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From: Bro. Raymond Fitz, S.M.

Subject: Breaking the Cycle of Poverty: The Two-Generation Approach

Date: August 31, 2015

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The purpose of this memo is to make a contribution to the joint Family and Children First Council (FCFC) and United Way of the Greater Dayton Area (UWGDA) strategic planning deliberations. Building on the extensive community needs assessment and the in-depth analysis of major issues that has been conducted so far, I would like to make two recommendations:

1. One of the most critical human services issue facing Montgomery County is **“breaking the cycle of poverty;”** and
2. A major strategic goal of the joint plan should be **“To break the cycle of poverty by implementing a two-generation approach that focuses on a strong integration of high quality learning experiences with programs for economic self-sufficiency for parents.”**

In the first section of this memo, I will outline why I believe breaking the cycle of poverty is a critical issue for our community. In the second section I outline the central ideas of the two-generation approach and summarize three examples of best practices undertaken by major metropolitan regions that aim to break the cycle of poverty with two-generation approaches. While each of these practices is different in its organization and scope, each of them implements a two-generation approach by integrating programs of high quality learning with programs of economic self-sufficiency for parents. The third section outlines some lessons from these best practices that can be helpful in formulating our strategies for breaking the cycle of poverty in Montgomery County.

## I. Breaking the Cycle of Poverty in Montgomery County

I believe breaking the cycle of poverty has a central place in the strategic human services plans of FCFC and UWGDA. In the joint Montgomery County and United Way Needs Assessment, the breaking of the cycle of poverty was raised as a critical issue for our community (see the box to the right). Breaking the cycle of poverty also played a prominent part in the issues analysis that has been conducted during the summer of 2015. In this section contributing factors to the cycle of poverty are explored.

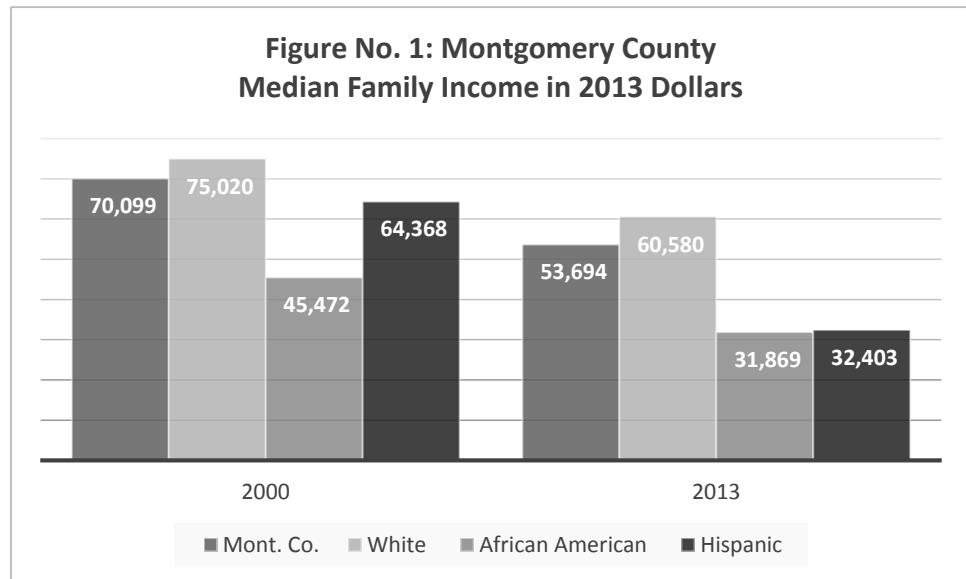
### Cycle of Poverty Must Be Broken

All four community stakeholder groups discussed the cyclical nature of poverty and the barriers that poverty creates for Montgomery County residents in terms of access to education, healthcare, housing, and employment. Poverty was prioritized as one of the most significant problems in the County and the root of most other social problems.

Montgomery County Needs Assessment, July 2014

### Growing Poverty in Montgomery County

Most public and business leaders are aware of the economic downturn that has been experienced in the County in the last 20 years. We are not as aware of the impact that this economic downturn has had on families and children in our community. Figure 1<sup>1</sup> illustrates the serious weakening of the economic situation of



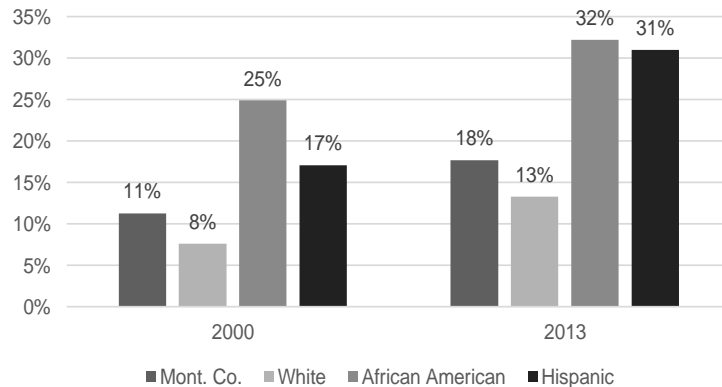
families and children in Montgomery County. The overall decline in Median Family Income in Montgomery County from 2000 to 2013 was 23%. The decline for White Families was 19%; the decline for African American Families was even greater at 30% decline; and there was a dramatic decline for Hispanic Families of 50%.

Figure No. 2 (next page) illustrates the growth of poverty in Montgomery County. The overall poverty rate for the County moved from 11% in 2000 to 18% in 2013. For the White population the movement was from 8% to 13%; for the African American population the movement was from 25% to 32%; and for the Hispanic population the movement was from 17% to 31%.

<sup>1</sup> In the figures and the analysis 2000 data are from the 2000 Decennial Census and the 2013 data are from the American Community Survey (5 year estimate 2009 to 2013).

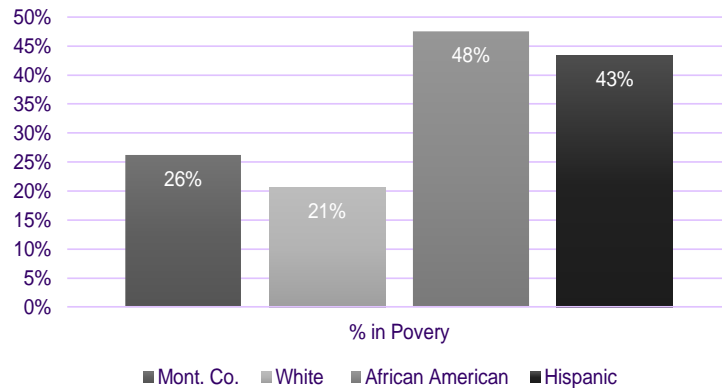
In my judgement there are two troubling concerns in these data. The first is the impact that this economic decline has had on childhood poverty (Figure 3). The overall childhood poverty in Montgomery County is 26%. The poverty rate for White children is 21% (1 in 5); for Black children it is 48% (almost 1 in 2); and for Hispanic children it is 43% (more than 4 in 10). Childhood poverty in Montgomery County has its greatest impact on children of color. The extent of childhood poverty is a serious issue for Montgomery County.

**Figure No. 2: Montgomery County % in Poverty**



The second troubling concern is the impact of concentrated poverty on the African American and Hispanic populations. If we use Census tracts as approximations to neighborhoods and we use a poverty rate of 30% or higher to designate a Census tract of concentrated poverty then there are 38 tracts of concentrated poverty out of 153 in Montgomery County. These 38 Census tracts contain 17% of the County’s White population, 47% of the County’s African American population, and 32% of the County’s Hispanic population. Nearly 1 in 2 African Americans live in a high poverty Census tract and nearly 1 in 3 Hispanics live in high poverty Census tracts.

**Figure No. 3: Montgomery County % of Children in Poverty 2013**



**Issue Analysis and the Cycle of Poverty**

Additional insight into the cycle of poverty can be gained by reflecting on the issue analysis of the FCFC/UWGDA strategic planning. During the summer of 2015 the strategic planning deliberations engaged three work groups (Education and Life Skills, Health and Safety, and Income and Stability) to analyze important issues impacting human services in Montgomery County. The issues discussed by these work groups are listed in Table No. 1 (next page). One way to examine the relationship between these issues is to ask “If we address one issue what leverage would it give us on addressing other issues on the list?” Clearly a case could be made that every one of the issues in Table 1 is connected to every other issue. Figure 4: Critical Relationships Between Issues (next page) endeavors to show what I believe are the most critical relationships among the issues of Table No. 1.<sup>2</sup>

<sup>2</sup> The initial structure of Figure 4 was developed using an interaction matrix to examine the leverage one issue would give us in addressing other issues on the list. The structure was refined by collapsing some elements (Educational Pathway and Poor Health) and by adding others (Resilient Families, Creation of Living Wage Jobs, and Mixed Income Housing).



emotional skills they need to enter Kindergarten. Resilient families nurture their children for success throughout the educational pathway, promote the good health of the children, and have the social capital to build a stable neighborhood and work against violence.

Figure 4 illustrates that one of the most effective ways for adults to eventually have stable employment is to ensure young people have the opportunity of participating in an effective educational pathway (cradle to career). But this strategy presupposes that our County has a significant number of living wage jobs in our community. Again, judging by limited experience of working in our community I do not believe that we have sufficient living wage jobs in Montgomery County. Economic development (creating living wage jobs) and preparing underemployed adults for these jobs are important human services issues.

Again my experience in working with neighborhoods indicates that to have a stable neighborhood requires both mixed income housing and quality schools. Mixed income housing and quality schools is often a critical strategy for breaking the cycle of poverty in a particular neighborhood.

If the structure of Figure 4 captures some of the underlying reality of our Human Services challenge in Montgomery County, then we can infer that “breaking the cycle of poverty” at the bottom of Figure 4 is an important strategic entry points for improving the quality of life in our neighborhoods. Figure 5: Major Elements in the Cycle of Poverty illustrates the important elements in the cycle of poverty.

**Figure 5: Major Elements in the Cycle of Poverty**

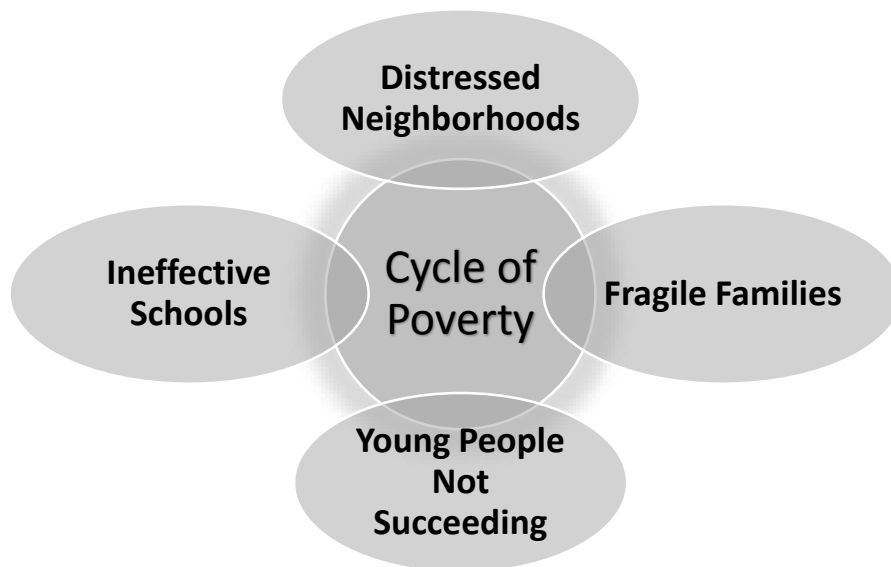


Figure 5 indicates that breaking the cycle of poverty can be accomplished by:

- Developing a neighborhood site that integrates highly effective early learning for children(early childhood and PK to 3<sup>rd</sup> Grade) with programs that improve the resilience of families by helping parents improve their parenting skills, increase their level of education and receive workforce training for jobs that offer living wages.
- Placing these sites within neighborhoods where the neighbors, the Neighborhood Association, the Municipal jurisdiction are committed to revitalizing the neighborhood that includes strengthening neighborhood relationships and associations, renewal of housing stock, creating

mixed income housing options, collaboration to reduce crime, neighborhood celebrations, and the creation of neighborhood amenities, like small parks, neighborhood gardens, etc.

This will require the integration and collaboration of County and Municipal government departments, early childhood providers, public and private schools, neighborhood leadership, and business leadership. This logic is the logic that is advocated by the national movement for the two-generation approach of breaking the cycle of poverty. The two-generation approaches are explained in the next section.

## II. Two-Generation Approaches: Some Best Practices

There are many examples across the country where governmental and not-for-profit agencies have developed partnerships to implement the two-generation approach to breaking the cycle of poverty. This section provides an introduction to the two-generation approach to breaking the cycle of poverty and then an overview of three best practices of the two-generation approach.

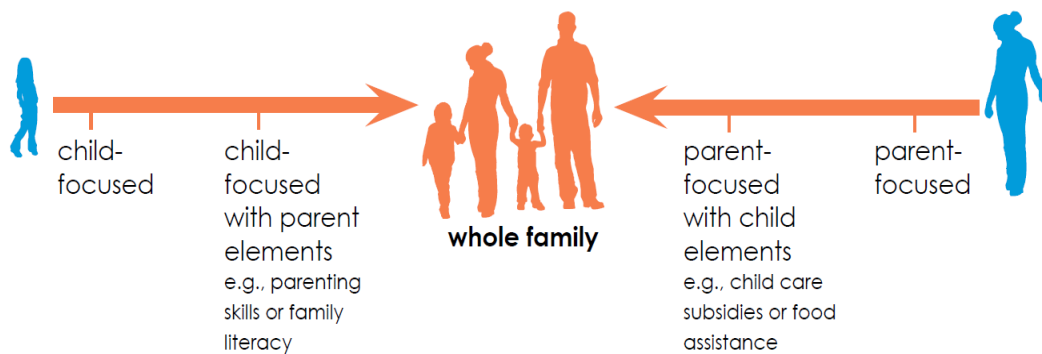
### What is a Two-Generation Approach?

Two-generation approaches<sup>3</sup> to breaking the cycle of poverty are organized in different ways, yet they all have a common unifying form. Two-generation programs explicitly target parents and children in the same family that reside in high poverty neighborhoods with high quality services for both. Programs can include:

- For children: high quality education opportunities that include health services, early childhood education, home visiting, and after-school programs
- For parents: education for parenting, literacy and basic education skills, workforce training for jobs that offer a living wage.
- Strong connection and coordination between the services for parents and children.

Figure No. 6 illustrates the continuum of services for children and families and how two-generation programs endeavor to coordinate both types of services.

Figure 6: Two-Generation Continuum from Ascend at the Aspen Institute



Research on two-generation approaches “has documented the impact of a parent’s education, economic stability, and overall health on a child’s trajectory. Similarly children’s education and healthy development are powerful catalysts for parents. Two-generation approaches provide opportunities for

<sup>3</sup> A major resource for two-generation approaches for breaking the cycle of poverty is Ascend at the Aspen Institute. Ascend is the hub for breakthrough ideas and collaborations that move children and their parents toward educational success and economic security -- <http://ascend.aspeninstitute.org/>.

and meet the needs of low income children and their parents simultaneously, helping the two generations make progress together.”<sup>4</sup>

### **The Community Action Project of Tulsa<sup>5</sup>**

Community Action Project (CAP) of Tulsa is the largest anti-poverty agency in Oklahoma. In early 2000 CAP adopted a strategic plan that emphasized the two-generation approach. This intent is captured in its mission, vision, and method statement.

- **Our mission** is to help families in need achieve economic self-sufficiency.
- **Our vision** for the future is that children grow up and achieve economic success so that their children are not born into poverty.
- **Our method** is to combine early childhood education of the highest caliber with innovative family financial and health services.

CAP Tulsa specifically focuses on a two-generation approach that aims not only to prepare young children for future success in school, but also to serve their parents through programs designed to increase parenting skills, employability and earning potential. The goal of the CAP program is that children enter school prepared for success, families create a nurturing and secure environment for their children and that families are connected to one another. CAP accomplishes this goal by combining an excellent Early Head Start and Head Start with a set of programs called *Family Advancement*.<sup>6</sup> Family Advancement programs help families in CAP’s early childhood education programs work toward providing a secure future for their families while they prepare their children for school. Families in the early childhood education program have access to a family support specialist who can help parents set goals, and suggest ways to reach those goals. Programs such as CareerAdvance help parents develop academic skills to get their GED, get ready for college, or get ahead in their current career. Parenting programs like Incredible Years show parents how to be the best parent they can be while connecting them with other parents and families.

### **The Oakland Unified School District and the Bay Area United Way<sup>7</sup>**

The Bay Area community of California created a two-generation approach by integrating two important community efforts – Oakland Unified School District’s Community Schools and The United Way of the Bay Area’s SparkPoint Centers. In July 2010, the Oakland Unified School District decided to join the national movement for community schools and make full-service Community Schools that would be an integral part of their strategy for school reform. The creation of Community Schools<sup>8</sup> has emerged as a best practice for helping young people from high poverty neighborhoods succeed and families thrive. The Oakland Community Schools are both places and a set of partnerships between the school and other community resources. The intent in organizing a Community School is to provide children and families in distressed neighborhoods all of the resources that students would find in more affluent

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<sup>4</sup> Anne Mosle, Nisha Patel, and Jennifer Stedron, PhD. *Top Ten for 2Gen: Policy Ideas & Principles to Advance Two-Generation Efforts*, The Aspen Institute. Washington, D.C., 2014.

<sup>5</sup> This summary is adapted from the website of CAP Tulsa <http://captulsa.org/>.

<sup>6</sup> A four minute video gives an overview of CAP’s two-generation approach <https://vimeo.com/117594380>.

<sup>7</sup> This summary is adapted from the websites of Oakland Unified School District’s Community Schools <http://www.thrivingstudents.org> and SparkPoint Centers <http://sparkpointcenters.org/>.

<sup>8</sup> The Coalition for Community Schools provides a wealth of information on the Community Schools Movement. <http://www.communityschools.org/>. The Coalition for Community Schools, housed at the Institute for Educational Leadership, is an alliance of national, state and local organizations, in education K-16, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks.

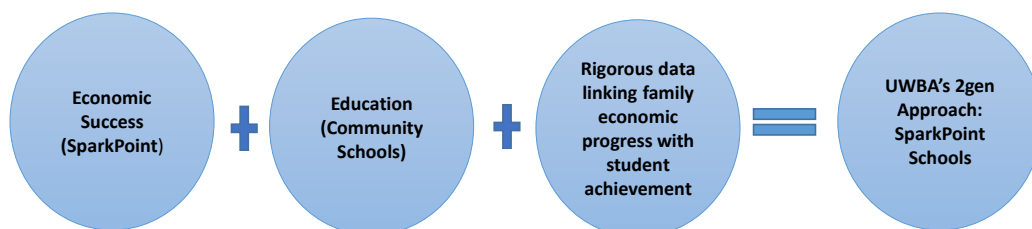
neighborhoods. When you visit a successful Community School in Oakland, you see a vibrant hub for the neighborhood which brings together many partners to offer a range of support and opportunities to children, youth, families, and the neighborhood. Oakland’s Community Schools provide for the neighborhood the following services:

- **Academic and Social Emotional Learning** – Community Schools prepare students to be college, career, and community ready by combining rigorous academic programs and social emotional learning.
- **School Culture and Climate** – Community Schools are safe and healthy centers for their communities. They actively create an inclusive, welcoming and caring community, fostering communication that values individual and cultural differences.
- **Youth Leadership** – Community Schools create a thriving school culture that encourages youth leadership, and partner with students by listening to their perspectives and acting on their recommendations for change.
- **Health and Wellness** – Community Schools provide physical and behavior health services for students and their families within the setting of the school.
- **Expanded Learning** – Community Schools provide strong after-school programs and build on these programs by offering students and families learning during the school year, on weekends, and during the summer.
- **Family Engagement and Support** – Community Schools partner with families to understand and support their child’s academic and social-emotional learning, and the overall success in school.
- **School Readiness and Transitions** – Community Schools work with a wide array of partners to create educational pathways from cradle to career for all students.

SparkPoint Centers, created by the United Way of the Bay Area, are financial education centers that help individuals and families who are struggling to make ends meet. Center Staff helps clients address immediate financial crises, get them back on their feet, and build financially secure futures. Every SparkPoint client gets a coach who helps create a step-by-step plan to set and achieve personal financial goals – from getting out of debt to going back to school or finding a job. SparkPoint Centers are one-stop centers that bring together a full range of services, and they encourage clients to take advantage of two or more services at a time. By combining services, SparkPoint clients reach their financial goals faster. SparkPoint Staff realize that lasting changes do not happen overnight. Therefore, SparkPoint commits to working with their clients for as long as it takes to achieve their goals – for many, that is two or three years.

The Bay Area Community realized a two-generation synergy when they located the SparkPoint Centers within the Community Schools of the Bay Area. This integration, illustrated in Figure 7, provides an excellent example of the two-generation approach.

**Figure 7: SparkPoint Schools – A Two-Generation Approach**





The integration of Community Schools and SparkPoint Centers allows for a rigorous assessment of joint impact. Integrated data collection has allowed the testing of the synergy of integration by looking at outcome measures across families.

Community Schools/Children	SparkPoint/Families
<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Grades/grade point average</li> <li>• Reading level</li> <li>• State test scores</li> <li>• Behavior</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Livable income that reaches the self-sufficiency standard</li> <li>• Good credit score of 700 or above</li> <li>• Savings equal to three months of living expenses</li> <li>• Debt less than 40% of monthly income</li> </ul>

The Bay Area Community was able to implement the two-generation approach by combining efforts to develop educational excellence with a program of family economic self-sufficiency.

**Multnomah County and Schools Uniting Neighborhoods<sup>9</sup>**

Schools Uniting Neighborhoods (SUN) represents one of the most expansive implementations of the Community School Model. Built by county and city leaders in partnership with the County’s school superintendents, SUN has grown from 8 schools in 1999 to 80 schools in 2014. The SUN Community Schools in Multnomah County are full-service neighborhood hubs where the school and partners from across the community come together to make sure kids and families have what they need to be successful – in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- Strong core instruction program
- Educational support and skill development for youth and adults
- Enrichment and recreational activities
- Family involvement and support
- Social, health, and mental health resources
- Family and community events

At SUN Community Schools, the collective efforts of youth, parents, businesses, faith communities, libraries and community organizations create a network of supports that ensure academic success, family self-sufficiency, and economic prosperity.

The SUN Community Schools are an example of how a county government, Multnomah County, undertook a major effort to bring human services to support the school districts. The SUN Community Schools are financially supported by Multnomah County (80%), the City of Portland (8%), the school districts, and businesses. The SUN Community Schools are school-based services delivery sites for the SUN Service System, a broader system of community-based care and support of children and their families. The SUN Service System Division is part of the Multnomah County Department of County Human Services. The SUN Community School effort in Multnomah County is directed by a Coordinating Council which has representatives from County and City governments, School Systems, business, community organizations and faith communities.

<sup>9</sup> This summary is adapted from the SUN Website, <https://multco.us/sun/sun-community-schools>.

**Summary:** Each of these best practices illustrates how different metropolitan communities worked to implement the two-generation approach. These three best practices are presented, not as a blueprint of what can be done in Montgomery County, but to demonstrate how communities, with the political will, were able to mobilize collaboration and resources to implement a two-generation approach.

Montgomery County has many well-designed poverty reduction programs that could be integrated into a two-generation approach. It would require the leaders of these programs to develop a shared two-generation vision and to possess the skills needed to negotiate the alignment of multiple resource streams. The next section will provide a summary of what I believe Montgomery County can learn from these best practices. I believe some, if not all, of these lessons learned should inform FCFC/UWGDA's strategic plan for human services.

### **III. What Can We Learn from Best Practices**

As indicated in the introduction to this memo, I am proposing that the FCFC/UWGDA strategic plan for human services incorporate:

1. the identification of "breaking the cycle of poverty" as an urgent and critical human service issues for Montgomery County;
2. a major strategic goal -- "To break the cycle of poverty by implementing a two-generation approach that focuses on a strong integration of high quality early learning experiences with programs for economic self-sufficiency for parents; and
3. the authorization of two or more pilot implementations of a two-generation approach to breaking the cycle of poverty

This section applies ideas and concepts taken from best practice approaches and applies them to our situation in Montgomery County.

#### **Urgency of Breaking the Cycle of Poverty**

Breaking the cycle of poverty must be viewed as an urgent strategic task for our Montgomery County community. It is an urgent task because it has serious impact on the future of many of our children and families in Montgomery County. It is a strategic task because without addressing this issue our community faces the growing cost of human services and a substantial increases cost in our criminal justice system. Most importantly the County will not have an educated work force necessary for developing a globally competitive economy.

#### **Building on the Learn to Earn Dayton Program**

Leaders of Montgomery County, mayors and managers, all school superintendents, business and civic leaders are strongly supporting the Learn to Earn Dayton Program. This Program, together with its many partners, works to "ensure that every young person in the Dayton region is ready to learn by kindergarten and ready to earn upon graduation from college or after earning a post-high school certificate." One of the most significant challenges facing the Learn to Earn Program is ensuring that this vision can be realized for children in Montgomery County's high poverty neighborhoods. Implementing two-generation approaches in the high poverty neighborhoods can be an important strategy in realizing the Learn to Earn vision. The recommendation for mobilizing two-generation pilots would strongly reinforce the kindergarten readiness and early literacy goals of Learn to Earn and ReadySetSoar.

### Characteristics of High Quality Two-Generation Partnerships<sup>10</sup>

Developing two-generation programs in Montgomery County would require the coordination of agencies with expertise in high quality educational programs (early childhood and PK-3<sup>rd</sup> Grade) with agencies that are competent in moving adults to economic self-sufficiency. Below are characteristics of good partners for two-generation approaches and the coordination needed between these agencies.

**Characteristics of High Quality Educational Programs** – Early Childhood Centers and PK to 3<sup>rd</sup> Grade Programs participating in the partnership should have the following characteristics:

1. Meet **high quality standards** – Early Childhood Centers should be 5 star rated or showing progress to realize a 5 star rating. PK to 3 grade programs should have a plan in place to realize kindergarten readiness and excellence in third grade reading. These programs must have strong principal leadership and explicit endorsement from the superintendent.
2. Strive for **continuity of learning experience** – Early Childhood Centers should offer services to children for at least 15 hours a week for a minimum of nine (9) months of the year. PK to 3 grade programs must have an explicit goal to reduce chronic absenteeism.
3. Employ **high skilled professionals** who are family-focused, culturally sensitive and linguistically matched to the enrolled families.
4. Provide a **warm and responsive learning environment** based on appropriate assessments of learning climate.
5. Use **evidence-based curricula** that address both cognitive and social/emotional development.
6. Involve parents in ways that are sensitive to and aligned with the **cultural values and dynamics of the families**.
7. Promote **healthy behavior**, including good nutrition and physical activity.

**Characteristics of High Quality Workforce and Educational Programs for Adults** – Agencies providing workforce and educational programs should have the following characteristics:

1. Have **clear near- and longer-term goals for success**, largely centered on attaining **economic self-sufficiency and stability** and meeting **client-defined goals**.
2. Focus on **growth sectors** of local labor markets, offering **well-defined opportunities for career advancement**.
3. Feature **stackable credentials** associated with **well-structured career pathways**.
4. Stress **substantive skills development** for positions with long-term career advancement rather than immediate job placement in any job.
5. Provide **basic education programs** to help lower-skilled individuals acquire the foundational skills needed to move into and succeed in higher-level skills development.
6. **Contextualize adult education and English-language skills acquisition** within occupational skills development.

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<sup>10</sup> These ideas are adapted from the work of the Austin (Texas) Two-Generation Advisory Committee. The complete Austin Plan can be found at <http://ascend.aspeninstitute.org/resources/2Gen-toolbox/a-two-generation-vision-for-austin>. The Austin Plan focuses on early childhood education. In the recommendation outlined in this memo the focus is on both early childhood and PK to 3<sup>rd</sup> grade.

7. Emphasize **intensive, competency-based services**, in which participant progress is based on performance and accomplishment rather than simply hours spent in a classroom.
8. Employ **career coaches/counselors/navigators** to guide participants in making decisions about career pathways and to ensure that they actively and regularly participate in key activities.
9. Rely on **peer assistance via cohort-based approaches** to actively engage participants in providing their own support for participation and success.
10. Often provide **asset building and financial literacy** assistance to ensure that income gains are sustainable.

**Characteristics of Coordination and Support Services** – To promote collaboration between the two agencies and to provide family-focused services the following will be required.

1. Provide **requisite support services**, including transportation, financial literacy, and housing assistance, if needed, to facilitate families' successful participation in programs and subsequent success.
2. Maintain a **continuity of services and supports** across family transitions and entering or exiting programs.
3. **Schedule activities and services** in a coordinated fashion to minimize the burden on families' time.
4. Ensure all levels of staff **communicate** across programs in a consistent and systemic way.
5. Develop a common understanding of the **community need** across partner agencies.
6. Coordinate and design **eligibility requirements, renewal schedules, and applications** across systems.
7. Ensure that agencies understand **the outcomes and procedures of their partner agencies**.
8. Partner with a third-party evaluator to assess the program **across the entire collaboration** rather than separately within each partner organization.<sup>11</sup>

The partnership between two agencies with appropriate competencies for the education of children and the education of adults are pre-requisites for a successful two-generation approach. These competencies must be coordinated through focus on the whole family – both children and parents.

### **Mobilizing Two-Generation Pilots for Montgomery County**

The FCFC and UWGDA strategic plan should include a strategic goal for breaking the cycle of poverty and it should recommend that an important strategy for this goal is to authorize several pilot implementations of the two generation approach to breaking the cycle of poverty. The implementation of these pilots should incorporate the knowledge derived from other best practice sites around the country. The following elements are seen to be important.

**A Two-Generation Advisory Committee** – The implementation of the two-generation pilots should be guided by an Advisory Committee of community leaders that are both knowledgeable and committed to the two-generation approach to breaking the cycle of poverty. The mandate of the Advisory Committee is to work with the leadership of Montgomery County Human Services Planning and Development Department and United Way of the Greater Dayton Area to mobilize two or more pilot implementations of the two-generation approach to breaking the cycle of poverty. This Advisory Committee could

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<sup>11</sup> Measures that could be used for assessing the impact of the Two-Generation Pilots are provided in Appendix A.

function as either stand-alone Committee or be integrated into the Learn to Earn Dayton and ReadySetSoar organizational structure.

**Developing a Request for Proposals:** The Advisory Committee in conjunction would develop Requests for Proposals (RFP) that would be funded through the joint FCFC/UWGDA allocation process. The RFP would incorporate the learnings from the high quality two-generation partnerships that are listed above.

**Aligning Funding Streams:** To implement the two-generation pilots the County and United Way will have to invest resources. Yet a major share of the resources for the Two-Generation Pilots can be covered by aligning existing programs such as Temporary Assistance to Needy Families and Title XX. The Advisory Committee would work to remove some of the barriers to aligning funding sources.

**Location of Two-Generation Pilots:** If at all possible, the Two-Generation Pilots should be located in neighborhoods where the neighbors, the Neighborhood Association, the Municipal jurisdiction are committed to revitalizing the neighborhood. Important in this revitalization efforts should be the renewal of housing stock, creating mixed income housing options, collaboration to reduce crime, neighborhood celebrations, and the creation of neighborhood amenities, like small parks, neighborhood gardens, etc. The building of an engaged and supportive neighborhood will provide the social ecology that will increase the success of the two-generation pilots.

#### **IV. Conclusion**

The purpose of this memorandum is to recommend that “breaking the cycle of poverty” should be a strategic goal in the FCFC and UWGDA human services strategic plan and that the major strategy for realizing this goal should be implementation within Montgomery County of two or more pilots of the two-generation approach to breaking the cycle of poverty. The argument for these recommendations included an examination of the urgency for breaking the cycle of poverty in Montgomery County and a review of three of the best practice implementations of the two-generation approach to breaking the cycle of poverty. The final section indicated the way that pilots of a two-generation approach could be implemented in Montgomery County.



## Appendix A

### Measures of Success for a Two-Generation Poverty Reduction Program

#### For Adults

- improved parenting skills and behaviors
- positive change in reported social capital (support systems)
- completion of job-related training and credentials
- improved overall physical health
- improved mental health outcomes (including stress reduction)
- improved employment situations (wages, time off with pay to attend to family matters, self-esteem, etc.)
- access to affordable high quality child care and affordable transportation
- financial management skills

#### For Children

- kindergarten readiness (measured by standardized tests of cognitive, emotional and social abilities)
- improved rates of school attendance and grades of elementary or high school students
- improved developmental assets (as measured by the Search Institute)
- access to positive, supportive and nurturing environments during out-of-school-time periods (Afterschool and summer)
- improved physical health
- improved mental health

#### For the Family

- improved family income
- reduced family stress
- elimination of family violence
- improved nutrition
- improved family housing conditions
- improved physical safety (real and perceived)

#### For Montgomery County

- Reduced tax payer burden in the long-term
- Educated workforce that can attract globally competitive jobs.
- Positive economic future for the Dayton Area