

# Features of Programs Designed to Help Families Achieve Economic Security and Promote Child Well-being

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**Low-income families face significant challenges navigating both low-wage employment or education and training programs and also finding good-quality child care.** Programs that intentionally combine services for parents and children can help families move toward economic security and create conditions that promote child and family well-being. Although these programs in general are not new (see Background), policymakers and program leaders are now experimenting with innovative approaches to combining services. Yet, most currently operating programs, sometimes called “two-generation” or “dual generation” programs, have not yet been rigorously evaluated (Chase-Lansdale and Brooks-Gunn 2014).

We conducted a targeted review of publicly available documents and literature. This scan aimed to identify common features of programs operating as of early 2016 that offer integrated services to support both family economic security and child development and well-being (see About This Project). This brief presents the results of the scan related to six key questions:

1. How did programs develop?
2. How mature are these programs?
3. Whom do these programs serve?
4. What services do programs provide to adults and children?
5. How do programs engage both parents and children?
6. How do programs fund their services for parents and children?

**Programs that intentionally combine services for parents and children can help families move toward economic security and create conditions that promote child and family well-being.**

## BACKGROUND

Programs that aim to meet the needs of low-income families (parents and children) through intentionally combined sets of activities are not a new idea, but earlier efforts often did not give equal attention to services for both parents and children. For example, Head Start, a program that serves low-income parents and children, was established in 1965 as part of President Lyndon B. Johnson's War on Poverty. It provides children with enriched learning environments and helps families to access the services that will enable them to support their children's development and school readiness (such as parenting education, social services, health and mental health services). Most programs refer families to other community service agencies to provide the services they need.

Other examples of past efforts to serve parents and children together similarly have not always given equal attention to services for both generations. Programs that began as child-focused programs tended to offer adult services that provided parenting, literacy, and mental health services as well as access to public benefits. These programs offered few or limited referrals to help parents obtain the skills and education necessary to earn family-supporting wages. Similarly, programs that began as adult-focused programs tended to provide child care that lacked a focus on child development or school readiness (Chase-Lansdale and Brooks-Gunn 2014).

Ambitious economic security programs designed to meet the needs of parents and children together were launched in the mid-1990s, but well-designed evaluations found few or no impacts on parent employment and earnings or on children's readiness for school (for example, Polit 1989; St. Pierre and Layzer 1999). The lack of evidence for the effectiveness of these programs might be due to insufficient quality, intensity, and intentionality of services for either or both parents and children (Chase-Lansdale and Brooks-Gunn 2014; Metz and Bartley 2012; Metz et al. 2015; National Human Services Assembly 2013; Sommer et al. 2012).

Newer programs typically involve several services and organizations that aim to serve parents and children effectively with high-quality intensive services, and commonly include elements of and/or funding from the federal social safety net including Head Start, Temporary Assistance for Needy Families (TANF), and/or Community Action Agencies (local organizations created under authority of the Economic Opportunity Act of 1964), as described in Exhibit 1. These programs offer a range of services,

### About This Project

This project, *Integrated Approaches to Supporting Child Development and Improving Family Economic Security*, was conducted by Mathematica Policy Research and Northwestern University for the Office of Planning, Research and Evaluation (OPRE), in the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services. It focused particularly on programs whose goals are both to improve the economic security of families and to support the development and well-being of children. These programs typically offer services to help parents get a job and increase their educational attainment and skill level and to foster the development and education of their children.

The project was designed to give ACF, administrators and funders of programs with an intentional approach to serving parents and children together, and other stakeholders an overview of the current state of the field, including theory, program models, evidence from research on the programs, and directions for future research. Project activities included (1) a literature review, an environmental scan, and field work to identify and describe existing program models; (2) development of a conceptual framework to inform program design and research; and (3) an assessment of future directions for research and evaluation.

Other briefs in this series describe the project's conceptual framework and directions for research and evaluation. The findings from the project are presented in the final report submitted by Mathematica to ACF. Project information and publications are available at <https://www.acf.hhs.gov/opre/integrated-approaches-supporting-child-development-improving-family-self-sufficiency>.

sometimes through partnerships among programs. Yet, as noted earlier, few have been evaluated. As a first step toward future evaluation, we documented the types of programs that are currently in place.

## Exhibit 1: ACF funding streams found in this scan to support services for both parents and children

**Early Head Start and Head Start:** Community-based programs focused on improving school readiness of children from low-income families through education, health, social, and parent involvement services. Early Head Start serves pregnant women and children from birth to age 3. Head Start serves 3- and 4-year-old children.

**Temporary Assistance for Needy Families (TANF):** Block grant funding, which states use to provide a range of benefits and services to help low-income families with children attain economic security. TANF cash assistance recipients generally participate in work activities, which may include job search, employment, education, and training.

**Community Services Block Grant (CSBG):** This funding stream aims to alleviate the causes and conditions of poverty in communities and is often a source of support for Community Action Agencies (CAAs). CAAs are nonprofit community organizations with the mission of improving low-income individuals' and families' economic security. CAAs provide a mix of programs and services based on community need. Many CAAs are Head Start providers. In addition to CSBG, they may be funded by the Low Income Home Energy Assistance Program and other sources.

**Note:** Additional ACF funding streams that may take an integrated approach to serving children and parents include the Child Care and Development Fund and programs provided by the Children's Bureau, the Administration for Native Americans, and the Office of Child Support Enforcement, among others.

## METHODS

To conduct the scan, we reviewed (1) lists of federal program grantees from funding streams that support both family economic security and children's development and well-being,<sup>1</sup> (2) websites of foundations that fund programs with an integrated approach, (3) membership lists of groups that support "two-generation" programs and/or policies, and (4) lists of programs identified through other Mathematica projects.<sup>2</sup> We catalogued programs that met the project's inclusion criteria (see Exhibit 2) and looked across programs for common characteristics and themes. We also studied four distinct programs in depth by conducting site visits, interviews with program staff, and focus groups with program participants. (A final report on this project will provide more detail on the scan's methods and the four programs we studied and can be found on [the project website.](#))

The scan identified 52 active programs that intentionally combine services for children with services for parents. It was more common for programs to start as a child serving organization or to develop services to serve both parents and children, than for adult serving organizations to add child-focused services. Typically, these programs served low-income families and were open to any primary caregiver, though some programs served single mothers and their children exclusively. The types of adult services available include workforce development (including job training and job placement) and adult education (including literacy, high school equivalency, and postsecondary education), and most programs provided both workforce development and adult education services. Most child-focused services were center-based early childhood services, though some programs also provided home-based services such as home visiting. About half of the programs identified in the scan received federal funding, and it was common for organizations to use multiple funding sources to support services for parents and children.

## Exhibit 2: Criteria for the scan of programs with an integrated approach to serving parents and children

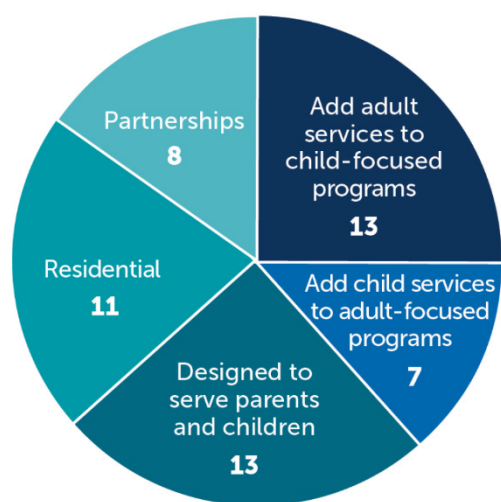
The scan was not intended to be comprehensive or exhaustive. To be included in the scan, programs met the following criteria:

- ❖ Currently operating in the United States as of January 2016 and had a website or public documents to review
- ❖ Included programs that served adults and children 12 and under; adult services focused on economic security and child services focused on improving child development and well-being
- ❖ Indicated that adult and child services were coordinated for families

Programs could also provide other related services, such as financial literacy or parenting education, but these were not the focus of the scan. We excluded programs whose adult services focused solely on changing behaviors or developing noncognitive or psychosocial skills, because those outcomes go beyond the economic security focus of this project. Some programs were excluded from our scan because no information about their services was publicly available as of January 2016. To confirm that our information was as current and accurate as possible, we used more than one source of information about each program whenever possible.

## HOW DID PROGRAMS DEVELOP?

Exhibit 3: Backgrounds of programs



Source: Program documents and public websites.

Note: n = 52.

The first question of interest dealt with the different backgrounds of programs that intentionally combine services for children and parents. We grouped the programs into five categories based on how they began serving children and families (Exhibit 3).

### ADDED ADULT SERVICES

In 13 of the 52 programs identified for the scan (25 percent), child-focused programs developed adult programming in order to serve the whole family. For example, the Capital Area Community Action Agency in Tallahassee, Florida (Exhibit 4) added adult education and workforce development to its early childhood programs because the program observed families with multiple generations of Head Start participants—a sign of persistent, intergenerational poverty. All but two of these programs provided Head Start as their primary child focused program, and all but four added both adult education and workforce development services.

### ADDED CHILD SERVICES

Seven programs (13 percent) added child services to adult-focused programs. Finding child care is a common challenge for individuals seeking to improve their economic security (Bird et al. 2014; Adams et al. 2015). All but one of these programs added center-based early childhood education, such as preschool and infant and toddler care, to alleviate this barrier. (No adult-focused programs that we identified added Head Start to their approach.)

## ORIGINALLY DESIGNED TO SERVE PARENTS AND CHILDREN

Thirteen programs (25 percent) included services for both parents and children in their initial program models. Three of these programs coordinated with state or local government agencies to provide services for parents and children together (for example, programs that worked with the public school system), and five were run by large multiservice community-based organizations. The remainder were run by agencies that provided no other services and did not partner with other organizations to provide their programs.

## RESIDENTIAL

Eleven programs (21 percent) provided housing and supportive services for single mothers and their children. With one exception, residential programs were located on or near college campuses, and the mothers had to be enrolled in college.

## PARTNERSHIPS

Eight programs (15 percent) operated as close partnerships between two organizations with complementary goals and service populations, each serving one generation with pre-existing services. Five of these partnerships were designed to address intergenerational poverty and low levels of academic achievement in their communities. They provided family case management to coordinate their own workforce development programs with the programs of early childhood and elementary education providers. Two health clinics partnered with a Head Start program and a charter school, respectively, and one Head Start program partnered with a workforce development program. While these partnerships resulted in new programs, their component services were ones that existed previously in their communities.

### Exhibit 4: Capital Area Community Action Agency, Tallahassee, Florida

Capital Area Community Action Agency, which serves families in and around Tallahassee, Florida, combines Head Start with a 15 week adult workforce development program called "Getting Ahead in a Just-Gettin'-by-World," or Getting Ahead for short. Parents in Getting Ahead attend weekly, 2.5 hour group sessions. Community Action Head Start centers are open for 7.5 to 10.5 hours daily. Community Action serves between 30 and 50 adults in Getting Ahead at any time, and serves about 375 children in Head Start. Very few parents with children in Head Start have participated in Getting Ahead. As of late 2016, the agency was exploring options to increase the proportion of Head Start parents participating in Getting Ahead, such as actively recruiting Head Start parents into the program and providing Getting Ahead workshops at Head Start centers.

## HOW MATURE ARE THESE PROGRAMS?

A key consideration in planning future programming and program evaluations is the maturity of programs, including the length of time that they have been in operation and the extent to which their program models are established. Most programs were in the early stages of development: nearly half of them were pilots or had offered services to parents and children for only a few years as of early 2016. Fewer than one-fifth of the programs we examined had scaled up or expanded their established service models to new service areas.

## WHOM DO PROGRAMS SERVE?

The populations that programs serve may be characterized by family economic needs, adult characteristics, or child characteristics.

### FAMILY ECONOMIC NEEDS

All 52 programs served families with low incomes or other disadvantages, but in some cases the eligibility policies for associated public benefits dictated how programs defined “low income.” Twenty-one programs (40 percent) included Early Head Start and/or Head Start services. As a result, participants had to meet Head Start’s eligibility requirements (in brief, a family income of up to 100 percent of the federal poverty level, though some families may earn slightly more).<sup>3</sup> Seven programs (13 percent) were for populations eligible for Temporary Assistance for Needy Families (TANF).<sup>4</sup>

### ADULT CHARACTERISTICS

About two-thirds of the programs that met the criteria for the scan were open to any primary caregiver (Exhibit 5). Nineteen of the programs (37 percent) served single mothers exclusively. We did not find any programs focused exclusively on single fathers and their children. The nature of adult services influenced the populations that programs aimed to serve. For example, the College Access and Success program, in Manhattan, New York, and Briya Public Charter School, in Washington, DC, had well-established adult English as a Second Language (ESL) programs and tended to serve large proportions of immigrants. Residential programs tended to serve only single mothers because they did not have living quarters available for men.

### CHILD CHARACTERISTICS

The programs identified in the scan predominantly served children age 5 or younger (Exhibit 6). Only 18 programs (35 percent) served older children and adolescents, and none of those exclusively served 6- to 12-year olds. Programs tended to serve multiple age ranges. Thirty-four programs served children from birth to age 5, and 17 programs served children from birth through age 12.

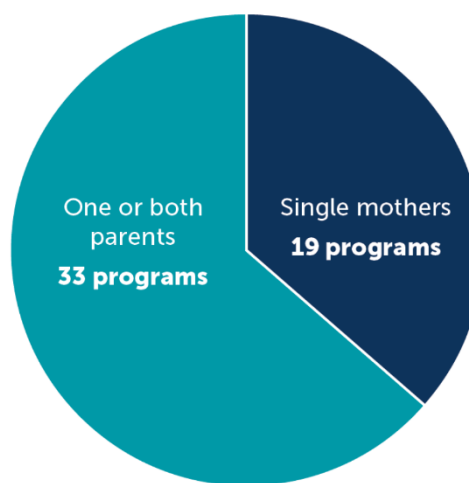
## WHAT SERVICES DO PROGRAMS PROVIDE TO ADULTS AND CHILDREN?

The scan criteria meant that we included only programs that provided services to enhance families’ economic security and children’s school readiness and well-being, but the particular services they provided—and the way they were combined—varied. Many programs provided more than one service to each generation.

### SERVICES FOR ADULTS

Services for adults typically focused on two objectives—helping them get a job and increasing their educational attainment and skill level (Exhibit 7). The services were generally designed for the lowest-skilled, highest-need populations in the community. Overall, 43 of 52 programs (83 percent) provided workforce development and 44

Exhibit 5: Types of parents served

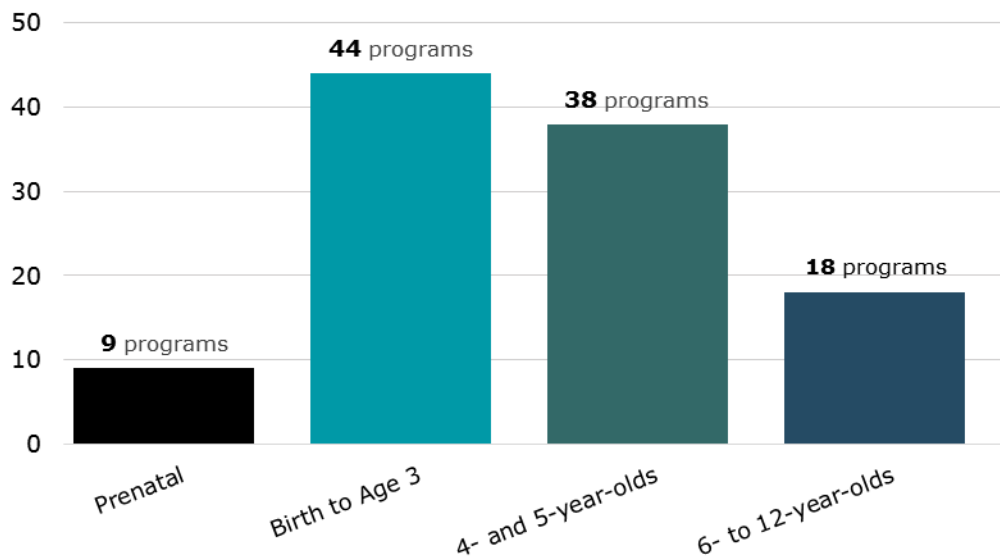


Source: Program documents and public websites.

Note: n = 52.

programs (85 percent) provided adult education. Thirty-six programs (69 percent) provided both. One program provided intensive case management to connect families to workforce development and education programs.

### Exhibit 6: Ages of children served



Source: Program documents and public websites.

Note: n = 52. Categories sum to more than 52 programs because many served multiple age ranges.

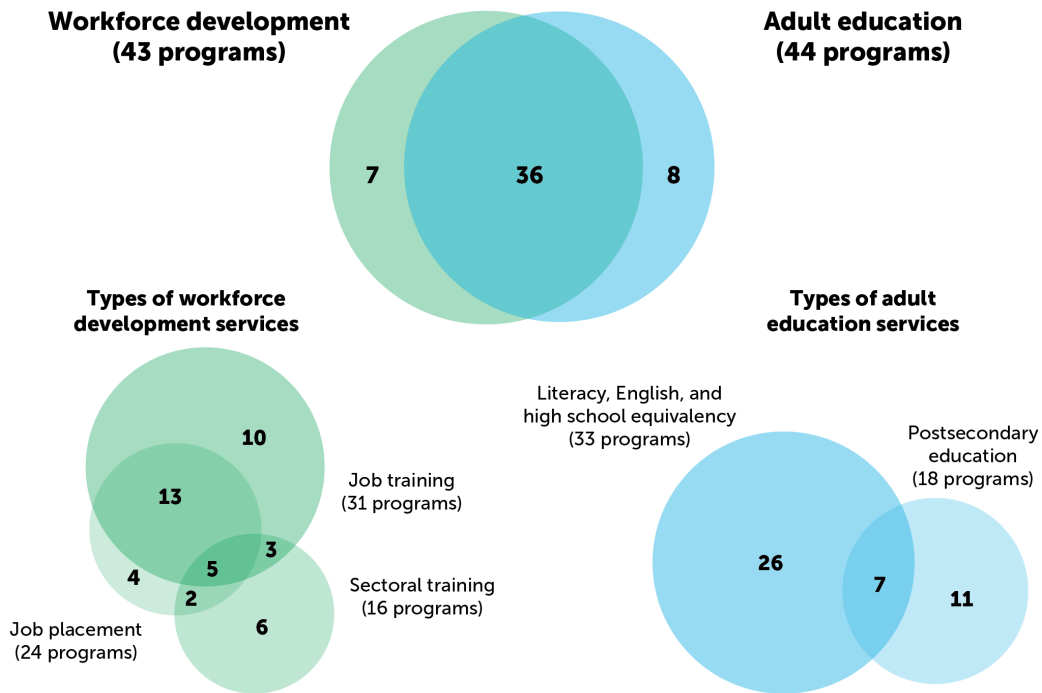
Most workforce development services were designed to get participants into jobs quickly by providing short-term job training and job placement. Training covered areas such as computer skills, communication skills, and professional behavior. Three programs provided job training services that intentionally counted toward TANF work requirements. Sixteen programs identified by the scan (31 percent) provided sectoral training—focused job training programs that result in a certification or credential. For example, four of these programs helped parents earn a Child Development Associate (CDA) credential by using the children’s program as a laboratory in which to get classroom experience, while others provided training in food service, transportation, and other fields. These programs took several months to complete and included more than 100 hours of on-the-job training.

Thirty-three programs (63 percent) focused on improving adults’ foundational skills through a combination of Adult Basic Education (ABE), ESL, and/or classes that prepared participants to take high school equivalency tests. (The scan did not include programs that provided only ABE and/or ESL classes to adults; programs that were included in the scan and offered ABE and/or ESL explicitly did so to prepare participants for workforce development, other adult economic security or education services, or postsecondary education.) Eighteen programs (35 percent) offered adult education services to provide access to postsecondary education, help parents apply to college, or required parents to be enrolled in college to participate in program services.

Recognizing that they enroll parents with a range of skills, backgrounds, and interests, 36 programs (69 percent) offered both workforce development and educational services to adults. Two of the 36 had different tracks for parents with different goals, interests, and needs. College Access and Success (Exhibit 8) developed employment services for parents whose priority was finding a job that paid a living wage. Twenty-three programs (44 percent) provided case management to parents and families to identify and address participants’ specific needs and help overcome the barriers to their economic security by connecting them to services offered by programs involved in the integrated approach and to other services in the community. One program provided case management for

families aimed at improving adults' educational attainment and financial stability. Additional services for adults included financial literacy services (26 of 52, 50 percent) and parenting education (22 of 52, 42 percent).

**Exhibit 7: Types of adult services provided**



Source: Program documents and public websites.

Note: n = 52. One program provided intensive family case management only and is not pictured.

**SERVICES FOR CHILDREN**

The scan was limited to programs that provided child services designed to support school readiness and achievement, social-emotional and cognitive development, and physical and mental health. Programs also offered services to promote positive parenting and supportive home environments.

All but three of these programs provided center- or school-based education, and many provided more than one child-focused service (Exhibit 9). Twenty-one programs (40 percent) offered center-based Early Head Start and/or Head Start. The rest of the programs with center- or school-based services provided other prekindergarten or early childhood education. Generally, these services focused on school readiness, social-emotional and cognitive development, and developing literacy and numeracy. Two-thirds of the programs based on Early Head Start/Head Start—14 programs in total—also offered another type of early childhood education service, such as state-funded prekindergarten.

Fifteen programs (29 percent) provided home-based services. Six programs, including College Access and Success, provided home-based Early Head Start beginning when mothers were pregnant. Ten provided home visiting, adopting evidence-based models such as the Nurse Family Partnership and Healthy Families America (Sama-Miller et al 2016).

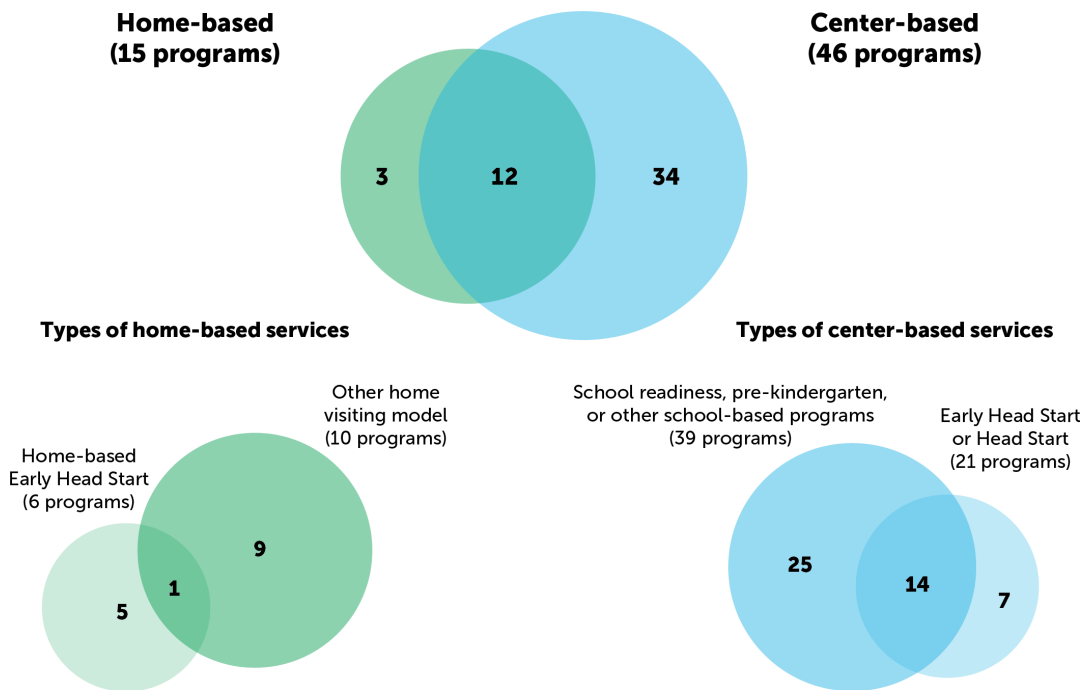


In addition to early education, many providers offered other services (not shown in Exhibit 9) to enhance children’s well-being. Four offered behavioral or mental health services, such as family therapy. Nine programs provided physical health services.

### Exhibit 8: College Access and Success, Manhattan, New York

College Access and Success serves low-income and immigrant families living on the Lower East Side of Manhattan, New York. Educational Alliance (EA), a multi-service community agency, established the program in 2011 after finding that many adults who had attended EA’s Head Start program as children were enrolling their own children in Head Start. College Access and Success includes infant care, home- and center-based Early Head Start, full-day Head Start, a prekindergarten program, and afterschool programming for older children. Through a partnership with Borough of Manhattan Community College, adults participate in ESL classes at EA’s main Head Start center. Classes meet for 16 hours per week. These classes are intended as a bridge to future economic security, through higher educational attainment and/ or employment. A college counselor helps parents who have attained language proficiency and a high school diploma enroll in college and find scholarships. Program participants can also meet with an employment specialist to receive individualized job search assistance. Through Head Start, College Access and Success families participate in goal-oriented case management. In 2015-16, Educational Alliance served about 335 families in College Access and Success—over half of all parents whose children were in EA’s Head Start program.

### Exhibit 9: Types of children’s services provided



Source: Program documents and public websites.

Note: n = 52. Three programs provided neither home-based nor center-based services and are not pictured in the figure.

## COMBINING SERVICES FOR BOTH PARENTS AND CHILDREN

Overall, the programs identified in the scan tended to provide multiple services to adults, and to provide center-based education to children. Thirty-one of the 46 programs with center-based child programs (69 percent) also provided both adult education and workforce development services. Of the 15 programs with home-visiting services, 9 (60 percent) provided both types of adult services. Six of the 52 total programs identified (12 percent) provided center- and home-based child services, and adult education and workforce development services.

## HOW DO PROGRAMS ENGAGE BOTH PARENTS AND CHILDREN?

Even a program providing intensive services may not achieve the outcomes it hopes for its clients if they do not engage with the program's services (Smith 2009; Smink 2007; Wasik et al. 2013). Therefore, we paid particular attention to the efforts that programs made to engage clients, and found two common ways that they tried to make it easier for families to participate in services.

- **Some partner organizations co-located.** Six programs offered adult services in school settings to make it easier for the parents of children enrolled in these schools to access services that promoted their own economic security.
- **Some programs scheduled adult and child services at the same time.** Adults in the programs that had programs providing CDA certification student taught in their children's classrooms. Some programs coordinated the schedules of adult services with those of children's center-based programs.

Although programs have developed in response to the expressed needs of families, program leaders have found it challenging to design services that successfully engage families. For example, the children of adults taking classes at Briya Public Charter School (Exhibit 10) sometimes did not enroll in Briya's preschool program because of the competitive Washington, DC school lottery. A lottery-awarded spot in a prekindergarten program at an elementary school guarantees enrollment at that elementary school. Briya did not have an elementary school for children to attend. Therefore, parents sometimes preferred to enroll their child in prekindergarten at a school the child could continue to attend during elementary years.

### Exhibit 10: Briya Public Charter School / Mary's Center, Washington, D.C.

Briya Public Charter School and Mary's Center, a community health clinic, partner to deliver a program for low-income, non-native English speaking families in Washington, DC. Briya's primary adult service is an ESL program, which runs five days per week and includes instruction in conversational English, financial education, computer education, and family literacy skills. Parents can also participate in two sectoral training programs: a 12-month CDA certification program and an 18-month Medical Assistant (MA) program. Participants in both programs conduct their clinical training in early childhood classrooms or Mary's Center. Depending on age, the children of parents at Briya can participate in an infants and toddlers program, which is held at the same time as adult ESL classes, or a full-day prekindergarten program. Mary's Center provides a range of health services to Briya families, including medical and dental care, mental health services, public benefits enrollment, and early intervention for students with special needs. Mary's Center also operates a home visiting program that is open to families enrolled at Briya. In 2015-16, Briya served about 600 parents and 200 children. Parents do not need to enroll their children in Briya's early childhood services, but children must have a parent enrolled in Briya's adult education program.

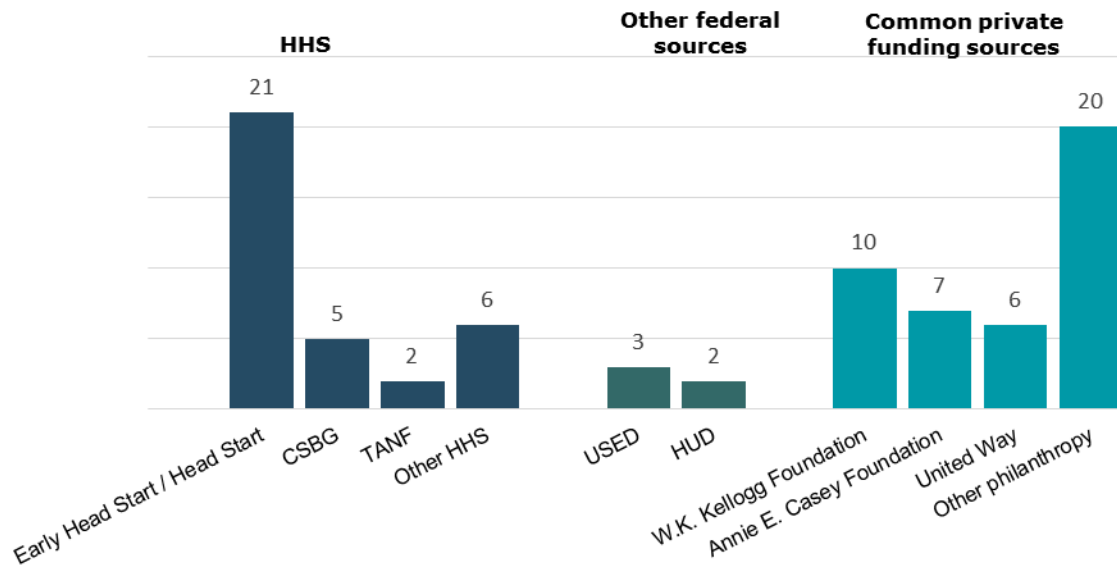
## HOW DO SERVICE PROVIDERS FUND THEIR PROGRAMS?

Head Start, Community Services Block Grants, and TANF block grants were common federal funding streams for the programs identified in the scan; we identified 21 Head Start agencies and 5 Community Action Agencies that offered programs for both parents and children (Exhibit 11). Two of the 52 programs used TANF funds, and 11 received federal funding other than Head Start, TANF, or Community Services Block Grants. Among the programs using TANF funds was the Next Generation Kids pilot, in Utah (Exhibit 12). Most of the other federal funding streams came from HHS. Overall, 26 programs (50 percent) received federal funding. Another 16 programs (31 percent) received state or local funding.

Community foundations and private philanthropies were actively involved in promoting efforts to integrate services for parents and children. The two largest foundation funders, in terms of the number of programs supported, were the W.K. Kellogg Foundation (10 programs) and the Annie E. Casey Foundation (7 programs). Twenty programs (38 percent) received funding from smaller foundations and individual donors. Overall, 38 programs received funding from private sources.

Combining multiple funding sources was common for the programs identified in the scan. Funding sources tended to cover only one component or program for parents or children. For example, Head Start may cover child services, and TANF may cover adult services. Information about how program requirements influence the use of multiple funding sources is in Exhibit 13.

Exhibit 11: Common funding sources



Source: Program documents and public websites.

Notes: n=52. Categories may sum to more than 52 because programs received funding from more than one source. CSBG = Community Services Block Grant, TANF = Temporary Assistance for Needy Families, HHS = Department of Health and Human Services, USED = U.S. Department of Education, HUD = Department of Housing and Urban Development.

## Exhibit 12: Next Generation Kids, Utah

In 2013, the Utah legislature passed a law aimed at reducing intergenerational poverty. Under this law, the Utah Department of Workforce Services identified areas of the state where people who had received TANF as children were now receiving benefits as adults and began a pilot program—Next Generation Kids—to move these families to economic security and decrease intergenerational poverty. Next Generation Kids is a new approach to TANF case management designed to help families navigate resources, advocate for themselves, and achieve goals in the areas of early childhood development, quality education, financial stability, and healthy families. Families meet with their TANF case manager at least weekly. Child well-being is a key focus of case management—case managers help parents identify quality early childhood education, advocate for individual education plans (IEPs) for children with special needs, and access health services. In Ogden, one of the pilot program locations, the Department of Workforce Services partners with the United Way of Northern Utah, which operates a Promise Neighborhood program to coordinate workforce development, education, and social services communitywide. In Glendale, another location, Next Generation Kids works closely with a Head Start program. The Next Generation Kids pilot is small, serving a total of 48 families across Ogden and Salt Lake City, though aspects of the Next Generation Kids case management model are in the process of being implemented statewide.

Note: The Promise Neighborhood grant program is an initiative of the U.S. Department of Education to improve child and family outcomes in disadvantaged communities. The United Way of Northern Utah received a Promise Neighborhood planning grant in 2012.

## Exhibit 13: Combining federal, state, local, and private funds to provide services for parents and children

Head Start, Community Services Block Grants, and TANF block grants were common federal funding streams for programs that address the needs of low-income parents and children through intentionally combined sets of activities. Programs that receive these grants typically supplement them with outside funding.

- ❖ All Head Start agencies are required to fund 20 percent of operations with non-federal matching funds.
- ❖ Community Action Agencies, which are funded in part by Community Services Block Grants, use a mix of federal, local, and other funds to provide a wide range of anti-poverty programming.
- ❖ States have the flexibility to distribute the funds from TANF block grants to a wide variety of programs, including workforce development programs and prekindergarten, as long as the activities meet a TANF statutory purpose. TANF regulations direct states to supplement TANF with their own state and local maintenance-of-effort funds.

In total, 18 of the 26 programs that received federal funding combined federal grants with money from other sources, such as state and local funds or grants from foundations or charities.

## CONCLUSION

In the United States, the development and implementation of many currently-operating programs aiming to meet the needs of both children and parents are still in early stages. As Chase-Lansdale and Brooks-Gunn (2014) also found, many are developing and refining their services and program models.

- Although programs for both parents and children were incorporated into some programs at their outset, most began by focusing on one generation and adding services for the other.
- Programs offered more than one kind of service to parents and children, because families typically had more than one kind of need.
- Limited information suggested that some programs integrated services for parents and children by co-locating the services and coordinating their schedules to engage participants, but some staff still found it difficult to successfully match services to the needs of families or engage families for long enough to achieve desired outcomes.
- The programs had diverse funding sources, including federal, local, and private sector grants; most were locally operated.

Despite recent public and private initiatives to support the growth and development of programs with an integrated approach to serving parents and children, few of them have been the subject of rigorous evaluation of their implementation, outcomes, or impacts. Going forward, researchers could explore the types, intensity, and quality of services offered by these programs along with their intended outcomes, and identify the most promising strategies for engaging families. The results could be used to improve the design of programs and support the needs of both parents and children.

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## ENDNOTES

- <sup>1</sup> Though Head Start was conceived as a program that serves both parents and children (see Background), we did not review a list of all Head Start grantees. Typically, Head Start grantees' services are more intensive for children than for parents. To identify Head Start programs that provide intensive services that focus on economic security adult, we reviewed other sources, including Head Start University Partnership Dual Generation Approaches grantees and programs profiled and mentioned by the National Head Start Association in the report "Two Generations Together" (2015), which identified Head Start grantees providing family services that included adult education and job training.
- <sup>2</sup> Additional activities have started since we ended the environmental scan activities. They include the Department of Labor's Strengthening Working Families Initiative, which is supporting 14 grantees to establish partnerships to enhance parents' economic prospects and access high quality child care, and the Parents and Children Thriving Two Generation State Policy Network, a technical assistance and peer learning initiative to develop state-directed programs that intentionally combine services for children and parents, led by the Annie E. Casey Foundation, the Center for Law and Social Policy, and the National Governor's Association. We did not review programs that were part of these initiatives because they were not established at the time we conducted the scan.
- <sup>3</sup> Criteria other than family household income are used in determining Early Head Start and Head Start eligibility. For example, homeless children, children in the foster care system, and children from families receiving public assistance (including TANF and Supplemental Security Income disability) are categorically eligible for Early Head Start and Head Start. Programs may also enroll a proportion of children whose families make more than the federal poverty level. Pregnant women may qualify for Early Head Start.
- <sup>4</sup> Eligibility for TANF benefits is set at the state or local level.

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