

The Power of Place: Embedding Two-Generation Approaches in Housing Developments

March 19, 2024



Moderator



Sarah Haight
Director of 2Gen Practice
Ascend at the Aspen Institute

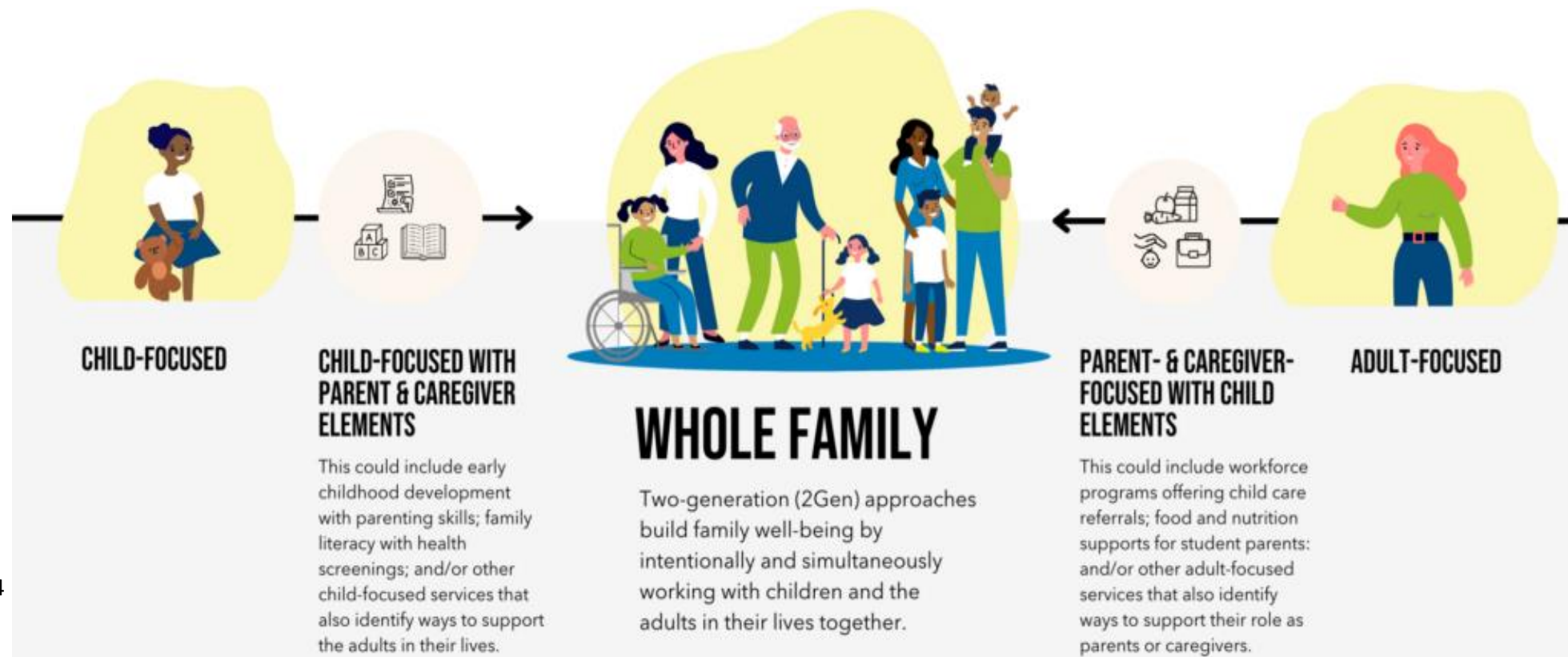
ABOUT THE 2GEN APPROACH

The approach and movement for building intergenerational family prosperity and well-being



ABOUT THE TWO-GENERATION (2GEN) APPROACH

2Gen builds family well-being by intentionally and simultaneously working with children and the adults in their lives *together*.



THE ORIGINS & EVOLUTION OF 2GEN IN THE US



∞

- The intuitive link between individual and collective success has long been recognized by **indigenous communities** in the U.S. and around the globe.



1965

- As part of 'The War on Poverty,' President LBJ launched **Head Start** to provide comprehensive early childhood education and parent involvement services to families.



2012

- Ascend published the "Two Generations, One Future" report, laying the groundwork for the launch of the **Ascend Network** to foster development of the 2Gen field.



LATE 1800s

- The **Settlement House movement** supported the entire family of those immigrating to the US.



1988

- The term '**Two-Generation**' was **coined** by the Foundation for Child Development to reflect programs that were emerging across the country.



2021

- Ascend released the "State of the Field: Two-Generation Approaches to Family Well-Being" report outlining a vision for expansion and implementation



2GEN

**MANY TERMS, ALL ONE MEANING.
WHOLE FAMILY WELL-BEING.**

“Whole Family”

“Intergenerational”

“Multigenerational”

“Multi-Gen”

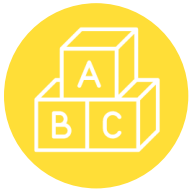
‘Ohana Nui’

“Two-Generation”

“Family Economic Mobility”

“2Gen”

RESEARCH PROVES 2GEN HAS AN OUTSIZE IMPACT



Research demonstrates a **13% ROI** in high quality early childhood education. (Heckman, 2016)

A \$3,000 annual income increase for a parent yields a 17% increase in adult earnings for their child (Duncan & Magnuson, 2011)



A college degree **doubles** a parent's income. (Kominski, 2011)



The brains of new parents undergo **major changes**. (Phu, Erhart, Kim, & Watamura, 2020)

Parents with health insurance are more likely to seek care for their children. (Rosenbaum & Whittington, 2007)



Predictable, monthly unconditional cash aid given to low-income families may increase infant brain activity. (Troller-Renfree et al. 2022)

6 COMPONENTS OF WHOLE FAMILY WELL-BEING

Well-being is a multifaceted process and lifelong pursuit. 2Gen approaches have six key components to improve families' financial stability, social capital, health care, and quality education.



Panelists



Aisha Nyandoro
CEO
Springboard to
Opportunities
Jackson, MS



Arianna
Thornton-West
Community
Advocate
Tacoma Housing,
WA



Donna Hoylman
Peduto
Executive Director
West Virginia
Public Education
Collaborative



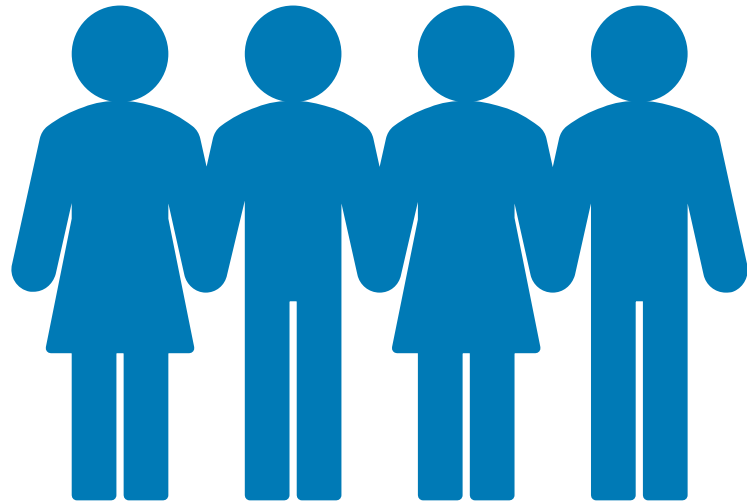
Melanie Cutright
Coordinator of
Early Learning
Wood County
Schools, WV



Liz Marsh
Director of Resident
Services
Bangor Housing, ME

Springboard To Opportunities

The Springboard Model



Where hope and opportunity meet

- Resident services are supports designed to help low-income families find and access services that foster positive outcomes.
- Springboard's approach to resident services is Radically Resident Driven, meaning residents are involved in all planning, implementation, delivery, and evaluation of community programming and services

Our Strategies



Resident Relationships

Springboard's work has always been rooted in strong, trusting relationship with residents of affordable housing. Staff's main job will always continue to be building and maintaining these relationships. In this next phase of work, Springboard will strengthen its navigation, coaching capacities, referral networks, and partnerships, while continuing to ensure essential resources and basic needs for all residents are met.

Socioeconomic Well-Being

Since 2018, Springboard has been a leader in the direct cash assistance field. Springboard will continue its signature Magnolia Mother's Trust guaranteed income program, modeling best practices for cash disbursement programs. Additionally, Springboard will expand other cash-based initiatives grounded in dignity and trust, such as direct cash disbursements in emergencies and lending circles.



Fellowships

Springboard's fellowships offer cohort-based learning, personal development, and opportunities for residents to make connections between public policy and their lived experience to catalyze positive change in their communities. Springboard will deepen and expand these fellowships to provide residents more opportunities for off-site learning, meaningful networks, and enhancing their confidence as community leaders.

Policy Advocacy

Springboard believes that no one knows better than families themselves how social policies can be improved. Springboard's community-driven policy agenda centers the voices and lived experiences of our residents and advocates for policies grounded in dignity, equity, and trust. Leveraging a network of partnerships, Springboard finds places for residents' stories and expertise to be heard, shared, and spur change.



Narrative Change

The vast majority of our country's poverty policies and strategies are grounded in false beliefs and assumptions about low-income families. Springboard believes it is time for families to tell a new story, shifting their own internal narratives, recognizing their own self- and community-worth and by sharing their true, lived-experience through media partnerships and other platforms that amplify residents' authentic voices.

How We Work



2GEN PROGRAMMING

AT TACOMA HOUSING AUTHORITY

ARIANNA THORNTON-WEST | COMMUNITY ADVOCATE



**Tacoma
Housing
Authority**

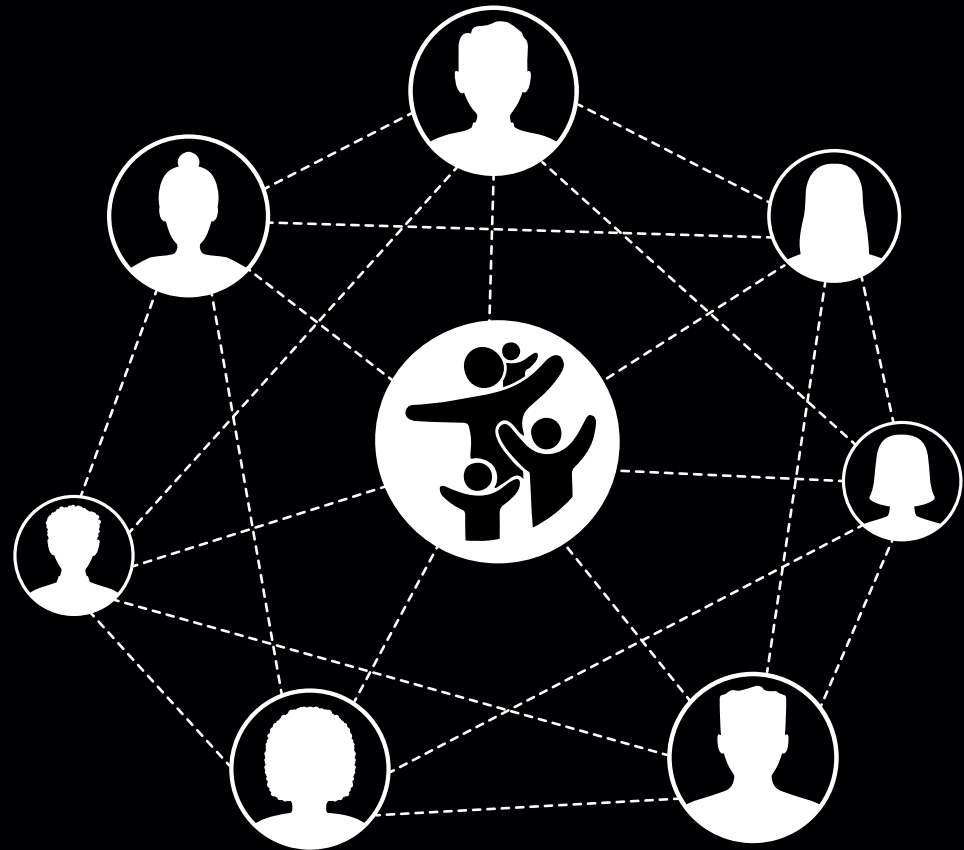
What We Offer:

- Wrap Around Services
- Family Goal Setting
- Social Emotional Supports
- Tutoring
- THA Staff Coaching
- Families Can Earn Up To \$375
In Cash Incentives



The 2Gen Family Engagement Program (2Gen) is a support program for Tacoma Housing families with school-aged youth.

2Gen emphasizes a two-generational approach to housing and family stability. The goal of the program is to create opportunities for families of elementary, middle, and high school students to learn about and practice Social Emotional Learning (SEL) together.



2GEN ECOSYSTEM

- Community Advocates (2Gen Coaches)
- Community Builders
- THA and Program Leadership
- Immediate and Extended Family
- Friends + Neighbors
- Property Management + Maintenance
- School District
- Programming Partners
- Resource Partners
- Employment + Education Partners
- Other Advocates/Case Workers connected to family
- and more!

2GEN PROGRAM ENGAGEMENT



Enrollment

Once eligible households have shared that they are interested and ready, a few items are completed to start their program:

- Intake
- ROI
- W9
- Wheel of Life Assessment
- Creation of Family Goal Plan

While this is where the program formally starts, relationships are often being built with families well before they complete enrollment.



Participation

Regular support and check-ins with clients and their families. Resources and referrals are offered to support them with their goals, needs and wants. Clients drive this process which means they determine:

- check-in frequency and method,
- activities for goal attainment,
- goal changes and adjustments,

and are encouraged to provide continuous feedback that is shared with the larger team and leadership to improve the program.



Graduation

Support doesn't end when the goals do!

At program completion, a final wheel of life assessment is done and often they begin the process for other programs, such as FSS. Regardless of being active in a program, advocates and community builders continue to offer support, resources, programming and community opportunities.

Often times while in 2Gen, families have strengthened their networks of support and existing skills, and gained new ones.

STRATEGIES + BEST PRACTICES

RECRUITMENT AND ENROLLMENT

01

Presence:
Become a familiar face.
This means being on-site, on property and at community events and programming.

03

Use your team and partners. Keep in touch with your team, cross department collaborators, program partners, clients, tenants, etc. and encourage them to share the program--they are great advocates and referral partners.

02

Meet them where they're at. Be flexible with the process and how you communicate. Meet their needs and preferences-- this is their program after all!

04

Deal in complete transparency, always. Whether it's process, program guidelines, what supports are available, how the program can work, etc. Nothing we do should be a secret or a mystery.



STRATEGIES + BEST PRACTICES

ENGAGING IN THE PROGRAM

01

Clients drive, at every turn. Beyond deciding on their goals, they get to change them, adjust them, choose how to pursue them, decide when to pursue them and how they would like to be supported.

03

We don't manage, we coach. Keep it a coaching process vs program management. We support, advise, offer and guide, but we don't tell folks what to do. And don't rush it! Right now isn't the right time for everyone, and sometimes folks need a pause or change of pace.

02

Get everyone involved! The HoH may be the main point of contact and you want to build relationships with the entire family--stop by their house, community event, youth programming.

04

Build trust at every opportunity. Check-ins aren't just about goal progress and attainment. Ask how their day was, how the family is doing, how great grandma's birthday party was. Build a trusting relationship that fosters caring and supports accountability.



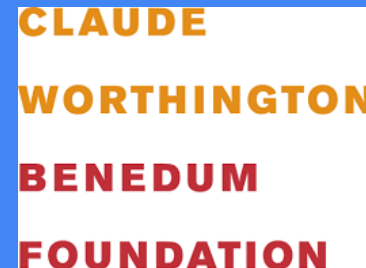
THANK YOU!



Sparking Early Literacy Growth in West Virginia

Donna Peduto
West Virginia Public Education Collaborative

Melanie D. Cutright
Wood County Schools



Sparking Early Literacy Growth in West Virginia

- Ongoing partnership between the Claude Worthington Benedum Foundation and the West Virginia Public Education Collaborative (WVPEC).
- Program aimed to solicit innovative and transformational ideas, initiatives, and interventions to support the early literacy growth of West Virginia children from birth to age 8 in high-need schools and student populations.
- Selected projects received up to \$50,000 for implementation and evaluation.
- Additional projects supported by the Steeley Foundation, EQT and Greater Kanawha Foundation

The Sparking Early Literacy Growth Model



Grant Requirements and Priorities

- Open to public and private schools, early care and early childhood centers, after-school and summer learning programs, nonprofit organizations, colleges and universities and other literacy-focused stakeholders including community and public organizations.
- Projects must align to the Campaign for Grade Level Reading and its focus on School Readiness, High Quality Instruction, and/or Extended Learning
- Projects must take place in West Virginia and explicitly focus on West Virginia children, birth to Age 8, prioritizing high needs populations and/or communities.

Grant Requirements and Priorities

- Projects must include **two** measurable outcomes, one of which is directly tied to student growth.
- Projects are **required** to form collaborative partnerships to contribute to the project's success
- Projects are encouraged to include learning opportunities for teachers, families, and other stakeholders who work directly with children.

Grandfamily Mentoring Program – WVU Extension

- Focusing on students in kinship care, families are matched with a mentor that provides virtual literacy tutoring to students and mentorship to grandparents raising young children.
- Mentors continue to work with students throughout the summer, ensuring curricular consistency and preventing summer slide.
- Families are provided a device and internet hotspot.



Born to Achieve – I Can Read! WVU Medicine

- WVU Pediatric Medicine Residents complete Reach Out and Read training (a program that shows physicians how to facilitate conversations with parents about books and reading).
- Optional testing after well-being appointments (PPVT)
- “Prescription for reading” and access to a book vending machine
- Expanding to WIC Offices in select areas throughout WV



Forging Foundations for Families – Hardy County Schools



- Literacy Workshops are held for parents at their place of employment.
- Education leaders worked with major employer (Pilgrims) to provide parents' release time to attend workshops during their lunch hour.
- Workshops frequently focus on ESL families.

Summer SPARKS– Wood County Schools



- Summer learning program in partnership with the Parkersburg Housing Authority and the Wood County Library.
- Focused on literacy and social and emotional learning for students and families.

Questions?

Donna Peduto
West Virginia Public Education Collaborative
dpeduto@mail.wvu.edu

Melanie D. Cutright
Wood County Schools
mdcutrig@k12.wv.us



5 GUIDING PRINCIPLES OF 2GEN



ACCOUNT FOR OUTCOMES FOR BOTH CHILDREN & ADULTS

Programs and policies need to measure how well they serve the whole family. Working collaboratively with families, programs should both articulate and track outcomes for both children and adults.



LISTEN TO THE VOICES & RECOMMENDATIONS OF FAMILIES

People closest to the problem are often closest to the solution. Families' expertise and experiences should inform program and policy design to create pathways leading to their goals.



ENSURE RACIAL, GENDER, & ECONOMIC EQUITY

Policies and strategies should evaluate and fix structural problems that create and exacerbate gender, ethnic, and racial disparities.



FOSTER EVIDENCE & INNOVATION TOGETHER

Insights from existing evidence-based research can ensure efficacy, and organizational cultures that encourage innovation can create emerging solutions.



ALIGN & LINK SYSTEMS & FUNDING STREAMS

Programs need to access multiple funding streams and align systems at the state and community levels to fully meet the needs of children, parents, and families.

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars

GLR LEARNING TUESDAYS, LEARNING LOSS RECOVERY CHALLENGE WEBINAR

Assessing Assessments: Ensuring Quality and Equity in Teacher Licensure

Tuesday, March 26, 3–4:30 p.m. ET/12–1:30 p.m. PT

GLR LEARNING TUESDAYS KINDERGARTEN MATTERS WEBINAR

Starting Strong: Developing Foundational Life Skills in Kindergarten

Tuesday, April 2, 3–4:30 p.m. ET/12–1:30 p.m. PT

CRUCIBLE OF PRACTICE SALON

Social Emotional Learning and Resilience, Waterton, WI

Tuesday, April 9, 12:30–2 p.m. ET/9–11:30 a.m. PT

GLR LEARNING TUESDAYS, LEARNING LOSS RECOVERY CHALLENGE WEBINAR

Education Recovery Scorecard: Results and Implications

Tuesday, April 9, 3–4:30 p.m. ET/12–1:30 p.m. PT

Please Join Us

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays #GLRKeepers

