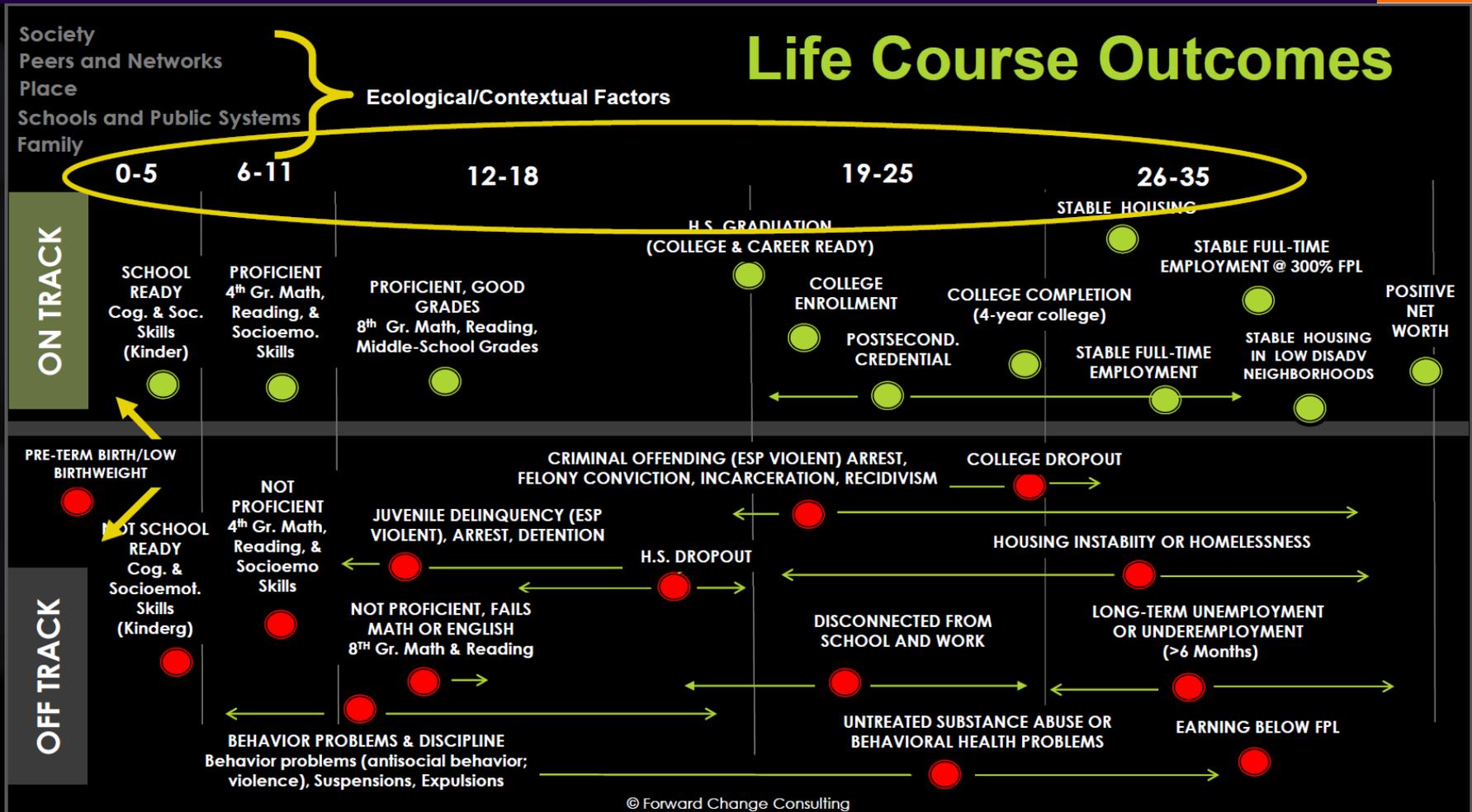




Opportunity and the Future of Our City

Two-Generational Initiative



Life Course Outcomes

Society
Peers and Networks
Place

Two-Generational Initiative

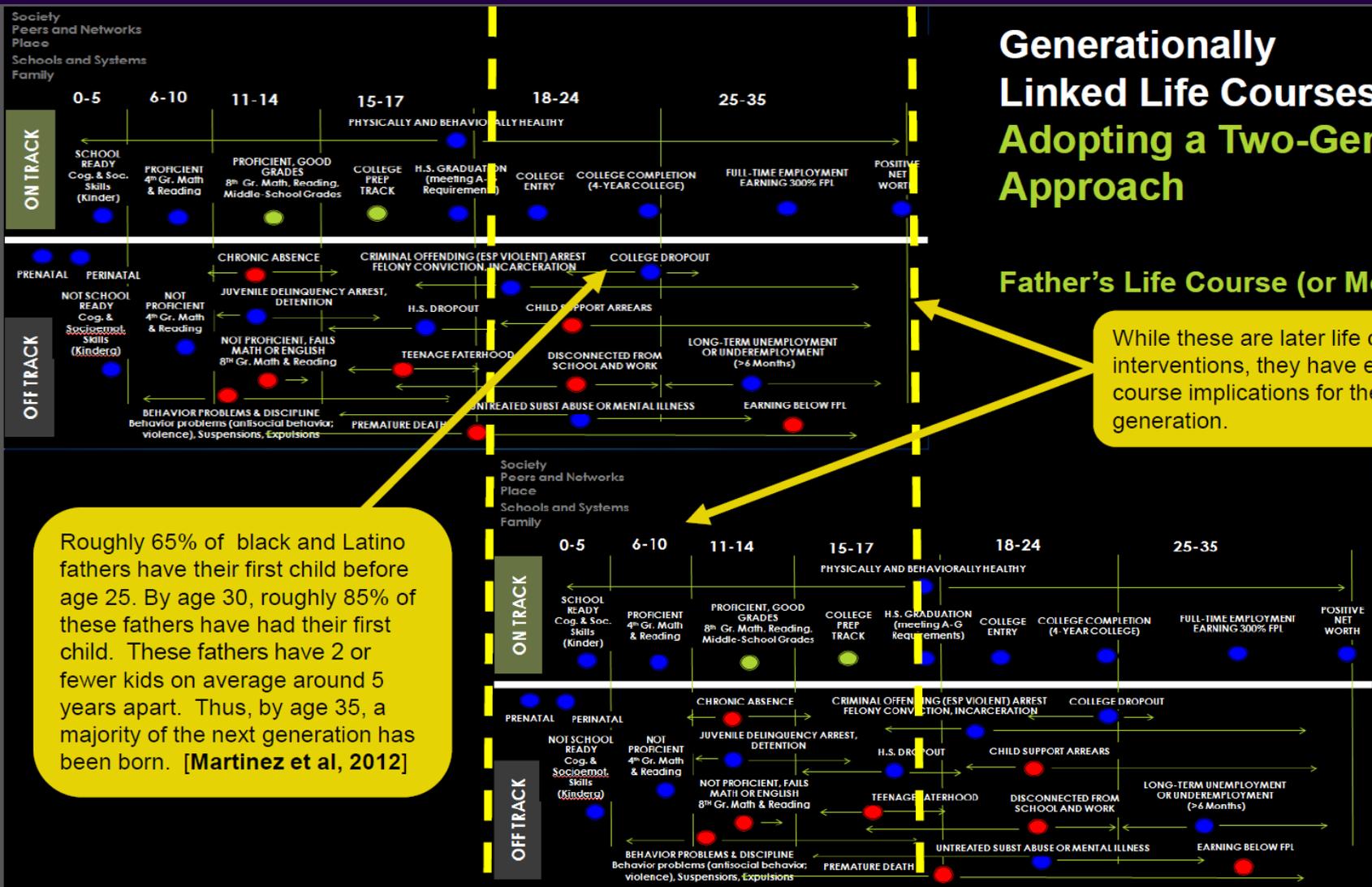
Generationally Linked Life Courses: Adopting a Two-Generation Approach

Father's Life Course (or Mother's)

While these are later life course interventions, they have early life course implications for the next generation.

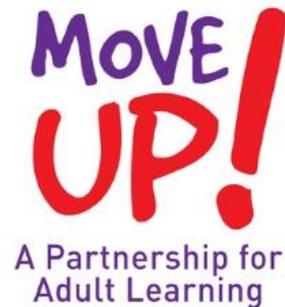
Roughly 65% of black and Latino fathers have their first child before age 25. By age 30, roughly 85% of these fathers have had their first child. These fathers have 2 or fewer kids on average around 5 years apart. Thus, by age 35, a majority of the next generation has been born. [Martinez et al, 2012]

Child's Life Course



TWO-GENERATIONAL STRATEGIES FOR SCHOOL & WORKFORCE READINESS

STATEWIDE INITIATIVE AND REGIONAL PILOT



Hartford Opportunity Youth Collaborative
March 28, 2016

PURPOSE & AGENDA

Purpose:

To update the group on the Hartford Region's pilot project, as well as ask you to think about how you can align with this Statewide effort.

Agenda:

- I. Connecticut's Two-Generational Model
- II. Update on Statewide & Regional Progress
- III. How can HOYC align with the Statewide 2-Gen work?

THE PROBLEM FOR FAMILIES

“Where you begin life has a lot to do with where you end up.”

-Distressed Communities Index Report
January 2016

THE PROBLEM FOR FAMILIES

- Unemployment in Hartford is two and a half times greater than the national average.
- Percentage of families with children 0-6 with no parent in the workforce:
 - 28 percent of Hartford families
 - 22.5 percent of East Hartford families
 - 28 percent of West Hartford families
- Approximately 16% of East Hartford, 30% of Hartford residents hold only a high school diploma or less
- By the year 2025, roughly 70% of jobs in CT will require some level of post-secondary education or training

THE PROBLEM FOR FAMILIES

ALICE[®]

ASSET LIMITED, INCOME CONSTRAINED, EMPLOYED

THE PROBLEM in CONNECTICUT

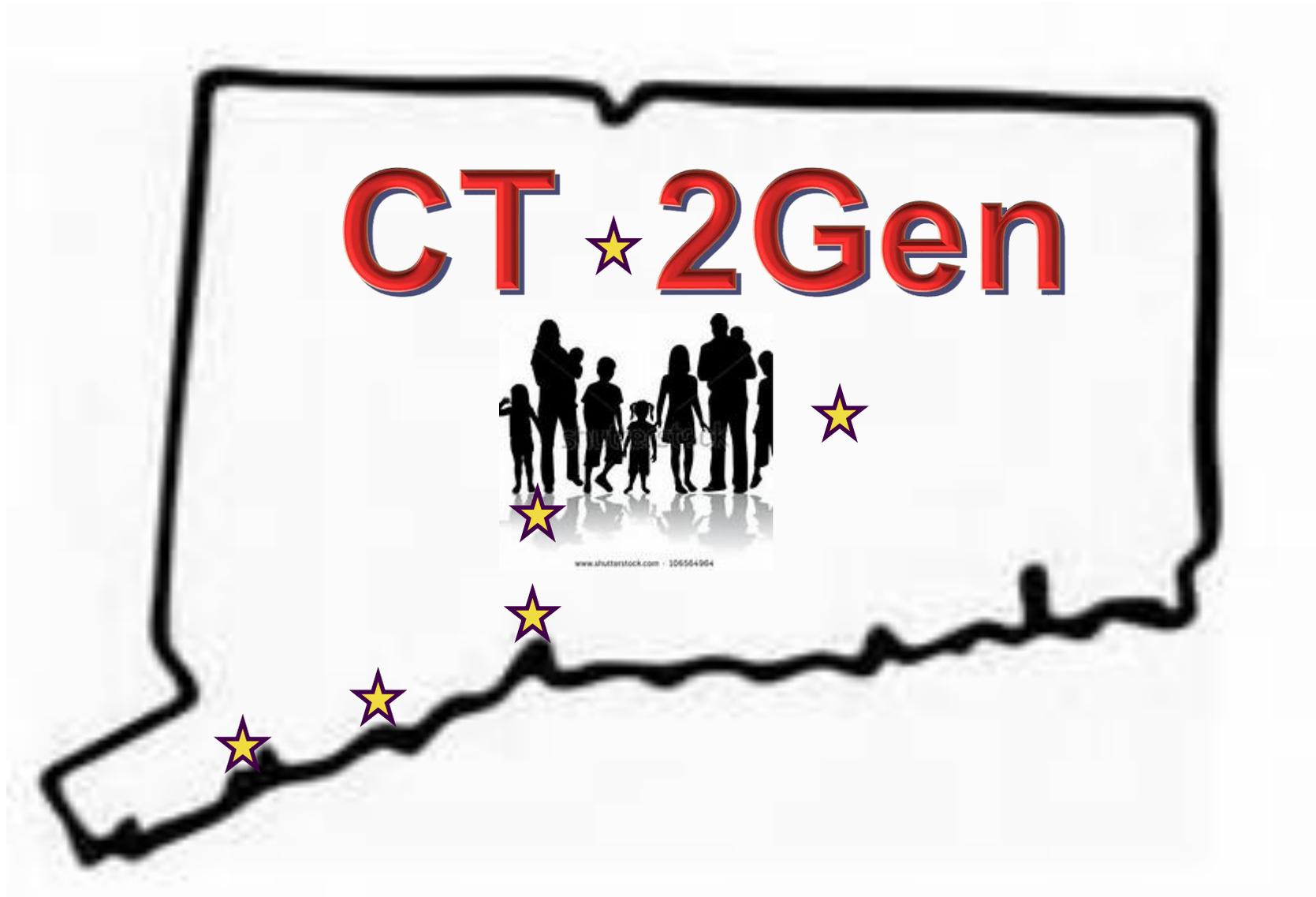
According to the United Way's 2014 ALICE Report:

- There are 474,445 ALICE households in Connecticut, which is approximately 35% of our population.
- Most cities and towns in CT have more than 20% of households living below the ALICE threshold.
- Connecticut's high cost of living is beyond what most jobs in the state can provide to working households.
- The annual Household Survival Budget for the average Connecticut family of four is \$64,689 and for a single adult is \$21,944.

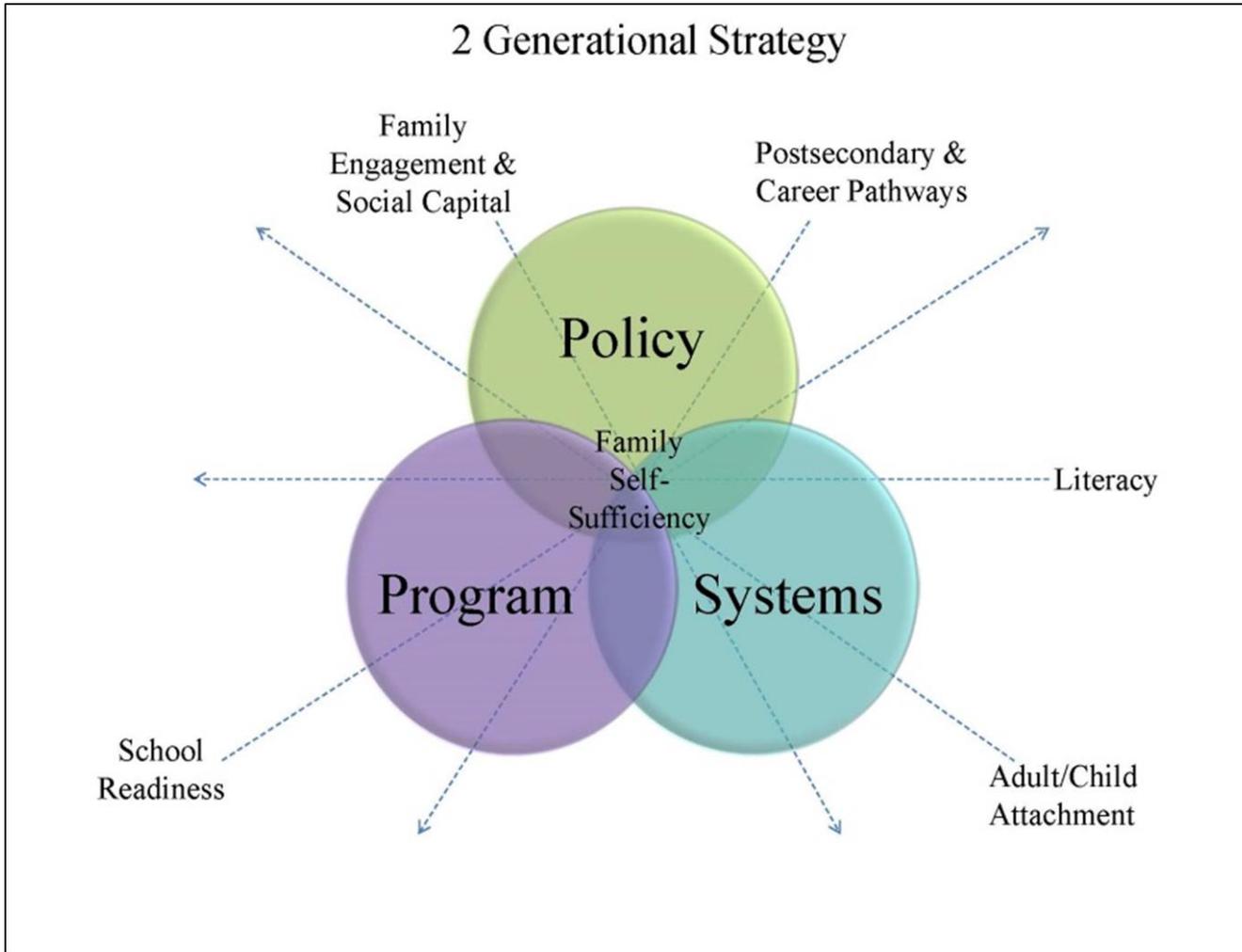
THE PROBLEM for our ECONOMY

- Employers need more qualified workers to meet the demand
- Baby Boomers are aging out of the workforce at a rate of almost 7% faster than new workers are entering it.
- Connecticut need taxpayers!

OUR PART of the SOLUTION



2 Generational Strategy



Connecticut's two-generational strategy and policy paradigm includes policy, program and systems change.

Two-generational work is *not* a program alone, but an approach that builds efficacy and capacity for child, parent and community, *together*.

It changes how policy and systems are assembled to better influence the most important outcomes for Connecticut's vulnerable families -- *a reduction in chronic, multi-generational family poverty*.

Core 2-Gen Principles

Focus on low-income families. There is a high cost of poverty for children. Children who are poor are more likely to lack secure housing, family transportation, adequate food and overall good health. When low-income children begin formal schooling, the majority lag behind their more affluent peers, academically, socially and physically.

Create a common portal for entry that is open to both parent and child. Whether services are available for both the parent and child in one location, or the parent or child is referred elsewhere, the strategy is **intentional, welcoming** and **coordinated across generations**. Sometimes services are co-located, braided together or part of a focused referral process in partnership with other agencies.

See the family as the unit. Child and parent outcomes are considered together and are inextricably intertwined for success in policy, program and practice. Data is collected on both the child and the parent to see how the whole family is thriving.

Core 2-Gen Principles

Address learning, work and family strength. Components often include family support, access to quality infant and preschool settings, research-based English Language Learner programs and hybrid models of work and education, leading to an employment path with a reasonable wage.

Operate on a principle of service effectiveness and resource efficiency for the family. Supports and services are delivered simultaneously and are integrated across service domains and sectors.

Offer dignity and authentic commitment to diversity. When parents experience diversity as a value and see parents recognized as chief informants for their children and their needs, social networks grow, and attendance is strong and sustainable.

Core 2-Gen Principles

Provide ample context for peer to peer learning. When families convene and share resources and needs and are treated with value, dignity and a strengths-based context with other families from the community, as peers, greater learning and sustainable support systems are created and fostered.

Support both fathers and mothers. Fathers are often left out of family programs for young children. Whether the father is at home, or is the non-custodial father, his input often helps children meaningfully connect to adults, nurtures cognition, offers structure and supports the family emotionally and financially. By having more than one parent deeply engaged and attached to the child's emotional and cognitive development, the child usually gains in attachment and family stressors decrease.

Value the family over standard protocols. Work to waive or alter rules and regulations, on the state, county and town level, that fragment services and family outcomes. Work to change fragmented service, practice and policy towards more integrated, family-centered approaches.

Core 2-Gen Components

I. Quality Early Childhood Education

- Infant-toddler care
- Preschool

II. Adult Education & Job Training

- Adult Education/ESL
- Postsecondary education
- Career Readiness & Job Training

III. Critical Family Development/Support Services

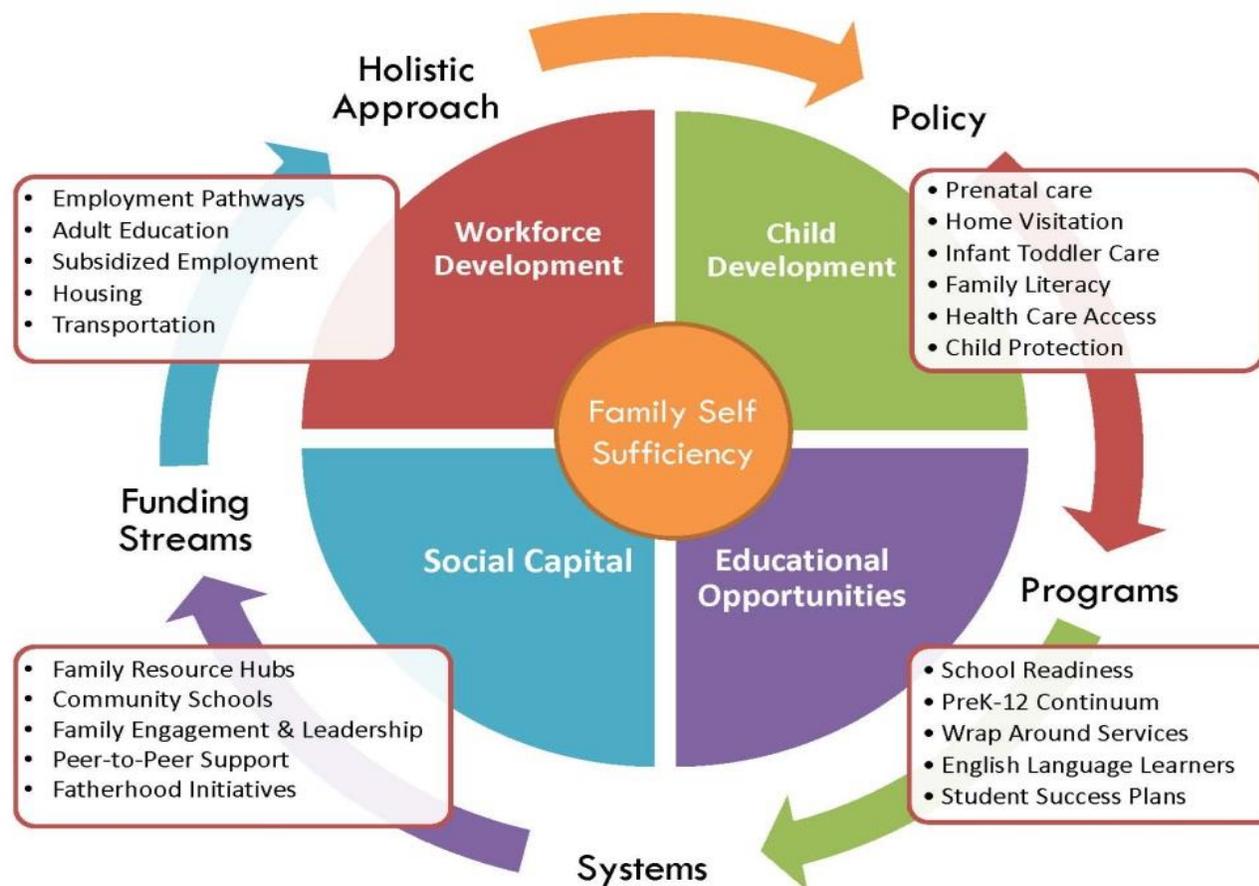
- Home visiting
- Family Literacy Activities
- Financial education
- Removal of transportation & childcare barriers
- Health and Mental Health Services

IV. Peer Learning Community

- Parent Engagement & Leadership at all Levels
- Networking & Developing Social Capital

2-Gen Approach

Two Gen Strategy



STATEWIDE INITIATIVE

- CT's Two Generational model is about intentionally working with the parent and child together so that the child is **ready for school success and the parents are ready to succeed in jobs that pay family-sustaining wages.**
- In June, 2015, the CGA Allocated \$4M in Implementer's Bill to fund 6 Two-Generational pilot sites:
 - Bridgeport
 - Colchester
 - Meriden
 - New Haven
 - Norwalk
 - **Greater Hartford** (defined as East Hartford, Hartford, West Hartford)
- Funding has since been cut to \$2.8M

PROJECT SUMMARY

- CT's Two Generational model is about intentionally working with the parent and child together so that the child is **ready for school success and the parents are ready to succeed jobs that pay family-sustaining wages.**
- Three 2Gen Hubs – (one each) in Hartford, East Hartford, and West Hartford, with a cradle to career family navigator (2gen specialist) at each hub.
- Hubs are closely linked together by a commitment to core principles, a common enrollment/assessment process, common data collection, and a collective governance structure.

HARTFORD REGION PROJECT

- **2Gen Hub** in each Municipality (Hartford, East Hartford, West Hartford):
 - Early Childhood Education
 - Multiple family support services available on site
 - Adult Education
 - Career Readiness
 - Job Training (on site or able to break down transportation & childcare barriers)
- **Cradle to Career Family Navigator** (new; provided by these funds)
 - Monitor family success plan
 - Case coordination/conferencing
 - Connective referrals to additional services
- **Peer to Peer Learning Community**
 - Peer network
 - Advise program development at site

TARGET POPULATION

- Families with at least one child between the ages of 0-8,
- At least one parent who is unemployed, underemployed or undereducated
- Parent has goal to improve employment, or wage status through education and training

ACTIVITIES & OUTCOMES

- Engage with 75 families in the full 2gen program, across three hub sites.
- Navigators will work alongside families to create a success plan and insure that families have opportunities to participate in activities in these core areas:
 - Financial Education
 - Parent Leadership & Empowerment
 - Family development and support services
 - Adult education & training that is connected to career pathways
 - Quality early childhood education
- Anticipated Outcomes
 - Educational Attainment
 - Economic Self-Sufficiency
 - Job Placement/Retention/Wage Increase
 - Family Development Milestones
 - Child Development Milestones

PARENT-INFORMED PROCESS

- Active parent participation in planning process
- Parent advisory group at each hub with quarterly regional gatherings for parents across all sites.
- Parent Leadership position at each hub to assist navigator
- Parent participation at every level, including the project management team, work groups, and committees.

SYSTEMS DEVELOPMENT

- Common intake & assessment process that results in a family success plan
- Development of “middleware” to communicate with the multitude of databases used by providers
- Cradle to career family navigator at each hub, with common supervision and “team” approach to this regional project
- Regional learning to understand best practices & collective impact
- Collect, analyze, and report on common data
- Development of the 2Gen brand that indicates quality, family-centered, culturally competent, 2 generational approach

POLICY OBSTACLES & GOALS

Key issues include:

- Advocating for policies that support dads as well as moms,
- Loosening restrictions on the cash assistance/subsidies that prevent participation,
- Structuring TANF and other public benefits in a way that enables families to retain subsidies as they participate in adult education or training, or reenter the workforce, and eliminates geographic restrictions.
- As many public schools in municipalities with high poverty rates now offer free lunch to all students, we are losing a key data element that helps us better- understand the intersection of poverty and school success.

2-Gen Partners - Hartford Region

CAHS
CREC
Capital Workforce Partners
Catholic Charities
Center for Latino Progress
City of Hartford
Collaborative Center for Justice
Community Partners in Action
Community Renewal Team (CRT)
CT Department of Transportation
CRCOG
CT Voices for Children
DSS-JSM Fatherhood Initiative
East Hartford (Town)
East Hartford Public Schools

East Hartford Youth Services
Families in Crisis, Inc
First Choice Health Center
Fund for Greater Hartford
Goodwin College
Hands on Hartford
Hartford Adult Education
Hartford Behavioral Health
Hartford Foundation for Public Giving
Hartford Public Library
Hartford Public Schools
Integrated Health Services, Inc.
Literacy Volunteers of Greater Hartford
Move UP!

The Bridge Family Center
The Village
United Way - Central & NE CT
University of St. Joseph
Urban League of Greater
Hartford
West Hartford Public Library
West Hartford Public Schools
Workforce Solutions
YMCA
YWCA

How Can HOYC Align with the Statewide 2-Gen Work?

Looking to begin conversation and explore these key areas:

1. Who, among those you serve, could benefit from an improved 2-Gen model? What kinds of services would improve outcomes for parents in your programs?
2. Are there key areas or gaps that could be filled if HOYC were part of this 2-gen initiative?
3. What questions do you have about the CT's 2-Gen initiative?

MOVE
UP!

A Partnership for
Adult Learning

www.moveupct.org

Sarah Dudzic, Director
sdudzic@capitalworkforce.org
860-899-3469

Ren Brockmeyer, Pathways Navigator
rbrockmeyer@capitalworkforce.org
860-899-3489



My Brother's Keeper & HOYC

GOAL 5: All youth out of school are employed

Kimberly D. Oliver

MARCH 28, 2016

Hartford Opportunity Youth Collaborative is...



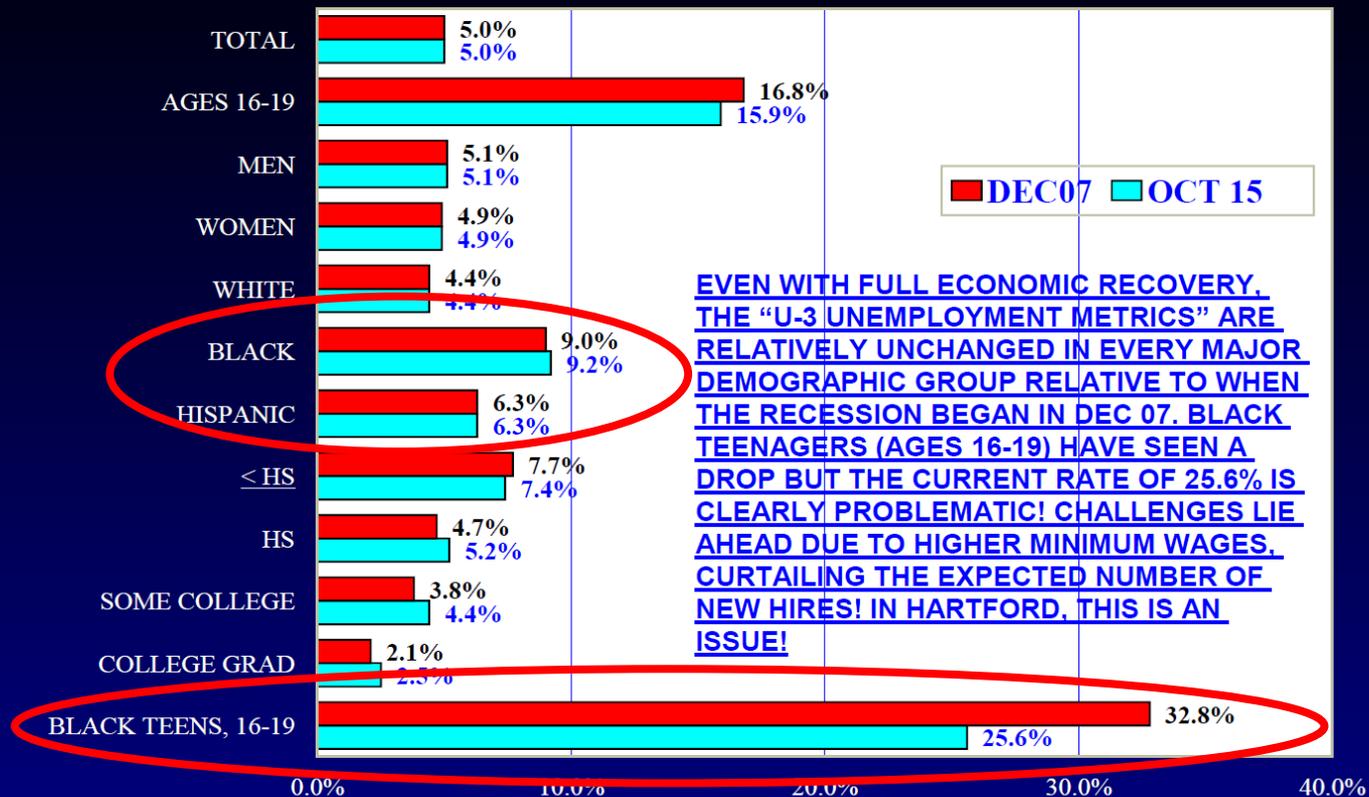
Mission: To design and implement a full-scale, multi-year, comprehensive plan to improve the quality of life outcomes for Opportunity Youth (OY).

- made up of leaders in government, education, youth development, and workforce development.
- committed to addressing the needs of Opportunity Youth.
- helping youth obtain their high school diploma, continue their education, and find employment.
- using [collective impact](#).
 - empowering youth leaders
 - enhancing and expand effective career pathways,
 - using Results-Based Accountability to inform decision-making and assess progress, and
 - supporting policies to scale up and sustain this work.



Unemployment Disparities

UNEMPLOYMENT BY DEMOGRAPHIC GROUP SINCE THE U.S RECESSION BEGAN (% OF THE LABOR FORCE UNEMPLOYED)



EVEN WITH FULL ECONOMIC RECOVERY, THE "U-3 UNEMPLOYMENT METRICS" ARE RELATIVELY UNCHANGED IN EVERY MAJOR DEMOGRAPHIC GROUP RELATIVE TO WHEN THE RECESSION BEGAN IN DEC 07. BLACK TEENAGERS (AGES 16-19) HAVE SEEN A DROP BUT THE CURRENT RATE OF 25.6% IS CLEARLY PROBLEMATIC! CHALLENGES LIE AHEAD DUE TO HIGHER MINIMUM WAGES, CURTAILING THE EXPECTED NUMBER OF NEW HIRES! IN HARTFORD, THIS IS AN ISSUE!



Top Occupations for Youth 19-24

HARTFORD COUNTY

OFFICE/ADMINISTRATIVE SUPPORT	FOOD PREPARATION/SERVING RELATED	PERSONAL CARE AND SERVICE
Customer Service Representatives	Combined Food Preparation and Serving Workers, Including Fast Food	Childcare Workers
Office Clerks, General	Waiters and Waitresses	Fitness Trainers and Aerobics Instructors
Stock Clerks and Order Fillers	Food Preparation Workers	Nonfarm Animal Caretakers
Receptionists and Information Clerks	Cooks, Restaurant	First-Line Supervisors of Personal Service Workers
Shipping, Receiving, and Traffic Clerks	First-Line Supervisors of Food Preparation and Serving Workers	Residential Advisors
Tellers	Bartenders	Amusement and Recreation Attendants
Bill and Account Collectors	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	Personal Care and Service Workers, All Other
File Clerks	Dishwashers	Ushers, Lobby Attendants, and Ticket Takers
Interviewers, Except Eligibility and Loan	Cooks, Fast Food	Baggage Porters and Bellhops
Data Entry Keyers	Dining Room and Cafeteria Attendants and Bartender Helpers	Entertainment Attendants and Related Workers, All Other
Average Wage = \$15.23 Most Projected ↓	Average Wage = \$10.47 Most Projections ↑	Average Wage = \$12.01 Most Projections ↑



Sustaining Wages for Hartford

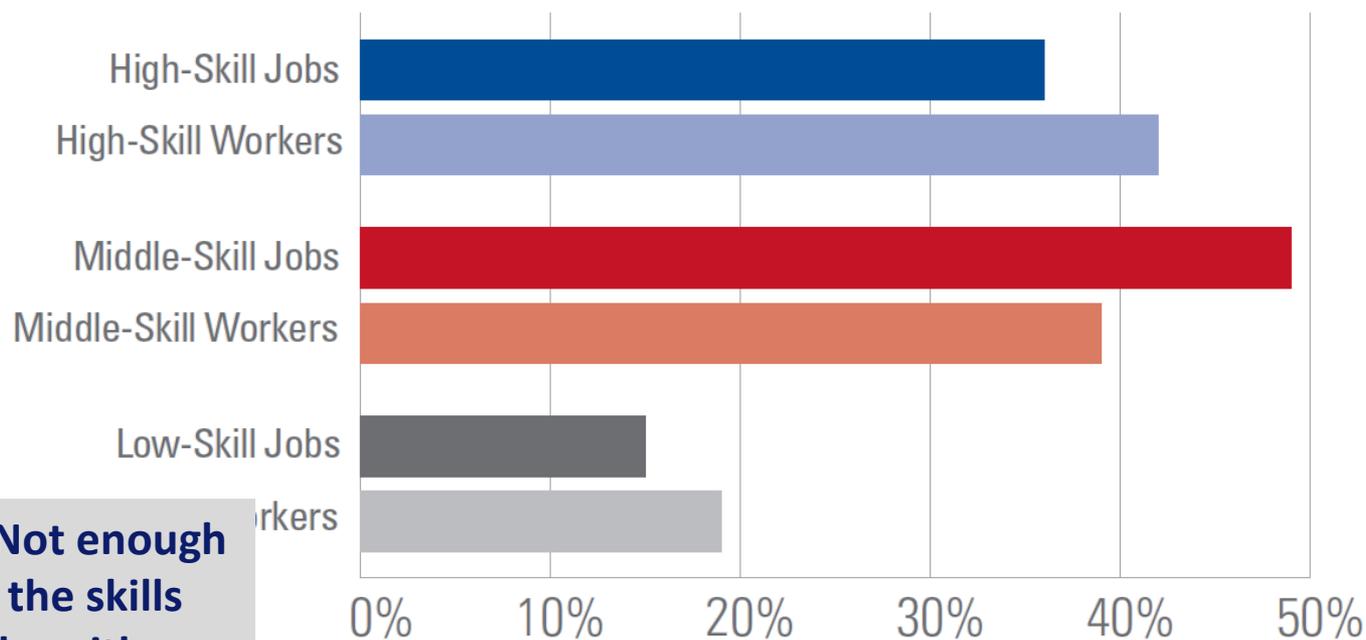
For more about the CT Self-sufficiency Standard, go [here](#).

MONTHLY COSTS	Adult	Adult + Preschooler	Adult + Infant Preschooler	Adult + Preschooler School-age	Adult + School-age Teenager	2 Adults + Infant	2 Adults+ Preschooler School-age	2 Adults + Infant Preschooler School-age
Housing	\$770	\$959	\$959	\$959	\$959	\$959	\$959	\$1,195
Child Care	\$0	\$1,052	\$2,195	\$1,663	\$611	\$1,143	\$1,663	\$2,806
Food	\$263	\$399	\$524	\$602	\$697	\$639	\$826	\$914
Transportation	\$54	\$54	\$54	\$54	\$54	\$108	\$108	\$108
Health Care	\$178	\$514	\$526	\$538	\$571	\$573	\$594	\$606
Miscellaneous	\$127	\$298	\$426	\$382	\$289	\$342	\$415	\$563
Taxes	\$211	\$752	\$1,217	\$1,032	\$590	\$734	\$983	\$1,529
Earned Income Tax Credit (-)	\$0	\$0	\$0	\$0	(\$36)	\$0	\$0	\$0
Child Care Tax Credit (-)	\$0	(\$50)	(\$100)	(\$100)	(\$53)	(\$50)	(\$100)	(\$100)
Child Tax Credit (-)	\$0	(\$83)	(\$167)	(\$167)	(\$167)	(\$83)	(\$167)	(\$250)
SELF-SUFFICIENCY WAGE								
HOURLY	\$9.11	\$22.14	\$32.01	\$28.20	\$19.98	\$12.40 per adult	\$15.00 per adult	\$20.94 per adult
MONTHLY	\$1,603	\$3,896	\$5,635	\$4,963	\$3,516	\$4,364	\$5,282	\$7,370
ANNUAL	\$19,233	\$46,753	\$67,615	\$59,553	\$42,195	\$52,374	\$63,381	\$88,443
EMERGENCY SAVINGS (Monthly Contribution)	\$30	\$67	\$107	\$86	\$70	\$39	\$47	\$60



Skills Mismatch

Jobs and Workers by Skill Level, Connecticut, 2012



CHALLENGE: Not enough workers have the skills needed for jobs with sustaining wages

SOLUTION: Provide training for middle-skill jobs to youth

Analysis of Bureau of Labor Statistics Occupational Employment Statistics, May 2012 and American Community Survey data, 2012.

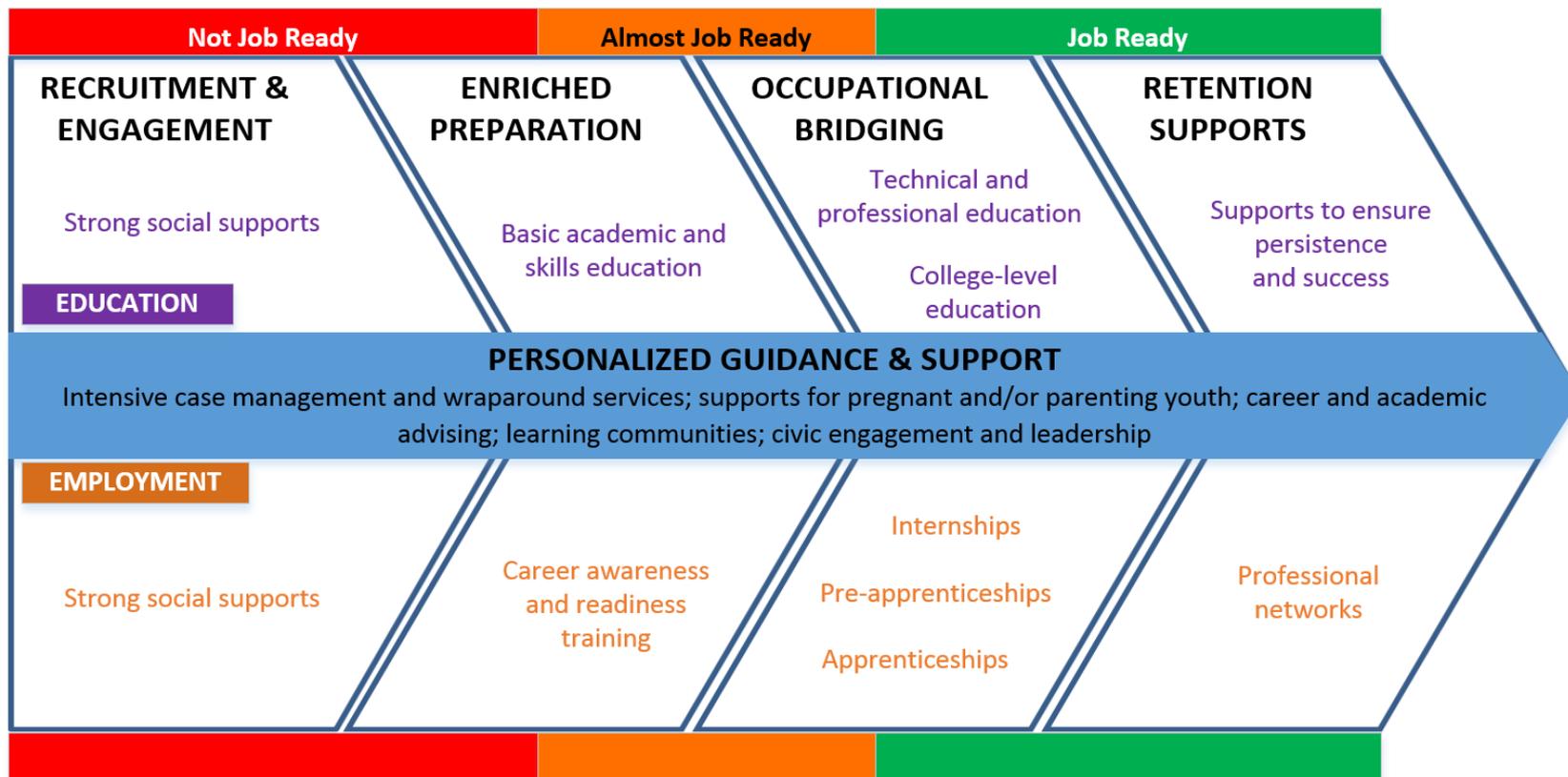
Leveraging Knowledge, Assets, and Resources



- Fit and suitability assessments
- Short-term/transitional employment opportunities
- Stackable credentials
- National experts and technical assistance
- New and optimized funding



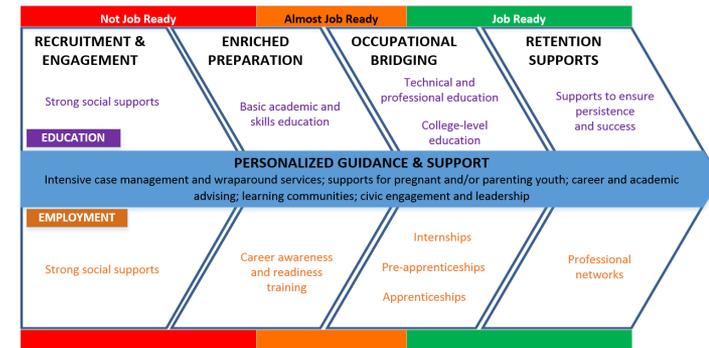
Career Pathway Model





Education-Career Pathway System

- “System” – a set of connected things or parts forming a complex whole
- Not always horizontal moving left to right
 - Multiple entrances and exits
 - Spiraling in and out
- Works for many populations and sectors
 - College and career
 - In-demand industries and occupations
- Multi-tiered approach
 - **Single**: One system, provider, program, or service that is self-contained and has all of the components of a education-career pathway
 - **Multiple**: Two or more systems, providers, programs, and/or services focused on a specific initiative that collectively have all of the components of a education-career pathway
 - **Integrated**: All relevant systems, providers, programs, and services as a whole have all of the components of a education-career pathway



Youth Services

CORE ELEMENTS



Career Competencies

- Basic skills
- Computer literacy
- Customer service
- Problem solving and decision making
- Interpersonal and communication skills
- Personal qualities
- Job Seeking
- Financial literacy

Work Experiences

- Career Exploration
- Project-based learning
- Service learning
- Internships

Occupational Training and Education

- Construction/Infrastructure
- Health Care
- Insurance
- Manufacturing
- Emerging industries and occupations

Opportunity Works Hartford



- Opportunity Youth ages 18 to 24 with a strong focus on young men of color
- Evidence-based career pathway programming in health care, insurance, and manufacturing
- Partnerships between community-based organizations and community colleges
- Industry-recognized credentials, internships, and jobs that lead to sustaining wages in health care and manufacturing
- Leveraged public and private funding





Thank you!

Contact Information

- Kim Oliver, Director
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Websites

- MBK in Hartford
www.mbkhartford.org
- Hartford Opportunity Youth Collaborative
www.youthreconnect.org



HARTFORD COALITION ON EDUCATION AND TALENT

DRAFT



THEORY OF ACTION

If we work together to cultivate collaboration, commitment, and action among partners, then we will ensure Hartford youth:

- Are ready to enter college and career pathways;
- Complete degrees and industry-recognized certificates;
- Strengthen and expand Hartford's workforce talent pipeline;
- Improve our local community and region's economic vitality; and
- **Break the cycle of poverty**

GOAL

- To increase the percentage of Hartford youth completing post-secondary credentials **by 20% in 2025*** and close the talent gap experienced by employers in our region.

PURPOSE AND ACCOUNTABILITY

- The Coalition will align cross-sector efforts (public, private, business, nonprofit, and otherwise) that support and serve Hartford youth towards achieving the goal of post-secondary education completion and ensure the efficient use of resources in our city.
- The Coalition and its members will be held accountable through:
 - A compact of accountability amongst Coalition Members
 - Creation of a data dashboard tracking progress towards the goal
 - Public reporting on progress, efficient use of resources, and agency responses to gaps and inefficiencies
 - Creation of public demand

PROPOSED COMPOSITION



SUPPORT ORGANIZATION ROLES AND RESPONSIBILITIES

A neutral organization who serves as the fiscal agent and provides backend support for the Coalition by:

- Guiding the vision and strategies of the Coalition
 - Providing technical support to ensure effective process, action plan development, and implementation of activities;
- Supporting aligned activities
 - Facilitating communication among all of the partners;
 - Aligning public and private resources around collaborative activities that have been shown to improve student outcomes;
 - Connecting and supporting leaders, community members, and activities city-wide;
- Establishing shared measurement practices
 - Establishing a data management infrastructure to support data-informed decision making among the partners;
 - Showcasing the best, data-informed practices of our partners;
- Building public will and advancing policy
 - Communicating the work of the Coalition to community members and leaders, funders, and other stakeholders;
- Mobilizing funding and procuring resources
 - Marshaling investments to support comprehensive, cohesive, and collective action plans to improve student success;
 - Responsibly managing funds leveraged from various community stakeholders; and
- Monitor mutual accountability system regarding progress toward goals and commitments made in compact.
 - Ensure the development of annual report on progress and performance against benchmarks.

STEERING COMMITTEE ROLES AND RESPONSIBILITIES

- Create a plan of action that sets annual benchmarks towards accomplishing the Coalition's bold goal;
- Coordinate multiple Strategies in Action in accordance with the annual plan;
- Allocate staff resources towards data collection and communication;
- Share data in order to track progress towards the goals;
- Produce an annual report that articulates how programs in the city more strategically and efficiently allocate resources, and the impact on student outcomes as a result of the Coalition;
- Be an ambassador of the Coalition and articulate its purpose in the larger community;
- Attend monthly meetings of the steering committee and quarterly meetings of the larger coalition membership; and
- Communicate widely about the importance of investing in building the talent pipeline.

COALITION MEMBERS ROLES AND RESPONSIBILITIES

- Embrace the Coalition's Plan and commit to better coordinate services in alignment with it;
- Share program and outcome data in order to more effectively target intervention, eliminate unnecessary overlap, and allow the steering committee to track progress in a public data dashboard;
- Become knowledgeable about the Strategies in Action and be able to articulate the Coalition's purpose;
- Attend quarterly convenings each year, including a Summit to engage in a two-way dialogue with the Steering Committee for input and feedback; and
- Serve as Coalition ambassadors and communicate about the importance of investing in building the talent pipeline.

COALITION MEMBERS

- Public sector agencies (city and state)
- Philanthropic institutions
- Regional universities
- Non-profit service providers
- Local and regional businesses interested in strengthening the talent pipeline
- Hartford policy-makers and community leaders

OUR STRATEGIES IN ACTION

Ready

- **College Supports Network (college prep provided by nonprofits and universities)**
- Hartford Promise scholarship services
- **HSIP experience**
- HOYC programming
- **HPS High School Centers of Innovation**
- SYEP
- **Youth Service Corps**
- Career Pathways Project
- **Jobs for America's Graduates**

Enroll

- **College Supports Network (college prep provided by nonprofits and universities)**
- Hartford Promise scholarship services
- **Jobs for America's Graduates**
- HOYC transition services

Persist and Complete

- **College Supports Network (college prep provided by nonprofits and universities)**
- Hartford Promise scholarship services
- **INROADS**
- University Student Support Services
- **Jobs for America's Graduates**

Enter Workforce

- **HOYC Career Navigators**
- Generation Hartford
- **Jobs for America's Graduates**
- **Metro Hartford Alliance programs?**

FOCUS AREAS AND INDICATORS (BOLD GOALS)

College and Career Ready

- SAT Score
- % in an internship and % in **youth service experience (YSC)**
- % eligible for Hartford Promise
- % with a fully implemented SSP
- % graduating high school
- % college and career ready (measured by enrolling in remedial courses)

Enrolling in Post-Secondary

- % acceptance (**4yr, 2yr, or certificate program**)
- % completing FAFSA
- Time to enrollment (Fall, Spring, 1 Year)
- Enrollment Status (Full v. Part time)
- Type of Institution Enrolled In (public v. private, in-state v. out-of-state, 2 v. 4 year)

Persisting and Completing Post-Secondary

- % persistence from freshman to sophomore year
- % graduating (2 v. 4 year)
- Time to graduation (1-6 years)
- College GPA
- % with internships, mentors, advisor, work experience
- % involved in campus social life

Entering the Workforce, Contributing to Economic Vitality

- Location of Employment
- Industry of Employment
- Employment status (full, part time, unemployed)
- Wages, Income

PROPOSED COMMITMENTS FROM MAYOR OF HARTFORD

- Formally endorse the Coalition, its Bold Goal, its annual Plan, and the inclusion of Youth Service Corps as one of the plan's Strategies in Action;
 - Signed endorsement with a press conference
- Co-create the Coalition's Plan and utilize as the city's platform for youth and talent
- Assign a Cabinet member to join the Steering Committee
 - Designate other staff to appropriate Strategies in Action
- Attend and speak at three large events annually
 - Invite-only event for key leaders, funders (to learn about Coalition work and progress)
 - Annual HCET Full Coalition Summit
 - Another related event among many throughout the year
- Do a radio interview as part of the Coalition's communications campaign
- Make a Call to Action for all city departments and city leaders to embrace the Plan and allocate resources to support it
- Champion the work and push an evidence-based approach to serving all youth more effectively and efficiently with an eye towards outcomes