Creating a 2Gen Campus: Innovations in Postsecondary Education

Ascend at the Aspen Institute Webinar
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Ascend at the Aspen Institute

Moderator:
Marissa Mahoney
Program Associate
Two-generation approaches provide opportunities for and meet the needs of children and their parents together.
Core components of a 2Gen approach

- Asset building
- Housing
- Economic supports
- Networks, friends, and neighbors
- Mental health
- Addressing adverse childhood experiences
- Early childhood education
- Social capital
- Networks, friends, and neighbors
- Health and well-being
- Mental health
- Addressing adverse childhood experiences
- Economic supports
- Asset building
- Housing
- Postsecondary & employment pathways
- Early childhood education
Ascend’s Vision

We envision an America in which a legacy of economic security and educational success passes from one generation to the next.
Mobilize empowered two-generation organizations and leaders to influence policy and practice changes that increase economic security, educational success, social capital, and health and well-being for children, parents and their families.
Ascend Network = Impact and Reach

MULTI-SECTOR SOLUTIONS

- Work in Early Care and Education: 31%
- Focus on Community Colleges & Workforce: 43%
- Work in Health or Mental Health: 14%
- Work in Human Services: 10%
- Focus on Building Economic Assets: 14%

#2GEN PIONEERS

- 58 Network Partners & 41 Ascend Fellows

POLICY LANDSCAPE

7 states working on/passed* 2Gen legislation: [CO*, CT*, MA, TN, TX, UT, WA]

National 2Gen Policy:
- Rural IMPACT (August 2015)
- Two-Generation Economic Empowerment Act (anticipated in fall 2015)

IMPACT ON FAMILIES

- Serve 1.3 million people through direct services
- Steward $6.2 billion in public services for families in 5 states
- Serve 475,000 students in community colleges & 4-year institutions
- Research brain science, early childhood, health, workforce, social capital & executive function

ASCEND FELLOWS

- 51% People of Color
- 59% Women
- 41% Men

NATIONAL REACH

30 states & the District of Columbia
Los Angeles Valley College

Dr. Erika Endrijonas
President

Marni Roosevelt
Director
Family Resource Center
LAVC was established in 1949, and is one of 9 campuses in the LA Community College District, which is the largest in nation

LAVC serves almost 20,000 students. A majority of students are:

- Hispanic/Latino
- Female
- Low-income
- Enrolled part-time
- First generation

LAVC is the first and only community college in California with a Family Resource Center

On-campus Child Development Center serves the children of students and from the community
LAVC Family Resource Center Mission

- Provide support to student-parents and their young children
- Serve the college and surrounding community as an infant and toddler lab site
- Train and support the early care workforce
Family Resource Center Programs & Services

- Economic & Social Mobility within a 2Gen Framework
- Internships, mentoring, job resources
- Advisement, 2Gen Study Lounge, Individualized Family Supports
- Playgroups, Parent Discussions, Parent Cafe
- Baby Clothes Exchange, Lactation Room, Lending Library, Community Resources
2014 Student-Parent Survey Data (35% with children under 8 years)

Most Frequently Reported Challenges

- Family schedule: 4.08
- No time to study: 4.39
- Finding quality, affordable childcare: 2.93
- Feeling isolated: 2.08
- Lack of support at home: 3.76
- Loss of income: 3.77

464 responses
What We Learned

• At any given time, nearly 30% of community college students have children living in the home.
• Each student-parent has a unique and diverse set of challenges and most need help in moving forward: academically, economically and emotionally.
• Colleges don’t have all the answers but can support student-parents in their journey.
Available Online beginning today, Dec. 7:
http://www.lavcfamilyresourcecenter.com/aspen-institute
“Improving the home life of children begins with expanding the opportunities and skills of the parents. Through job training and education, parents are prepared for more stable and higher paying occupations that help them rise out of poverty.”

-Institute for Women’s Policy Research
Combining forces serves 3 functions:

• Re/trains FRC participants for jobs
• Supports Workforce Training participants so their family stays strong through the training
• Assists workforce training staff
Central New Mexico Community College

Dr. Kathie Winograd
President
A Two Generation Approach to Removing Barriers for Education
Context: Our Children, Our Responsibility

New Mexico’s College Graduation Rates Are Among The Worst In The Nation

Getting an associate’s degree makes you **12% more likely to volunteer** in the community.

A graduate of a community college is up to **19% more likely to vote**.

Household income is **40% higher** thanks to an associate’s degree.

That means an additional **$384 million** for New Mexico by 2020.

Sources:
Education Pays, 2010. College Board Trend in Higher Education Series
40,000+ students

67% Part-time

28 yrs average age

80% Parents

59% minorities
Better Data, Clearer Vision

• Based on data from SENSE and Non Retained Students Survey Team (NRRST):
  – Community Connections: A strong connection to someone at the college who can help when difficulties arise
  – Instruction: Academic resources and modes of instruction that promote greater levels of student engagement
  – Financial Aid: Financial support including advisement, resources, and aid
  – Awareness and access to resources: Promoting access to an awareness of resources so students can use them when needed

• What CNM wanted to accomplish:
  – A student navigation and success process that extends through a student’s entire experience at CNM – from pre-enrollment through completion of students’ stated goals (In, Through and Out);
  – Holistic, comprehensive understanding of students’ needs and the college and community's resources to help them be successful;
  – Imbed into the entire culture of the college rather than creating a program or a project;
  – Make sure support is in person, online and telephone support.
Structural Overview

- Partnership between Student Services and Academic Affairs
  - Including faculty, staff and students into implementation
- Funded with both institutional and foundation funding
  - W. K. Kellogg Foundation
  - Kresge Foundation
  - Annie E. Casey Foundation
- Presence at each of CNM’s six instructional sites
- Connect Councils meet to work on local campus issues
CNM Connect Timeline

**Pilot Phase**
- 2005
- 31 students
- 1 PT coach
- 1 campus

**Intermediate**
- 2008-2010
- 2057 students
- 1-5 coaches within one school
- 1 campus
- Contact Center initiated

**Advanced**
- 2012
- 6,411 students
- 10 coaches
- 30 Connect staff
- 7 campuses

**Institutionalization**
- 2014
- 19,644 students
- 10 coaches
- 22 advisors
- 7 campuses
CNM Connect served more than 20,000 students in 2015

• Mostly female 58% and minority 75%
• 50% first generation students
• 11% English is a Second Language
• 60% attending part time
• Estimated 80% are parents
Connecting Students to their Goals

- **Taxes**
  - Apply for education, child, earned income tax credits
  - Year-round tax preparation for students
  - FAFSA completion at tax moment
  - 6,000 students served in 2012

- **Legal**
  - Landlord/tenant
  - Divorce/custody/child support
  - Consumer issues (loans, auto purchase, repairs)
  - Unemployment

- **Academics**
  - Academic planning
  - Graduation
  - Study skills, time management, balancing work and school

- **External Resources**
  - Behavioral health
  - Medical & dental care
  - Transportation
  - Childcare
  - Employment
  - Housing

- **Financial**
  - Apply and maintain for financial aid
  - Assist with financial aid appeals
  - Family budgeting
  - Financial education

- **Scholarships**
  - Performance Based Scholarship
  - Book Scholarship
  - Tuition Scholarship
  - Emergency Scholarship

- **Benefits Access**
  - Calculator to screen students for 18 different public benefits
  - Complete application for eight of the benefits
  - Food stamps, TANF, Medicaid, housing, childcare, utility assistance

- **CNM Navigation**
  - Tutoring
  - Library
  - Advising
  - Financial Aid
  - Disability Resources
Example of an Individual Socio-gram:

• Navigating Internal College Services
• Financial Services
• Social Services
• Academic Support

Estimate that 62% of the services are shared by CNM Connect students
Best Practices

- Sequencing/ bundling of services
- Coaching
  - Building high quality relationships
- Support of CNM Foundation
- Outcome tracking
- Shift of staffing roles to generalist
A Few Results

• 8-15% higher retention rate
• Faculty and staff have one phone number and location to refer students
• Cross-departmental collaboration
Develop a Framework for a Family Campus:

• A comprehensive Early Childhood Educational Center including lab educational opportunities for CNM students studying in early childhood fields.

• Cohort-based educational options for parents.

• In partnership with CNM Early Childhood Programs, create a preferred network of high-quality childcare options for CNM students and staff with children

• A business accelerator for both home-based and early childhood centers including shared services support.

• An early childhood services “hub” in partnership with CNM Connect (Home Visiting, WIC, Mental Health, Early childhood network support)
What is Next

- Provide multigenerational learning opportunities and parental educational classes for parents with children in the Family Campus Early Childhood Center
- School-age technology campus – coding and app design for youth
- Family Tech classes in which elders, parents and children learn about technology together
- Toy Lending Library
- Imagination Book-Lending Library
- Homework Diners
- Implement Early Childhood Connect (Achievement Coaches, Faculty, Resource Fairs, Videos, Literacy Support)
Early Childhood CONNECT

Ensure access to high quality child care for young children in Central NM, in particular in the South Valley, through a triple aim approach focusing on workforce, business and access. The model is depicted in the driver diagram below.

The values that drive this model are derived from research with early childhood educators (CNM ECME students, home providers, center based educators, and parent educators):

- We are committed to the growth and development of children, parents and early childhood educators.
- It takes systems of support to increase quality early childhood education. (It takes a village concept.)
- We value high quality education and uphold the value it brings to adults who take care of young children
- We value mentors and peers, and rely on them for our information and support
Endicott College

Dr. Autumn Green
Director
Center for Residential
Student Parent Programs &
Keys to Degrees Replication

Anna Grimes
Student
Keys to Degrees
Core Components of the Keys to Degrees Model

1. **High Quality Education for Parent & Child:**
   - Parents in a college degree program
   - Child in a high quality early childhood education program or public schools w/ afterschool care

2. **Safe and affordable housing within the campus community**
   Students at Endicott live in shared four-bedroom suites within a traditional college residence hall

3. **Year Round Programming**
   Students live on campus year-round using summer and winter intersessions to take courses, complete internships, & gain employment experiences
4. Food Security
• Students may choose between 2 subsidized meal plan options
• Students receive supplemental food assistance when the dining hall is open
• Children under 10 eat free
• Students receive assistance to apply for SNAP & WIC Benefits

5. Monitoring Student Progress
• Students receive 1:1 weekly academic skills support & coaching through the college
• Program director identifies student challenges and warning signs and directs them to appropriate on-campus services.
6. Assistance with Navigating On-Campus & Community Resources

• Program director helps students to navigate and access existing on-campus resources and apply for public assistance.
• Program director establishes and maintains relationships with key organizations and community agencies.

7. Support for Community Building, Peer Support & Development of Social Capital

• Relationships between Keys families
• Relationships between Keys families and traditional students
• Relationships between Keys students and faculty/staff
Core Components of the Keys to Degrees Model

8. Two-Way Mentoring
   • Students are matched with mentors
   • Students serve as mentors & role-models

9. Transitional Support Post-Graduation
   • Career Center & Job Placement Services
   • Assistance with transition to off-campus housing
   • Childcare voucher requirement positions students to begin early career jobs with an income-eligible childcare voucher
   • 12-months of transitional support services
   • Alumni connections
Replication

Keys to Degrees
at Eastern Michigan University
Ypsilanti, MI
Launched 2011

Keys to Success at Dillard University
New Orleans, LA
Launched January 2014
Endicott’s Best Practices Programming

- Childcare Subsidy
- Student Babysitting Program
- Keys to Degrees Retreat
- Faculty Textbook Program
- Life Skills & Service Learning Course
- Focus on providing student parents a best approximation of a “traditional college experience”
Anna & Audrey Class of ‘17
Q&A

Stay Connected!

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