



# THE COLORADO GUIDE TO 2GEN



## ACKNOWLEDGEMENTS

Thank you to the many groups and individuals who have been instrumental in revolutionizing 2Gen approaches in Colorado and creating the *Colorado Guide to 2Gen*. This important effort would not be possible without your support. The Guide is grounded in the excellent work that has been done to date in the state, a listing of which can be found in the appendix.

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## EXECUTIVE SUMMARY

Imagine a young family in Colorado with a new baby girl. They scrape together enough money every month to cover the basics, but they want better for themselves and their new daughter.

Because they qualify for child care assistance, their daughter attends a local day care that has well-trained professionals who take care of her while her parents juggle their jobs and classes at the local technical school. Both baby and parents get regular check-ups, and their doctors do more than just make sure they are physically healthy and on the right track; they also focus on their mental health and overall well-being. They are surrounded by friends, family, and neighbors who are there for them when they need a little bit of extra help. This support system offers someone to talk to when life gets stressful, read to the baby when they've got homework to catch up on, or advise them to ask for a well-deserved promotion because of the skills they are learning in school.

This young family has a lot of resources that will help them escape poverty so they can do better for themselves and their little girl. How? They live in Colorado, a state that is fully committed to a two-generation (2Gen) approach to poverty that focuses on both children and parents' needs at the same time to help both have a better chance at a brighter future.<sup>1</sup> This family has tapped into the core components of 2Gen: early learning, educational opportunities, economic assets, health and well-being, and social capital.

Colorado has already seen great success with a multitude of 2Gen efforts, primarily in the human services realm. Critical stakeholders within the state recognize that if they want to take 2Gen to the next level, they must go beyond human services and look for 2Gen strategies that cut across sectors, nonprofits, the business community, state and local governments, and philanthropic partners. Each sector will participate for its own reasons, but together they will lift up Colorado families and make the state even stronger.

The [Colorado Guide to 2Gen](#) provides a roadmap for the next phase of the state's efforts to ensure that all Colorado families and children are valued, healthy, and thriving. As the guide sets out, if 2Gen is successful, families will:

- Have their basic needs reliably met so they can focus on improving their lives;
- Achieve economic security and a path out of poverty through meaningful work;
- Prepare for educational success, from pre-K to postsecondary learning;
- Build family supports and social/community networks;
- Cultivate child development from age 0-18; and
- Achieve safety, health, and well-being.

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<sup>1</sup> "Parent" is defined as anyone in a child's life who fulfills a parenting role. This may be grandparents, aunts and uncles, foster parents, step-parents and other people in a child's life.



The [Colorado Guide to 2Gen](#) outlines five objectives to integrate a 2Gen approach in Colorado, and based on its prior successes, identifies future opportunities for the state to expand its 2Gen efforts:

1. Data, Systems, and Evaluation
2. Funding
3. Organizing and Collaboration
4. Communication
5. Policy and Practices

Each objective includes strategies that reflect the key factors of a 2Gen approach, which will allow the state to take 2Gen to scale. 2Gen policies and programs must be:

- Embedded in all relevant programs and policies, including rules, budgets, contracts, etc.;
- Sustainable so that they last beyond any one administration or individual; and
- Efficient so that they empower more children and families and serve them better.

Together with the Action Plan, which provides a tool for the state to track, measure, and achieve its 2Gen strategies, the [Colorado Guide to 2Gen](#) represents Colorado's commitment to becoming a state in which all families can attain economic security and educational success.

## INTRODUCTION

Addressing the needs of children and their parents together through a 2Gen approach harnesses the family's full potential and puts each individual of the family on a path to permanent economic security and economic mobility. This approach helps break down barriers by strengthening education, economic supports, social capital, and health and well-being (see Figure 1). Families then have the opportunity to pull themselves out of poverty and create a legacy of economic security that can pass from one generation to the next.

Colorado is an emerging national leader in 2Gen approaches. While it was not called 2Gen at the time, Colorado's pioneering 2Gen work dates back several decades when community organizations began to embrace a more holistic approach to working with families, providing early care and education, access to adult learning, family supports, and mental health and life skills support to low-income parents and their children.

One of the most well-known examples of 2Gen in action is Head Start, the national early education program that promotes school readiness and comprehensive young child development. While providing care for the children, the program also provides parents with the flexibility and support they need to go to work and create financial security for their families, thereby addressing the needs of the entire family.

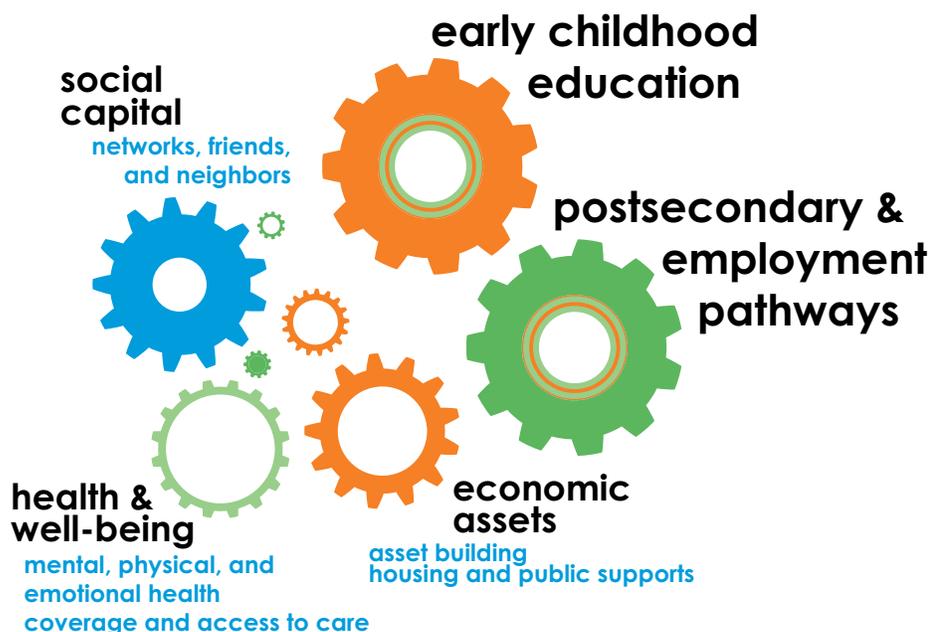
A robust body of evidence shows that meeting families' needs using 2Gen approaches can accelerate their journey on the path to success. As a result, leaders from different fields and sectors — and from local, state, and federal levels — have embraced the 2Gen approach.

The [Colorado Guide to 2Gen](#) 1) outlines the critical components of a 2Gen approach, 2) reflects on how Colorado is already a leader on 2Gen implementation, and 3) examines future 2Gen opportunities in the state.

This guide can assist future planning and decision-making to strengthen and expand 2Gen policies, programs, and initiatives. The guide also highlights ways various sectors, including private, public, and nongovernmental organizations, can work toward and collaborate on 2Gen approaches. Finally, it provides a framework to help identify specific action steps that parents, advocates, funders, and state and local policymakers in Colorado can take to ensure the 2Gen approach has a lasting impact on Colorado families.

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**FIGURE 1: THE 2GEN FRAMEWORK**



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## THE TWO-GENERATION APPROACH

Here in Colorado — and beyond — local and state government, nonprofit organizations, philanthropies, and the business community can work together using the 2Gen approach to empower families to take steps to achieve lasting economic stability. The 2Gen concept means no family member is left out: Parents get connected to skills and career training, children to quality home and learning environments, and families to health care and other services to address their basic needs. The 2Gen approach is also good for the community and for local business — thriving families mean motivated employees, active consumers, and engaged citizens.

There are five core principles<sup>2</sup> that underlie the 2Gen approach:

1. Measure and account for outcomes for both children and their parents.
2. Engage and listen to the voices of families.
3. Foster innovation and evidence together.
4. Align and link systems and funding streams.
5. Ensure equity.

Programs and policies focused on early childhood, adult education, economic assets, and health and well-being are fundamental to a 2Gen approach. Joining these four core components is social capital: the trusted networks of friends, family, and institutions upon which a family relies. It is incredibly hard — if not impossible — to legislate social capital. But because it plays such an important role in the success of the 2Gen approach, stakeholders must make sure it is included when designing and implementing 2Gen programs.

Embracing 2Gen in Colorado requires a new mind-set on how programs and policies are designed and implemented (see Figure 2). This means taking a holistic approach to incorporating families' experiences, capabilities, goals, and values into an ongoing, strengths-based partnership between families and service providers. 2Gen efforts may occur along a continuum (see Figure 3). The 2Gen approach is a complement to other internal and external strategies aimed at improving the delivery of health services and outcomes in Colorado. For example, in their internal operations, human services departments across the country have embraced the Human Services Value Curve to help achieve their long-term goals (see figure 4).

A 2Gen approach also aligns with the collective impact model, which brings key stakeholders together to support a common set of measurable goals. Collective impact efforts could be strengthened by taking a 2Gen approach. As a first step toward 2Gen, practitioners, organizations, and policymakers may routinely ask whether families are being served holistically. Creating a 2Gen strategy to align and coordinate services for the entire family could be

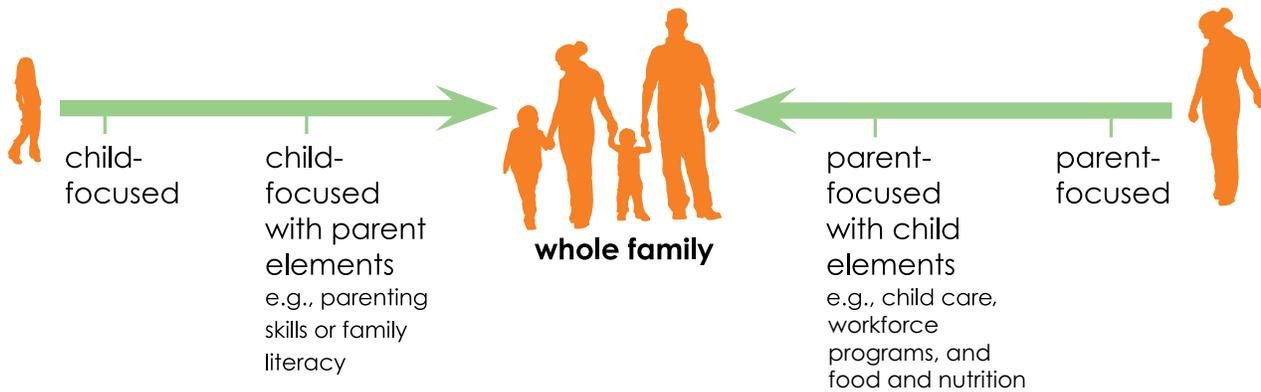
**FIGURE 2: TWO-GENERATION APPROACH, STRATEGY, PROGRAM CONTINUUM**



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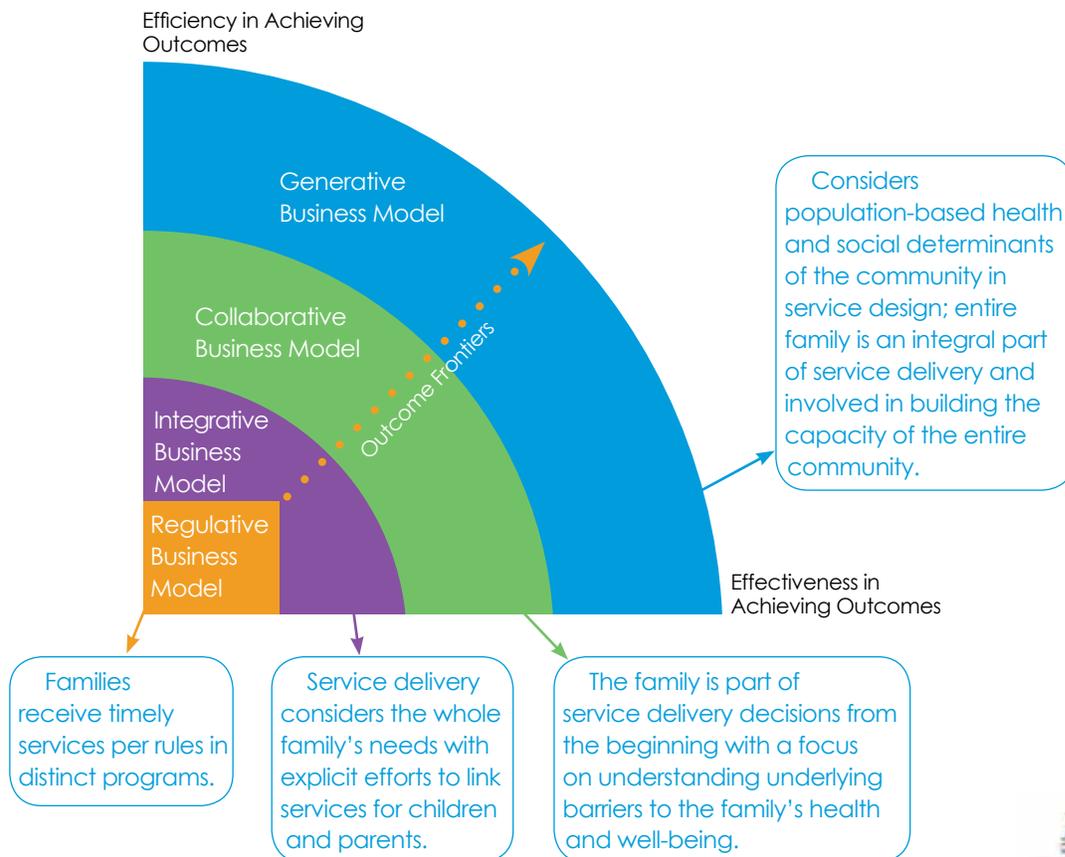
<sup>2</sup> "Principles" are defined as fundamental norms, rules, or values that can help determine the right or wrong course of action. They are more basic than policies or objectives and are meant to govern both.

**FIGURE 3: THE TWO-GENERATION CONTINUUM**



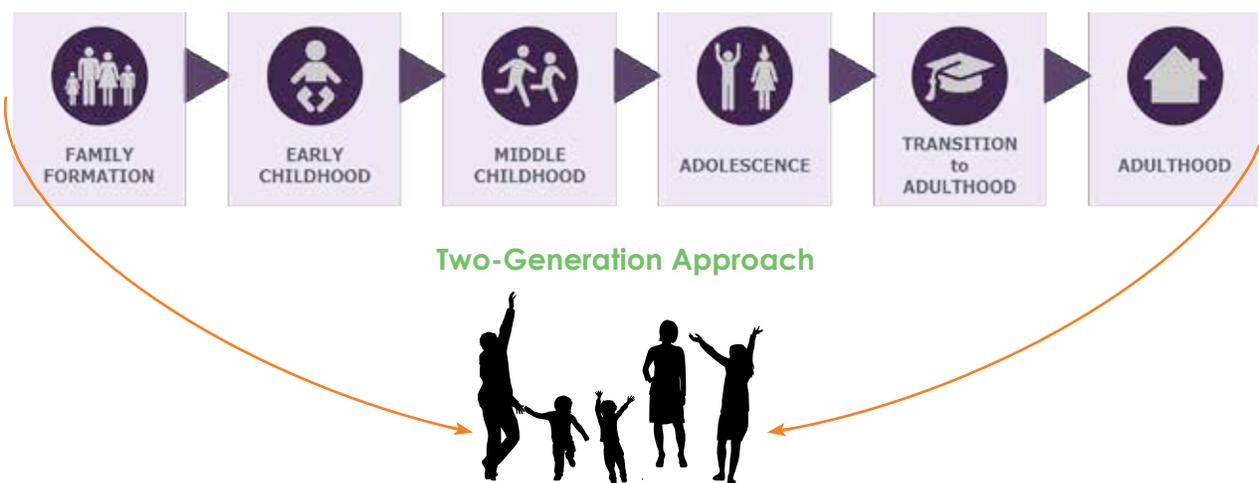
the next step along the continuum. The highest level of 2Gen efforts would be a system and culture that recognize the holistic needs of families; partner with families on service delivery decisions; and provide services to children and parents simultaneously, tracking outcomes for both. Not all 2Gen efforts in Colorado will result in such a comprehensive program, but they will expand ways in which families are served holistically and empowered to improve their own lives.

**FIGURE 4: 2GEN THROUGH THE LENS OF THE HUMAN SERVICES VALUE CURVE**



Externally, the 2Gen approach echoes and enriches the Colorado Opportunity Project, which is a cross-agency collaboration among the Colorado Departments of Health Care Policy and Financing (HCPF), Public Health and Environment (CDPHE), and Human Services (DHS). The Colorado Opportunity Project creates a life stage/indicator-based framework that incorporates key social determinants into a health care delivery system. The project's goal is to remove roadblocks to economic self-sufficiency by delivering proven interventions through an integrated system of health, social, and educational well-being that aligns many effective yet disparate efforts to provide whole-person, whole-community health care. At the heart of the project is the Opportunity Framework, which covers six life stages, from family formation to adulthood, that represent a healthy individual's life continuum — each life stage builds on the previous. The 2Gen approach reinforces the relationship between all the life stages, with a focus on inter-stage influence and connection. Figure 5 illustrates how the 2Gen approach is aligned with the Colorado Opportunity Project's framework.

**FIGURE 5: COLORADO OPPORTUNITY PROJECT - OPPORTUNITY FRAMEWORK**



## HUMAN SERVICES VALUE CURVE

The Human Services Value Curve is a framework developed to help human services organizations understand how they deliver services to their populations and how they can become more efficient and effective at achieving lasting outcomes. Applying the Human Services Value Curve to the 2Gen approach illuminates what this work looks like at every stage, evolving from a fragmented approach to serving families to a fully realized 2Gen system.

Communities across Colorado are at various stages in implementing 2Gen activities. Implementation of 2Gen programs and policies often occurs in the stages listed below, which can be useful for assessing the status of a particular program, policy, organization, or community's status related to 2Gen approaches and can help the organizations delivering services understand what they must do to move to the next stage and achieve lasting outcomes.



## Stages of 2Gen Implementation

- 1. 2Gen Unaware:** Fragmented programs and systems due to limited understanding of the 2Gen framework.
- 2. 2Gen Awareness Raising:** Stakeholders beginning to learn about 2Gen and engaging others to learn more. Primary activities centered on 2Gen framework education and training.
- 3. 2Gen Approach:** Stakeholders aware of and support existing 2Gen organizations, and move on to "development" if there are any gaps.
- 4. 2Gen Strategy:** Cross-sector stakeholders working collaboratively to align and/or coordinate programs, policies, organizations and systems to reflect the 2Gen framework and ingrain it in their mission. Primary activities centered on alignment and coordination across sectors to meet the needs of all family members.
- 5. 2Gen Program:** Cross-sector stakeholders working collaboratively to provide services to both children and adults simultaneously. Primary activities centered on the provision of services and the ongoing evaluation of outcomes for both parents and children, or the family as a whole.
- 6. 2Gen Integration:** Both children and adults are being simultaneously served in multiple programs across multiple sectors. Shared public will leads to more organizations that have an underlying mission and values conducive to serving the whole family comprehensively.
- 7. 2Gen Accountability:** Sustained understanding of the 2Gen framework; sustained development of 2Gen organizations, programs and policies; sustained alignment and/or coordination of programs, policies, and systems; sustained provision of services to children and adults simultaneously; and sustained evaluation of outcomes for both parents and children to support improved outcomes for families.

## MOVING FROM CURRENT TO 2GEN THINKING

There is strong evidence that engaged and supportive families are a major contributor to positive child outcomes.<sup>3</sup> This evidence supports moving from providing services and information solely to the parent or the child to engaging families by combining child- and adult-focused services and prioritizing two-way communication and partnerships.

Many programs in Colorado have begun to make significant strides in integrating 2Gen approaches into their current work. However, more can still be done. Taking into account the needs of both children and parents during the design and implementation phases will help Colorado take this effort to the next level.

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<sup>3</sup> We define outcomes as the knowledge/insights, skills, attitudes, and behaviors that are targeted and thus expected to be achieved by a program.

Examples of how programs can move from the old way of thinking to the new 2Gen way of thinking are listed in Figure 6 below.

**FIGURE 6: OLD VERSUS NEW THINKING**

OLD THINK		NEW THINK
Serve child or parent	→	Serve two (or more) generations
Emphasize care <i>or</i> education	→	Emphasize care <i>and</i> education
Provide information to parents	→	Promote responsive parenting, family life and leadership skills
Require participation / responsibility of mothers	→	Assume partnership / responsibility include both mothers and fathers
Give referrals for services	→	Agencies to provide access to: <ul style="list-style-type: none"> <li>• education</li> <li>• economic supports</li> <li>• social / mental health services</li> </ul>
Use data for compliance	→	Use data for continuous improvement
Financial education for adults	→	Whole family financial education and coaching
Support for breastfeeding moms to ensure adequate nutrition	→	WIC screening parents for physical and mental health issues
Postsecondary programs link to workforce	→	Career pathway programs link to workforce development, education, supportive services, and early care and education

## VISION FOR 2GEN IN COLORADO

Stakeholders in our state aim to embed 2Gen across programs, policies, organizations, and systems through intentional leadership to ensure all Colorado parents and children are valued, healthy, and thriving. Ultimately, a fully realized 2Gen approach in Colorado will mean that families, government, businesses, and service providers are working together to achieve a holistic, strength-based approach to empowering families to strive for healthy, successful lives.

Overall health has a major impact on a family's ability to thrive. A family's basic needs — food, water, safety — must be addressed first and foremost. In addition, economic and community supports and resources, such as housing, employment, and social capital, are important social determinants of health. The 2Gen approach seeks to address each family's health holistically by addressing each of the factors that determine their survival, well-being, safety, and security.

2Gen policies and programs hold great promise for longer-term and sustained outcomes for vulnerable families. If Colorado is successful in implementing 2Gen approaches, families will:

- Have their basic needs reliably met so they can focus on improving their lives;
- Achieve economic security and a path out of poverty through meaningful work;
- Prepare for educational success from pre-K to postsecondary learning;
- Build family supports and social/community networks;
- Cultivate child development from age 0-18; and
- Achieve safety, health, and well-being.

## TWO-GENERATION BENEFITS FOR COLORADO: SECTORS AND ISSUES

### Sectors

While the success of 2Gen approaches in Colorado will ultimately build a stronger state, each individual, business, or organization that gets involved in the approach will do so for different reasons. Each sector — business, government, nonprofits, and philanthropy — is critical to successful development and implementation of 2Gen programs and policies in Colorado. Understanding why 2Gen approaches matter to each of them is necessary to secure their buy-in and support, and collaboration between sectors is essential for the success of children and families.

### Why 2Gen Matters

#### For Government

In Colorado, families with low incomes continue to face significant barriers to economic security. Existing program, policy, and research opportunities often consider children and their parents separately. Such fragmented approaches leave either the child or the parent behind, decreasing the family's chance at success. Local governments also face vastly different challenges in serving their populations in urban centers versus rural areas. These realities undergird why the 2Gen approach matters to Colorado, at all levels of government.

The public sector focuses on achieving positive results for children and families through both programs and policies. The 2Gen approach is important to the program pathway because it informs organizational focus and practices that address the well-being of children and their parents together. In addition, the 2Gen approach aids in the design and implementation of best practices to integrate programs and services, starting from family formation to adulthood (e.g., the Colorado Opportunity Project) and from adulthood to the end of life.

The 2Gen approach can also be applied to the policy pathway. State and local policymakers across Colorado can use the 2Gen approach to secure support for multigenerational investment. Providing opportunities for children and their parents together is a more efficient, streamlined approach, which in turn creates greater potential for return on investment.

## For Researchers

Because many 2Gen programs and policies are relatively new, their evidence base is often compiled from composite parts, including lessons learned and best practices in early and postsecondary education, workforce development, and family support services.

Applying the 2Gen approach to the research pathway supports the accumulation of evidence-based strategies and best practices to inform policy decisions. Researchers can use the 2Gen approach across the social sciences fields to evaluate complex programs and policies, including evaluation tools and the development of outcome measures to assess impact.

Evidence is critically important to demonstrate the potential and success of 2Gen so that it can spread and scale. It should not, however, come at the expense of experimentation and innovation.

## For Business

It is estimated that employers suffer more than a \$60 billion loss in productivity each year due to employees' lack of basic skills. A comprehensive 2Gen approach creates access to postsecondary learning opportunities and training resources, which helps adults become more skilled and valuable employees. Moreover, parents whose children's educational and care needs are being adequately addressed are less likely to miss work or change jobs; better employee retention lowers an employer's turnover costs.

Businesses can also play a critical role in a 2Gen approach by partnering with policymakers to minimize the cliff effect. Many individuals with low incomes experience a disincentive from pursuing advancement at work, as pay raises can decrease their eligibility for support programs, such as the Supplemental Nutrition Assistance Program and the Child Care Development Fund. The cliff effect has the adverse repercussion of stopping employees from seeking new responsibilities and duties at work, which further hampers a business' ability to develop its existing talent pipeline.

Finally, a 2Gen approach can put all families on the path to prosperity, which makes them more active consumers of the goods and services businesses provide to the community.

## For Nonprofits

Many nonprofit groups aim to empower specific members of society — children, adult workers, teenagers, young mothers — to improve their lives. However, by focusing on helping individual people in a specific stage of life, many nonprofits are missing the opportunity to address their clients' needs within the context of the other members of their family. A more holistic approach to service and support within the nonprofit sector is likely to result in more long-term, lasting solutions.

Nonprofits that embed 2Gen policies into their missions can better serve their target audiences' basic needs, while at the same time helping entire families raise themselves up. Nonprofits working on workforce development must understand whether their clients have access to the child care they need in order to take advantage of training and education opportunities. Similarly, organizations working on children's health need to have the full

picture of the home environment, which includes the mental and physical well-being of parents. Looking at the whole family allows nonprofits to better understand and diagnose the interrelated issues a family is facing and provide services and supports that benefit every family member.

Adopting a 2Gen approach will also allow for more collaboration within the nonprofit sector, as organizations break down their siloed approaches and learn from each other on how to best serve whole families. Equipped with the funding and administrative support needed to implement 2Gen approaches, nonprofits can help a wider group of people raise themselves out of poverty and stop intergenerational poverty. For these nonprofits and their funders, 2Gen approaches will increase the return on investment, help more Coloradans succeed, and strengthen the community.

### For Philanthropy

Foundations that prioritize early childhood and women's economic security have found that providing opportunities for children and their parents together is a more efficient approach, creating a greater potential return on investment in families and streamlining the systems that serve them. A 2Gen approach can connect and accelerate the good work of those approaches by pursuing outcomes for both parents and children. This is true for philanthropies focused on health, education, or workforce development.

Additionally, foundations will see greater collective impact of their investments when the nonprofits they support are working together to learn from each other and to build their 2Gen knowledge and capacity. Foundations have a critical role to play in encouraging their grantees to bring a 2Gen lens to their work, and they can help push 2Gen forward by simply including a question about 2Gen in their grant proposals and reports. Philanthropies can also act as a convener and thought leader by bringing their grantees together to learn about 2Gen from experts and by forming working groups to share best practices.

The common denominator for all sectors is the need for strong leadership. Implementing 2Gen policies — whether at the community, business, executive, or legislative level — requires committed leaders who can guide the organization through the necessary cultural shifts to create successful 2Gen approaches. Most importantly, cross-sector collaboration among these groups is critical for successful implementation of a 2Gen approach.

Substantial public support and political will are necessary to challenge the status quo to reorganize systems, such as workforce development and early childhood education, into a structure that provides coordinated services. State and local policymakers need to build a broad coalition of elected and appointed officials, community groups, and business leaders to ensure long-term sustainability for 2Gen programs. State and local elected officials need to be informed not only about how 2Gen strategies can be implemented, but also the potential short- and long-term effects on children and their parents, taxpayers, and society as a whole. 2Gen strategies should attract bipartisan support if evidence suggests they have the potential to produce long-term positive results for families.

## 2Gen Core Components

Policies and programs that address the needs of children and their parents together can ensure a family's basic needs are met, harness the family's full potential, and put the entire family on a path to permanent economic security. Colorado stakeholders are interested in using the 2Gen approach to help families across the state get beyond the daily struggle to survive and achieve lasting economic stability by providing education and career training for parents, quality education for their children, and health care for the entire family. To do this, the state will need to incorporate families' voices and lived experience in program design and implementation after hearing directly from those impacted on how to improve existing systems. In Colorado, families will reach their fullest potential when policymakers and providers focus on the core components of the 2Gen approach:

### Early Learning

All Colorado children, from infancy through third grade, should experience high-quality early learning and development programs staffed by supportive, responsive, and knowledgeable early childhood educators. A strong foundation puts children on a path to lifelong learning. High-quality early learning and development also strengthen families when these programs include family engagement, adult education, parental coaching, and coordination of education and employment services.

### Educational and Career Opportunities

Adult education is a gateway for families to move beyond poverty. Parents' level of educational attainment — particularly postsecondary education — is a strong predictor of economic mobility for their children and stability for the family. Colorado parents with low incomes struggle in low-wage work, unable to afford the education and training they need to get a higher-paying job. According to the Colorado Workforce Development Council, as of 2015, 330,000 adults in Colorado did not have a high school diploma, and about 780,000 adults lacked any education beyond high school. Statewide, 43 percent of women in female-headed, low-income, working families have no postsecondary education, considerably reducing their earning power. Colorado must support programs that provide education and skills training to adults while engaging whole families and promoting the multiple paths to a good job, great career, and prosperous life. This should include apprenticeship programs that help workers gain the 21st century skills that will meet the needs of companies competing in a global economy.

### Economic Assets

To ensure families with low incomes in Colorado have a fair shot for the future, the state must help provide economic supports. These must include assistance with basic needs, such as affordable housing and food assistance, to lift families out of financial crisis. These supports should also include programs that offer economic stability, such as financial education and asset-building. Ensuring a family's economic security has positive repercussions in other areas of their lives; for example, children living in stable housing are more likely to succeed in school. The state's policies and practices can equip parents and children with the income, tools, and skills they need to improve their economic stability.

## Health and Well-Being

Parents' behavioral and physical health are closely intertwined with their children's — some of which is the result of genetics, but much of which can be traced to environment and behavior. Many of the factors contributing to poor health are straightforward: Families in crisis are unable to provide for basic needs, such as nutritious food and stable housing for their children. These basic needs must be met first and foremost before a family can focus on striving for a better, more stable life.

But even in relatively stable low-income situations, researchers have long known that parents' stress — compounded by untreated physical and mental health challenges — can hinder children's early learning and development. Children's healthy development depends on parents who are physically and mentally capable of providing a safe, stable, nurturing environment. Creating this environment must include an emphasis on trauma-informed care that acknowledges the role that trauma plays in many low-income families' lives.

The 2Gen connection begins before a child is born with prenatal care, which can impact the health and wellness of both mothers and their children before, during, and after pregnancy. According to the Guttmacher Institute, newborns are 40 percent more likely to die within 28 days of delivery if their mothers have not received prenatal care. Integrating physical and behavioral health care (including mental health care) is also one key component of phase II of the Accountable Care Collaborative (ACC), which is the primary health care program of Health First Colorado (Colorado's Medicaid program).

## Social Capital

Social capital is a key success factor of the 2Gen approach. Many years of research have shown that social capital manifests as peer support; contact with family, friends, and neighbors; participation in community and faith-based organizations; school and workplace contacts; leadership and empowerment programs; case managers or career coaches; social networks, such as cohort models and learning communities; and mental health services. Such support appears to be a powerful component in programs that help move families beyond poverty. Social capital builds on the strength and resilience of families, bolstering the aspirations parents have for their children and for themselves.

## INTEGRATING A 2GEN APPROACH IN COLORADO: OBJECTIVES

For the 2Gen approach to have a sustained impact on Colorado families — and allow the state to scale 2Gen approaches — it should be:

- Embedded in all relevant programs and policies, including rules, budgets, contracts, etc.;
- Sustainable so that it lasts beyond any one administration or individual; and
- Efficient so that it serves more children and families and serves them better.

To be successful, Colorado will need to do things differently in several areas, including:

- How it organizes and collaborates across sectors;
- How it uses data;
- How it distributes and blends funds across systems; and
- How it supports organizations that have a 2Gen focus.

To accomplish this work, Colorado will focus on the following objectives. Depending on which sector (public, private, nonprofit) is taking on this work, the order in which it pursues these objectives may vary.

### Objective 1: Data, Data Systems, and Evaluation

#### Data Collection:

- Assess current ability to collect and use data to support 2Gen.
- Provide an assessment or mapping of what is currently being collected by whom.
  - ◇ Evidence-based examples
  - ◇ Common tools
- Conduct an oversampling of surveys and data to reflect target demographics.
- Develop a data development agenda.
- Measure ease of navigation for families.

#### Sharing, Linking and Use of Data:

- Create mechanisms for automatic data-sharing/interoperability across agencies and counties; collect similar data (and definitions) across organizations and agencies; aggregate both to evaluate at systems and family level.
- Share successful examples of how to use data to implement 2Gen approach.
- Provide education on sharing data across families.
- Ensure the definition of “family” includes multiple generations (e.g., grandparents, parents, children).
- Identify barriers with confidentiality of sharing data — show examples.

#### Measuring Outcomes:

- Develop evaluation strategy.
- Demonstrate that families are exiting system and are self-reliant.
- Identify benchmarks and indicators.

- Measure families' social networks.
- Present reports in ways that reflect families and children.

## Objective 2: Funding

To best serve the needs of families and children, organizations have flexibility to deliver funding across multiple generations.

- Identify barriers across funding sources and what needs to be changed.
- When possible, streamline and bundle services to provide a more holistic approach.
  - ◇ Action step: Assess eligibility, needs, and timeframes.
  - ◇ Action step: Submit federal waivers and advocate for changes in federal policy.

Advocate for 2Gen approaches as a funding priority.

- Help funders understand whole-family/whole-person approaches and how to support them.
- Build family economic security platform to coordinate with/complement early childhood programs through both general operating support and support for specific programs; fund administrative efforts to blend and braid funding.
- Fund network of organizations and network of networks to help eliminate silos and ensure that funding is spread across agencies/departments to create joint-ownership.
- Ask funders to provide thought leadership on 2Gen strategies (action step).
  - ◇ Fund education, outreach, and policy changes.
- Educate insurance to allow providers to be able to provide for families as a unit (action step).
- Educate legislators about looking at multiplier effect (action step.)
- Prioritize 2Gen programs in grant funding (example from Colorado Department of Human Services).
  - ◇ Attach 2Gen outcomes to funding.
- Blend and braid funding to streamline use (action step).
- Direct capital investment to 2Gen approaches.

### **Objective 3: Organizing and Collaboration**

Promote multidisciplinary participation to maximize resources and avoid duplication.

- Map current efforts, services, programs.
- Convene service provider organizations to better understand connections.
- Establish statewide leadership network for 2Gen programs.
- Determine long-term forum for network.

### **Objective 4: Communication**

Develop a communications plan.

- Establish objectives for the communications effort.
- Develop a consistent, overarching positioning statement about what is unique about 2Gen. While messaging will likely be tailored according to target audience, all communications should reinforce this difference.
- Establish target audiences, along with the people, organizations, and platforms that best reach and influence them.
- Establish tools for education and awareness such as websites, social media, press, conferences, and general communications materials.
- Establish what concrete, desired actions each target audience might be mobilized to take as part of the overall effort.
- Monitor and evaluate communications efforts.
- Establish benchmarks and evaluation measures to understand the effectiveness of the communications efforts.

#### Tools for education and awareness

- Consistent messaging
- Annual reports
- Conferences
- Website and social media
- Communications materials

### **Objective 5: Policy and Practices**

Map current policy and develop policy agenda.

- Identify barriers to the 2Gen approach.
- Identify places to embed 2Gen approaches into existing policies.

- Emphasize family as well as children.
- Capture successes to inform future funding and policies.
- Partner with policymakers to inform and advance the policy agenda.

#### Within organizations:

- Include 2Gen approaches in mission and vision.
- Develop written policies and rules regarding implementation of 2Gen practices, for example:
  - ◇ Embed in grants, contracts or proposals, and other procurement policies
  - ◇ Embed 2Gen in HR:
    - ◇ Professional development to include 2Gen approaches;
    - ◇ Performance plans and employee surveys; and
    - ◇ Staff selection.

## FUTURE OPPORTUNITIES FOR COLORADO

### State and Local Government

**Collaborative Management Program:** In 2004, Colorado passed HB04-1451 to establish collaborative management programs at the county level that would improve outcomes for children, youth, and families involved with multiple agencies. At the state level, the Collaborative Management Program has multiple state agency partners. Five years later, the state passed legislation that allocated funds to evaluate the Collaborative Management Program. The evaluation demonstrated the program's effectiveness. As a next step, the evaluation should determine how the state and county approach 2Gen and make recommendations about how these programs and policies can be expanded across agencies at the county and state levels.

**Differentiated Response Funding:** By definition, differentiated funding is 2Gen in that it acknowledges that different people have different needs, and because of those different needs, some people cost more than others. Typically, differentiated funding applies to education, but state and county officials should explore how differentiated funding formulas can be used to support 2Gen efforts for parents and children who are most in need.

**Safety:** When considering potential programs and policies or evaluating existing ones, state and county policymakers must take into account the special safety needs of domestic violence survivors. For example, prior to the passage of HB16-1227 last year, the Colorado Child Care Assistance Program (CCCAP) required domestic violence survivors to take the baby's biological father to court or obtain administrative action for child support before

they could access CCCAP assistance. Now, CCCAP provides a critical exemption for domestic violence survivors.

**Planning:** Require that all state plans developed for programs that receive federal funds include strategies for 2Gen work, and utilize language from this guide to implement consistent use of the framework.

## Private Sector

**Work Based Learning:** In 2015, Governor Hickenlooper formed the Business Experiential-Learning (BEL) Commission to develop, evaluate, and implement a systemic solution for integrated work-based education and training to meet the needs of Colorado's economy. The commission focuses on three main areas: engaging businesses in educating and training students and workers in partnership with the state's K-16 education system, workforce system, and related civic agencies; creating electronic access for students, interns, apprentices, and workers to document skills they have obtained in the workplace and to share that information with the K-16 system to support curriculum development; and leveraging existing resources to create a portal of information to connect students, job-seekers, schools, employers, and civic agencies with experiential learning, training opportunities, and careers. Partnering with the BEL Commission and offering work-based training opportunities can support 2Gen approaches in local communities while also building the talent pipeline critical to economic success.

**Expansion of Apprenticeships:** The BEL Commission has identified apprenticeships as an effective tool to combat the lack of highly trained talent in core industries. The Work-Based Learning unit within the Colorado Department of Labor and Employment is supporting the expansion of apprenticeships throughout Colorado. Apprenticeships can be effective in a wide variety of disciplines — including IT, finance, and business operations — and are being actively expanded in the health care, advanced manufacturing, and construction sectors.

Appropriately structured apprenticeships, those that focus on business as well as student needs, provide a positive return on investment for most businesses. They can provide a business with a productive employee at a training wage, building loyalty and providing a potential full-time hire that is trained to company standards. Additionally, apprenticeships can engage the current workforce by creating opportunities for employees to mentor students. The knowledge that they are making an impact on future generations can give these employees a sense of purpose and fulfillment to their job.

**Ensuring Industry-led Solutions:** Colorado has developed existing public-private partnerships — such as those championed by the Colorado Workforce Development Council — to ensure that businesses are a part of the solution for 2Gen efforts. A strong workforce is a diverse workforce, and by working alongside business, both Colorado families and industry will benefit.

## Nonprofit Organizations

**Expansion of Home Instruction for Parents of Preschool Youngsters (HIPPY):** HIPPY is an evidence-based parent involvement and school readiness program that helps parents prepare their three- to five-year-old children for success in school and beyond. Through Parent Possible, HIPPY reached 743 children and their families in 2015 through seven sites

in nine counties. Data has shown that in Colorado households served by HIPPY, children are better prepared for learning and better behaved than their peers, and their parents are more engaged in their child's learning. Because of HIPPY's evidence-based success, the program's demand often exceeds the capacity. With additional funding, HIPPY can serve more of Colorado's families. Specifically, HIPPY could begin an in-home early literacy intervention to help all students learn to read with comprehension by third grade.

## Funders

**2Gen Summit:** Organizations, funders, researchers, and policymakers working to expand 2Gen in Colorado would benefit from a summit dedicated to sharing recent data, successful examples, and best practices. Funders can play the role of convener and encourage grantees and others to find common links between their work, understand how to overcome the biggest challenges, and move the work forward in a collaborative way.

## Researchers

**2Gen Evaluation Tool:** The state would benefit from a platform or tool that allows organizations, business, and funders to answer a series of questions to understand how much they are integrating 2Gen approaches into their work, how to improve, and how to measure success.

# EXPANDING TWO-GENERATION WORK IN COLORADO

Every sector has a role to play in making 2Gen approaches a success in Colorado. Below are specific action steps every sector can take to create a statewide, holistic approach to giving families the support they need to thrive. For each bullet below, consider the following three things:

1. Barriers to success
2. Ways to overcome barriers
3. Potential resources

## State Government

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- Determine if there are sources of flexible funding at the state level that could be used to further 2Gen strategies.
- Communicate about flexible funding to local governments that may be able to use those funds for local 2Gen programs.
- Determine if there are funding streams, policy structures or regulations at the state level that inhibit simultaneous services for parent and child, and convene partners to discuss fixing any such obstacles.

## Local Governments

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- Determine if there are sources of flexible funding at the local level that could be used to further 2Gen strategies.
- Determine if there are funding streams, policy structures or regulations at the local level that inhibit simultaneous services for parent and child, and convene partners to discuss fixing any such obstacles.

## Private Sector

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- Build loyalty by offering incentives for employees to engage in their children's education in tandem with skills training.
- Partner with community colleges or other training programs that engage parents and their children in activities that reinforce learning for both.
- Build your brand as a good corporate citizen by encouraging innovative 2Gen initiatives in the communities where you do business.
- Retain and grow talent by instituting policies that promote workforce development, training, and adult education.

## Nonprofit Organizations

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- Review your programs to determine if they focus on educational success for children, for their parents, or for both.
- If you focus on early childhood or K-12 education, consider how you include family voices in your conversations about program design to understand parents' perspectives on their assets and challenges.
- If you focus on workforce development, consider how you elevate family voices in your conversations about program design to understand workers' perspectives on education and training opportunities.
- If you focus on health and well-being, consider how you can add family voices into your conversations about program design to ensure you are addressing families' basic needs, so they can focus on getting themselves on the path to success.
- If you focus on economic supports, such as affordable housing, consider how you can incorporate family voices in your conversations about program design to understand what families are struggling with most and where they need the most support.

## Funders

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- Align grantmaking along a 2Gen continuum for greater impact.
- Include a question in grant proposals about how organizations are integrating 2Gen into their work in grant proposals.
- Consider how you might support simultaneous strategies around parents' and children's educational success simultaneously.
- Talk to the intermediaries you support and fund about ways they could be more intentional about creating and fostering 2Gen strategies.
- Fund efforts to create linkages among groups that intentionally serve parents and their children together.

## APPENDIX 1: COLORADO'S 2GEN JOURNEY

Colorado has notable momentum for 2Gen programs and policies in local communities across the state thanks to strong leadership at all levels of government, committed funders, pioneering nonprofits, and a private sector that understands the value of strategic partnerships. Below are several examples that illustrate how the state is accelerating progress on 2Gen programs and policies.

### State Government

To bolster state agency efforts, a host of advocacy organizations, public and private partners, and members of the philanthropic community have worked both within and outside government to draft and advance legislation that supports 2Gen programs and policies. In addition to legislation that created a single Office of Early Childhood, called the Governance of Early Childhood Programs Bill, the Colorado legislature approved several landmark measures during recent legislative sessions, all aimed squarely at changing policies and procedures so programs can support both healthy child development and the economic well-being of the family.

Convened by the Colorado legislature in 2013, the Colorado Economic Opportunity Poverty Reduction Task Force issued a report with recommendations for increased funding and support for poverty-reduction activities, including addressing the "cliff effect" faced by parents with low incomes who are using subsidized child care and expanding support for assisted housing programs.

Colorado also enacted the first state law to reference 2Gen approaches in 2014. With a 2Gen focus, Child Care Reform Bill 1317 broadens access to the Colorado Child Care Assistance Program (CCCAP) and makes the application process easier. The law:

- Requires that all counties grant CCCAP eligibility to those enrolled in postsecondary education or workforce training;
- Removes application barriers by presuming eligibility and aligning income verification with other programs;
- Adjusts copayment requirements and tiered copay increases to mitigate the cliff effect; and
- Enables children to receive consistent, regular care by allowing outside care beyond a parent's exact hours of work and for the full length of the parent's period of eligibility.

A new state child care tax credit, HB14-1072, ensures that those earning less than \$25,000 are able to claim a credit, which includes the CCCAP parent copayment.

SB12-022 authorized the Colorado Department of Human Services to develop and oversee the Cliff Effect Pilot Program to address the cliff effect that occurs when working parents receive a minor increase in income that makes them ineligible for CCCAP but still unable to cover the full cost of child care. SB14-003 outlined the parameters of the pilot program and

appropriated \$1.2 million per state fiscal year (as approved by the Joint Budget Committee) to the pilot program. At the time, the legislation limited pilot participation to 10 counties, giving counties flexibility in designing the pilot to meet their needs. Most recently, SB16-022 allows, subject to available money, counties to be “selected” for participation (with no limit on how many), which opens the opportunity to all 64 counties.

SB15-012, which went into effect in January 2017, aims to protect the advances in child support enforcement made by the Colorado Parent Employment Program by ensuring that 100 percent of child support payments made to custodial parents participating in the Colorado Works (state Temporary Assistance for Needy Families [TANF]) program pass through directly to the parent for the purpose of supporting the family. (Previously, Colorado Works withheld a percentage of participants' child support payments to reimburse the state for the costs of the program.)

The Colorado Parent Employment Project (CO-PEP) provides job training and parenting classes and assists clients in modifying child support orders. As a result, more parents are able to pay child support regularly. Colorado is one of eight states participating in a five-year federal pilot program that is taking a different approach to the child support problem. Offered in five counties, the state-run, federally funded, \$2.3 million program helps parents who are able to work but have not been able to pay support because they are unemployed or underemployed. The core goal is getting noncustodial parents more involved in their children's lives. As of August 2015, about 900 people have been admitted to the program. In the program's first six months, 68 percent of those who got the enhanced services found full-time employment, and 77 percent are paying child support. A quarter did not have legal access to their children but now do.

The Colorado Opportunity Project was started to deliver proven interventions that create opportunities for all Coloradans to reach the middle class by middle age. The project is based on the idea that opportunities (or obstacles) to reaching the middle class are presented at each stage of life, from prenatal to adulthood. For example, the opportunity for early childhood education has an impact on school readiness and, therefore, lifetime earnings. Likewise, being sustainably employed, having postsecondary education, and having good physical and mental health are indicators that a young adult is on the path to economic security.

The Colorado Opportunity Project aims to coordinate the efforts of government, private sector, nonprofit, and community partners, aligning initiatives and supporting economic opportunity for Coloradans in a streamlined and efficient way. To do this, the project creates common performance indicators predictive of future life success for every age group from birth to middle age, and identifies evidence-based interventions that work to address the needs of people not hitting those milestones.

The project will align key initiatives at the state agencies, including Winnable Battles, Two-Generation, and the Accountable Care Collaborative, to drive all agencies toward a common goal of providing economic opportunity to Coloradans in a streamlined and efficient way. The Colorado Opportunity Project is currently being implemented in seven low-resource communities throughout Colorado. Each low-resource community was

specifically selected to show the positive effects of integrated social service delivery, both from a cost savings and a health outcomes perspective. Six Opportunity Liaisons are currently working in seven Regional Care Collaboration Organizations (RCCOs) in the seven communities. Each liaison has been tasked with focusing on the family formation life stage. Evidence-based programs, such as home visitation, TANF, and the Earned-Income Tax Credit are being aligned within the focus communities to create a trajectory for economic success into the next life stage: early childhood.

Implemented in May 2011, the Accountable Care Collaborative (ACC), which is the primary health care program of Health First Colorado, aka Colorado's Medicaid program, is designed to provide a person-centered approach to care. ACC connects members to medical and community resources, minimizing barriers to access. The goal is better health outcomes at lower costs. The long-term vision of the ACC is full integration of all health services. The upcoming iteration (Phase II) of the ACC seeks to better foster the integration of primary care and behavioral health services. A new administrative entity in each region of the state will be responsible for the duties traditionally performed by the RCCOs and Behavioral Health Organizations (BHO). (BHOs provide Health First Colorado members with mental health and substance use disorder care.)

The Colorado Department of Health Care Policy and Financing manages a statewide program called Healthy Communities to ensure children and pregnant women receiving Medicaid or Child Health Plan Plus (CHP+) benefits in Colorado get the preventive health care they need. Healthy Communities combines aspects of the Early Periodic Screening Diagnostic and Treatment (EPSDT) outreach and administrative case management program and CHP+ outreach into one model that better meets the needs of members. This outreach and case management model takes into account that many families have one child enrolled in Health First Colorado (Colorado's Medicaid Program) while another is enrolled in CHP+. Healthy Communities focuses on the "life cycle of a member." That life cycle may involve all of the activities necessary for parents or their children to obtain coverage and access to coordinated health care services in appropriate settings, called Medical Homes. Family health coordinators are available statewide to help Health First Colorado and CHP+ families through the Healthy Communities program.

## Local Government

In 2009, two Boulder County departments — the Department of Housing and the Department of Social Services — merged into a fully integrated human services agency, the Boulder County Department of Housing and Human Services (BCDHHS). The merger represented a comprehensive system redesign, and post-merger, BCDHHS began offering holistic family support services, improving access to housing and social services for Coloradans with low incomes. As a result, from 2007-2012, out-of-home child welfare placements fell by 60 percent.

## Public/Private Partnerships

Nurse-Family Partnership (NFP) transforms the lives of vulnerable first-time moms and their babies. Through ongoing home visits from registered nurses, low-income, first-time moms receive the care and support they need to have a healthy pregnancy, provide responsible and competent care to their child, and become more economically self-sufficient. From

pregnancy until the child turns two, NFP nurse home visitors form a much-needed, trusting relationship with first-time moms, instilling confidence and empowering them to achieve a better life for their child — and themselves.

NFP is a statewide, evidenced-based initiative, serving families in 61 of Colorado's 64 counties. Twenty-one individual agencies operate NFP sites. These agencies consist of public health departments, community health centers, community nursing agencies, and hospital systems. In Colorado, NFP is managed by a four-part team, including the Colorado Department of Human Services; National Center for Children, Families & Communities, College of Nursing, University of Colorado Denver; the NFP National Service Office; and Invest in Kids.

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidence-based parent involvement, school-readiness program that helps parents prepare their 3- to 5-year-old children for success in school and beyond. The program empowers parents as the primary educators of their children in the home and fosters parent involvement in the school and community to maximize the chances of successful early school experiences. Last year, HIPPY reached 743 children and their families through seven sites in nine counties in Colorado.

## APPENDIX 2: GLOSSARY OF 2GEN TERMS

### Two-Generation Approach

A mindset for designing programs and policies that serve children and parents simultaneously. For example, an adult education program designed to also provide quality care for young children.

### Two-Generation Program

A program designed to provide services to both child and adult simultaneously and track outcomes for both. For example, an adult education program tracks the education gains of participants while tracking the attendance of their children in a Head Start program.

### Two-Generation Strategy

A plan to coordinate services with other organizations to meet the needs of all family members. For example, an adult education program coordinates services with Head Start to offer parents classes at the same time children attend the Head Start program, in addition to providing quality child care for younger siblings in collaboration with local child care providers.

### Activities

What a program does with available resources that are the intentional part of the program implementation, including processes, events, and actions.

### Career Advancement

The process of increasing authority, responsibility, and compensation in the workplace over time, typically achieved through gaining additional education, training, certification, and experience in a particular field (e.g., health care). An individual may advance his or her career through a series of jobs with one or more employers over time.

### Career Pathway Program

A set of stackable credits and credentials, combined with support services, that enables students to secure industry-relevant skills, certifications, and credentials and advance to higher levels of education and employment.

### Career Pathway System

Engagement of education and training providers in a continuous conversation with one another and with industry to ensure that students move seamlessly through and among educational institutions and work-based experiences to build skills and credentials that meet industry demand and prepare them for jobs and careers.

### Child-Focused

An intervention that is primarily focused on the child, age 18 and under. For example, early childhood care and education and/or after-school care.

### Complementary

Serving to enhance or emphasize the qualities of another. For example, a Reading is Fundamental book distribution is complementary to a summer reading program for young children.

### Comprehensive Services

Service delivery systems that identify family strengths and needs and connect families with a wide range of relevant services and supports.

### Continuous Improvement

A process of continuous evaluation and learning that practitioners implementing a program use to change and improve programs, services, and outputs over time. Strong performance management and an organizational learning culture are essential to continuous improvement.

### Cultural Competency

Programs and services that are respectful of and responsive to the unique combination of cultural variables — including ability, age, beliefs, ethnicity, experience, gender, gender identity, linguistic background, national origin, race, religion, sexual orientation, and socioeconomic status — that the service providers, individual clients, and families bring to interactions.

## **Economic Opportunity**

Developing pathways for parents to become financially secure and support their children's healthy development and academic success. For example: connecting low-income families with early childhood education, job training, financial coaching, and other tools to provide information on how to create and use budgets, manage checking accounts, access credit scores, repair credit, pay off debt, and save for the future.

## **Economic Security**

When families are able to obtain jobs that pay good wages and are able build both short- and long-term assets that allow them to consistently meet their daily living expenses and support their children's healthy development and academic success, while also building assets that enable them to handle unanticipated expenses or a temporary loss of income over time.

## **Economic Stability**

When families can meet their daily living expenses as well as build and protect financial assets that will enable them to handle unanticipated expenses or a temporary loss of income over time.

## **Evaluation**

For the purpose of two-generation projects, evaluation means the systematic investigation of the implementation and effectiveness of the project in achieving its objectives.

## **Evidence-Based**

The degree to which an activity, intervention, program, or strategy is based on rigorous evaluation research, typically an experimental or quasi-experimental evaluation of more than one effort that has been peer reviewed and determined to generate unbiased estimates of the causal relationship between the intervention and the outcomes of interest.

## **Evidence-Informed**

An activity, intervention, program, or strategy that has been pilot-tested with a rigorous implementation and outcomes evaluation. These types of evaluations are used to help develop and refine interventions prior to a full-impact evaluation.

## **Family**

The definition of family varies for the different health and human services a family may access. The two-generation model views family as a child or children and the individuals parenting the child or children. Individuals in a child's life who fulfill the parenting role may be grandparents, aunts and uncles, foster parents, step-parents, and others.

## **Family Capacity**

The ability of the family to function in any number of areas (e.g., financial, emotional, communication, and problem-solving)g.

## **Family Engagement**

A holistic approach to incorporating the families' experiences, capabilities, goals, and values into an ongoing, strengths-based partnership between the family and service providers.

## **Family-Focused**

Primarily focused on the family as a whole.

## **Family Income**

The sum of all cash resources that all members of a family receive in a specified period of time, including earnings, interest, cash welfare, and other sources. Family income does not include in-kind contributions (e.g., free room and board, Supplemental Nutrition Assistance Program benefits, or gifts from other family members).

## **Family Well-Being**

A measure of how well family members are doing at a point in time, including measures of the stability and quality of relationships between family members, as well as their financial resources, physical and mental health, and housing.

## **Home Visiting Program**

A primary service delivery strategy that is offered on a voluntary basis to pregnant women or families parenting children ages 5 and under.

## Impact

The demonstrable effect of an intervention measured relative to a limited or no-services counterfactual. Examples include an improvement in a family's well-being, household earnings/income, or health status.

## Impact Evaluation

A determination, through experimental and quasi-experimental design, on the extent to which an intervention changes an outcome for participants versus control or comparison group members. Impact evaluations measure the program's effects and how well its goals were attained.

## Implementation Study

A description of the process of program implementation, the factors that affect it, and whether the program has been administered as envisioned. Inputs resources available and dedicated or used by the program/ services.

## Integration

For two-generation programs, integration refers to the intentional program design that ensures the intergenerational service delivery of supports overlap as often as possible. For example, if a parent enters into an employment program that requires flexible hours, the child care services are also flexible.

## Intergenerational Education

Education designed to achieve intergenerational payoffs by specifically targeting parent/caregiver education in addition to child education.

## Learning Culture

A set of organizational values, conventions, processes, and practices that encourage individuals — and the organization as a whole — to increase knowledge, competence, and performance.

## Logic Model

A systematic and visual way to present and share understanding of the relationships among the resources for operating a program, the activities planned, and the changes or results the program hopes to achieve (W.K. Kellogg Foundation, 2004). Logic models graphically illustrate the components of a program goal through clearly identifying outcomes, inputs, and activities (Clark and Anderson, 2004).

## Multiplier Effects

Larger, longer-lasting outcome effects produced by the interplay of simultaneous parent/ caregiver and child services and their resulting outcomes.

## Mutual Motivation

Parents and children experience "mutual motivation" when service delivery systems are integrated to support the well-being and success of both parents and children. For example, when parents experience their child learning and being cared for in a quality early childhood setting, this may motivate parents to fulfill their own educational and career goals (Chase-Lansdale & Brooks-Gunn, 2014; Sommer et al., 2012).

## Mutual Reinforcement

Mutually reinforcing activities that ensure the significant efforts and activities of collaborators are aligned toward achieving the common agenda and shared measures.

## Outcomes

The knowledge/insights, skills, attitudes, and behaviors that are targeted and thus expected to be achieved by a program.

## Outcome Measure

A systematic way to assess the extent to which a program has achieved its expected results.

## Outputs

The direct result of an activity or service provided to a program beneficiary. For example, this may include training of teachers, afterschool mentoring for school-age students, or enrollment in an education program.

## Parent

The individuals in a child's life who fulfill the parenting role, including parents, grandparents, aunts and uncles, foster parents, step-parents, and others.



## Parenting Capacity

The ability of parents to meet the health, safety, and developmental needs of their children. Parenting capacity is not fixed, but undergoes constant change dependent on the circumstances facing parents and their children at any given moment in time.

## Parent Engagement

An ongoing, reciprocal, strengths-based partnership between parents and a program focused on improving the well-being of their children.

## Parent-Focused

Primarily focused on the parent/caregiver (e.g., adult education or occupational skills training).

## Performance Management

The use of ongoing evaluation of program efficiency and effectiveness through the process of establishing and clearly communicating performance standards and expectations to staff, observing and providing feedback to create efficiencies and to increase effectiveness.

## Pilot Testing

A small study conducted in advance of a planned project, specifically to test aspects of the research design and to allow necessary adjustment before final commitment to the design.

## Promising and Emerging Practices

Promising Practices include practices that were developed based on theory or research, but for which an insufficient amount of original data has been collected to determine the effectiveness of the practice. Emerging Practices include practices that are not based on research or theory and on which original data have not been collected, but for which anecdotal evidence and professional wisdom exist. These include practices that practitioners have tried and claimed effective.

## Randomized Control Trials

A test to determine whether an intervention works by comparing it to a control condition, usually either no intervention or an alternative intervention. In a randomized controlled trial, participants are assigned to treatment or control conditions at random (i.e., they have an equal probability of being assigned to any group).

## School Readiness

The capabilities of children, their families, schools, and communities that will best promote student success in kindergarten and beyond. Each component — children, families, schools, and communities — plays an essential role in the development of school readiness by promoting the healthy physical, cognitive, and social and emotional development of children.

## Self-Sufficiency

A measure describing how much income families of various sizes and compositions need to make ends meet without public or private assistance in the communities where they reside. A measure of income adequacy that is based on the costs of basic needs for working families: housing, child care, food, health care, transportation, miscellaneous items, the cost of taxes, the impact of tax credits, as well as emergency savings required to meet family needs during a period of unemployment or other emergency.

## Sequence

The logical ordering of events and activities. For example, a program will determine what sequence outcomes across generations will follow (e.g., access to reliable transportation may come before parent employment).

## Social Capital

The collective value of all social networks, including family, friends, coworkers and others, and the inclinations that arise from these networks to do things for each other.

## Theory of Change

A tool for developing solutions to complex problems. A basic theory of change defines long-term goals and then maps backward to identify preconditions necessary to achieve the goal.

## APPENDIX 3: ACTION PLAN TEMPLATE INSTRUCTIONS

**Action Plan Purpose:** The 2Gen action plan is intended to provide a tool for Colorado to track, measure, and achieve its 2Gen strategies. It also describes the state's efforts across sectors, including objectives, tactics, activities, organization, or agency responsible for carrying out activities, timeline, and measures of progress.

### INSTRUCTIONS

**Objective:** Enter the name of the objective. Objectives include: 1. Data, Data Systems, and Evaluation; 2. Funding; 3. Organizing and Collaboration; 4. Communication; 5. Policies and Practices.

**Tactics:** Enter each tactic under each objective. For example, the first action step for the Data, Data Systems, and Evaluation objective is data collection. The tactics are the core components of how to achieve the objective or the broad approaches that will be implemented to achieve the stated outcomes.

**Activities:** Next to each tactic, enter the corresponding activities. Continuing the same example, next to the data collection tactic the first activity is "Assess current ability to collect and use data to support 2Gen." Each activity should be listed separately to ensure accountability, progress, and measurement.

**Action Steps:** Enter the action steps that must be taken to accomplish each tactic and objective. Add additional rows as necessary. Include as many action steps per activity as needed to sufficiently explain the steps you will take to complete the tactic and objective.

**Responsible Organization(s) or Agency/Department:** List every organization or agency responsible for conceptualizing, overseeing, and/or implementing the action step.

**Leads:** List every individual with decision-making authority over the implementation of the action step and/or the person who will oversee the progress of the action steps.

**Measures of Progress:** Include how you will measure progress toward the objective and tactics and metrics that indicate the action steps are the correct ones to achieve the overarching objectives.

**Progress Update/Date:** To ensure continual momentum, update on at least a quarterly basis.

**Additional Objectives, Tactics, Activities and Action Steps:** Cut and paste corresponding fields for additional objectives, tactics, activities, and action steps.

**Printing and Formatting:** Choose legal size paper. After inserting rows, choose "copy" instead of "cut" to duplicate a section, row, column, etc.

# ACTION PLAN TEMPLATE

OBJECTIVE: DATA, DATA SYSTEM, AND EVALUATION						
Tactic	Activities	Action Steps	Responsible Organization(s) or Agency/ Department	Leads	Measures of Progress	Progress Update/ Date
Data Collection	Assess current ability to collect and use data to support 2Gen					
	Provide an assessment or mapping of what is currently being collected by whom (evidence-based examples and common tools)					
	Oversampling of surveys and data to reflect target demographics					
	Data development agenda					
Sharing, Linking, and Use of Data	Mechanisms for automatic data-sharing/interoperability across agencies and counties; collect similar data (and definitions) across organizations and agencies; both aggregate to evaluate systems and at family level					
	Sharing successful examples of how to use data to implement 2Gen approaches					
	Education on sharing data across families					
	Family definition inclusive of 3Gen (grandparents, parents, children)					
Measuring Outcomes	Develop evaluation strategy					
	Families exiting system/families demonstrate self-reliance					
	Identify benchmarks and indicators					
	Measure social network					
	Reports presented in a way that is reflective of families and children					

## OBJECTIVE: FUNDING

Tactic	Activities	Action Steps	Responsible Organization(s) or Agency/ Department	Leads	Measures of Progress	Progress Update/ Date
To Best Serve the Needs of Families and Children, Organizations Have Flexibility to Deliver Funding Across Multiple Generations	Identify barriers to allowing this to happen across funding sources and what needs to be changed					
	When possible, services are streamlined and bundled to provide a more holistic approach					
Advocate for 2Gen Approaches as a Funding Priority	Build FES platform to coordinate with/ complement early childhood programs					
	Fund organizations as well as programs; fund administrative efforts to blend and braid funding					
	Funders provide thought leadership on 2Gen strategies					
	Educate insurers to allow providers to provide for families as a unit					
	Educate legislators to look at multiplier effect					
	Give priority to 2Gen in grant funding					
	Blend and braid funding to streamline use					
	Direct capital investment to 2Gen					

## OBJECTIVE: COLLABORATION AND INTEGRATION

Tactic	Activities	Action Steps	Responsible Organization(s) or Agency/ Department	Leads	Measures of Progress	Progress Update/ Date
Promote Multi-Disciplinary Participation to Maximize Resources and Avoid Duplication	When possible, services are streamlined and bundled to provide a more holistic approach					

## OBJECTIVE: COMMUNICATION

Tactic	Activities	Action Steps	Responsible Organization(s) or Agency/ Department	Leads	Measures of Progress	Progress Update/ Date
Tools for Education and Awareness	Consistent messaging					
	Annual reports					
	Conferences					
	Website and social media					
	Communications materials					

## OBJECTIVE: POLICY AND PRACTICE

Tactic	Activities	Action Steps	Responsible Organization(s) or Agency/ Department	Leads	Measures of Progress	Progress Update/ Date
Map Current Policy and Develop Policy Agenda	Identify barriers to 2Gen approach					
	Identify places to embed 2Gen into existing policies					
	Emphasize family as well as children					
Within Organizations	Inclusion in mission and vision					
	Develop written policies and rules regarding implementation of 2gen practices					

