Two-Generation Anti-Poverty Programs Using Head Start as a Platform

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Why a two-generation approach?

Implementing a model two-generation program: CareerAdvance®

One-year effects of CareerAdvance®
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PROGRAM & POLICY PARTNERSHIPS

- CAP Tulsa
- Tulsa Public Schools
- Head Start
- Administration for Children & Families
- OPRF
ACKNOWLEDGEMENTS

ADMINISTRATION FOR CHILDREN & FAMILIES

CONNECTING RESEARCH, POLICY AND PRACTICE TO CREATE SYSTEMS THAT WORK.
67% of low income children have parents with a high school degree or less.
PREVIOUS EDUCATION AND WORKFORCE TRAINING PROGRAMS

- Dated and largely unsuccessful job training programs for low-income parents

- Moderate success in job training programs for all low-income adults but not geared for parents
BARRIERS FOR LOW-INCOME PARENTS AND POSSIBLE SOLUTIONS

- Workforce training programs for adults typically view parenthood as a barrier.

- Do not address challenges low-income families face:
  - Limited access to reliable and high quality child care, lack of social support, few financial resources.
TWO-GENERATION HUMAN CAPITAL PROGRAMS

- Intentionally link child and parent programs
  - Education and job training for parents
  - Early childhood education (e.g. Head Start) for young children

- Quality & intensity for each generation
TWO-GENERATION EDUCATION PROGRAMS

1.0 Programs

Child
- Early childhood education centers
- Child care of variable quality

Parent
- GED
- Some AA degrees
- Job training

2.0 Programs

Child & Parent
- High quality early childhood education
- Pre-K to 3rd grade programs
- AA and BA degrees
- Career Pathway Certification
- Employers

Chase-Lansdale & Brooks-Gunn, 2014
What evidence do we have on the effects of two-generation programs?

- Not a new idea, but renewed interest in two-generation initiatives

- Empirical evidence lags behind practice and policy

- The jury is still out; few 2.0 evaluations
RESEARCH QUESTIONS

**Today’s focus**

Does a two-generation approach have a greater effect on parents than Head Start alone?

**Long term plans**

Does a two-generation approach have a greater effect on parents and children than Head Start alone?
Two-Gen, Coaching, and Case Management at CAP Tulsa

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• **Mission**: Help young children in low-income families grow up to achieve economic success so that their children are not born into poverty.

• **Scope**: High quality early education for 2,100 low-income children in our schools, plus 250 through home-visiting services, in addition to wrap-around and supportive services for their families, in Tulsa County.
Two-Gen at CAP

High Quality Early Education

Family Goal Setting

CareerAdvance®

English as a Second Language

Financial Capability
Quality Early Education

- Degreed and Certified Teachers
- State-of-the-art Facilities
- Evidence-based Curriculum
- Health, Nutrition, Special Services Teams
- Dual-language Learner Approach
- Behavioral Health Specialists
- Family Support Specialists
Family Support Specialists

- Available to all families with child enrolled in CAP ECE program

Coaching role
  - Family Success Plan
  - Goal-setting
  - Family Engagement

Case Management role
  - Connect to community resources
  - Emergency and crisis assistance
Two-Gen Parent Pieces

CareerAdvance®
- Sector-based workforce development with stackable trainings in healthcare

English as a Second Language
- Contextualized to early childhood classroom, with family literacy development
Supports for Parent Participants

- **Two-Gen Approach**
  - Class schedule accommodates Head Start schedule
  - Assistance with additional child care
  - Developing parenting skills

- **Cohorts and Peer Support**
  - Parent cohort gets its own class
  - Builds social networks among peers
  - Regular Peer Partner meetings
Supports for Parent Participants

• **Coaching**
  ◦ Academic Coach
  ◦ Career Counselor (through a partner)
  ◦ Financial Coach
    • Strengths-based, client-focused approach
    • One-on-one and group coaching with goal setting, advising and mentoring

• **Family Support Specialist**
  ◦ Available to case manage other issues and help with emergencies
TWO-GENERATION PROGRAM:

CAREERADVANCE®
COMMUNITY ACTION PROJECT OF TULSA COUNTY
CAREERADVANCE®

Head Start & Pre-K + CareerAdvance®

Career Coaches & Small Peer Cohorts

Tuition Assistance, Financial Incentives & Child Care

Local Colleges

Employers

Co-located Elementary Schools

Adult Basic Ed, ELL, GED

Helping Families Succeed
NURSING CAREER LADDER

CNA I
Certified Nurse Assistant $9-$12

16 weeks

CNA II
Geriatric Technician $8.51-$14.13

Patient Care Technician

Advanced Unlicensed Technician $11-$15

15-17 months

Licensed Practical Nurse $16-$20

Licensed Practical Nurse

Registered Nurse $20-$30

Registered Nurse

LPN to RN Bridge

3 years
Parents as an asset

- Harness parents’ motivation on behalf of their children
- Place the programs where the children are located, safe, and learning
- Parents work together to solve problems
CAP FAMILY LIFE STUDY
Focus on CAP Tulsa’s CareerAdvance® healthcare program

Quasi-experimental; mixed methods
- Surveys, child assessments, focus groups, administrative data

Longitudinal study; to be followed for 3 years
CAP FAMILY LIFE STUDY: SAMPLE SELECTION

- Selected matched comparison group that were similar to CareerAdvance® participants using propensity score matching
  - E.g., Motivation for health care, demographic characteristics from administrative data

- 287 participants: 150 in CareerAdvance® 137 in matched comparison group
DEMOGRAPHIC CHARACTERISTICS

- 98% female
- 32% single parent
- Average age: 29 years
- Average annual household income: $15,273
FULL SAMPLE DEMOGRAPHIC CHARACTERISTICS

Race & Ethnicity
- Black: 41%
- White: 29%
- Hispanic: 9%
- Other: 21%

Education
- High school, GED, or less: 49%
- Certificate or Associate’s Degree: 47%
- BA+ or higher: 5%
EFFECT OF CAREERADVANCE®
ONE YEAR AFTER PROGRAM ENTRY
THREE KEY AREAS OF STUDY

- Parent Education and Employment
- Parent Psychological Well-Being
- Children’s Head Start attendance
CareerAdvance® promotes educational attainment

CareerAdvance® participants have certification rates 59 percentage points higher than the matched comparison group one year after program entry.
EFFECT OF CAREERADVANCE® ON CERTIFICATION

Comparison Group

CareerAdvance® Group

0.62

0.03

***
CareerAdvance® achieves its goal of promoting healthcare employment in one year.

CareerAdvance® participants have healthcare employment rates 22 percentage points higher than the matched comparison group.
EFFECT OF CAREERADVANCE® ON EMPLOYMENT

Employed

- Comparison Group: 0.63
- CareerAdvance® Group: 0.68

Employed in healthcare

- Comparison Group: 0.30
- CareerAdvance® Group: 0.52
CareerAdvance® participation leads to decreased earnings ($1,937) while attending school, but no increase in perceptions of material hardship.

Average incentives & in-kind assistance in first year: $1,811
CareerAdvance® participants have higher commitment to work & career, self-efficacy, and optimism.
EFFECT OF CAREERADVANCE® ON PSYCHOLOGICAL WELL-BEING

Commitment to work & career: 0.24
Self-efficacy: 0.23
Optimism: 0.30

** p < 0.01
* p < 0.05
CareerAdvance® participants do not have higher stress or psychological distress
EFFECT OF CAREERADVANCE® ON STRESS AND PSYCHOLOGICAL DISTRESS

Effect Size, SD units

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EFFECT OF CAREERADVANCE® ON CHILDREN’S HEAD START ATTENDANCE

- Higher rates of Head Start attendance (3.1 percentage points)
- Lower rates of chronic absenteeism (-17.2 percentage points)
CHILDREN’S HEAD START ATTENDANCE OVER 1ST YEAR

**Comparison Group**
- School days attended (%): 0.87
- Chronically absent (y/n): 0.64

**CareerAdvance® Group**
- School days attended (%): 0.90
- Chronically absent (y/n): 0.49

**Comparisons:**
- School days attended: ***p < 0.001***
- Chronically absent: **p < 0.01**
SUMMARY

- Increases in parent education, employment, and psychological well-being
- No effect (increase or decrease) on parent stress or psychological distress
- Improved children’s Head Start attendance and reduced chronic absenteeism
LIMITATIONS

- Matched design, not experimental

- Model programs are expensive and need to be scaled-up

- All families have children enrolled in Head Start, cannot compare to job training alone
CONCLUSIONS AND FUTURE DIRECTIONS

- Holds promise but unclear if the program translates to benefits for children’s outcomes
- Longitudinal follow-up needed and planned
- Significant momentum in practice and policy
EXTRA SLIDES
WHY IS CAREERADVANCE® SUCCESSFUL?
I like how they’ve made the program fit around the youngest child’s schedule... how they’ve tailored it to fit around those hours, which really would tailor around all school-age children’s hours. So only during clinical times do you have to really worry about before and after care. But for the most part, all of us can still take the kids, kiss them goodbye, do our thing, and then be there to pick them up.
I know if I tried to leave this program, I would have some people on my phone. And that’s the good thing about us being, that’s the one good thing about us being a small group of people. If one of us tried to leave it, oh, we gonna be on that phone quick, ‘Wait a minute what are you doing?’
I took [the GED test] like twice and I could never pass it. And I just felt so dumb that I was like there is no need for me to take the GED test. How hard is it to take the GED test and I keep failing it so I must be dumb. And I just kept feeling that way. I will give up. But my Career Coach and GED instructor, ‘Don’t give up, never give up.’ And I’m not a give upper. I like to challenge myself. And you know they talked and talked to me and ‘just take your time.’ Because I like to rush also. And that was my problem. I want to get it, get it done. So I stayed there for a while and took it the third time and there I went. I passed it. I just had to do it, just take my time.