2 Generation Approach to Community Development
Community Development Network Annual Meeting
October 28, 2015

Duane Yoder, President
Garrett County Community Action Committee
dyoder@garrettcac.org
301 334-9431
2 Generation Approach to Community Development

• What is it
  – Work with children and adults in their lives simultaneously that result in greater economic security passed from one generation to the next.
  – Break down silos
  – Not a program but a way of doing business, a strategy

• Community development in broadest sense
  – Economic supports for families
  – Creating opportunities
  – Building capacity/sustainability
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approach includes

- Social Capital: networks, friends, and neighbors
- Education: early childhood
- Employment Pathways: postsecondary
- Integrating Mechanisms: Financial Capacity/Budget
- Health & Well-being: mental health, addressing adverse childhood experiences
- Asset Building: Benefits Screening
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Toward New Thinking

- Lens for thinking about policies, programs, research and systems
- Draws on emerging science about linkages between development of children and parents
- Bridges the efforts of early childhood with other systems such as post secondary education and economic development
- Recognizes the interdependence of place and people
- Measures and accounts for outcomes for both children and parents across systems
2 Generation Approach to Community Development
2G in Garrett

- College Career Ladder
  - Garrett County Career Ladder
  - Garrett County Financial Coaching
- GCCAC Hub and coordinator of work
- Early Child Dev Parent Engagement
- Budgeting, Economic Support, & Asset Dev
- Other support services as necessary
- Health Department—Home Visiting
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2G in Garrett

- 300 Head Start, Early Head Start and Home Visiting families are the gateway.
- Families and children part of a 4 year evaluation by Casey Foundation
- AECF pervasive lens—“If parents of children receiving high quality early childhood services receive the right mix of family economic support services, will they experience financial security and economic success and will their children show long lasting improvements in social, emotional and cognitive functioning”
- Data sharing MOUs with partner agencies
- Rural IMPACT initiative
- Others – Aspen Institute, HHS, USDA
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Effective Tools

• Common/Universal Intake (helps reinforce message of integration)
• Presumptive Eligibility
• Data system referrals and common usage of data points
• Data quality reports and meetings
• Crisis to Thrive scales (example below)

Financial $ Management

| 1. Not able to pay bills or past due debts | 3. Paying all current bills, not paying past due debts | 5. Paying current bills; paying minimum on debt | 7. Paying all current bills, paying off debts most months and not saving regularly | 9. Always paying all current bills and debts, NOT saving regularly |
| 2. Paying some bills but late/not paying others | 4. Paying all current bills, following plan to pay off debts | 6. Paying all current bills, following plan to pay off debts | 8. Paying all current bills, paying off debts most months, saving regularly | 10. Always paying all current bills and debts, and saving regularly |

• Financial Coaching (and coaching more generally)
• Economic Security Manager
• Pathway Planning – Electronic
## Crisis to Thriving Scale: Short Form

### 5 Primary Domains

<table>
<thead>
<tr>
<th>CRISIS</th>
<th>VULNERABLE</th>
<th>SAFE</th>
<th>STABLE</th>
<th>THRIVING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food &amp; Nutrition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Has less than a day of food and limited ability/means to prepare or cook food</td>
<td>3. Consistently unable to meet basic food needs; often didn’t have enough food to eat in the past 3 months</td>
<td>5. Eligible for partial food stamps or subsidies but not receiving them</td>
<td>7. Receives occasional food assistance (brown bag, commodities); not eligible for food stamps</td>
<td>9. Can choose to shop at store of choice, never reduces meal size or skips meals b/c of money, and sometimes has money to eat out.</td>
</tr>
<tr>
<td>2. Has less than a day of food available and no money to purchase more</td>
<td>4. Without food stamps or other food subsidies, would often not have enough food to eat</td>
<td>6. Receives partial food stamps or subsidies to meet basic food needs</td>
<td>8. Can meet all basic food needs (does not skip or reduce meals b/c of lack of money) without assistance; but no extras and very little/no eating out</td>
<td>10. Can shop at store of choice and purchase any food items desired</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Literally homeless</td>
<td>3. Legal threat of eviction (5-day notice, writ) or immediate foreclosure</td>
<td>5. Receiving temporary rent/mortgage subsidy (or has received within the last 3 months)</td>
<td>7. In stable housing (rent or own) that is not affordable (&gt; 40% on housing costs)</td>
<td>9. Household is in safe, affordable, unsubsidized rental housing of choice</td>
</tr>
<tr>
<td>2. In an emergency shelter or hotel</td>
<td>4. Transitional housing OR staying with others OR foreclosure notice</td>
<td>6. In stable subsidized housing</td>
<td>8. Household is in safe, affordable, unsubsidized housing</td>
<td>10. Household is in safe, affordable, home they own</td>
</tr>
<tr>
<td><strong>Childcare</strong> (all children in household--if childcare not available for one child or not affordable for even one of the children then answer accordingly)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Childcare not available for all children in the household</td>
<td>3. Childcare available in unlicensed facility</td>
<td>5. Subsidized, safe childcare is available but not satisfied with it</td>
<td>7. Safe, affordable, unsubsidized childcare available but not satisfied with it</td>
<td>9. Safe, reliable care from family or friends and satisfied with it</td>
</tr>
<tr>
<td>2. Childcare available but can not afford it</td>
<td>4. Childcare is unreliable (unreliable family or friends)</td>
<td>6. Subsidized, safe childcare (not including quality early childhood education like Head Start) available and satisfied</td>
<td>8. Safe, affordable, unsubsidized childcare available &amp; satisfied with it</td>
<td>10. Safe quality care that includes early childhood education from licensed facility is available and affordable (including Head Start, Early Head Start, Center based)</td>
</tr>
<tr>
<td><strong>Transportation</strong> (answer from perspective of household)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. No means of transportation and public transport not available when needed</td>
<td>3. Relies exclusively on transportation from friends or family</td>
<td>5. Has a single unreliable vehicle or vehicle(s) that needs minor repairs to run</td>
<td>7. Vehicle is reliable but older or unfavorable and there is no alternative</td>
<td>9. Has at least one reliable and affordable vehicle and back up transportation</td>
</tr>
<tr>
<td>2. Own an inoperable vehicle and no funds to fix it</td>
<td>4. Has a vehicle but no insurance and/or no license</td>
<td>6. Has two (or more vehicles) but all vehicles are unreliable</td>
<td>8. No alternative transportation if primary source is unavailable.</td>
<td>10. Has sufficient number of reliable and affordable vehicles for family</td>
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2 Generation Approach to Community Development
Effective tools – pathway planning as an integrating mechanism

Pathway plan - Invite all to do pathway plans using existing services to support those efforts
   – vehicle for integrating services and moving families toward economic self sufficiency
   – Goals and action steps based on scale
   – Electronic form

Goal Areas Include
• Housing
• Financial Management
• Transportation
• Health or Health Insurance
• Employment
• Family & Relationships

• Recreation/Lifestyle
• Volunteer/Give Back
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Sample pathway goals in Housing

- Find and move to safer housing or improve safety of existing house
- Find and move into more affordable housing
- Find and move into a larger home (i.e. kids all have own room)
- Find and move into a single family market rate rental
- Prepare to purchase a home
- Find and purchase a home
- Retain home that they own
- Retain rental property currently living in
Financial Management, 23.5%
Housing, 12.9%
Transportation, 4.0%
Health or Health Insurance, 5.8%
Employment/Income Education/Job Skills, 18.1%
Family & Relationships, 16.9%
Recreation/Lifestyle, 1.6%
2014-15 Pathway Plans
Volunteer/Give Back, 0.2%

2014-15 Pathway Plans
### 2G Families Crisis to Thrive
8/1/14 to 6/30/15

<table>
<thead>
<tr>
<th>Category</th>
<th>Start</th>
<th>End</th>
<th>Change</th>
<th># Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td>7.93</td>
<td>7.99</td>
<td>0.05</td>
<td>219</td>
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<tr>
<td>Food Nutrition</td>
<td>6.80</td>
<td>6.78</td>
<td>-0.02</td>
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<tr>
<td>Housing</td>
<td>7.62</td>
<td>7.87</td>
<td>0.25</td>
<td>212</td>
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<tr>
<td>Financial Management</td>
<td>5.40</td>
<td>5.64</td>
<td>0.24</td>
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<tr>
<td>Childcare</td>
<td>8.87</td>
<td>9.15</td>
<td>0.28</td>
<td>189</td>
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<tr>
<td>Asset Building</td>
<td>3.37</td>
<td>3.50</td>
<td>0.13</td>
<td>172</td>
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<tr>
<td>Child Youth Development</td>
<td>8.65</td>
<td>8.37</td>
<td>-0.27</td>
<td>133</td>
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<tr>
<td>Community Involvement</td>
<td>7.21</td>
<td>7.38</td>
<td>0.17</td>
<td>165</td>
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<tr>
<td>Credit Building</td>
<td>4.66</td>
<td>4.80</td>
<td>0.14</td>
<td>156</td>
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<tr>
<td>Education Job Skills</td>
<td>5.75</td>
<td>5.85</td>
<td>0.10</td>
<td>161</td>
</tr>
<tr>
<td>Employment</td>
<td>6.45</td>
<td>6.63</td>
<td>0.18</td>
<td>171</td>
</tr>
<tr>
<td>Family Development Parent Eng</td>
<td>8.04</td>
<td>8.03</td>
<td>-0.01</td>
<td>144</td>
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<tr>
<td>Health Care</td>
<td>6.25</td>
<td>6.37</td>
<td>0.12</td>
<td>158</td>
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<tr>
<td>Supportive Social Networks</td>
<td>8.47</td>
<td>8.60</td>
<td>0.13</td>
<td>152</td>
</tr>
</tbody>
</table>
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Family outcomes

• Increases on Career Advancement and Financial Management Services
  – Increase of about 4% in Goals set in family economic security areas
  – 60% had increase in income of $500+
  – Increase in those taking College classes
    • 7 in 2013-14 School Year
    • 36 in 2014-15 school year
  – 222 families had at least one FES service and 120 Families have 3 or more FES services

• Crisis to Thrive Shift
  – pre-2G baseline of 34 families having at least a score of 7 (Paying all current bills, paying off debts most months, but not saving regularly) to
    • 82 families having at least a 7
  – Baseline of helping 5 families improve in this area, to helping 19 families improve in this area
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2G Outcomes

- Fully Ready
- <100% Poverty
- 2 Parent Families
- Prior HS Experience
- Attendance 85% or Above

- Families 5 or HIGHER on C2T Scale
- Families LESS than 5 on C2T Scale
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What’s Different

- Real and concrete focus on helping families to get to greater economic security and what they need to get there
- Financial coaching capacity and focus; asset development department
- Career Coach and career ladder
- Internal processes that are known to staff to help people move from crisis to stability to thriving
- People at all levels of the organization look at the data
- Organization Culture norms are shifting to more results driven and less program focused (always a struggle b/c of the consistent pressure for silos)
- One intake form
- Community Engagement
2 Generation Approach to Community Development Future

• Policy Implications
  o Imbed duel outcomes into policies using 2G
  o Engage Families in assessment, pathway plans, use of data
  o Align and link systems – blend and coordinate funds at all levels, Eligibility standards, performance benchmarks, administrative structures.
  o Be intentional and prioritize within existing programs

• Growing Support for 2G
  o Interest from philanthropic and public
  o Aspen Institute national polling
    • 89% of Americans favor a 2G approach to reducing poverty
    • 70% support 2G even if it results in tax increase to them
    • Support is across parties, geography, ethnicity
    • Americans believe investing in parent well being help children succeed