Transforming Communities: Advocating for Family Success – A 2-Gen Approach in Rural Settings

Rural IMPACT
Community Action and 2-Generation Initiatives

A Natural Fit
What Will Be Covered

Background

Why Community Action is a natural place to start

Resources for 2-G Planning and Implementation
What is 2-Generation

**Two Generation Approaches** focus on creating opportunities for and addressing needs of both vulnerable children and their parents together.
Examples of the Early Childhood—2-G Connection

Most 2 Generation programs have their history in early child development initiatives:

- Head Start and Early Head Start
- All Our Kin—Connecticut--$1 spent yields $15 economic benefits
- Even Start—Connecticut—Family income increased by 40%, 63% increase in home ownership, 29% decrease in rental assistance, 81% increase in voting
- Right from the Start—Utah—Nurse Family Partnership, Education and training for mothers and 2 years quality preschool for children beginning at 3 years old
Early Childhood Adversity

More adverse experiences in childhood

- greater likelihood of developmental delays and other problems
- more likely to have health problems in adulthood (e.g., alcoholism, depression, heart disease, diabetes and other chronic diseases)
Toxic Stress

A "toxic stress" response can occur when a child experiences

- strong, frequent, and/or prolonged adversity
- without enough adult support

Can lead to permanent changes in the development of
the brain, causing psychological and physical damage—especially in **Executive Functions**
Why 2-G?

Children Do Well in Families that Do Well. Families Do Well in Communities that Do Well.
How 2-Gen Works

Quality Early Childhood Education

Postsecondary and Employment Pathways

Social capital
Friends, Family, Neighbors, Coaches, Mentors

Health and well-being
Mental Health
Toxic Stress
Access to health care

Economic supports, Asset Building, Housing and Homeownership

Economic supports, Asset Building, Housing and Homeownership
What Makes Two-Gen Different?

- High Quality Services
- Intentional Linkages
- Intensive Services
Operational Framework of GCCAC and HRDC

- **Stabilize persons in crises**
  - Crises intervention
  - Bundling services to alleviate crises
  - Family Goal Setting / Pathway Plan

- **Assist family or person to identify family goals**
  - Continue Bundling services to support Pathway Plan
  - Financial literacy, coaching
  - Education and career advancement
  - Acquiring assets—savings, homeownership, energy

- **Work to remove barriers and create opportunities**
  - Housing and economic development
  - Workforce development
  - Policy
  - Municipal and community capacity
  - Fill Service gaps
# Crisis to Thrive Scale C2T

## Crisis to Thriving Scale: Short Form

<table>
<thead>
<tr>
<th>CRISIS</th>
<th>VULNERABLE</th>
<th>SAFE</th>
<th>STABLE</th>
<th>THRIVING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food &amp; Nutrition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Has less than a day of food and limited ability to prepare for or cost food</td>
<td>3. Consistently unable to meet basic food needs; often didn’t have enough food to eat in the past 3 months</td>
<td>5. Eligible for partial food stamps or subsidies but not receiving them</td>
<td>7. Receives occasional food assistance (brown bag, commodities); not eligible for food stamps</td>
<td>9. Can choose to shop at store of choice, never reduces meal size or skips meals b/c of lack of money, and sometimes has money to eat out.</td>
</tr>
<tr>
<td>2. Has less than a day of food available and no money to purchase more</td>
<td>4. Without food stamps or other food subsidies, would often not have enough food to eat</td>
<td>6. Receives partial food stamps or subsidies to meet basic food needs</td>
<td>8. Can meet basic food needs (does not skip meals or reduce meal size b/c of lack of money) without assistance; but no extra money left to spend, and sometimes has money to eat out.</td>
<td>10. Can shop at store of choice and purchase any food items desired</td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Literally homeless</td>
<td>3. Legal threat of eviction (5-day notice, writ) or immediate foreclosure</td>
<td>5. Receiving temporary rent/mortgage subsidy (or has received within the last 3 months)</td>
<td>7. In stable housing (rent or own) that is not affordable (&gt; 40% on housing costs)</td>
<td>9. Household is in safe, affordable, unsubsidized rental housing of choice</td>
</tr>
<tr>
<td>2. In an emergency shelter or hotel</td>
<td>4. Transient/housing OR staying with others OR foreclosure notice</td>
<td>6. In stable subsidized housing</td>
<td>8. Household is in safe, affordable, unsubsidized housing</td>
<td>10. Household is in safe, affordable, home they own</td>
</tr>
<tr>
<td><strong>Childcare (all children in household—if childcare not available for one child or not affordable for even one of the children then answer accordingly)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Childcare not available for all children in the household</td>
<td>3. Childcare available in unlicensed facility</td>
<td>5. Subsidized, safe childcare is available but not satisfied with it</td>
<td>7. Safe, affordable, unsubsidized childcare available but not satisfied with it</td>
<td>9. Safe, reliable care from family or friends and satisfied with it</td>
</tr>
<tr>
<td>2. Childcare available but cannot afford it</td>
<td>4. Childcare is unreliable (unreliable family or friends)</td>
<td>6. Subsidized, safe childcare (not including quality early childhood education like Head Start) available and satisfied</td>
<td>8. Safe, affordable, unsubsidized childcare available &amp; satisfied with it</td>
<td>10. Safe quality care that includes early childhood education from licensed facility is available and affordable (including Head Start, Early Head Start, Center-Based)</td>
</tr>
<tr>
<td><strong>Transportation (answer from perspective of household)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. No means of transportation and public transport not available when needed</td>
<td>3. Relies exclusively on transportation from friends or family</td>
<td>5. Has a single unreliable vehicle or vehicle(s) that needs minor repairs to run</td>
<td>7. Vehicle is reliable but older or unaffordable and there is no alternative</td>
<td>9. Has at least one reliable and affordable vehicle and back-up transportation</td>
</tr>
<tr>
<td>2. Own an inoperable vehicle and no funds to fix it</td>
<td>4. Has a vehicle but no insurance and/or no license</td>
<td>6. Has two (or more vehicles) but all vehicles are unreliable</td>
<td>8. No alternative transportation if primary source is unavailable.</td>
<td>10. Has sufficient number of reliable and affordable vehicles for family</td>
</tr>
<tr>
<td><strong>Financial S Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Not able to pay bills or past due debts</td>
<td>3. Paying current bills, not paying past due debts</td>
<td>5. Paying current bills, paying minimum on debt</td>
<td>7. Paying all current bills, paying off debts most months and not saving regularly</td>
<td>9. Always paying all current bills and debts, NOT saving regularly</td>
</tr>
<tr>
<td>2. Paying some bills but late/not paying others</td>
<td>4. Paying all current bills, following plan to pay off debts</td>
<td>6. Paying all current bills, paying off debts most months, saving regularly</td>
<td>8. Paying all current bills, paying off debts most months, saving regularly</td>
<td>10. Always paying all current bills and debts, and saving regularly</td>
</tr>
</tbody>
</table>

Assesses Family Needs
Areas of Interest Identified by 2-G Families Completing Pathway Plans

- Financial Management: 23.5%
- Housing: 12.9%
- Transportation: 4.0%
- Health or Health Insurance: 5.8%
- Education/Job Skills: 18.1%
- Family & Relationships: 16.9%
- Recreation/Lifestyle: 1.6%
- Volunteer/Give Back: 0.2%
Parent centered:
- Occupational training
- Post-secondary education
- Adult Basic Education / GED
- English as a Second Language
- Financial coaching
- Parenting skills
- Home visiting
- Health & Well-Being

Child centered:
- Early Head Start / Head Start
- High-quality child care
- Home visiting
- Health & Well-Being

Intentionally Linked Services
What is bundling?

**Working definition:** Bundling is the integration or grouping or offering of 2 or more services or programs based upon assessment and goals of the participant.
Structures to support bundling

Universal Intake
- No wrong door
- Presumptive eligibility

Management Information Services
- Accessible to used by staff
- Defining outcomes and outputs
- Tracking services-pathway plans-outcomes

Cross Department Training

Partnerships with Other Agencies
Pathway Plan Formalizes Goals Determined by the Family
What makes it 2 Gen and not just side by side services

- Focus on Family’s perspective
- Coordinated
- Coaching approach and cross coordination
- Focus on seamless integration
- Review data and outcomes
How Have We Changed?

- Case Management
- Program Centric
- Referrals
- Head Counts
- Family Coaching
- Participant Focused
- Seamless Integration
- Goal Achievement
- Outcomes/Results Data
2-G – Structure Related Elements

- Management Information Systems (MIS)
- Defined data
- Partners
GCCAC 2G Agencies and Partners

- Early Child Dev
  - Parent Engagement
- Budgeting & Asset Dev
- Other support services as necessary
- MT. Laurel HS
  - Health Assessments
- Career Ladder
  - College
  - WIOA partners
- Health Department—Home Visiting
- Dept Social Services
HRDC 2G Agencies and Partners

HRDC Hub and coordinator of work

Early Child Dev Parent Engagement

Budgeting & Asset Dev

Other support services as necessary

Dept Social Services

Western MD Health System, Tri State Community Health Center

Career Ladder Work Experience Program Allegany College of MD -WIOA partners

Health Department—Dental Home
Data

- Department data meetings—data quality and what does this mean
- Position dedicated to Data Management
- Funder reports
- Outcomes meeting
- Bundling Meetings
Child and Family Development Data
Quality and Service Tracking
## Family Service – Crisis to Thrive Progress

**Client Scale Progress Report for 8/26/2013 to 7/28/2014, All Clients**

*For Case Workers: Morgan, Diana*

### Client Progress Table

<table>
<thead>
<tr>
<th>Name/Care Worker</th>
<th>SS#</th>
<th>Date</th>
<th>Employment</th>
<th>Financial Management</th>
<th>Food Nutrition</th>
<th>Housing</th>
<th>Health Care</th>
<th>Transportation</th>
<th>Childcare</th>
<th>Child Youth Development</th>
<th>Education Job Skills</th>
<th>Annual Income</th>
<th>% Poverty</th>
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</thead>
<tbody>
<tr>
<td>Dil Morgan, Diana</td>
<td>1/12/2013</td>
<td>6 9 2 3.00 3.00 3.00 3.00 3.00 0 0 0 0 0</td>
<td>$20,196</td>
<td>85.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ro Morgan, Diana</td>
<td>6/17/2014</td>
<td>7 9 6 3.00 3.00 3.00 3.00 3.00 5.00 0 0 0 0 0</td>
<td>$20,196</td>
<td>85.00</td>
<td></td>
<td></td>
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<tr>
<td>Se Morgan, Diana</td>
<td>6/17/2014</td>
<td>7 9 6 3.00 3.00 3.00 3.00 3.00 5.00 0 0 0 0 0</td>
<td>$20,196</td>
<td>85.00</td>
<td></td>
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<tr>
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<td>$20,196</td>
<td>85.00</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Category Progress Table

<table>
<thead>
<tr>
<th>Category</th>
<th>Start</th>
<th>End</th>
<th>Change</th>
<th># Evaluated</th>
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</thead>
<tbody>
<tr>
<td>Employment</td>
<td>6.64</td>
<td>6.97</td>
<td>0.33</td>
<td>33</td>
</tr>
<tr>
<td>Financial Management</td>
<td>6.61</td>
<td>6.81</td>
<td>0.20</td>
<td>31</td>
</tr>
<tr>
<td>Food Nutrition</td>
<td>7.47</td>
<td>7.68</td>
<td>0.21</td>
<td>32</td>
</tr>
<tr>
<td>Housing</td>
<td>8.15</td>
<td>8.18</td>
<td>0.03</td>
<td>33</td>
</tr>
<tr>
<td>Health Care</td>
<td>6.91</td>
<td>7.00</td>
<td>0.09</td>
<td>33</td>
</tr>
<tr>
<td>Transportation</td>
<td>8.06</td>
<td>8.15</td>
<td>0.09</td>
<td>33</td>
</tr>
<tr>
<td>Childcare</td>
<td>8.66</td>
<td>8.74</td>
<td>0.08</td>
<td>29</td>
</tr>
<tr>
<td>Child Youth Development</td>
<td>8.77</td>
<td>8.93</td>
<td>0.15</td>
<td>13</td>
</tr>
<tr>
<td>Education Job Skills</td>
<td>8.56</td>
<td>8.65</td>
<td>0.09</td>
<td>32</td>
</tr>
</tbody>
</table>

*In Crisis: Red, Vulnerable: Orange, Safe: Green, Stable: Yellow, Thriving: Blue*
Crisis to Thrive Measurement and Pathway Plan Goal Dimensions

Crisis to Thrive Measurement - 1 to 10 Scale
August 2015 - July 2016

<table>
<thead>
<tr>
<th>Goal Dimension</th>
<th>Start</th>
<th>Credit Building</th>
<th>Education Job Skills</th>
<th>Health Care</th>
<th>Employment</th>
<th>Community Involvement</th>
<th>Energy</th>
<th>Family Development Parent Engagement</th>
<th>Child Youth Development</th>
<th>Supportive Social Networks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset Building</td>
<td>3.99</td>
<td>5.07</td>
<td>6.02</td>
<td>6.58</td>
<td>6.65</td>
<td>6.91</td>
<td>7.46</td>
<td>7.31</td>
<td>8.47</td>
<td>9.45</td>
</tr>
<tr>
<td>Credit Building</td>
<td>4.22</td>
<td>5.58</td>
<td>6.25</td>
<td>6.77</td>
<td>6.80</td>
<td>7.04</td>
<td>7.54</td>
<td>7.59</td>
<td>8.45</td>
<td>8.55</td>
</tr>
<tr>
<td>Change</td>
<td>0.23</td>
<td>0.31</td>
<td>0.23</td>
<td>0.19</td>
<td>0.15</td>
<td>0.13</td>
<td>0.08</td>
<td>0.28</td>
<td>-0.01</td>
<td>0.10</td>
</tr>
</tbody>
</table>
Bundling Over Time

2G Families Bundling Report - November 2015

- Judy Center: 51
- MEAP: 31
- Wrap Around Child Care: 25
- Homeless Assistance: 21
- Sec 8: 17
- Transportation Medical: 8
- Budget Counseling: 3
- Maryland Health Connection: 8
- Emergency Food – Pantry: 2
- Rental Assistance: 1
- Wheels to Work: 1
- Utility Assistance – Termination: 1
- Senior Meal Congregate: 1
- Senior Meals – Home Delivered: 1
- Senior Information and Assistance: 1
- Homebuyer Assistance: 1
- Home Based Community Services: 1
- GCDAC Rental Units: 1
- FEMA Emergency Program: 1
- Energy Aids Arrangement: 1

Average # of programs per family = 1.7

66% of Families utilized 1 department
26% of Families utilized 2 departments
7% of Families utilized 3 departments
1% of Families utilized 4 departments

Bundling Report for 2G Families - April 2016

- Judy Center Count: 130
- MEAP Count: 225
- Tax Preparation Count: 45
- Wrap Around Child Care Count: 41
- Homeless Assistance Count: 34
- Rental Assistance Count: 26
- Transportation Medical Count: 25
- Budget Counseling Count: 22
- SHP Count: 18
- Maryland Health Connection Count: 15
- Utility Assistance – Termination Count: 13
- Service Unlinked Housing Count: 13
- Emergency Food – Pantry Count: 13
- MAP (Maryland Access Point) Count: 12
- Homebuyer Assistance Count: 12
- Home Based Community Services Count: 12
- FEMA Emergency Program Count: 12
- Energy Aids Arrangement Count: 12
- Senior Meal Congregate Count: 11
- Senior Meals – Home Delivered Count: 11
- PATH – Health Dept Count: 11
- PATH Connects – Health Dept Count: 11
- Home Bound Essentials Count: 11
- GCDAC Rental Units Count: 11

Average # of programs per family = 3.12

42% of Families utilized 1 department
37% of Families utilized 2 departments
18% of Families utilized 3 departments
3% of Families utilized 4 departments
1% of Families utilized 5 departments
2 G: A Parent’s Perspective
The Take Away

Right mix of services, programs and alignments based upon participant need(s) fosters achievement.
Additional Resources for 2-Generation Approaches

Rural IMPACT

The Ascend Network at the Aspen Institute

The Annie E. Casey Foundation

CAP Tulsa

The Community Action Partnership

The National Association of Counties Organizations (NACO)
WOW—That was a lot of material!

Any Questions?
Advocating for Family Success – A 2-Gen Approach in Rural Settings

Pulling the pieces together
Objectives

• Understanding 2-Generation Approaches

• Our Organization and Community

• Our Vision of 2-Generation

• The work, the success, and the challenges
Reminder: What is 2-Generation

The Two-Generation Continuum

- child-focused
- child-focused with parent elements e.g., parenting skills or family literacy
- whole family
- parent-focused with child elements e.g., child care, work supports, and food and nutrition
- parent-focused

http://ascend.aspeninstitute.org/pages/the-two-generation-approach
Two – Generation Approaches

- Two – G
- Two – Gen
- 2-Gen
- 2-G
- 2-generation

What’s in a name?
That which we call a rose,
by any other name would smell as sweet

Shakespeare
Shifting the Culture

Child

Early Childhood

Child Mental Health
Supportive Services

Workforce Services

Job Placement
Gas Vouchers

Parent

Parent Workforce Services
Shifting the Culture

- Child and Parent Mental Health
- Workforce
- Supportive Services
- Early Learning
- Public Schools

Highland County Community Action Partnership
Who We Are – Our Community and Organization

• Ohio
• 553 square miles
• 43,029 population
• Rural Appalachian Culture
• Agriculture and Manufacturing
• 15.5% with no Diploma/GED
• 20.2% below 100% FPG
• 14.9% Single Parent Homes

• Community Action Agency
• Six departmental areas
• One-stop facility in county seat
• Strong partnerships
• Mission: striving to empower individuals and families through opportunities and supports to achieve self-sufficiency.
Our Vision of 2-Generation and Why

• A Community-wide culture of no-wrong-door
• Uniform Intake and Referral across departments and partners
• Intentional alignment of services for households guided by the families
• Shared outcomes
• IMPACT!
Our Vision of 2-Generation and Why

No Wrong door

Rural concerns to traditional service delivery

- Transportation
- Internet access
- Child care

Who’s going to watch the kids

The car is broken down

How am I going to print my paystubs
Our Vision of 2-Generation and Why

Uniform Intake and Referral Process

Concerns for varied program intake processes

- Internet Access
- Housing Choice and Transience
- Closed Culture
Our Vision of 2-Generation and Why

Intentional Alignment – Guided by Families

Concerns for continued single-focus program driven services

- Toxic Stress
- Varied needs
- Varied households
- Consumer Resources

Highland County Community Action Partnership
Our Vision of 2-Generation and Why

Shared Outcomes - Real Impact

Rural Concerns for lack of shared outcomes

- Limited Agency Resources
- Staff Capacity
- Duplication of services
Why 2-G?

- *Children Do Well in Families that Do Well.*
- *Families Do Well in Communities that Do Well.*
What Makes Two-Gen Different?

- Family focused at all times
- **Intentional** Linkages
- Non-judgment, strengths-based coaching
Operational Framework of HCCAO

➢ **Stabilize persons in crises**
  - Crises intervention – serve them where they are
  - Bundling services to address root causes
  - Uniform referral process from program to program and agency to agency
  - Centralizing the application process at any point of entry

➢ **Focus on all generations in the home**
  - Capitalize on children as an asset and not a barrier
  - Child education and support
  - Financial literacy, coaching
  - Education and career advancement

➢ **Work to remove barriers and create opportunities**
  - Create Effective Collaborative Partnerships
  - Policy
  - Municipal and community capacity
  - Fill Service gaps
What Are We Actually Doing?

- Creating uniformity in intake internally
- Creating uniformity in referral processes externally
- Aligning internal and external services in a consumer-centric approach
- Piloting intensive strengths-based coaching in a two-generation approach with high need families
- Structuring one-stop community facilities in high need outlying areas
Assessment and Measurement are Key

- Initial
- Interims
- Exit
- Follow-up

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**HOME - Household Obstacle Management Evaluation**

<table>
<thead>
<tr>
<th>Domains</th>
<th>Self-Sufficient</th>
<th>Stable/Safe</th>
<th>At Risk</th>
<th>Unstable</th>
<th>In Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Housing is sufficient and meets my needs</td>
<td>Housing is sufficient but may not be meeting my needs</td>
<td>Housing is insufficient or at risk, but help is available.</td>
<td>I am at risk of losing my housing and have no one to help.</td>
<td>Housing help is needed.</td>
</tr>
<tr>
<td>Basic Needs</td>
<td>My basic needs are being met.</td>
<td>I have resources to meet all of my needs, but help is available.</td>
<td>Most of my basic needs are not being met, and I have no one to help.</td>
<td>None of my basic needs are being met or very few are being met.</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>I have adequate transportation which meets my needs.</td>
<td>I have adequate transportation.</td>
<td>I lack adequate transportation.</td>
<td>I lack adequate, reliable transportation and have no one to help.</td>
<td>I have no transportation.</td>
</tr>
<tr>
<td>Employment</td>
<td>My household has and maintains permanent employment with adequate income and benefits.</td>
<td>My household has full-time employment with adequate pay and benefits.</td>
<td>My household has temporary or part-time employment, inadequate pay, no benefits.</td>
<td>My household has no employment income.</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>My household has a sufficient education level; no help needed.</td>
<td>My household has an insufficient education level, but we are accessing education or training.</td>
<td>My household has an insufficient education level, wants help, but no help is available.</td>
<td>My household has an insufficient level of education and is not seeking help.</td>
<td></td>
</tr>
<tr>
<td>Physical Health</td>
<td>No problems; our health needs are being met.</td>
<td>Immediate health problems are being addressed.</td>
<td>There are health problems in my household not being addressed, and help is not available.</td>
<td>There are immediate health problems in my household not being addressed.</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td>No mental health problems; our mental health needs are being met.</td>
<td>Immediate mental health problems are being addressed.</td>
<td>There are mental health problems in my household not being addressed, and help is not available.</td>
<td>There are immediate mental health problems in my household not being addressed.</td>
<td></td>
</tr>
</tbody>
</table>
Initial Areas of Need Identified by 2-G Families In Pilot Program

- Housing: 85%
- Employment: 9%
- Physical Health: 4%
- Legal: 2%
Parent centered:
- **Emergency/Supportive Services**
- **Workforce Development**
- Post-secondary education
- Adult Basic Education / GED
- Financial coaching
- Parenting skills
- Home visiting
- Health & Well-Being

Child centered:
- **Early Head Start / Head Start**
- Local Public Schools
- **Youth Workforce/Summer Youth**
- Health & Well-Being
How Do We Bundle When We Don’t Provide the Needed Service?
Supporting bundling across Diverse Partners

• Uniform Intake Processes
  ▪ No wrong door
  ▪ Consistent Expectations
  ▪ Uniform Referral Process across Partners

• Shared Meetings/Aligned Delivery Mechanisms
  ▪ Co-locate and co-deliver
  ▪ Formal MOU’s
  ▪ Shared releases of Information
  ▪ Communication at all levels

• Cross Department Training
  ▪ Know and understand
  ▪ Bring in the experts
What makes it 2 Gen and Not Just Side by Side Services

• Services are **Intentionally** Coordinated
• Strengths-Based **Coaching** to Drive the Work
• **Integrate** and Share at All Levels
• Review Data and **Outcomes**
• **Co-Delivery** of Services Occurs
• **Peer to Peer** Networking to Build Social Capital
• Includes the five components

http://ascend.aspeninstitute.org/pages/the-two-generation-approach
Our Organizational Shift

- Referrals → Inclusive Intake
- Program Guided → Consumer-Centric
- Silos → Uniform Intake Processes
- Inputs/Outputs → Outcomes/Results Data
Best Steps

- Organize Partners
  - Define Shared Vision
  - Document Indicators and Shared Outcomes
  - “Name” the Experts
  - Prepare and execute Mou’s

- Define All Internal Processes
  - Does this match your strategic plan and mission?
  - Remove Redundancies
  - Fill the Gaps
  - Formalize the Process
  - Review and Refine Job Descriptions

- Share
  - Data
  - Outcomes
Challenges We Still Face

• Scaling the Pilot Program
• Sharing Data with External Partners Seamlessly
• Some Gaps in Services
• Facilities in Outlying Areas of High Need
• Bridging Funding Gaps with Rural Numbers
• Aligning Program Requirements
• Transitioning from Parent Outcomes and Child Outcomes to “Parent and Child” Outcomes
The Final Thought

Think about your organizational change the same way you ask you consumers to think about family change.

- Capitalize on Your Strengths
- Build Social Capital within Your Partners
- Educate and Train All of Your Staff
- Refine the Way You Work
Questions?

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RESOURCES

Blog:  https://lcrcweb.com/

CSBG T/TA Resource Center:  www.csbgtta.org
EVALUATIONS

The Partnership Wants Your Feedback!

Please be sure to **complete** the evaluation for this session **online**, via the **CAPCON17 Event App**.

Thanks in Advance for your Cooperation!