Catholic Charities USA

Working to Reduce Poverty in America
Pursuing a 2Gen Approach in the Time of COVID-19

Presenter

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Principle, Jeannie Chaffin, LLC

September 2, 2020
Housekeeping...

- The webinar is being recorded.
- The phone lines and computer speakers are being muted.
- You may submit questions throughout the presentation in the CHAT. Q & A will take place at the end.
- All questions not addressed at the end will receive an email response.
In your work has there been anything that has surprised you about the changes that you’ve experienced or seen since the pandemic began?

Please share your response in the chat.
Agenda

• Two-Generation/Whole Family Approach (WFA) Refresher
• Shifting to a 2Gen/WFA During COVID-19
• Resources
Our Children Are Our Future

- About 14% or 10 million children live in poverty (SPM)
- Our youngest children are our poorest
- 8.5 million or 12% of all kids live in areas of concentrated poverty.
- 2 in 3 poor children in related families live with an adult who works

"WE ARE THE POOR, WE ARE THE CHILDREN...!"

Children’s Defense Fund, Ending Child Poverty Now
FIGURE 3-1 Hypothesized Pathways by Which Child Poverty Affects Child Outcomes. SOURCE: Created by the Committee on Building an Agenda to Reduce the Number of Children in Poverty by Half in 10 Years.
We must consider the importance of limiting the amount of time a child spends in poverty especially in their early childhood years.
Race and Poverty

“While projected to be the majority by 2043, children of color are disproportionately impacted by poverty, resulting in the lack of access to the opportunities, resources, and support they need to thrive...”
High Poverty, Low-Opportunity

African-American and American Indian Children Most Likely to Live in Concentrated Poverty

Children Living in Concentrated Poverty by Race: 2013–17

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Children</td>
<td>12%</td>
</tr>
<tr>
<td>African American</td>
<td>28%</td>
</tr>
<tr>
<td>American Indian</td>
<td>28%</td>
</tr>
<tr>
<td>Asian and Pacific Islander</td>
<td>6%</td>
</tr>
<tr>
<td>Latino</td>
<td>19%</td>
</tr>
<tr>
<td>White (Not Hispanic)</td>
<td>4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Source:** U.S. Census Bureau, 2013–17 American Community Survey.
Economic and Socially Dangerous

• Every year we leave millions of children in poverty, our nation experiences $700 billion in lost productivity and increased health and crime costs.

• Three of the richest men in America hold more of our nation’s wealth than the bottom half of our population of 327 million people.
Growing Up In Poverty

“Growing up in poverty undermines healthy child development and can perpetuate negative impacts for a lifespan.”
Our Future

The future social and economic security for all of us is at stake...
Starting with Human Capacity
Human Capacity

The idea that people grow and change over their lives, in an ongoing process shaped by environments and experiences (Human Development).
Environments and Experiences

The Pair of ACEs

Adverse Childhood Experiences

- Maternal Depression
- Physical & Emotional Neglect
- Emotional & Sexual Abuse
- Divorce
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration

Adverse Community Environments

- Homelessness
- Violence
- Lack of Opportunity, Economic Mobility & Social Capital
- Poor Housing Quality & Affordability
- Poverty
- Discrimination
- Community Disruption


Building Community Resilience’s Pair of ACEs
Environments and Experiences

Building Community Resilience Collaborative at the Redstone Center, George Washington University
Human Capacity

We have a role and a stake in ensuring that the vital conditions for optimal development are available to all, not just some, across the various stages of development.
“When we support well-being, we make sure that everyone can reach their fullest potential and contribute to our communities. Maximizing people’s potential helps our communities thrive.”
Improving Outcomes for Children and Families
Center for the Developing Child, Harvard University

Science to Policy and Practice
Three Principles to Improve Outcomes for Children and Families
These principles, grounded in science, can guide policymakers and program developers as they design and adapt policies and programs to improve outcomes for children and families.

- Reduce Sources of Stress
- Support Responsive Relationships
- Strengthen Core Life Skills

- Children
  Healthy Development & Educational Achievement
- Adults
  Responsive Caregiving & Economic Stability
Understanding the 2Gen/WFA
The Whole Family Approach

... building the well-being of children and the adults in their lives together, resulting in stronger and better lives for both generations

Results: Efficiency is improved and outcomes are enhanced for parents, children, families, and communities
The Whole Family Approach

Families have the potential to grow and change
Ascend 2Gen Continuum

- **CHILD-FOCUSED**
  - Child-focused with parent elements
  - e.g., early childhood development, parenting skills, family literacy, and health screenings

- **WHOLE FAMILY**

- **PARENT-FOCUSED WITH CHILD ELEMENTS**
  - e.g., child care, workforce programs, food and nutrition, and supports for student parents

- **PARENT-FOCUSED**
Aspen Ascend Theory of Change

TWO-GENERATION THEORY OF CHANGE

This graphic illustrates, in very broad terms, the 2Gen theory of change: a family forms and together all members draw on education, economic supports, social capital, and health and well-being. When this occurs, current and successive generations enjoy economic security and stability.
Aspen Ascend Theory of Change

- **Social Capital**
  - Peer and family networks
  - Coaching cohort strategies

- **Early Childhood Education**
  - Head Start
  - Early Head Start
  - Child care partnerships
  - PreK
  - Home visiting

- **Postsecondary & Employment Pathways**
  - Community college
  - Training and certification
  - Workforce partnerships

- **Health & Well-being**
  - Mental, physical, and behavioral health
  - Coverage and access to care
  - Adverse childhood experiences
  - Toxic stress

- **Economic Assets**
  - Asset building
  - Housing and public supports
  - Financial capacity
  - Transportation

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ASCEND
THE ASPEN INSTITUTE
Ascend 2Gen Guiding Principles

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

Source: Ascend, Guiding Principles
WF Approach Characteristics

• Family goals shared across programs
• Goals include outcomes for children, parents, and family
• Alignment of a suite of services for families that respond to their unique needs across a number of domains
• Easier access to services
• High quality, intensive, intentional parent and child services at the same time
Challenges During COVID-19

- Increased demand for emergency services (Food, rental assistance, utility assistance, diapers)
- Transition to virtual services
- Staff reassigned
- Staff lay-offs
- Paused services
- Staff and families taxed, some experiencing constant burden of “fight or flight” response
Opportunities During COVID-19

• COVID-19 pandemic has revealed staff and family resiliency
• Creating an urgency to find new solutions
• Assessing processes and testing new approaches
• Throwing rules to the wind! Using flexibility
• Serving the whole family
• Making changes permanent- embed changes
Opportunities During COVID-19

- Organizations that have adopted WFA are positioned well to support families
  - Coaching
  - Navigators
  - Supports to reduce isolation
  - Supports to parents and kids as schools shift
Opportunities During COVID-19

- Organizations that have not built capacity to pursue a WFA also have opportunities to start now even during COVID-19.
  - Start small, many agencies have used pilots to great effect
  - Strategic targeting and recruitment
  - Create back stops and help families plan for the future they want
Crisis Versus Human Capacity Development

- Transformational
- Transactional
- Low Duration
- High Duration
Balancing Crisis and Human Capacity Development

Not an either or, but a both and.
Balancing Crisis Services and Human Capacity Development

- Services to reduce material hardship are important to reducing stress, ongoing burdens may contribute to long term negative outcomes
- Services such as food and rent can serve as gateways to engaging families in transformational services
- Emergency services can be a backstop for families and a springboard
- Do it yourself (DIY) and Partnerships

“We have increased our food distribution program by over 300% since COVID-19 and we are recruiting families that come into the food pantry for our WFA initiative.”
SUPPORTING FAMILIES THROUGH THE CRISIS, AND BEYOND

A worldwide virus is a stressful time for everyone. But the stress gets worse for those who were already dealing with things like poverty, racism, or violence. There are still resources that can help in these challenging times: crisis hotlines, food banks, and relief funds. There is no shame in seeking help if you need it.

We all want to build up the long-term wellbeing of children and families in our communities. That’s why we as a society need to support responsive caregiving everywhere. This includes caregiving in homes, schools, and childcare centers. Together, this will allow us to weather whatever storms we come up against, now or in the future.

Center on the Developing Child

For more information: https://developingchild.harvard.edu/covid19
TOXIC STRESS CAN FEEL LIKE A HEAVY WEIGHT, BUT COMMUNITIES CAN SHARE THE LOAD.

As adults, the effects of stress caused by things like experiencing violence, or not having enough food or a place to live, can feel heavy, like a burden that makes it hard to get through life. This stress can put a person into a constant state of “fight or flight” response, which makes it unusually difficult to plan or follow through, or to stay calm. Feeling this way can override a parent or caregiver’s ability to provide the supportive relationships children need, or even to do things that help relieve the burden.

But just as we can remove cargo from an overloaded truck, we can provide supports and services that allow caregivers to focus on caring for themselves and their children. And just as we can do regular maintenance to keep a truck in good shape, regular access to these services can help families manage the load during challenging times.

For more information: https://developingchild.harvard.edu/toxic-stress
Supporting Each Other, Building Resilience

Under this kind of stress, it can be difficult to focus on the fact that the most important thing your children need is love, affection, and attention, along with clear limit-setting. Spending more time playing and snuggling with them, talking to them, or taking walks and exploring together are tools you can use to help connect.

If your stress is making it hard to do these things—if your truck is just too overloaded—reach out for help. Resources like food pantries or free activities can help lift stress.

Connect with parents, friends, or family who care, or seek help from a professional so you can get back to nurturing your kids. And when you’re out of crisis, you can help others in your community, by letting other parents know that their loving attention can make the biggest difference for their kids, or joining in advocacy to expand family supports.

The threads that connect us all can grow stronger when taking on difficult challenges, and those ties can lessen the burden of toxic stress. No person is an island; everyone needs the help of others in difficult times. And toxic stress is not the end of anyone’s story.

Center on the Developing Child Harvard University

For more information: https://developingchild.harvard.edu/toxic-stress
Service Integration Defined

• The concept of coordinating access to multiple types of services in order to empower economic stability and resiliency for customers.
  • *aka Bundled Services*
Service Integration and 2Gen
Big and Small Opportunities to Move Toward WFA

• Service Integration is a key component of a WFA
• WFA take the burden of coordination off families

During COVID-19
• Agencies are breaking down program lines
• Cross training staff
• Focusing on the Whole Family not just individuals
  • Head Start is delivering meals to the entire family
  • Children are home so staff are considering all members
Big and Small Opportunities to Move Toward WFA

• Streamlined access

During COVID-19
• Online applications and new virtual processes
• Consolidated Intake
Big and Small Opportunities to Move Toward WFA

• New levels of demand
• Rethinking business processes, services, organizational structure

During COVID-19
• Person centered
• Navigators, benefit coordinators, coaches
• Targeting, triage, and recruitment
• Virtual Visits - coaching, mental health, Head Start
  • Increased trust and engagement
  • Providing more time and saving travel cost
Big and Small Opportunities to Move Toward WFA

• New opportunities for engaging family voice

During COVID-19
• Virtual opportunities are increasing engagement
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<thead>
<tr>
<th>Light Lift</th>
<th>Middle Lift</th>
<th>Heavy Lift</th>
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<tbody>
<tr>
<td>Single Family Service Plan (Across Programs)</td>
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<td>Single Family Service Plan (Across Organizations)</td>
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<td>Common Family Assessment</td>
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<tr>
<td>Co-locate Services (Satellite Model)</td>
<td>Virtual One-Stop Shop and Common Application</td>
<td>One-Stop Shop (Physically locate distinct programs in same place)</td>
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<tr>
<td>Realign supervision structures (Common managers and/or jointly managing related programs)</td>
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<tr>
<td>Consolidated Intake</td>
<td>Consolidated Intake</td>
<td>Consolidated Intake</td>
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<tr>
<td>Split eligibility and case management functions out of job positions.</td>
<td>Consolidate job functions- expand expertise of front-line workers</td>
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<td>Blend/braid funding streams</td>
<td>Blend/braid funding streams</td>
<td>Blend/braid funding streams</td>
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<tr>
<td>Coordinated case planning between two key programs</td>
<td>Coordinated case planning across multiple programs</td>
<td>Coordinated case planning across multiple organizations.</td>
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<tr>
<td>Light Lift</td>
<td>Middle Lift</td>
<td>Heavy Lift</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>Set Common/Shared Outcome Measures (small scope)</td>
<td>Common/Shared Outcome Measures (medium scope)</td>
<td>Common/Shared Outcome Measures (Community-Wide Scope)</td>
</tr>
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<td></td>
<td>Integrated IT Systems (small scope)</td>
<td>Integrated IT Systems (broad scope)</td>
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<tr>
<td>Co-designing along-side Families</td>
<td>Co-designing along-side Families</td>
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<td></td>
<td>Centering racial equity in all aspects of design and delivery</td>
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<td></td>
<td>Revise staffing distribution levels and supervision</td>
<td></td>
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<tr>
<td>Including families on agency guiding coalition</td>
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<tr>
<td>Conducting racial equity assessment</td>
<td>Baking in racial equity review to all policy discussions.</td>
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<tr>
<td>Adding CQI review of child, parent, and family data quarterly</td>
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What have you done at your agency?

What could you do?

Please share your response in the chat.
Tools and Resources
2Gen Approach Resources

Aspen Ascend

- Making Tomorrow Better Together
- 2Gen Outcomes Bank
- 2Gen Toolbox
- 101 Trying on a 2Gen Approach
- 201 2Gen Action Plan
- 301 Community Guide to 2Gen Approaches
2Gen Approach Resources

Administration for Children and Families,
Office of Planning, Research and Evaluation

• Conceptual Frameworks for Intentional Approaches to Improving Economic Security and Child Well-being

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

• Using Research and Evaluation to Support Programs that Promote Parents’ Economic Security and Children’s Well-being
WHAT IS COVID-19?

AND HOW DOES IT RELATE TO CHILD DEVELOPMENT?

Doctors first discovered coronavirus disease 2019 (COVID-19) at the end of 2019. It is an illness related to the lungs. It’s caused by a virus that can spread quickly from person to person and can be picked up from surfaces. In some people, it can be severe, leading to pneumonia or even death. Since COVID-19 is new, there is no cure or vaccine for it at this time.

Source: CDC

Because the virus spreads so quickly, many places have banned large groups of people. Schools, houses of worship, and workplaces are closed.

Children can’t go to school or daycare. Families may lose pay because adults can’t go to work. These changes can be very stressful. That’s why it’s important to learn how stress can affect us. We can also learn what we can do about it.
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