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**Data-Driven Impact:  
Leveraging Data to Implement a 2-Generation Approach in Austin**

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**Data-Driven Impact:  
Leveraging Data to Implement a 2-Generation Approach in Austin**

**by**

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## **Abstract**

### **Data-Driven Impact: Leveraging Data to Implement a 2-Generation Approach in Austin**

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Intergenerational economic mobility is the ability for children to fare better financially than their parents. Despite a growing economy, Austin/Travis County faces declining economic mobility, and economic growth in Austin/Travis County disproportionately benefits wealthy residents. Individuals who work low-skill jobs are not paid a family-sustaining wage. Parents and caregivers with low incomes face numerous barriers to earning a family-sustaining wage, such as the need for additional education, training, and access to affordable childcare. The 2-Gen model aims to disrupt the intergenerational cycle of economic immobility by simultaneously supporting the needs of parents/caregivers and children.

United Way for Greater Austin and community partners developed the “Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023” to create an ecosystem of programs and services designed to meet the needs of whole families, making it easier to access social and economic opportunity. This report provides data and analysis to support the implementation of the 2-Gen Strategic Plan, including data on

Austin/Travis County residents, the unmet needs of families with low income, and existing 2-Gen agencies and services. The report provides recommendations on how nonprofits can use data to strengthen their 2-Gen services. The three recommendations include making data-driven decisions, leveraging funding, and collaborating to strengthen existing and create new 2-Gen approaches.

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## **Introduction**

The purpose of this report is to support the implementation of the recently published plan, Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023. The report begins with background on 2-Gen, including a review of the research supporting 2-Gen, and 2-Gen in the context of Austin/Travis County. The Community Need section describes the employment, education, and cost of childcare for families with low income in Austin/Travis County. The report then provides information about opportunities for agencies to collaborate and offer 2-Gen services in Austin/Travis County; this section includes maps with agency names, locations, and category of 2-Gen services provided. The final section of the report provides recommendations on how nonprofits can use data from this report and other sources to strengthen their 2-Gen services. The three recommendations include making data-driven decisions, leveraging funding, and collaborating to strengthen existing and create new 2-Gen approaches.

## 2-Gen Background

### HISTORY OF 2-GEN

The term “two-generation program” was first used in the early 1990s by the Foundation for Child Development.<sup>1</sup> Two-generation (2-Gen) programs aim to break the intergenerational cycle of poverty by providing services to children and parents/caregivers in the same family. These services include workforce development or education for parents/caregivers, high-quality care and education for children, and support services in the areas of social capital, financial security, and health and well-being.

In the 1980s and 1990s, the programs that preceded 2-Gen programs provided services to both generations, but primarily focused on helping one generation, while the needs and outcomes of the other generation were more of an afterthought.<sup>2</sup> Some of these programs originated from early childhood education, where additional parenting support was provided to ultimately benefit children’s developmental outcomes. Other programs focused on educating teenage parents to ensure high school graduation and basic life skills while their children were in childcare. These programs focused on parent outcomes and did not attempt to improve outcomes for their children. Overall, the evaluations of these early programs had disappointing results, likely due to insufficient quality, intensity, and intentionality of programs.<sup>3</sup>

The prevalence of early 2-Gen programs decreased in the late 1990s as the country embraced “work-first” policies.<sup>4</sup> The Personal Responsibility and Work Opportunity Reconciliation Act required recipients of federal benefits to work, which prevented many

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<sup>1</sup> Smith, *Two Generation Programs for Families in Poverty*.

<sup>2</sup> Chase-Lansdale and Brooks-Gunn, “Two-Generation Programs in the Twenty-First Century,” 14–15.

<sup>3</sup> Sama-Miller et al., “Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security,” 3.

<sup>4</sup> Chase-Lansdale and Brooks-Gunn, “Two-Generation Programs in the Twenty-First Century,” 15.

of them from spending time to further their education. In addition, federally funded job-training programs decreased, while funding for job search and placement programs increased.

Currently, a second wave of 2-Gen programs are emerging as interest and funding increases. Policymakers and program administrators recognize that 2-Gen programs may address the challenges faced by families with low incomes in a way that single generation programs cannot.<sup>5</sup> These programs, unlike early 2-Gen programs, attempt to build the skills of both children and their parents/caregivers.<sup>6</sup> New 2-Gen programs are also structured based on research to ensure positive outcomes for families.

## **RESEARCH SUPPORTING 2-GEN APPROACHES**

### **Research on Services for Children**

Decades of research on early childhood education programs have established the beneficial impacts on children from families with low income. Two programs from the 1960s and 1970s, the Abecedarian Project and the Perry Preschool Project, provide the foundational research on the effectiveness of high-quality programs.<sup>7</sup> Both projects randomly assigned children to a control group or an experimental program that provided early childhood education. The high-quality education in the experimental programs included of classroom curricula, trained teachers, low teacher-child ratios, and parental involvement. The results of both evaluations demonstrated positive short-term effects for children, including higher levels of learning and social development compared to the control groups.<sup>8</sup> In the long term, once children in both programs were enrolled in

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<sup>5</sup> Sama-Miller et al., “Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security,” 3.

<sup>6</sup> Chase-Lansdale and Brooks-Gunn, “Two-Generation Programs in the Twenty-First Century,” 16.

<sup>7</sup> Chase-Lansdale and Brooks-Gunn, 19.

<sup>8</sup> Chase-Lansdale and Brooks-Gunn, 20.

elementary school through high school, they were less likely to be in special education, to repeat a grade, to drop out of high school, to become pregnant as teenagers, or to engage in criminal activity, compared to the control groups. As adults, participants in both programs earned higher wages, and those who participated in the Abecedarian Project were more likely to have completed college degrees, compared to the control groups.

Another significant component of the early childhood field is Head Start, a federal intervention program created in 1965 to improve the kindergarten readiness of children from families with low income.<sup>9</sup> Head Start services include early education programs focused on social, behavioral, and academic skills for children, dental and health check-ups for children, and support and training for parents on how to participate in their children's education.<sup>10</sup> In 1998, Congress mandated a randomized experimental evaluation of Head Start to determine the effectiveness of the program.<sup>11</sup> The evaluation reported that improved academic outcomes for children were small in magnitude and dissipated by kindergarten.<sup>12</sup> However, more recent analysis demonstrated that the report underestimated the benefits to families in the program. Head Start had a positive impact on children's cognitive skills, with the largest impact on children who entered the program with the lowest cognitive skills.<sup>13</sup> Head Start also increased parental involvement with their children, which continued for several years after the families had left the program.<sup>14</sup>

The majority of states have state-funded pre-K programs, with strong bipartisan support.<sup>15</sup> In contrast to the positive impacts of early preschool and Head Start programs,

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<sup>9</sup> Montialoux, "Revisiting the Impact of Head Start," 2.

<sup>10</sup> Montialoux, 2.

<sup>11</sup> Puma et al., "Head Start Impact Study," 1–9.

<sup>12</sup> Montialoux, "Revisiting the Impact of Head Start," 4.

<sup>13</sup> Bitler, Hoynes, and Domina, "Experimental Evidence on Distributional Effects of Head Start," 29.

<sup>14</sup> Gelber and Isen, "Children's Schooling and Parents' Investment in Children," 9–10.

<sup>15</sup> Whitehurst, "Does State Pre-K Improve Children's Achievement?," 2.

research on state pre-K is limited and the findings indicate that impacts are weak.<sup>16</sup> The only randomized trial of a state pre-K program is an evaluation of the Tennessee Voluntary Pre-K Program (TVPK), which demonstrated positive achievement effects for children in TVPK that decreased below the achievement of the control group by 3<sup>rd</sup> grade, and children in TVPK had more disciplinary infractions and special education placements by third grade.<sup>17</sup> It is possible that pre-K programs have other positive effects not yet measured in the research; these impacts could include benefits that appear later in life or impacts from an alignment of state pre-K programs with public school systems. More research is needed on the impacts of state pre-K programs, and the analysis of TVPK demonstrates that not all early education programs have the same positive impact on children.

Home visiting is an early intervention program aimed at improving children and family outcomes through support, education, and resources in families' homes.<sup>18</sup> Established in 2010 as part of the Affordable Care Act, the Maternal, Infant, and Early Childhood Home Visiting Program expanded home visiting services nationwide through grants where recipients can implement evidence-based home visiting models that best meet their community's needs. Evaluations of home visiting models have demonstrated positive impacts on child development and school performance, including improvements in language development, school performance and attendance, gross motor delays, and social and emotional skills.<sup>19</sup> Home visiting has resulted in long-term improvements in maternal health and a reduction in substance abuse and mortality among adolescents.<sup>20</sup> Home

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<sup>16</sup> Whitehurst, 1.

<sup>17</sup> Lipsey, Farran, and Durkin, "Effects of the Tennessee Prekindergarten Program on Children's Achievement and Behavior through Third Grade," 173.

<sup>18</sup> Osborne, "Home Visiting Programs," 29.

<sup>19</sup> Michalopoulos et al., "Evidence on the Long-Term Effects of Home Visiting Programs: Laying the Groundwork for Long-Term Follow-Up in the Mother and Infant Home Visiting Program Evaluation (MIHOPE)," 3.

<sup>20</sup> Michalopoulos et al., 5.

visiting programs have also positively impacted family economic stability through increased parental employment, increased earnings, and decreased use of public benefits.<sup>21</sup> Cost-benefit analyses of home visiting programs demonstrate that the benefits of home visiting program exceed costs, with benefit-cost ratio increasing over time.<sup>22</sup>

### **Research on Education and Workforce Training for Adults**

Adult education and workforce development take a variety of forms and are funded through various sources. Federally and state-funded programs include workforce training for adults with low income under the Workforce Investment Act, adult basic education programs, community and technical college programs, and the Employment Service to match workers to jobs.<sup>23</sup> Workforce programs also include employer-based education, training, and apprenticeship programs.<sup>24</sup> Evaluations of workforce training programs show generally positive impacts for adults, including increased employment and earnings.<sup>25</sup> Many evaluations fail to measure the likely benefits to employers, taxpayers, and society.<sup>26</sup>

Research on education and workforce development programs specifically for parents/caregivers has demonstrated mixed effects. Education programs for parents emerged in the 1980s and 1990s, largely in response to the increase in teenagers becoming parents dropping out of school, and not receiving their high school diplomas.<sup>27</sup> The first program, Project Redirection, was an education program for parenting adolescents with low income.<sup>28</sup> The mothers who enrolled received individual counseling; education in life

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<sup>21</sup> Michalopoulos et al., 3.

<sup>22</sup> Michalopoulos et al., 8.

<sup>23</sup> King and Heinrich, “How Effective Are Workforce Development Programs? Implications for U.S. Workforce Policies,” 4.

<sup>24</sup> King and Heinrich, 4.

<sup>25</sup> King and Heinrich, 8.

<sup>26</sup> King and Heinrich, 11.

<sup>27</sup> Chase-Lansdale and Brooks-Gunn, “Two-Generation Programs in the Twenty-First Century,” 22.

<sup>28</sup> Chase-Lansdale and Brooks-Gunn, 23.

skills, parenting, and employability skills; referrals to health, education, and employment services; and monthly stipends of \$30 per month. The program also included three innovative services: individual participant plans, peer group sessions, and mentoring by older women. While offered childcare, few mothers used the service in favor of family members providing care and the program did not provide any other services directly to children. Evaluation of Project Redirection showed short-term gains for mothers, including an increased likelihood of being in school and having job experience and a decreased likelihood of becoming pregnant again.<sup>29</sup> Within two to five years, the positive impacts, excluding birth spacing, had disappeared for mothers; children of mothers in the program showed positive impacts, such as increased vocabulary and fewer behavioral problems. Parents reported better parenting skills, a higher likelihood of enrolling their children in Head Start, and improved home environments. In addition, time between pregnancies is linked to better health outcomes for mothers and fewer negative outcomes for children.<sup>30</sup> Project Redirection was the first adult education program to demonstrate the potential positive effects for children, even without maintaining similar impacts for parents.<sup>31</sup>

Additional programs that were offered through the 1990s demonstrated minimal impacts on mothers' outcomes. Programs such as the New Chance Demonstration, Ohio's Learning and Earning Program, and the Teen Parent Demonstration provided a wide range of adult-focused services, including case management, parenting classes, and education/workforce training.<sup>32</sup> None of these programs provided services intended to benefit children, instead viewing childcare as only a support for mothers' education and

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<sup>29</sup> Chase-Lansdale and Brooks-Gunn, 23.

<sup>30</sup> Crowne et al., "Relationship Between Birth Spacing, Child Maltreatment, and Child Behavior and Development Outcomes Among At-Risk Families," 1418.

<sup>31</sup> Chase-Lansdale and Brooks-Gunn, "Two-Generation Programs in the Twenty-First Century," 23.

<sup>32</sup> Chase-Lansdale and Brooks-Gunn, 24.



work. Evaluations of these programs did not find impacts on mothers or children's outcomes.

A more recent trend in workforce development programs is the use of workforce intermediaries. Workforce intermediaries are collaborations of employers, workers, and other relevant partners who create career advancement pathways.<sup>33</sup> Evaluations of training programs that use workforce intermediaries have demonstrated positive effects on employment and earnings for adults previously earning low wages. If incorporated into a 2-Gen approach, workforce intermediaries could include early childhood education providers to provide services benefiting both children and their parents/caregivers.

The New Hope Project was an experimental poverty-alleviation program in Milwaukee, Wisconsin implemented in 1994.<sup>34</sup> In New Hope, individuals with low income (not limited to parents) who enrolled in the program received work supports, including supplemental income to reach a family-sustaining wage, access to community-service jobs, health insurance, and childcare subsidies.<sup>35</sup> A rigorous evaluation of New Hope demonstrated positive impacts for adults and families, including higher income, fewer unmet medical needs, improvement in mental and physical health, and increased participation in childcare and after-school programs.<sup>36</sup> For children of adults enrolled in New Hope, the evaluation identified improved outcomes, such as increased school performance, increased engagement in school and higher educational aspirations among boys, and increased positive social behaviors with reduced behavior problems.<sup>37</sup> New Hope

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<sup>33</sup> Chase-Lansdale and Brooks-Gunn, 28.

<sup>34</sup> Duncan, Huston, and Weisner, *Higher Ground: New Hope for the Working Poor and Their Children*, 1.

<sup>35</sup> Duncan, Huston, and Weisner, 4.

<sup>36</sup> Duncan, Huston, and Weisner, 86.

<sup>37</sup> Duncan, Huston, and Weisner, 73.

provides evidence that work supports aimed at adults produce improved outcomes for both generations.

### **Research on Services for Both Generations**

Many second wave 2-Gen programs are in early or pilot stages, but the preliminary data suggests that implementing a 2-Gen approach has a positive impact on families.<sup>38</sup> One example is an evaluation of twenty Barbara Bush Foundational Family Literacy programs, in which parents/caregivers enrolled in adult basic education and parenting classes while their children participated in programs aimed at building early literacy.<sup>39</sup> The results of the evaluation showed positive educational outcomes for parents/caregivers (improved basic education skills) and children (improved receptive and expressive language skills).<sup>40</sup> Data from the Jeremiah Program, a 2-Gen approach that provides mothers and children affordable housing, high-quality childcare and education, life-skills training, and career-specific education, demonstrates the positive effects for families.<sup>41</sup> A significant number of mothers earned degrees and obtained employment with a family-sustaining wage. Over 90 percent of children performed at or above grade level in school. Longer-term impacts include fewer families with low incomes, less use of public assistance, and continued academic success for children. The research on current 2-Gen programs demonstrates that services are more effective if they are consciously linked together as they help overcome barriers (e.g., child care) and improve outcomes for both generations.

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<sup>38</sup> Sama-Miller et al., “Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security,” xxiv; “Strengthening the Foundation: Strategic Evidence Building for Two-Generation Approaches,” 5.

<sup>39</sup> Mason, “Evaluation of the National Family Literacy Program: 2016 Report,” 2.

<sup>40</sup> Mason, iv.

<sup>41</sup> “Strengthening the Foundation: Strategic Evidence Building for Two-Generation Approaches,” 5.

The positive impacts of 2-Gen programs are often mutually reinforcing between the two generations. Parents/caregivers and children each benefit from participating in their own services, but also benefit from their family member's participation in services as well. Parents enrolled in adult educational programs with children receiving high-quality care report increased engagement in their own learning; the belief that their education is helping themselves as well as their children results in mutually-reinforcing motivation.<sup>42</sup> Higher parental educational levels and income are strongly correlated with better developmental and academic outcomes for their children (such as larger vocabularies and fewer behavioral problems).<sup>43</sup> In addition, mothers who increase their own levels of education demonstrate an increased engagement in their children's education.<sup>44</sup>

The home environment may also be improved as parents' educational level increases; parents may feel less stressed and have more skills to engage with their children.<sup>45</sup> Parents with higher levels of education are more likely to tailor their parenting to respond to their children's specific needs and developmental level.<sup>46</sup> A positive relationship with parents and an engaging home environment will reinforce the benefits of receiving high-quality care and education.

Additional education and workforce training are linked with higher levels of family income.<sup>47</sup> This increased income may improve family economic security, which benefits

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<sup>42</sup> Sama-Miller et al., "Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security," 27.

<sup>43</sup> Sama-Miller et al., 2; Chase-Lansdale and Brooks-Gunn, "Two-Generation Programs in the Twenty-First Century," 23.

<sup>44</sup> Crosnoe and Kalil, "Educational Progress and Parenting Among Mexican Immigrant Mothers of Young Children," 976.

<sup>45</sup> Duncan and Murnane, *Whither Opportunity?*

<sup>46</sup> Kalil, Ryan, and Corey, "Diverging Destinies," 1361.

<sup>47</sup> Sama-Miller et al., "Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security," 2.

both parents and children.<sup>48</sup> Parents/caregivers' participation in programs that increase income and work hours improved the academic achievement of their preschool and elementary school-aged children.<sup>49</sup> Economic insecurity during childhood is linked to worse employment outcomes later in life, including lower earnings and reduced work hours.<sup>50</sup> Improving the economic security of a household while children are young benefits both the parents and children by helping break the intergenerational cycle of economic immobility.

## **2-GEN VISION FOR AUSTIN/TRAVIS COUNTY AND STRATEGIC PLAN**

For the last several years, United Way for Greater Austin (UWATX) and community partners have worked collaboratively to implement a 2-Gen approach to programs and services in Austin/Travis County. Implementing a 2-Gen approach includes offering programs and building collaborations among agencies to serve children and parents/caregivers simultaneously and advance the potential for parents/caregivers to earn a family-sustaining wage. In 2015, community leaders created a 2-Gen Vision for Austin/Travis County, outlining their shared goal of coordinated services for parents/caregivers and children:

Policies and programs are designed, and their resources are aligned, to help parents improve basic educational skills and become economically stable, to strengthen parents' ability to be positive influences on their children's development, and to help children achieve their maximum potential by simultaneously addressing the needs of parents and children. Meeting the needs of both generations will produce larger and more enduring effects than can be achieved by services parents and children separately.<sup>51</sup>

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<sup>48</sup> Duncan and Murnane, *Whither Opportunity?*

<sup>49</sup> Duncan and Magnuson, "The Long Reach of Early Childhood Poverty," 25.

<sup>50</sup> Duncan, Ziol-Guest, and Kalil, "Early-Childhood Poverty and Adult Attainment, Behavior, and Health," 306.

<sup>51</sup> United Way for Greater Austin, "2-Gen Vision for Austin."

With funding provided by the Michael & Susan Dell Foundation, UWATX and community partners developed the Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023 (2-Gen Strategic Plan) in 2018. The plan creates ecosystem of programs and services designed to meet the needs of whole families, making it easier to access social and economic opportunity. This five-year plan serves as a roadmap to operationalize the 2-Gen Vision for Austin/Travis County by articulating clear goals, performance measures, strategies, and year-by-year action steps to develop a stronger ecosystem of support for whole families. The two overarching goals of the plan are to increase the number of families serviced through a 2-Gen approach and to strengthen existing 2-Gen approaches (Appendix 1). The strategies to achieve those goals are captured in five categories addressing intergenerational poverty: Systems-Level Change, Educational Success, Health and Well-Being, Social Capital, Financial Security. The final four categories align with national 2-Gen models.<sup>52</sup> Educational Success includes simultaneous investment in high-quality education for children and adult basic education and workforce development for parents/caregivers. Health and Well-Being includes access to physical and mental health care for illness and trauma for children and parents/caregivers. Social Capital is the creation of social and professional networks that help support family dynamics, increase access to community resources, and provide professional support. Financial Security includes financial education and building economic assets for families, including emergency savings and eliminating debt.

Community stakeholders created a 2-Gen Advisory Council composed of systems-level leaders and decision-makers in the early childhood, workforce, and adult education fields, chaired by Dr. Christopher King from the Ray Marshall Center for the Study of

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<sup>52</sup> “What Is 2Gen?”

Human Resources and Dr. Aletha Huston, emeritus professor at the University of Texas at Austin. A second group, the 2-Gen Stakeholder Network, was comprised of service providers and other stakeholders from the same fields as the Advisory Council, as well as members from housing, transportation, and health. UWATX acted as the backbone organization for the strategic planning process, with staff facilitating numerous meetings and workshops with community stakeholders to create the strategies and action steps necessary for achieving the goals of the strategic plan. In addition, UWATX funded nine 2-Gen programs and collaborations in Austin/Travis County, in order to financially support agencies in achieving 2-Gen goals. The 2-Gen Strategic Plan was published in December 2018, and community partners will form workgroups to begin implementation of the strategies in the plan in 2019. UWATX will collect data over the next five years to measure community efforts and progress towards increasing the number of families served in a 2-Gen approach.

## **Community Need in Austin/Travis County**

### **ECONOMIC MOBILITY IN AUSTIN/TRAVIS COUNTY**

Intergenerational economic mobility, the ability for children to do better financially than their parents, has decreased over time in the United States.<sup>53</sup> Despite its growing economy, Austin/Travis County faces declining economic mobility, with lower mobility rates than many major cities.<sup>54</sup> This is partially due to the fact that the cost of housing and other basic needs are increasing at a faster rate than incomes.<sup>55</sup>

The Center for Public Policy Priorities (CPPP) is an Austin-based policy organization focused on economic opportunities and fiscal policy affecting Texas families. CPPP maintains a data tool called “Texas Family Budgets” that uses publicly available data to calculate family budgets necessary to meet basic needs in specific areas in the State.<sup>56</sup> The budget calculations include costs for meeting basic needs, including housing and utilities, food, health care (insurance and out-of-pocket costs), childcare, transportation, and other necessities (such as clothing and telephone service) for families with varying numbers of children and adults. The Family Budget Calculator reveals that a family in Austin with one working parent/caregiver and two children, health insurance purchased through the ACA federal marketplace, childcare expenses for two children, and a small amount of emergency savings will need to earn \$4,433 per month or \$53,200 per year (this calculation uses 2017 data) in order to make ends meet.<sup>57</sup> This means that the parent or caregiver in this family needs to earn at least \$26 per hour to cover these basic

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<sup>53</sup> Chetty et al., “Where Is the Land of Opportunity?,” 5.

<sup>54</sup> Chetty et al., 70.

<sup>55</sup> “Austin Metro Area Master Community Workforce Plan,” 7.

<sup>56</sup> Deviney and Tingle, “Texas Family Budgets: Methodology,” 2.

<sup>57</sup> Center for Public Policy Priorities, “Texas Family Budgets.”

expenses and earn a family-sustaining wage. According to the Family Budget Calculator, 63% of jobs in Austin do not pay a median wage large enough to meet this family's needs.<sup>58</sup>

The economic growth in Austin/Travis County disproportionately benefits wealthy and white residents; residents who work low-skill jobs, including retail and food service jobs, are not paid a family-sustaining wage. Companies in Austin/Travis County also are unable to hire the needed workforce for the available middle-skilled jobs that would pay a living wage. The Austin Metro Area currently faces a workforce gap projected to grow to more than 60,000 openings for middle-skill jobs by 2021.<sup>59</sup> Middle-skill jobs are those that require more than a high school diploma but less than a bachelor's degree, and include jobs in the healthcare, information technology, skilled trades, clerical, sales, and transportation/material moving occupational groupings.<sup>60</sup>

Parents and caregivers with low incomes face numerous barriers to earning a family-sustaining wage, such as the need for additional education and training and access to affordable childcare. The 2-Gen model aims to disrupt the intergenerational cycle of economic immobility by supporting the needs of parents/caregivers and children simultaneously.

## **FAMILIES WITH LOW INCOMES**

The Census Bureau uses income thresholds to determine which families live in poverty according to the Federal Poverty Level (FPL).<sup>61</sup> The FPL is widely viewed as outdated, as it uses a methodology developed in the 1960s.<sup>62</sup> A major criticism of the FPL is that it is too low and greatly underrepresents the number of families who have low

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<sup>58</sup> Center for Public Policy Priorities.

<sup>59</sup> "Austin Metro Area Master Community Workforce Plan," 8.

<sup>60</sup> "Austin Metro Area Master Community Workforce Plan," 2.

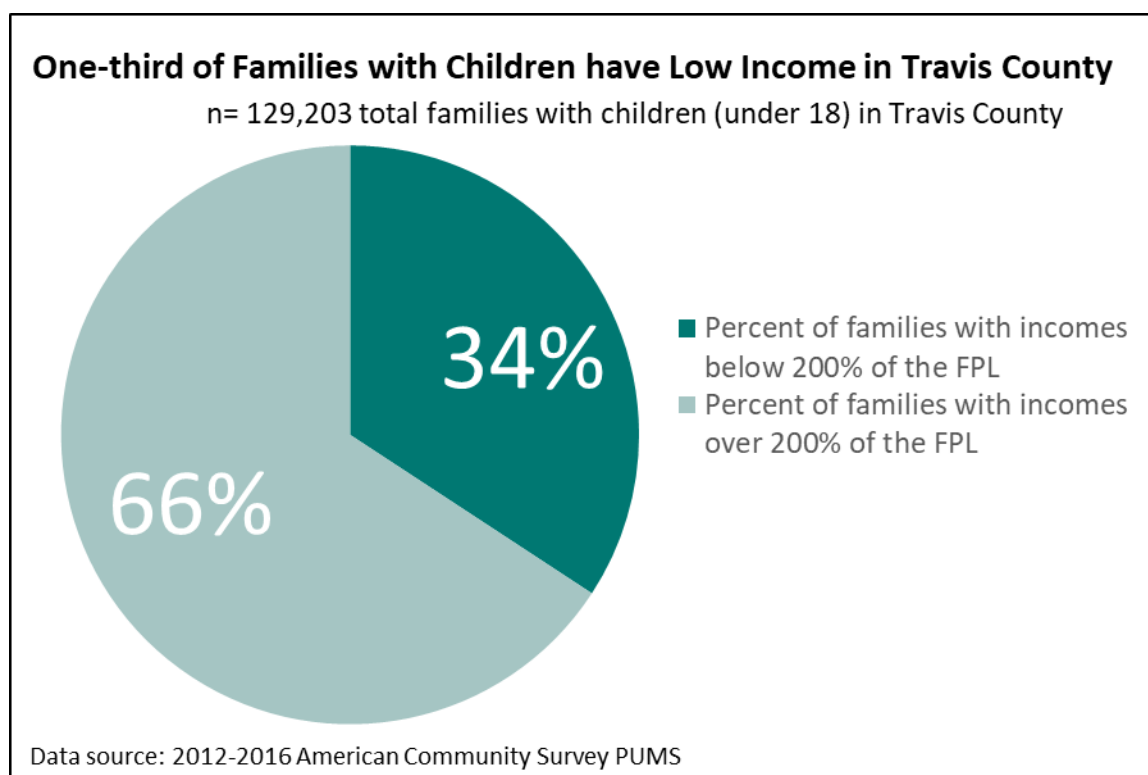
<sup>61</sup> US Census Bureau, "How the Census Bureau Measures Poverty."

<sup>62</sup> "Measuring Poverty."



income. Instead, researchers and programs often use incomes under 200 percent of the FPL as a better indication of families are struggling and in need of support, and many Travis County and City of Austin programs use this metric as criteria for being eligible for services. For this report, the phrase “families with low income” refers to families with incomes under 200 percent of the FPL. In Travis County, 34 percent of households with children under 18 years old have incomes below 200 percent of the FPL (Figure 1).<sup>63</sup>

Figure 1: One-third of Families with Children (under 18 years old) have Low Income in Travis County



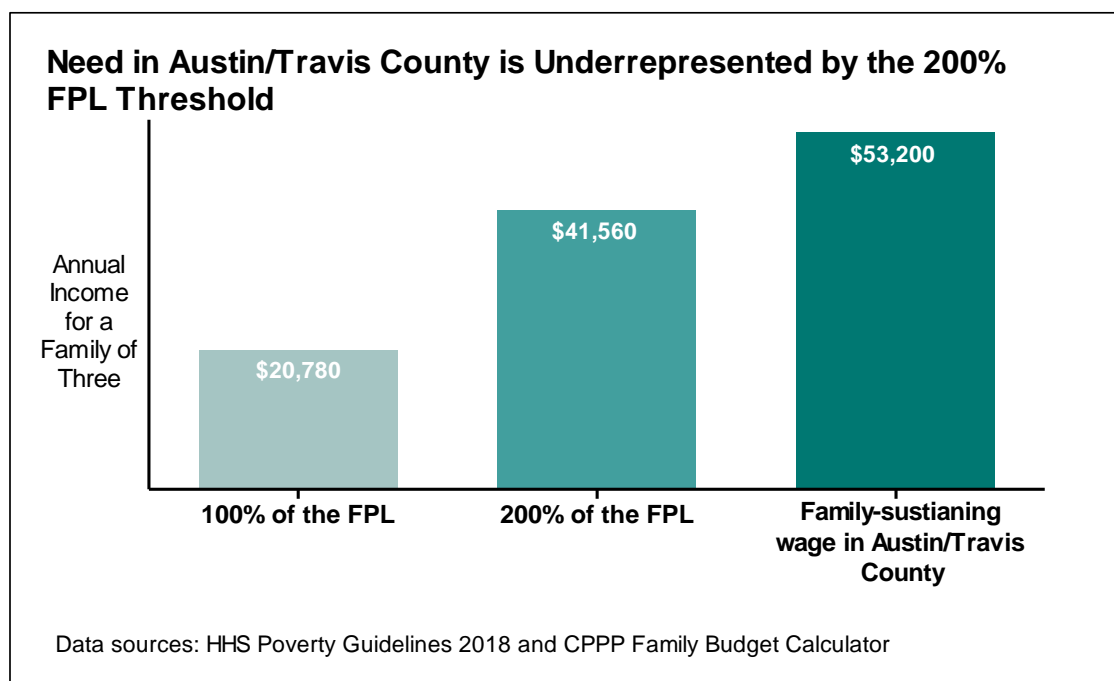
For a family of three, 200 percent of the FPL equals an annual income of \$41,560.<sup>64</sup> The Center for Public Policy Priorities calculates that a family of three living in Austin

<sup>63</sup> US Census Bureau, “2012-2016 American Community Survey PUMS.”

<sup>64</sup> Office of the Assistant Secretary for Planning and Evaluation, “U.S. Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs.”

needs to earn at least \$53,200 just to pay for basic expenses.<sup>65</sup> This increase of more than \$10,000 required for a family-sustaining wage demonstrates that defining “families with low income” as those with incomes under 200 percent of the FPL still underrepresent the number of families struggling to make ends meet (Figure 2). Additional families in Austin/Travis County would benefit from higher wages and receiving services through a 2-Gen approach.

Figure 2: Need in Austin/Travis County is Underrepresented by the 200% FPL Threshold



## EDUCATION LEVELS OF PARENTS AND CAREGIVERS

Because middle-skill jobs require more than a high school diploma but less than a bachelor’s degree, the majority of adults in families with low income do not have the educational credentials necessary to obtain a middle-skill job that pays a family-sustaining

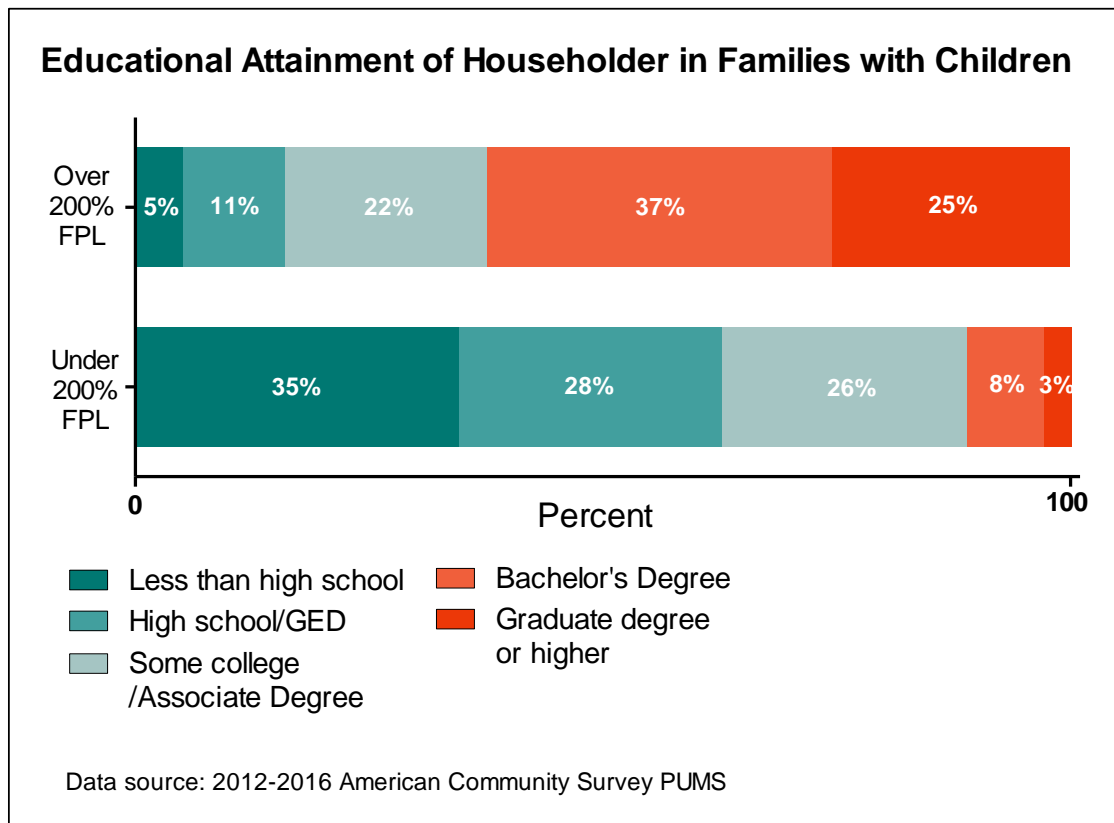
<sup>65</sup> Center for Public Policy Priorities, “Texas Family Budgets.”

wage. Additional training, such as obtaining a high school equivalency degree or completing a workforce development program, is necessary for adults with low incomes to achieve economic mobility. In families with low income in Austin/Travis County, 35 percent of householders have less than a high school degree, 28 percent have their high school diploma or equivalency degree, and an additional 26 percent of householders attended some college or have an associate degree (Figure 3).<sup>66</sup> At least 63 percent of individuals in families with low income have a high school diploma/equivalency degree or less, leaving them unable to obtain middle-skill jobs. For individuals in families with an income over 200 percent of the FPL, only 16 percent have insufficient credentials to obtain a middle-skill job. The education gap between income levels suggests that increasing educational attainment will contribute to higher wages for individuals in families with low incomes.

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<sup>66</sup> US Census Bureau, “2012-2016 American Community Survey PUMS.”

Figure 3: Educational Attainment of Householder in Families with Children

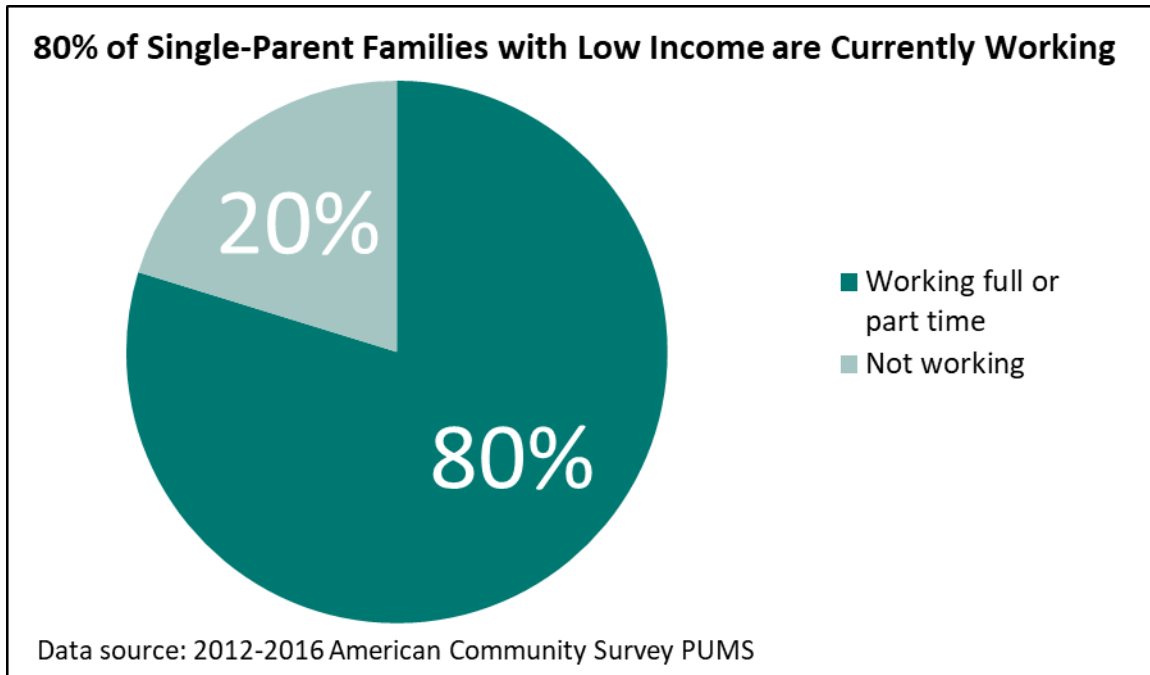


## EMPLOYMENT RATES OF PARENTS AND CAREGIVERS

Many of the families with low income in Austin/Travis County have parents in the workforce, but they are still unable to meet their basic needs. Eighty percent of low income, single parents/caregivers of children under 18 years old are currently working (Figure 4).<sup>67</sup> The high rate of work among single parents is likely because their families rely on one income to afford basic expenses. Of those working single parents/caregivers, 55 percent work full time and 45 percent work part time. Obtaining childcare is often a barrier to working full time, which is why some single parents may work fewer hours.

<sup>67</sup> US Census Bureau.

Figure 4: 80% of Single-Parent Families with Low Income are Currently Working

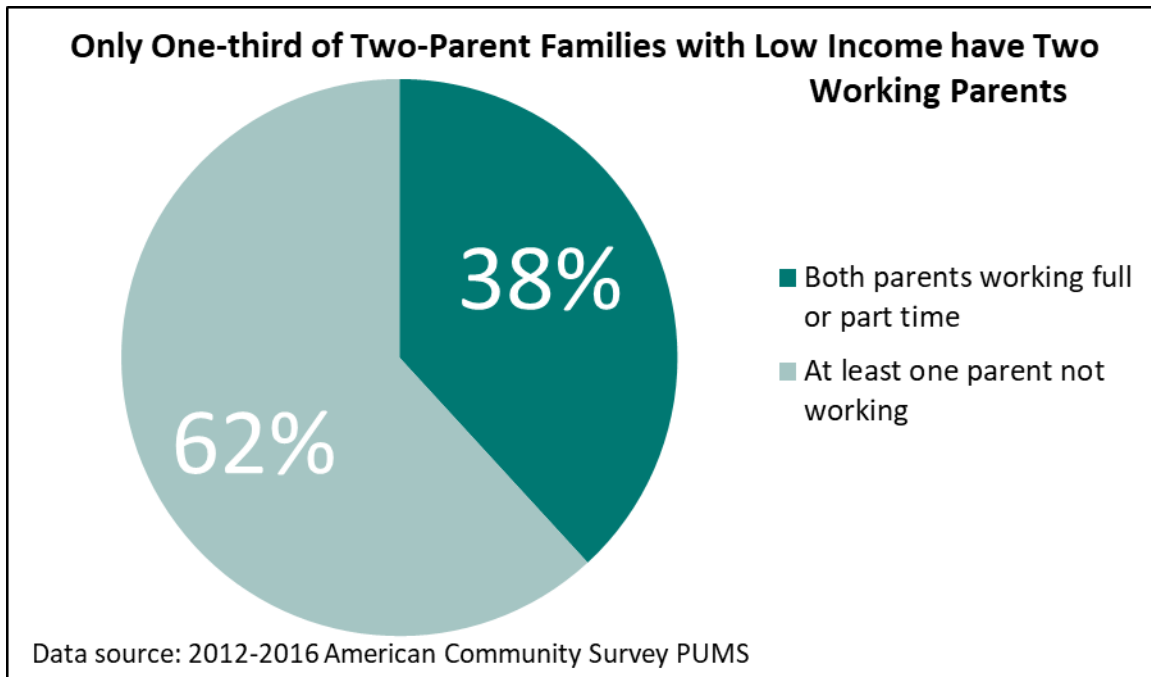


In two-parent families with low income in Austin/Travis County, 38 percent have at least one parent/caregiver currently in the workforce (Figure 5).<sup>68</sup> The remaining 62 percent of households have at least one parent who is not working and may be the primary caregiver for their children, eliminating childcare expenses. Despite their participation in the labor force, parents/caregivers' wages are not sufficient to sustain a family. With education or training, these parents/caregivers could help meet the need in Austin for additional workers in middle-skill jobs and simultaneously improve their income.

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<sup>68</sup> US Census Bureau.

Figure 5: Only One-third of Two-Parent Families with Low Income have Two Working Parents



### CHILDCARE AS A BARRIER

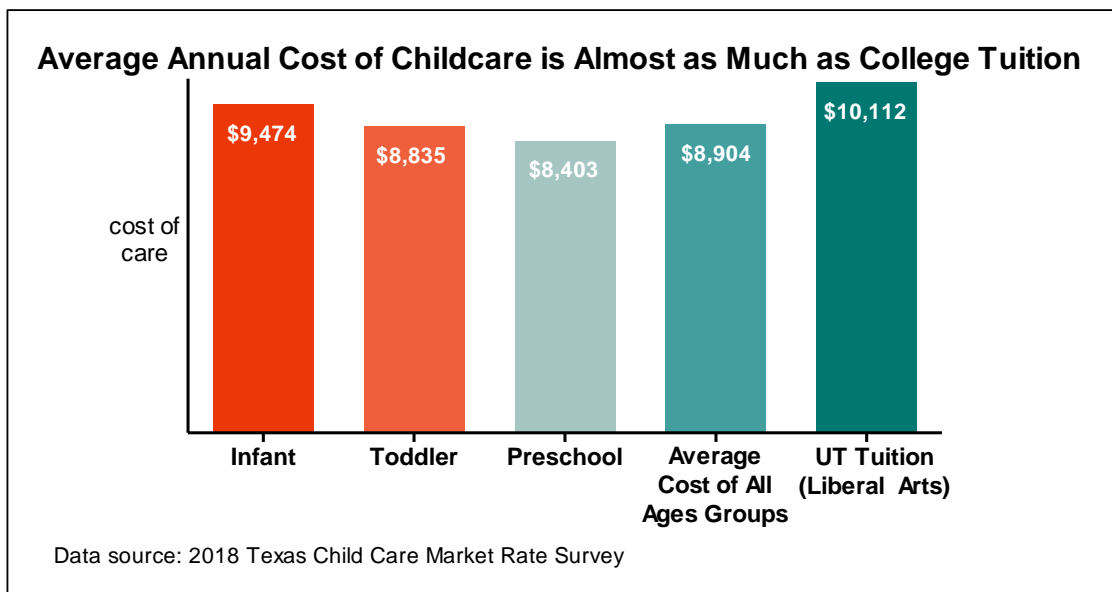
In Travis County, 28 percent of households with children under five years old have low income and find childcare costs to be out of reach.<sup>69</sup> The average cost for full-day childcare in Austin for infants, toddlers, and preschool-aged children is \$8,904 per year, which is an unaffordable amount for many families (Figure 6).<sup>70</sup> For a single parent/caregiver with one child with income below 200 percent of the FPL, the most the parent/caregiver could earn is \$32,920 per year; this means that enrolling his or her child in childcare would cost more than 25 percent of their gross annual income. The prohibitive cost of childcare puts parents/caregivers in the difficult situation where earning a family-sustaining wage and paying for childcare are both out of reach. The majority of single

<sup>69</sup> US Census Bureau.

<sup>70</sup> Texas Institute for Child and Family Wellbeing and Ray Marshall Center for the Study of Human Resources, “2018 Texas Child Care Market Rate Survey.”

parents/caregivers work, make arrangements for informal childcare, and remain at jobs that do not pay a family-sustaining wage. It seems that one parent/caregiver in two-parent households may decide to remain home to care for children. Both of these decisions prevent parents/caregivers from enrolling in education or training programs. As a result, parents and caregivers' skills and income remain low, perpetuating their lack of economic mobility.

Figure 6: Average Annual Cost of Childcare is Almost as Much as College Tuition



## **Austin/Travis County Opportunities**

### **METHODOLOGY**

As part of the strategic planning process, UWATX and partners formed a Data Committee, composed of staff from the City of Austin, Travis County, University of Texas, and UWATX, to determine how best to measure the overall goals of the strategic plan. The Data Committee first determined the criteria to identify a 2-Gen approach:

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

From these criteria, two levels of 2-Gen approaches emerged – 2-Gen and Near 2-Gen. 2-Gen approaches are programs or collaborations that meet all four criteria. Near 2-Gen approaches are programs or partnerships that meet criteria #1-3 and include services that advance family economic mobility in ways other than adult education or workforce development, such as services focusing on housing, physical health, mental health, social capital, or financial education.

UWATX distributed a survey to more than 50 agencies in Austin/Travis County that provide services that could be part of a 2-Gen approach and/or that had been involved in the development of the Strategic Plan. The survey asked agencies to indicate if their programs met each of the four 2-Gen criteria. From the survey results, each agency was categorized according to the criteria of the 2-Gen spectrum, as 2-Gen, Near 2-Gen, or not 2-Gen. These categorizations are included in the maps of service providers, as well as Appendix 2.



## MAPS OF SERVICE PROVIDERS

2-Gen service providers are not located evenly throughout Austin and Travis County. Services are not located where the highest concentration of need is, which means that transportation to services is a barrier to participation for many families. Included in the maps below are agencies that employ a 2-Gen approach, a Near 2-Gen approach, or not 2-Gen but offer services that are a component of a 2-Gen approach. The headquarters and/or service locations of all agencies were included in the maps, regardless of category of 2-Gen approach, because the map highlights opportunities for agencies to collaborate. For example, an agency that conducts workforce development training can identify a childcare provider with which to partner in the area in which they want to serve parents. One of the strategies in the 2-Gen strategic plan aims to build these collaborations:<sup>71</sup>

**Cultivate strategic partnerships among existing adult and child-focused service providers.** This strategy aims to connect providers that work primarily with adults to providers that primarily support children in the 0-12 age range to provide more comprehensive services and leverage complementary resources.

Austin has a large number of nonprofits; to best leverage this strength, agencies can partner with other agencies with complementary expertise, rather than creating new programs outside their agency's existing scope, mission, and experience.

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<sup>71</sup> "Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023."

**2-Gen category**

- 2-Gen
- Near 2-Gen
- Not 2-Gen

Figure 8: Map of Service Providers in Travis County, Focus on Austin Zip Codes

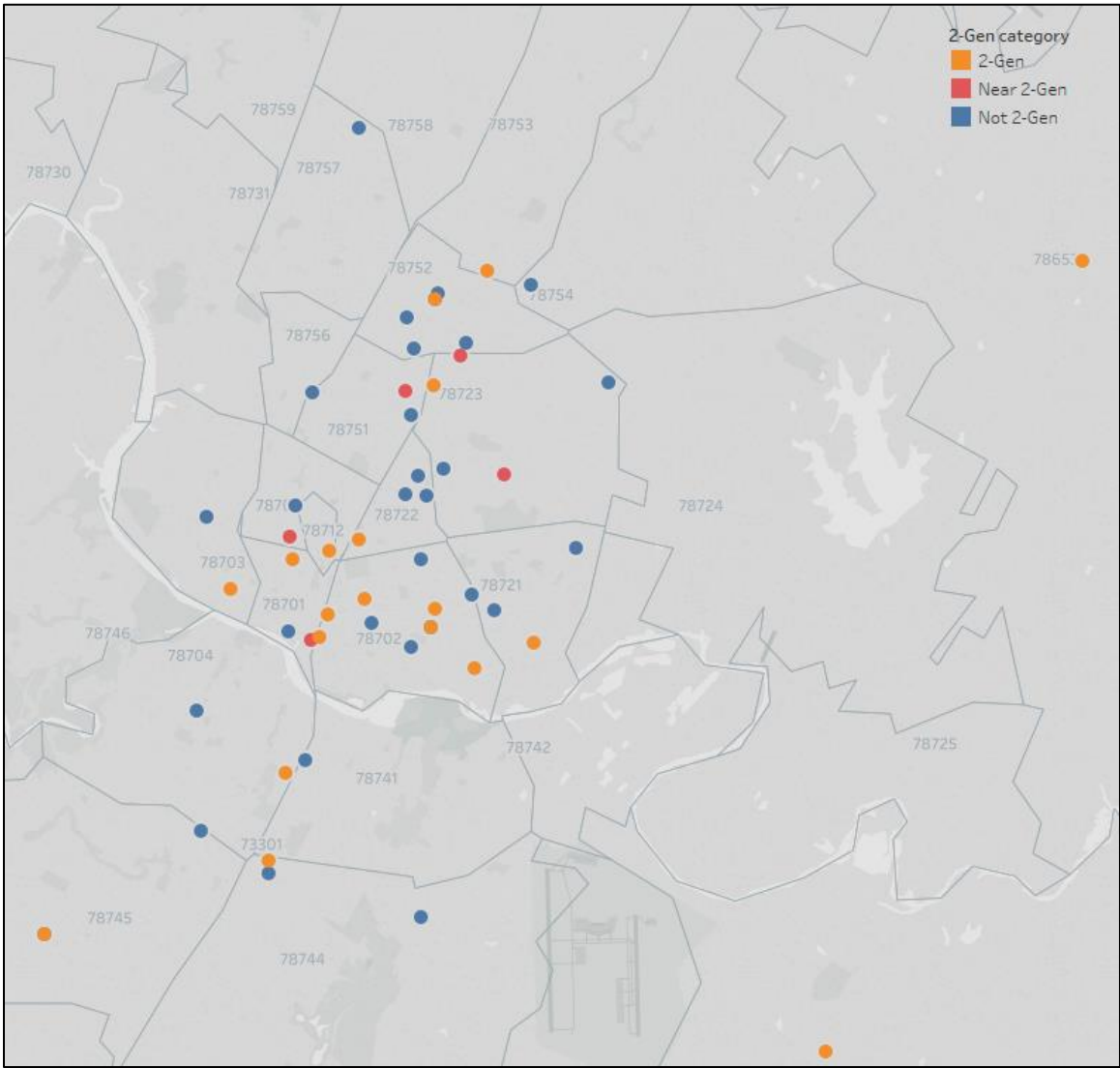


Figure 9: Map of Service Providers in North Austin

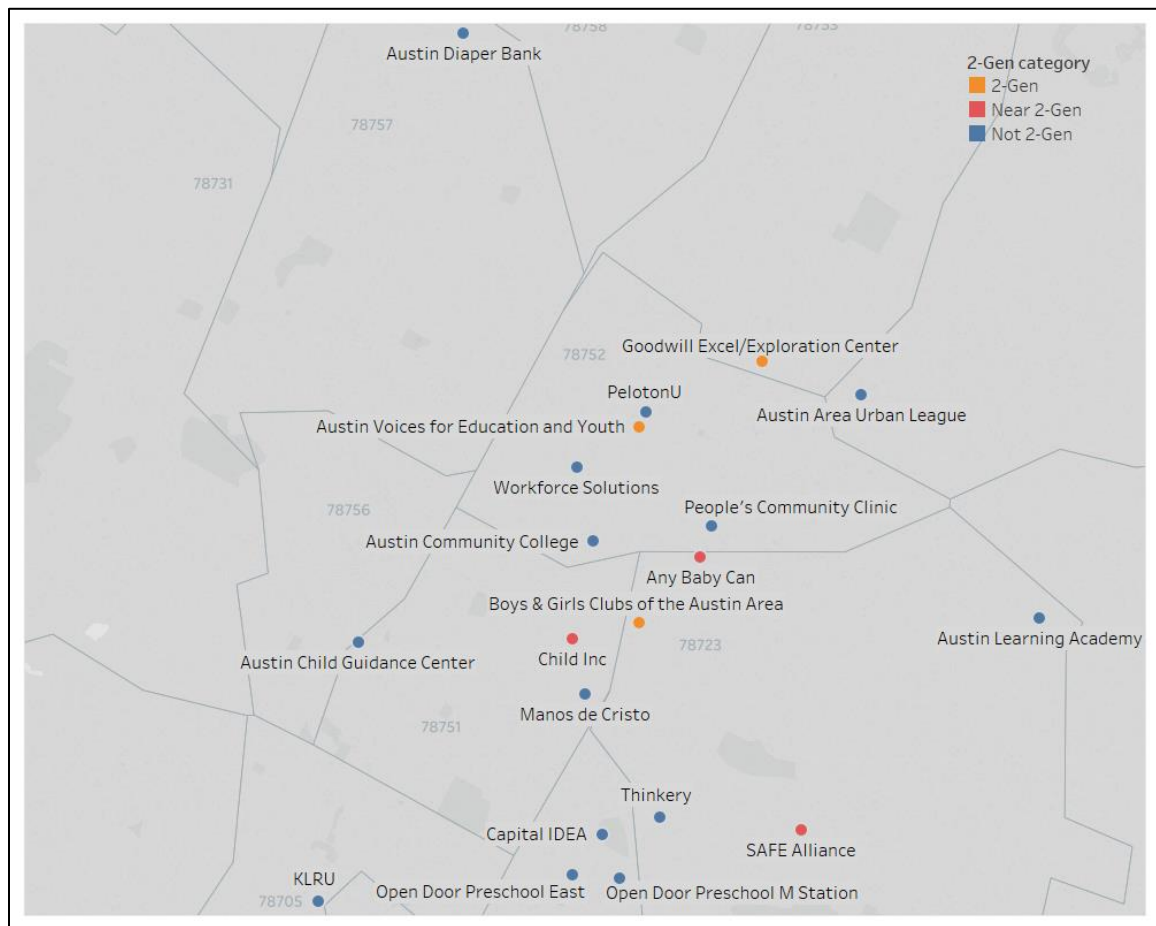


Figure 10: Map of Service Providers in Central Austin

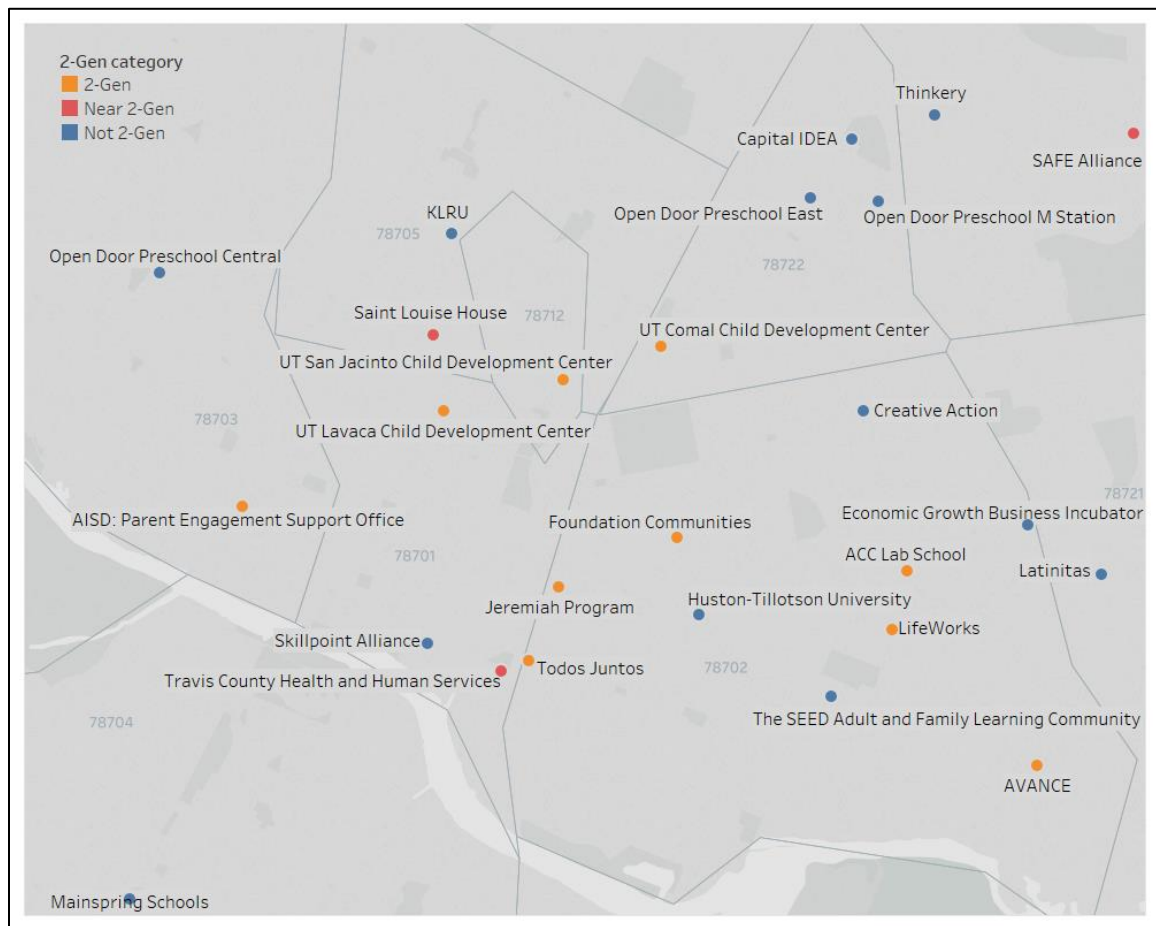
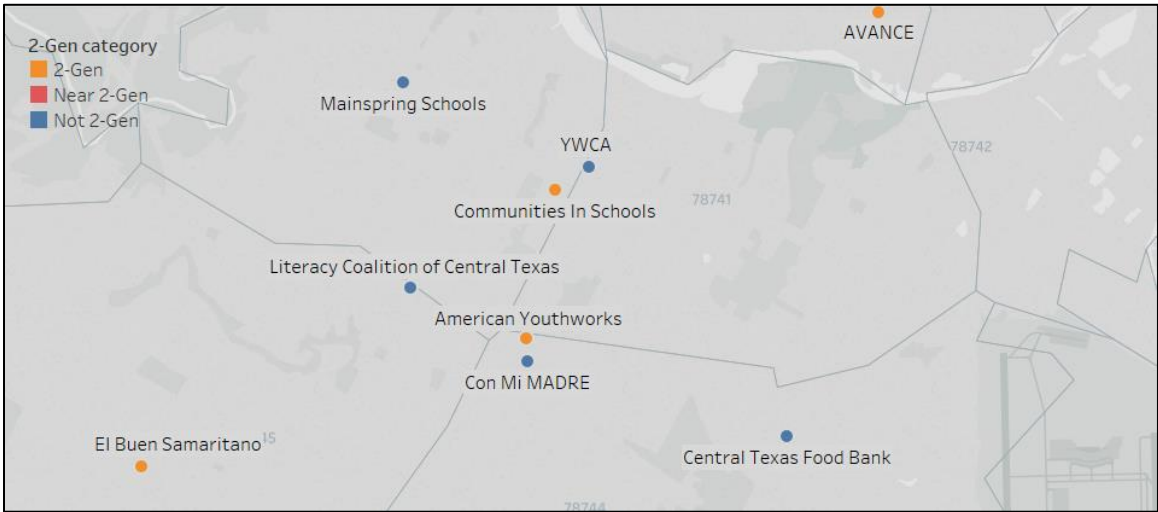


Figure 11: Map of Service Providers in South Austin



## **Recommendations**

The previous sections of this report provide information about the effectiveness of a 2-Gen approach, and data on needs and assets related to 2-Gen in the Austin/Travis County area. The final section provides recommendations of how agencies can make data-driven decisions, leverage additional funds, and facilitate inter-agency collaborations. These three strategies support 2-Gen approaches in an effort to improve economic mobility for families in the community.

### **MAKE DATA-DRIVEN DECISIONS TO EXPAND OR IMPROVE 2-GEN APPROACHES**

When agency leadership makes decisions about 2-gen services, they should use data in their decision-making process whenever possible. Data-driven decisions occur in long-term strategic planning, grant applications, and short-term program planning. There are two types of data for agencies to consider when making decisions: data collected by outside agencies and internally collected data. An example of using outside data is choosing a program in part because it is evidence-based, as supported by past research. Providing evidence-based services to families ensures that programs will more likely provide benefits to families served. Agencies can also collect program data internally, including performance measures to evaluate the effectiveness of the program and to implement any changes necessary to better meet the needs of families.

Data-driven decisions help improve program quality. Using evidence-based curricula and structuring a program based on previous research increases the likelihood of children and parents/caregivers benefitting from their participation in the program. Program quality refers to programs or services that are empirically linked with positive outcomes for children and/or parents/caregivers, such as increased school readiness or

increased wages.<sup>72</sup> The quality of services in a 2-Gen approach contributes to the effectiveness of those services for families. The characteristics that make these services for children “high-quality” have been examined in research and codified in quality standards systems, such as the Quality Rating Improvement Systems.<sup>73</sup> Research demonstrates that structural features of early childhood programs contribute to quality, such as low student to teacher ratio, implementing a classroom curriculum, and professional development for teachers.<sup>74</sup> Process features of services for children also contribute to quality, such as providing children with a developmentally appropriate learning environment with instructional support from teachers, effective classroom management, and forming supportive relationships between caregivers and children.<sup>75</sup> Less research has been conducted on the characteristics of programs that improve economic security for adults.<sup>76</sup> Preliminary definitions of quality for adult services include a focus on education/training, employment, or both, and services match participants’ skill level and provide gradually more complex tasks.<sup>77</sup> Sector-based training is effective at increasing parent/caregivers’ wages when it matches the skills gained by participants with those needed in the local workforce.<sup>78</sup> Quality programs may also include additional support services, such as financial incentives or support, assistance applying for benefits, help developing financial

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<sup>72</sup> Sama-Miller et al., “Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security,” 8.

<sup>73</sup> Sama-Miller et al., 9.

<sup>74</sup> Sama-Miller et al., 9–10.

<sup>75</sup> Sama-Miller et al., 11; Chase-Lansdale and Brooks-Gunn, “Two-Generation Programs in the Twenty-First Century,” 19.

<sup>76</sup> Sama-Miller et al., “Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security,” 13.

<sup>77</sup> Sama-Miller et al., 14.

<sup>78</sup> King, Smith, and Glover, “Investing in Children and Parents: Fostering Dual-Generation Strategies in the United States,” 17.



assets, and resources to build social networks.<sup>79</sup> Including research and standards on high-quality programs for both children and parents/caregivers in programmatic decision making will result in better outcomes for both generations.

Another example of how service providers in Austin/Travis County can use data is considering their 2-Gen “type” (2-Gen, Near 2-Gen, and Not 2-Gen) in program planning. For example, an agency that is Near 2-Gen, it may only require a small change to their services or data collection to move into the 2-Gen category. Or that agency may be able to partner with another Near 2-Gen agency to create a collaborative 2-Gen approach. The data provided by the 2-Gen survey can help with program and collaboration planning (Figures 7-11 and Appendix 2).

## **LEVERAGE FUNDING FOR 2-GEN APPROACHES**

There is a variety of funding sources accessible by service providers to fund 2-Gen approaches, but funds are often limited and competitive to obtain. The Annie E. Casey Foundation defines three strategies for leveraging funding to improve 2-Gen approaches: braiding, blending, and pooling funds.<sup>80</sup> Braiding is a strategy that coordinates multiple sources of funding for different purposes, increasing the services accessible by families. An example of braiding is if one funding source pays for childcare while another funding source pays for adult education classes which are offered together as part of a 2-Gen approach. Blending is a strategy that combines funding meant for similar services to strengthen the services they support. An example of blending is when two funding sources both pay for childcare and when those funds are combined, efforts to improve childcare quality are now financially within reach. Pooling is a strategy that combines multiple types

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<sup>79</sup> Sama-Miller et al., “Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security,” 17.

<sup>80</sup> Lehoullier and Boots, “Advancing Two-Generation Approaches: Funding to Help Families Succeed,” 2.

of funds into one larger amount of money without restriction to specific programs or services. Pooling occurs when multiple sources provide funds that are combined and spent on all services in a 2-Gen approach. The challenges that accompany braiding and blending funds include limited flexibility granted by funders and differing data tracking requirements for funders.<sup>81</sup>

UWATX currently funds 2-Gen approaches in Austin/Travis County as part of their Community Investment Grants. They use a competitive process in which agencies or collaborations respond to a Request for Proposal (RFP) specific for 2-Gen approaches on a three-year grant cycle. In their proposals, agencies must describe the program to be funded and if its components align with 2-Gen best practice, such as simultaneously providing both children and parents/caregivers with high-quality services of similar intensity.<sup>82</sup> The RFP also asks agencies to include information about the inherent problem and target population and how a 2-Gen approach will uniquely address the problem.<sup>83</sup> This question, and similar questions in other funding applications, provide agencies with the opportunity to use data in their proposal. The demographic data on income levels, employment, education, and childcare costs in this report can be used by agencies to cite the needs for 2-Gen services in Austin/Travis County. The geographic data from the map of 2-Gen service providers identifies where services are, and are not, located through Austin/Travis County, highlighting opportunities for expanding services and partnering with other providers. Agencies can cite research on 2-Gen practices to highlight the anticipated benefits for families from their proposed 2-Gen approach. Tracking data on the outcomes for both generations is a crucial component of a 2-Gen approach; this data can

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<sup>81</sup> Lehoullier and Boots, 7.

<sup>82</sup> “2016 2-Gen Request for Proposal,” 8.

<sup>83</sup> “2016 2-Gen Request for Proposal,” 8.

be used to identify program strengths and families' unmet needs in funding applications. These examples highlight the necessity of nonprofits collecting and analyzing data in order to leverage funds for their 2-Gen approach.

### **COLLABORATE WITH OTHER AGENCIES TO CREATE NEW 2-GEN APPROACHES**

Working with other community collaborations prevents the duplication of work and supports the achievement of the groups' complementary goals, and leads to a larger impact for the community. Austin/Travis County is growing at a rapid rate; the Austin area is projected to have 60,000 openings for middle-skill jobs in high-demand sectors by 2021.<sup>84</sup> The Master Community Workforce Plan is a framework to coordinate Austin/Travis County's workforce development organizations to improve access to middle-skills jobs for adults with low income. The goal is to help 10,000 individuals with low income secure jobs in high-demand sectors by 2021, which will require additional training for most of these workers.<sup>85</sup> Community stakeholders aligned the 2-Gen Strategic Plan with the Master Community Workforce Plan to leverage the strengths and goals of both plans. The 2-Gen plan includes strategies for parents/caregivers to receive the education and training needed to obtain a middle-skill job, which will help meet the goal of filling 10,000 job openings with individuals with low income.

Stakeholders also aligned the 2-Gen Strategic Plan with the School Readiness Action Plan (SRAP), which aims to ensure school readiness for all children in Austin/Travis County by the time they enter kindergarten.<sup>86</sup> The "Ready Families" section of the SRAP includes strategies to ensure parents/caregivers have access to resources to build skills, knowledge, and financial security. The 2-Gen Strategic Plan contains strategies

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<sup>84</sup> "Austin Metro Area Master Community Workforce Plan," 8.

<sup>85</sup> "Austin Metro Area Master Community Workforce Plan," 1–2.

<sup>86</sup> United Way for Greater Austin, "School Readiness Action Plan 2015-2018," 11.

complementary strategies for supporting parents/caregivers, targeted at the ways in which parental stability benefits children’s well-being. The “Ready Communities” section of the SRAP contains strategies for encouraging public-private partnerships to increase resources for families and to provide a safe environment for raising children. The 2-Gen Strategic Plan includes strategies for system and infrastructure improvements that facilitate cross-sector and inter-agency collaborations. Strategies included in the 2-Gen Strategic Plan advance the goals of both the SRAP and the Master Community Workforce Plan.

The Austin area is experiencing growth in the nonprofit sector. From 2004 to 2015, the number of nonprofits in Austin increased by 36 percent, compared to growth rates of 28 percent in Texas and 20 percent nationally.<sup>87</sup> The growing number of nonprofits has increased competition for funding and led to service duplications. The large number of nonprofits is an advantage in the context of 2-Gen approaches, as there are numerous agencies with which to partner. Not all agencies need to become fully 2-Gen; agencies with high-quality programs do not need to add entirely new programs without relevant staff expertise. By identifying complementary agencies or programs for collaboration, each agency can maintain their high-quality programming, while improving services for the other generation in the family. The 2-Gen Strategic Plan includes a strategy to increase the number of collaborations in 2-Gen approaches:<sup>88</sup>

**Cultivate strategic partnerships among existing adult and child-focused service providers.** This strategy aims to connect providers that work primarily with adults to providers that primarily support children in the 0-12 age range to provide more comprehensive services and leverage complementary resources.

This strategy highlights the importance of providers with different expertise working together to service families. Agencies with established adult education programs can

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<sup>87</sup> “On the Verge: Value and Vulnerability of Austin’s Nonprofit Sector,” 7.

<sup>88</sup> “Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023.”

partner with agencies focused on services for children preventing the creation of new programs outside each agencies' existing scope. In addition, this will minimize competition for funding and prevent duplication of services. For example, American YouthWorks runs a program that provides young adults with opportunities to increase their educational attainment, participate in workforce training for careers in high-demand sectors, and receive relevant support services.<sup>89</sup> American YouthWorks partners with Child Inc., the local Head Start provider. Child Inc. provides concurrent, high-quality early childhood education for children while their parents/caregivers participate in American Youthwork's career training program.<sup>90</sup> This collaboration allows the two agencies to provides services for whole families without creating new programs or straying from agency mission. The childcare is funded by Head Start federal dollars, childcare subsidies, and private funds, which is an example of blending funding sources.

The collaboration between agencies has the potential to help address one of the most challenging aspects of setting up a successful 2-Gen approach: intentionality. Multiple researchers define a 2-Gen approach as intentional programs aimed at serving both generations.<sup>91</sup> "Intentionality" in coordinated services for children and parents/caregivers means that service providers that typically focus on one generation align efforts to comprehensively serve both.<sup>92</sup> Evaluations of previous workforce and early childhood studies suggest that a contributing factor to limited impacts was the lack of intentionally linked services for both generations.<sup>93</sup>

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<sup>89</sup> "YouthBuild."

<sup>90</sup> "American YouthWorks CDC – Child Inc."

<sup>91</sup> Chase-Lansdale and Brooks-Gunn, "Two-Generation Programs in the Twenty-First Century," 14; King, Smith, and Glover, "Investing in Children and Parents: Fostering Dual-Generation Strategies in the United States," 6.

<sup>92</sup> Sama-Miller et al., "Exploration of Integrated Approaches to Supporting Child Development & Improving Family Economic Security," 23.

<sup>93</sup> Sama-Miller et al., 26.

A significant reason for agencies to partner to provide services for parents/caregiver and children is the added benefit to families. No single agency can meet the complex needs faced by a family with low income. By partnering with another service provider, the agency can leverage its' partners strength to create a set of services that truly support the whole family.

## **Appendix 1: Strategies from 2-Gen Strategic Plan**

This Plan establishes a set of common goals, strategies, and metrics for the Austin/Travis County community to develop an ecosystem of programs and services that support intergenerational economic opportunity for families with low income.<sup>94</sup> By executing the strategies and advocating for the policy priorities included in this Plan, we will accomplish two primary objectives over the next five years (2019-2023):

- Increase the number of families in Austin/Travis County who are served through a 2-Gen approach; and
- Improve family outcomes by strengthening existing 2-Gen programs and services.

### **OVERARCHING SYSTEMS CHANGE**

**Goal:** Programs and systems that support families with low income are coordinated and aligned, creating an ecosystem of support to meet the needs of both generations.

#### **Strategies:**

**1. Connect families with low income and service providers to community resources and supports.**

This strategy aims to create a comprehensive resource system (accessible via internet and phone) to help service providers and families more easily access needed resources including subsidized child care, job training/education, and other services essential to a 2-Gen approach.

**2. Provide holistic, proactive case management and coaching to families served through a 2-Gen approach.**

This strategy aims to ensure that current 2-Gen case management services address the full range of potential barriers to a family's educational and economic success.

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<sup>94</sup> "Family Opportunity Roadmap: Austin/Travis County 2-Generation Strategic Plan 2019-2023."

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

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

**4. Create and sustain a strong Parent Leadership Initiative to amplify parent/caregiver voice in planning and advocacy efforts.**

This strategy aims to ensure that parents/caregivers continually inform Plan implementation.

**5. Support and strengthen 2-Gen programs to promote equitable access to economic opportunity for communities of color.**

This strategy aims to reduce additional barriers to opportunity that affect communities of color, particularly African-Americans, by making it easier to participate in programs that utilize a 2-Gen approach.

**6. Strengthen 2-Gen service providers' ability to meet the needs of undocumented families.**

This strategy aims to increase the knowledge and resources of 2-Gen service providers to better serve families who are undocumented.

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

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



## **EDUCATIONAL SUCCESS**

**Goal:** Families achieve educational success through high-quality education for children aged 0-12 and adult education and job training leading to the potential of employment with a family-sustaining wage.

### **Strategies:**

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

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

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

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

**3. Increase the number of programs or partnerships using a 2-Gen approach that incorporate high-quality Early Child Education (ECE) or OST.**

This strategy aims to support existing 2-Gen providers and funders to connect parents/caregivers to high-quality ECE and/or OST, either by providing the quality care in house or through financial assistance to access care in the community.

**4. Make it easier for families served through a 2-Gen approach to access subsidized child care.**

This strategy aims to reduce the financial burden of child care for parents/caregivers wishing to pursue education and/or training.

**5. Improve access to adult education and training by reducing financial and logistical barriers to participation.**

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

**6. Increase enrollment and retention in English as a Second Language (ESL) courses for parents/caregivers.**

This strategy aims to increase participation and retention in ESL classes among parents/caregivers served through a 2-Gen approach.

**7. Establish clear pathways for parents/caregivers to continue their educational advancement and enter or advance in the workforce.**

This strategy aims to help parents/caregivers identify the next step after each accomplishment toward their educational goals, from a secondary credential to postsecondary education, in order to earn the credential/degree necessary to obtain employment with a family-sustaining wage.

**8. Increase enrollment in and completion of programs leading to middle-skill jobs for parents/caregivers, prioritizing programs in healthcare, information technology, and skilled trades.**

This strategy aims to support parents/caregivers with low income to begin and sustain education/training pathways toward employment with a family-sustaining wage.

## **SOCIAL CAPITAL**

**Goal:** Families have the requisite knowledge and relationships needed to access resources and services that help them meet their goals.

**Strategies:**

- 1. Support the parenting skills, knowledge, and confidence of families served through a 2-Gen approach.**

This strategy aims to help children develop social capital by ensuring that parents/caregivers are equipped to be resources for their children.

- 2. Strengthen the formal and informal social networks of families served through a 2-Gen approach.**

This strategy aims to help parents/caregivers build social capital by providing opportunities to develop and utilize social networks and relationships in order to meet their goals.

- 3. Provide opportunities for families to build professional networks through existing job training programs.**

This strategy aims to help parents/caregivers build social capital by developing professional contacts and networks needed to secure employment.

## **HEALTH AND WELL-BEING**

**Goal:** Families are mentally and physically healthy.

### **Strategies:**

- 1. Increase availability of information that can strengthen families' health and well-being.**

This strategy aims to better connect families served through a 2-Gen approach to resources they need to be physically and mentally healthy.

- 2. Increase availability of physical and mental health supports and services accessible to families served through a 2-Gen approach.**

This strategy aims to make it easier for families served through a 2-Gen approach to access physical and mental healthcare services.

**3. Increase 2-Gen service providers' capacity to respond to families' mental health needs.**

This strategy aims to identify gaps in mental health services and increase service providers' access to mental health-related information and services.

**FINANCIAL SECURITY**

**Goal:** Families attain financial security through robust financial education and increased economic assets.

**Strategies:**

**1. Support family financial security through financial education, coaching, and ongoing support.**

This strategy aims to ensure that financial education, coaching, and ongoing support are accessible to families served through a 2-Gen approach so more parents/caregivers can improve their financial security.

**2. Increase the availability of financial products and resources that can be used by families served through a 2-Gen approach to fulfill their financial goals.**

This strategy aims to increase the pool of financial products and resources in the community that could be accessed by families with low income, such as safe loans, debt relief, fee-free checking and savings accounts, and lending circles.

## Appendix 2: Agency Data used in Maps

Agency Name	Program(s)	Address Line 1	Address Line 2	City	Zip Code	2-Gen category
ACC Lab School			3401 Webberville Rd.	Austin	78702	2-Gen
AISD: Parent Engagement Support Office			1111 W 6th St.	Austin	78703	2-Gen
American Youthworks	linked to Child Inc. childcare		1901 E Ben White Blvd.	Austin	78741	2-Gen
Any Baby Can			6207 Sheridan Ave.	Austin	78723	Near 2-Gen
Austin Area Urban League			8011A Cameron Rd. Bldg A-100	Austin	78754	Not 2-Gen
Austin Child Guidance Center			810 W 45th St.	Austin	78751	Not 2-Gen
Austin Community College		Highland Business Center	5930 Middle Fiskville Rd.	Austin	78752	Not 2-Gen
Austin Diaper Bank			8711 Burnet Rd. Ste B34	Austin	78757	Not 2-Gen
Austin Learning Academy		Winn Elementary School	3500 Susquehanna Ln.	Austin	78723	Not 2-Gen
Austin Voices for Education and Youth	Strengthening Families Case Management	Webb Middle School	602 E St Johns Ave.	Austin	78752	2-Gen
Austin Voices for Education and Youth	Adult Academy Programs	Webb Middle School	601 E St Johns Ave.	Austin	78752	Not 2-Gen
AVANCE			4900 Gonzales St. #116	Austin	78702	2-Gen
Boys & Girls Clubs of the Austin Area			5407 North IH-35, Ste 400	Austin	78723	2-Gen

Agency Name	Program(s)	Address Line 1	Address Line 2	City	Zip Code	2-Gen category
Capital IDEA		ACC Highland Campus	6101 Airport Blvd. Ste #1402	Austin	78752	Not 2-Gen
Capital IDEA			836 N Pleasant Valley	Austin	78702	Not 2-Gen
Central Texas Food Bank			6500 Metropolis Dr.	Austin	78744	Not 2-Gen
Child Inc			818 E 53rd St.	Austin	78751	Near 2-Gen
Communities In Schools	ASPIRE Program	Travis High School	1211 E Oltorf St.	Austin	78704	2-Gen
Con Mi MADRE			4175 Freidrich Ln. #200	Austin	78712	Not 2-Gen
Creative Action			2921 East 17th St. Bldg B	Austin	78702	Not 2-Gen
Del Valle Child Development Center			G, 5301 Ross Rd.	Del Valle	78617	2-Gen
Economic Growth Business Incubator			1144 Airport Blvd. #260	Austin	78702	Not 2-Gen
El Buen Samaritano	Summer Programs		7000 Woodhue Dr.	Austin	78745	2-Gen
El Buen Samaritano	ESL and ABE/GED		7000 Woodhue Dr.	Austin	78745	2-Gen
El Buen Samaritano	Parenting Ed - PALS and Play to Learn		7000 Woodhue Dr.	Austin	78745	Not 2-Gen
Foundation Communities	Children's HOME Initiative, Out of School Time					
Foundation Communities	Early Childhood Education, ESL	Sierra Vista	4320 S Congress Ave.	Austin	78745	2-Gen

Agency Name	Program(s)	Address Line 1	Address Line 2	City	Zip Code	2-Gen category
Foundation Communities	Early Childhood Education, ESL	Trails at Vintage Creek	7224 Northeast Dr.	Austin	78723	2-Gen
Foundation Communities	ESL	Lakeline Station Apartment	13635 Rutledge Spur	Austin	78717	Near 2-Gen
Goodwill Excel/Exploration Center			1015 Norwood Park Blvd.	Austin	78753	2-Gen
Huston-Tillotson University			900 Chicon St.	Austin	78702	Not 2-Gen
Jeremiah Program			1200 Paul Teresa Saldaña St.	Austin	78702	2-Gen
KLRU	Play to Learn		2504 Whitis Ave. B	Austin	78712	Not 2-Gen
Latinitas			1023 Springdale Rd. Bldg 9E	Austin	78721	Not 2-Gen
LifeWorks	Young Parents Program		836 N Pleasant Valley	Austin	78702	2-Gen
LifeWorks	Teen Parenting Services		835 N Pleasant Valley	Austin	78702	Not 2-Gen
Literacy Coalition of Central Texas	PALS	Literacy Coalition of Central Texas Office	724 Eberhart Ln. Suite 500	Austin	78745	Not 2-Gen
Literacy Coalition of Central Texas	Career Development	Literacy Coalition of Central Texas Office	724 Eberhart Ln. Suite 500	Austin	78745	Not 2-Gen
Literacy Coalition of Central Texas	The Learning Academy (High School Equivalency Preparation, Adult Basic Education & Job Readiness Program)	Literacy Coalition of Central Texas Office	724 Eberhart Ln. Suite 500	Austin	78745	Not 2-Gen
Literacy Coalition of Central Texas	The Learning Academy (High School Equivalency Preparation, Adult Basic Education & Job Readiness Program)	Santa Rita Courts	2341 Corta St.	Austin	78702	Not 2-Gen

Agency Name	Program(s)	Address Line 1	Address Line 2	City	Zip Code	2-Gen category
Literacy Coalition of Central Texas	The Learning Academy (High School Equivalency Preparation, Adult Basic Education & Job Readiness Program)	Rosewood Courts	1143 Salinas St.	Austin	78702	Not 2-Gen
Literacy Coalition of Central Texas	Integrated Education and Training (IET)	Literacy Coalition of Central Texas Office	724 Eberhart Ln. Ste 500	Austin	78745	Not 2-Gen
Mainspring Schools			1100 W Live Oak St.	Austin	78704	Not 2-Gen
Manor ISD CDC			600 East Parsons St.	Manor	78653	2-Gen
Manos de Cristo			4911 Harmon Ave.	Austin	78751	Not 2-Gen
Open Door Preschool Central			1717 West 10th St.	Austin	78703	Not 2-Gen
Open Door Preschool East			3804 Cherrywood Rd.	Austin	78722	Not 2-Gen
Open Door Preschool M Station			2918 E. MLK Blvd.	Austin	78702	Not 2-Gen
PelotonU			500 E St Johns Ave. #1460	Austin	78752	Not 2-Gen
People's Community Clinic	Play to Learn		1102 Camino La Costa	Austin	78752	Not 2-Gen
SAFE Alliance	Strong Start		4800 Manor Rd. Building A	Austin	78723	Near 2-Gen
Saint Louise House			2026 Guadalupe St.	Austin	78705	Near 2-Gen
Skillpoint Alliance			201 E 2nd St.	Austin	78701	Not 2-Gen
Southwest Key	ESL, GED, Computer Literacy	National Headquarters	6002 Jain Ln.	Austin	78721	2-Gen



Agency Name	Program(s)	Address Line 1	Address Line 2	City	Zip Code	2-Gen category
The SEED Adult and Family Learning Community			2604 Diaz St.	Austin	78702	Not 2-Gen
Thinkery			1830 Simond Ave.	Austin	78723	Not 2-Gen
Todos Juntos			4229, 200 Brushy St.	Austin	78702	2-Gen
Travis County Health and Human Services	Healthy Families Home Visiting		100 N Interstate 35 Frontage Rd. #2000	Austin	78701	Near 2-Gen
UT Comal Child Development Center			2205 Comal St.	Austin	78722	2-Gen
UT Lavaca Child Development Center			1507 Lavaca St.	Austin	78701	2-Gen
UT San Jacinto Child Development Center			1925 San Jacinto Blvd., Stop D3200	Austin	78712	2-Gen
Workforce Solutions		North Center	6505 Airport Blvd. Ste 101	Austin	78752	Not 2-Gen
YMCA	Early Learning Readiness	Guerrero-Thompson Elementary School	102 E Rundberg Ln.	Austin	78753	Not 2-Gen
YMCA	Early Learning Readiness	Brooke Elementary School	3100 E 4th St.	Austin	78702	Not 2-Gen
YMCA	Early Learning Readiness	Houston Elementary	5409 Ponciana Dr.	Austin	78744	Not 2-Gen
YMCA	Early Learning Readiness	Blake Manor Elementary	18010 Blake Manor Rd.	Manor	78653	Not 2-Gen
YWCA			2015 I-35 # 110	Austin	78741	Not 2-Gen

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