Ascend Fellows Innovation Fund
Developing a Two-Generation Program in Evanston, Illinois
The Evanston Two-Generation Initiative

Final Report to Ascend at the Aspen Institute
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P. Lindsay Chase-Lansdale & Sara Schastok
Principal Investigators

Teresa Eckrich Sommer & Marybeth Schroeder
Co-Principal Investigators

Artishia Hunter, Director Evanston Two-Generation Initiative

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We thank the Aspen Institute and the Ascend Fellows Innovation Fund for its generous support of our project. The Evanston Two-Generation Initiative has aimed to expand life opportunities for low-income families with young children in Evanston, Illinois by piloting an intervention to expand the educational opportunities for parents and their young children simultaneously. Parents with children enrolled in quality early learning programs in Evanston were recruited to participate in a weekly Career Exploration curriculum in small cohorts of peers. Parents enrolled in Career Explorations for three months while also receiving individual monthly coaching for a total of nine months. Program participation spanned from February 17 through November 18, 2014.

In what follows, we provide a final report that includes: (a) progress made toward grant goals, including key milestones; (b) a description of the evaluation and analysis of the program; (c) challenges encountered; and (d) how the Institute’s funds made an impact, including next steps. We also include prototypes of program materials to aid in program replication and a short summary of the model, outcomes, and lessons learned for wider dissemination by Ascend at the Aspen Institute.

Progress toward program goals

Program overview

The Evanston Community Foundation (ECF), Northwestern University (NU), and Ascend at the Aspen Institute created a three-way partnership to design and develop a two-
Two-generation approaches have a long history, and they include many types of programming for parents and children alike. In Evanston, we think about two-generation programs for the 21st century in the following ways:

**Definition:** Two-generation programs intentionally and strategically link education, job training, and career-building programs for low-income parents simultaneously with high-quality early childhood education for their young children.

**Rationale:** These initiatives are part of an investment strategy to build human capital for both young children and their parents through an intensive, extended approach of high-quality educational programming and other supportive services for both generations. Helping parents gain employment in careers with stackable credentials and increased wages is central to a strategy for improving families’ economic security and the social and life success of children.

During the planning phase, we:
- mapped job training and career-building assets for parents and early education opportunities for children;
- investigated local sector-based employment opportunities;
- developed a working group of key organizational and community partners;
- created a pilot program for a first cohort of mothers;
- began implementation and outcomes research; and
- sought funding for continued implementation and piloting.

Our Evanston Two-Generation pilot program operates through six key elements:

1. **Partnerships with Local Early Childhood Education Programs:** We recruited program participants from three early education partners: the District 65 Family Center, the Infant Welfare Society of Evanston, and the Child Care Center of Evanston. We plan to expand recruitment and partnership beyond these three early learning providers for future cohorts.

2. **Evanston Two-Generation Working Group:** We established an initial group of key players from early education, workforce training, adult education, and other local community-based organizations to help guide our decision-making. These organizations included:
We continued to expand and deepen the connections and partnership among this group.

(3) *Career Explorations Curriculum.* We developed a three-month curriculum that includes:

- Goal-setting & hands-on career exploration
- Financial strategies & literacy
- Educational testing
- Personal & professional development
- Work & family values and planning

(Appendix A, Evanston Two-Generation Initiative *Career Explorations* Weekly Curriculum Description and Appendices B-D, program participant materials.)

(4) *Coaching & Peer Support.* We emphasized the promotion of social capital among parents when developing the program. Parents meet weekly in small peer cohorts (13-15 parents) led by an expert Career Coach. Each parent also receives monthly individual coaching to guide career decision-making; develop and achieve educational and employment objectives; identify strengths and values; and work through challenges and barriers.

(5) *Financial Incentives.* We provided financial incentives in order to facilitate and encourage program participation. Parents earn incentives in the form of gift cards for monthly participation and achievement of key milestones.

(6) *Links with Employers.* We worked to establish ties between participants and community employers. The overarching program objective for each parent is find and/or support employment that results in increasing wages over time and the ability to build assets. To this end, parents develop the skills and educational qualifications, and identify the information and services they need, to achieve their career and family goals.
Key milestones

Below is a list of key milestones achieved through our three-way partnership among Northwestern University, the Evanston Community Foundation, and Ascend at the Aspen Institute.

- **September 2012**, Lindsay Chase-Lansdale and Teresa Eckrich Sommer present to Community Works Committee, Evanston Community Foundation.

- **April 2013**, Ascend at Aspen Institute holds strategy and planning meeting with Northwestern and Evanston Community Foundation.

- **June 2013**, Ascend Fellow Innovation grant awarded.

- **June 2013**, hire Evanston Two-Generation Director.


- **April 16-18, 2014**, Northwestern University and Evanston Community Foundation host Ascend at the Aspen Institute, community briefings.

- **May 20, 2014**, first cohort graduates Career Explorations.


- **May 27, 2014**, Research focus group and program evaluations, first cohort.

November 3 & 4, 2014, Northwestern University and Evanston Community Foundation host Andrea Levere, Corporation for Enterprise Development. (Appendix G, Evanston Two-Generation promotional brochure)


Program publicity

Below is a list of publications related to our two-generation work and the Evanston Two-Generation Initiative published in 2013 and 2014. These include print publication in local newspapers, such as the *Evanston Review*, the *Evanston Roundtable*, and the *Daily Northwestern*, as well as from Chicago-based outlets such as the *Chicago Tribune*, *Chicago Sun-Times*, and *Catalyst Chicago*.

- Opening Life Opportunities With Two-Generation Education — SESP Inquiry  

- Improving Families With Two-Generation Approach — The Sun-Times  

- Evanston Community Foundation Launches Pilot Two-Generation Education Initiative — Chicago Tribune  

- Foundation Launches ‘2-Generation’ Program — The Daily Northwestern  
  (http://dailynorthwestern.com/2014/03/07/city/foundation-launches-2-generation-program/)

- Two-Generation Initiative Launches — Evanston Community Foundation  
  (http://evanstonforever.org/ventures/every-child-every-youth/every-child-collaborations/two-generation-initiative/)

- Evanston Nonprofit Launches Two-Generation Initiative Using Northwestern Research — The Daily Northwestern  
  (http://dailynorthwestern.com/2014/02/25/campus/evanston-nonprofit-launches-two-generation-initiative-using-northwestern-research/)
Program evaluation

The first cohort of Evanston Two-Generation program participants (n=13) engaged in a thirteen week (February 18 – May 20, 2014) Career Explorations curriculum as a group of peers. Career Coach and Evanston Two-Generation Director Artishia Hunter guided participants with the support of outside experts in financial goal-setting and planning (Evanston YWCA) and postsecondary education, training, and financing (Oakton Community College, National Able, and Women Employed). The curriculum included site visits and tours of local businesses to explore career opportunities in local employment sectors (IRMCO Manufacturing Company and Mather LifeWays). Evanston Public Library provided meeting space and computer lab access. Career Explorations also included individual coaching at minimum once per month. Participants received incentives of up to $100 per student per month for consistent weekly meeting participation, with a $100 bonus for perfect attendance, for a maximum of $500 per student.

All thirteen program participants had at least one child zero to six years old enrolled in the Child Care Center of Evanston, Infant Welfare Society of Evanston, or one of Evanston District 65 Family Center’s Preschool for All, Head Start, or Early Head Start programs. Parents were motivated to engage in the program to learn about new careers and educational opportunities; change careers; re-enter the labor market or school; and/or evaluate whether their current educational pursuits will best allow them to reach their goals.
I took different career choices, different college classes. I didn’t know exactly what to do. I hit a dead end when I couldn’t find work. This program helped me to set a goal and helped me through it. I wanted help finding a career goal.

I haven’t worked in a long time. I am in school right now, and I wanted to figure out if what I am studying is the right route or if there is another route for me.

I wanted to gain knowledge. I have been a stay-at-home mom and not working, I wanted to know what was out there.

All parent participants completed a survey at the start of the Career Explorations program, three months later after graduation, and at the conclusion of the full program (nine months after the first meeting). The short survey asked parents about their demographic characteristics, including race, ethnicity, employment, income, loan debt, relationship status and living arrangements. It also included questions about their educational attainment and aspirations for themselves and their child, as well as measures of financial strain and psychological well-being (Appendix H, parent survey questions and measures, three time points). A focus group with eight of the thirteen participants took place one week after graduation from the program (Appendix I, focus group discussion questions). At the time of the focus group, these eight participants also completed a brief program evaluation (Appendix J, program evaluation).

Below we summarize our implementation findings based on pre- and post-survey results, focus group discussions, and program progress data, including (1) characteristics which may suggest participants’ likelihood for success at the start of the program; (2) parents’ views on how their children’s current school experiences benefit them; (3) the gap between parents’ aspirations and expectations for their children’s school success as well as their own; and (4) exploratory findings regarding whether and how parents’ education, employment, finances, and participation in other supportive services may have changed over the course of the program. See Appendix K for a description of these parent survey summary statistics at each time point.

**Participant characteristics and chances of success**

Parent participants (n=13) were 69% African-American, 15% Hispanic, 8% white, and 8% other. Almost all spoke English as their first language. On average, they were 31 years of age and had their first child at 23, suggesting some advantages in their likelihood of advancing in education and employment as compared to higher risk groups, such as teen parents or parents with limited English proficiency.

At the start of the program, these parents displayed a range of educational experiences and most had previous exposure to postsecondary education. All had achieved a high school degree or GED. Eight percent had no postsecondary education; 46% had attended some college or received some college credits; 15% had attained a technical certificate; and 31% had achieved an Associate’s degree.
Parents reported at the start of the program that they value work and career (measured by work-role salience) and that they believe they can achieve their goals (hope/goal efficacy), indicating the potential for success in educational attainment and in the labor market. They also had relatively strong scores on measures of applied cognition, which assess the respondents’ perceived difficulties in planning, organizing, calculating, and working with memory and learning—essential skills in educational and career success. Conversely, they displayed high levels of psychological distress on average. These characteristics indicate that school and work goals are highly valued on average and that many possess the skills to achieve them. Psychological distress, however, may interfere for some.

*Children’s education*

Parent participants value their children’s educational experiences and safety when making childcare decisions. Seventy percent report that their child’s school offers a quality learning environment, and 55% think that it provides their child a safe, dependable place to go. Parent participants also believe that their children’s schooling benefits them as well as their child in ways that are important for both; nearly 40% indicate that their child’s school involvement motivates them to improve themselves for their child. As shown in Figure 1, these parents also believe that they play an important role in their children’s future success: 92% believe that their encouragement and support will facilitate their children’s educational pursuits and 85% indicate that their children will benefit by learning from their parents’ successes and failures.

Figure 1: Parent’s Role in Child’s Future Educational Success at Baseline

![Figure 1: Parent’s Role in Child’s Future Educational Success at Baseline](image)

This first group of Evanston Two-Generation participants has high expectations for their children’s educational success but are not sure that it can be achieved. One hundred percent want their child to receive an advanced degree beyond college, yet only 70% believe that this aspiration is
achievable (Fig. 2). More than 60% of participants worry that finances will be the greatest challenge to their children’s educational attainment (Fig. 3).

Figure 2: Parent’s Expectations for Child's Educational Success at Baseline

![Bar chart showing parent's expectations for children's educational success.](chart1.jpg)

Figure 3: Obstacles for Child's Educational Success at Baseline

![Bar chart showing obstacles to children's educational success.](chart2.jpg)
Parent education, employment & finances, and psychological characteristics

Participants’ levels of education did not appear to increase over the course of the 13-week study. However, measuring progress in terms of certification achieved can mask increases in time spent making steps toward or pursuing education. The short length of time between the start and end of the Career Explorations participation likely did not allow sufficient time for parents to receive a new certificate. We do know that parents learned more about their educational options and identified careers of interests as a result of participation, including one parent who newly recognized her passion for teaching.

This program was screaming “be a teacher!” I went online and realized I was wasting my time. This is what I should be doing. I went to a workshop for teachers. They [the teachers] love it so much they would be doing it for nothing.

Other parents set new goals and made progress toward them:

Goal setting was most important, having a plan in your head. These are some things I have never had. Helping me organize what my thoughts are and helping me to a career path, like a light in a tunnel.

For me it was just having someone keep me accountable…. I’m thinking about transitioning careers and the director gave me materials to think about that. I’ve never had a mentor and someone to keep me accountable, like ‘someone does care about me!’

Parents also identified financial assistance (increased household income and financial aid or a scholarship) and people in their lives (family and partner/spouse) as key supports which would enable them to further their education. Nearly all participants were in some type of romantic relationship at program start (11 of 13) and program end (10 of 13). Approximately half were married at both time points, and at the conclusion of the Career Exploration program reported that both biological parents lived in the household.

Career Exploration participants demonstrated a strong desire to receive more education, although they were unsure whether they could reach their goals. While the average participant attended some community college or received some college credits, 38% wish to finish college and 62% hope to obtain an advanced degree after college. Yet in reality, 15% think they will achieve only some college, 38% finish college, and 46% obtain an advanced degree (Fig. 4). Their educational aspirations may not be realized due to both financial and work-related issues, including debt or the need to work (54%) and inflexible employment (38%), and the needs of their children, including spending more time with them (46%) and the lack of quality child care (38%) (Fig. 5). The obstacles they expect to face mirror the support they desire in order to obtain more education, including increased household income (77%), financial aid or scholarship (69%) and support from family or romantic partner or spouse (62%).
The Evanston Two-Generation program increased participants’ access to information for both public assistance as well as jobs. The number of working parents increased by one during the short duration of Career Explorations and was the direct result of the program. Other parents increased their work exposure during this time by volunteering or finding an unpaid internship in their field of interest, interviewing for potential jobs in their desired career, and enrolling in an on-
line business professional course. Some parents also increased their income potential by advocating for a promotion or finding additional quality care for their children in order to increase work hours, both actions which were motivated by the support and guidance of their career coach. The number of participants who reported receipt of public assistance or TANF changed from 0/13 at program start to 5/13 at program end.

Program participants are burdened by high levels of debt from a variety of sources, most significantly in the form of student loan debt. While five of thirteen (38%) participants reported having no student debt at the start of the program, the other eight participants (62%) had student loan debt ranging from less than $1,000 to more than $20,000, with an average of $18,624.13 in educational debt (Figure 6). Student loan debt surpassed all other forms of parent debt at baseline (Figure 7). The average amount of total debt reported from all sources (student loan, household credit card, medical bill debt, loans from relatives, and pay day loans) actually surpasses the average income participants reported at the start of the program ($26,192). Interestingly, participants report low levels of financial strain or material hardship despite their high levels of debt, suggesting that these parents may either be accustomed to their chronic financial hardship such that they no longer perceive it as a strain; they focus on their daily financial circumstances while putting off considerations for paying debts; or they believe in their ability to advance financially such that these beliefs override concerns for their present financial circumstances.

Figure 6: Distribution of Student Loan Debt at Baseline
After nine months in the program (Wave 3), parents reported encouraging asset management practices: 90% of parents report having a checking or savings account, with an average $1499.63 in assets, and 20% report having a Child Savings Account. However, only 20% of parents reporting using a financial budget which may explain the high rates of debt, especially educational loan debt.

These data indicate that the first cohort of Evanston Two-Generation parents is primed for educational and career success and motivated to do so. They also demonstrate that they are receptive to and willing to use the information and resources offered to them. On average, their strong work and education-related skill base, combined with high aspirations for themselves and their children, are likely to lead to future success in education and careers.

Challenges encountered

We face three major challenges in full-scale implementation of the Evanston Two-Generation Initiative. These challenges include: (1) high debt combined with low household income among program participants; (2) programmatic and financial support for parents to enter training and certification programs, ideally with program peers; and (3) the need for long-term sustainability funding. Our first program participants have accumulated large debt, especially educational loan debt, that is likely to impede their educational progress and may prevent them from advancing in education and increasing their household income. The second problem, highly related to the first, is the self-described need of these parents to advance in workforce training and certification and the financial support needed to do so. Finally, if we are to sustain the momentum begun with our first cohort, we must secure additional funding sources to expand and firmly establish the initiative in the
Evanston community. We have raised an additional $100,000 for a second cohort but need long-
term funding for continued piloting, partnership development, and establishment of a home-base
for the program. We seek the continued advice and counsel of Ascend to help address these
challenges. Our continued goal is to support parents and children with limited financial means to
advance educationally and economically at the same time and while their children are young.

Impact of Ascend funds and next steps

Funding from Ascend has allowed us to test, through a low-cost, short-term initiative, the
value of career orientation and guidance for low-income parents of young children, combined with
financial planning, soft skill development, hands-on learning and values exploration. To date, few
two-generation programs focus on these upfront skills and career exposure prior to parents
reengaging in school and entering new careers with potential for high wage growth in the local
economy. Parents in the Evanston Two-Generation benefited greatly from the combination of peer
supports, individual coaching, and a career explorations curriculum. All parents learned new and
valued information about budgeting and finances, local employment opportunities, and available
services that offer financial and educational support for themselves and their children.

Evanston Two-Generation program participants made these advances with the support of
the program's key elements, including coaching and goal setting, peer supports, and connections to
resources.

Coaching and Goal Setting. The Career Coach helped parents set and pursue goals and develop the
skills and support to make continued progress toward them.

Goal setting was most important, having a plan in your head. Those are some thing I have never had.
Helping me organize what my thoughts are and helping me to a career path, like a light in a tunnel.

Although we talked about goal setting every session, early on we talked about specifically what goal setting is
and how to prepare your goals and ways of monitoring them for success. We talked about the importance of
having someone that will hold us accountable when we are slipping or being unfocused and ways to lead our
success.

Artishia has been like a mentor to me. Like, when I say mentor, like someone […] who can actually,
erseriously hold me accountable. “Did you call them today? Did you send out that email? Did you do that
thing I told you to do?”

A few parents desired even longer weekly Career Exploration meetings in order to maximize their
learning:
If we had more time, you know, or more sessions, then I think […] it would allow us to kind of digest it as we dissect it.

Others wished to meet individually with the Career Coach more often than once per month in order to sustain their momentum.

By the time you get to ‘This is what I need to do, and then to try to get it done, by the next time it’s you know. […]’ Like I knew I had a whole month so, sometimes I would come and it didn’t get done.

Peer Supports. Parent participants valued highly the opportunity to engage with other parents in similar life circumstances and with whom they could support one another in their multiple roles as care giver, student, and provider.

Being in a group of women that are passionate about being successful and providing for their families. It is always motivating when like-minded individuals are working on their own goals, but are willing to help others achieve their goals as well.

The group setting. We are all moms of small children. We want our kids to do better and receive a better education. All us moms could relate to wanting to do more, have a career, and incorporate being moms.

Some parents also suggested opportunities for continued informal peer interaction after the program end:

I think meeting with the group too, just doing catch-up sessions or whatever. You know, ‘Did you meet this goal that you set at the end of the program?’ You know, ‘How’s this going? What are your new goals?’ If you are in school, ‘How’s school going?’ If you found a new job, you know, ‘How’s your job going?

Connections to Resources. Parents also benefited from the program by increasing their knowledge of available services and making connections with providers from which they can build further ties.

I wasn’t aware of all the resources. I mean all that resources that you have at the library. I got really excited. I wasn’t excited before, and I was just with my son. I started to focus on myself, and this helped my personal life as well. I started setting smaller goals, and you feel a sense of accomplishment when you achieve them.

I enjoyed having these services come to us (Oakton & WIA). Now I have a “go-to” person when I decide to pursue my education. In a sense, a relationship has already been established.

They enjoyed the hands-on learning from site visits to local employers who showed their respect for the participants.

We’re the ones in the position of looking for jobs and it’s kind of like […] they were like happy that we were able to come and make it and get to know their organizations better. […] I loved the way that they treated me.
Many parents also valued increasing their knowledge and skills in budgeting and financial management, and they began to put this information to use. One parent created a family budget and cut her food budget in half; another parent improved her credit rating, increasing her eligibility for student loans; and another developed a business model for creating her own youth program.

These program elements – coaching with goal setting and career exploration, peers supports, and connections to other community resources – will continue to serve as core to the model.

Three months after completion of the Career Explorations curriculum (Wave 3), nearly 80% of parents report taking concrete steps toward their career goals. They also expressed higher aspirations for college completion after the program than they reported over the course of the study. Participation in the Evanston Two-Generation Initiative seems to increase parents’ ability and interest in achieving realistic educational and career goals, although further study is warranted.

Fully, 100 percent of Evanston Two-Generation Initiative participants in the first pilot program graduated, and all improved their understanding of career options and identified next steps which they have begun to take. Many are already increasing their employment and enrollment in education and training programs. One participant was hired by an employment partner and is newly receiving benefits and higher wages, another received a job promotion with advice and encouragement from her career coach, and a third entered into unpaid employment to build her experience in the medical field. Another mother who was apprehensive about returning to school with young children developed a strategy to meet the educational needs of her children and herself, and connected with an organization to support her success. Other parents identified career fields of interest and connected with the local community college to learn more about next steps. Additionally, one participant worked with a local early childhood advocacy organization to find additional quality child care for her child so that she could expand her work hours. Participants also increased their access to information and services and improved their budgeting and labor market skills.

Conclusion

We have learned several lessons in developing a model two-generation program in Evanston, Illinois that are likely to apply to other communities engaged in similar efforts. These include the need for: (1) sufficient time and funding upfront, both to develop and test the model and to form essential community partnerships; (2) available quality care and education for young children at a wide range of times and settings that coordinates with parent programming; (3) a permanent community setting that can promote and advance the human capital development of both children and parents, especially through education.

We successfully created a new model of coaching, peer supports and weekly meetings of a new curriculum, Career Explorations, and we piloted it in less than a year. Yet, more time is needed to
move beyond initial incubation to full-scale implementation. Testing and implementing a new model and fundraising for its future are highly challenging to accomplish simultaneously in one year. During the next phase, we will deepen the relationships and commitments of our community partners, especially employers, early education programs, and adult education and workforce training providers.

We also have learned the continued challenge for our participants in finding quality, safe, dependable care and education for all their children during parent programming, or other educational programs. Three months after program participation, 50% of parents report that a lack of quality child care prevents them from achieving their educational goals. While we coordinated the program with the hours of local early education provider serving the greatest number of low-income families, a number of parents could not overcome the barriers of the short duration of their young child’s center-based early education, the needs of a child too young for center-based care, or child educational programming or care that did not coordinate with parent meetings. Finding a maximally optimal time to offer parent programming when all a participants’ children are safe, well cared for, and learning has proven difficult. We will continue to work closely with local early learning organizations to coordinate the education and care services for young children in Evanston such that they serve the developmental needs of children while also maximizing parents’ potential success in employment, education, and careers.

Our eventual goal for the Evanston Two-Generation Initiative is to establish and sustain the program in Evanston with leadership from the community. The Evanston Community Foundation has been an ideal home to incubate the model, leverage the Foundation’s deep roots and close partnerships with local program providers, leaders, and donors, and to expand upon its and commitment to advancing the education of all Evanston citizens, especially through its Community Works Initiative and its focus on the earliest years of childhood. A next step will be to anchor the initiative permanently in the community, likely in a direct service organization with the mission, organizational culture, and staff skill and knowledge to advance and promote the education of parents and their children at the same time.

Some programmatic ideas that we are considering in this next phase include: incorporating fathers, strengthening ties to employers, adding a training focus (including potential industry sectors of residential senior care, manufacturing technology, and health care), expanding community partnerships, and creating closer links between parent and child curricula. Some potential ideas for complimentary and mutually reinforcing parent and child programming include a child math curriculum linked with parent financial skill development and children’s savings accounts; socioemotional and mindfulness training for parents and children; and adult programming contextualized to children’s learning (e.g., ESL curriculum tied to materials and goals of child’s early learning curriculum). We plan to continue to study program implementation, to examine the short- and long-term parent and child outcomes through research, and to generate new funding to implement expanded core programming. The Evanston Two-Generation model is on the cutting edge of the two-generation field in its unique focus on the upfront career exploration and skill
development of parents, the coordination of parent and child programming to support the 
educational goals and well-being of each generation, as well as partnerships with employers to 
promote increased wages, household income, and assets.
Evanston Two-Generation Initiative

Expanding educational opportunities for parents and their young children

Program Goals

- Increase the educational success of low-income parents and their young children simultaneously
- Offer local employers a skilled workforce for in-demand career fields

Key Program Elements

Coaching and peer support
- Small cohorts
- Individual coaching

Community partnerships
- Early childhood education
- Adult education and training
- Local employers

Career exploration
- Goal setting & career exploration
- Financial strategies & literacy
- Educational testing
- Professional development
- Work & family values

Financial incentives
- Maximum $500 per participant

Defining Elements

- Low cost
- Short term
OUR PARTICIPANTS

- On average 31 years of age, 23 years at first birth
- Almost half married
- 69% black, African American, 15% Hispanic, 8% white, 8% other
- All high school diploma or GED, almost half enrolled in some college
- On average $18,624 in educational debt
- Highly value school and work goals
- Parent of children age 0-6 enrolled in quality early learning
- High expectations for their own and their children’s educational success

RESULTS OF PROGRAM PARTICIPATION

- 100% participants graduated Career Explorations
- 13/13 increased understanding of career options and identified next steps
- Program increased access to information, services and skills
e.g., Participants increased receipt of TANF and Food Stamps over program duration
- Parents increased employment and enrollment in educational programs

NEXT STEPS

- Include fathers
- Strengthen ties to employers
- Add training focus, potential industry sectors include
  - Residential senior care
  - Manufacturing technology
  - Health care
- Expand community partnerships
- Closely Link parent and child programming
- Examine short- and long-term parent and child outcomes through research
- Generate new funding to implement expanded core programming
PROGRAM GRADUATES FEEL...

Empowered

I started this program being a stay-at-home mom not having worked for a few years. I was clueless and had a lot of fear about the workplace. After every session, I felt so empowered and having the support of everybody just made me so happy.

Mentored

For me it was just having someone keep me accountable.... I’m thinking about transitioning careers and the director gave me materials to think about that. I’ve never had a mentor and someone to keep me accountable, like ‘someone does care about me!’

Able to set and pursue career goals

I took different career choices, different college classes. I didn’t know exactly what to do. I hit a dead end when I couldn’t find work. This program helped me to set a goal and helped me through it. I wanted help finding a career goal.

LESSONS LEARNED

Suggestions for model two-generation programs

1. Allow sufficient time and funding to develop and test the model and to deepen essential community partnerships
2. Ensure access to quality care and education for young children at a wide range of times and settings that coordinates with parent programming
3. Place within a context that promotes and advances the human capital development of both children and parents