on two-generational policy, in blending dollars and resources across silos. Find opportunities to bring child and adult service agencies and programs together through strategic financing (e.g. blending and braiding funding) and incentives for coordination.

Utilize Existing Federal and State Policy Opportunities

Federal policies to include:

- **2014 Workforce Innovation and Opportunity Act** to allow the state and local changes that enable two-generation support.
- **Child Care Development Block Grant** to increase access to and quality of early childhood settings for children and to ensure greater access to job training and education for their parents.

- **Support Opportunity Youth Programs Young Parent initiatives** through the State participating in the Performance Partnership Program.
- **CTETC, State-wide plan** - CT Employment and Training Commission developed, with the Regional Workforce Development Boards, a statewide plan and funding proposal to implement, expand or improve upon 1) contextualized learning programs, 2) career certificate programs, 3) middle college programs, and 4) early college high school programs. Targets underrepresented colleges and university students, including low-income youth, first generation, ELL learners and minority students.
- **ALICE Report** - Partner with the United Ways and their findings, which show increased family instability. The ALICE Report indicates employment and workforce challenges cross all towns in CT, demonstrating the necessity to address comprehensively the systemic poverty impacting both generations.
- **Next Generation Connecticut** - Link to initiatives that expand educational opportunities, research, and innovation in the science, technology, engineering and math (STEM) disciplines.

Working Group Members³⁵

Elaine Zimmerman

Executive Director
Connecticut Commission on Children

R. David Addams

Executive Director
William Caspar Graustein Memorial Fund

Rebecca Allen

Program Officer
Melville Charitable Trust

Cathy Battista

Director
Family Resource Centers

Alexandra Beaudoin

Legislative Analyst
Connecticut Conference of Municipalities

Alexis Bivens

Program Director for Education and Youth Dev.
Fairfield County's Community Foundation

Erin Boggs

Executive Director
Open Communities Alliance

Jim Boucher

Director of Strategic Development
Capital Workforce Partners

Judy Carson

Family Support Services Unit
State Department of Education

George Coleman

Chair
Connecticut Commission on Children

Sarah Dudzic

Director
Move Up!

Janice Elliott

Executive Director
Melville Charitable Trust

Harriet Feldlaufer

Director, Div. of Early Care and Education
Office of Early Childhood

Elizabeth Fraser

Policy Analyst
Connecticut Association for Human Services

Merrill Gay

Executive Director
Connecticut Early Childhood Alliance

Judith Goldfarb

Consultant

Linda Goodman

Deputy Director
Connecticut Office of Early Childhood

Patricia Marsden-Kish

Director of Learning Centers
Norwalk Housing Authority

Jane McNichol

Executive Director
Legal Assistance Resource Center of Conn.

Orlando Rodriguez

Associate Legislative Analyst
Latino & Puerto Rican Affairs Commission

Maggie Adair

Director, Government & Community Relations
State Office of Early Childhood

Ellen Shemitz

Executive Director
Connecticut Voices for Children

³⁵ The Commission on Children organized an informal working group to provide data and informational support and testimony on two-generational best practices. The working group, which included agency staff, is advisory to the Commission on Children on these matters.