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Advancing Two-Generation Approaches DEVELOPING AN INFRASTRUCTURE TO ADDRESS PARENT AND CHILD NEEDS TOGETHER



Introduction

In November 2014, the Annie E. Casey Foundation released *Creating Opportunity for Families*, which highlighted the ways family stability and well-being contribute to a child's success. Recognizing that kids thrive when their families do, we called for policies and programs that take the entire family into account — what many describe as a two-generation approach — to equip parents and children with the tools and skills necessary for both to succeed.

Specifically, this involves intentionally coordinating and aligning often-isolated programs for kids and adults in a way that leads to accelerated progress in three key areas: (1) parents with family-supporting jobs; (2) children meeting developmental milestones; and (3) families able to fully support and promote their children's development.¹

Over the past few years, the Foundation and others in the public, nonprofit and private sectors have invested in efforts to weave together programs and services for children and adults. These efforts have fostered collaboration among state and federal agencies and strengthened community-based organizations that typically focus on either children or adults. As these two-generation initiatives have emerged, common challenges have too: Many programs struggle with issues such as developing the appropriate infrastructure and funding mechanisms to coordinate child and adult services, and collecting and integrating data on families.

In This Brief

This brief is the second in a series exploring what it takes to address parent and child needs at the same time. It focuses on the operational elements of a two-generation approach, including structure, family intake, the alignment of adult and child services and perhaps one of the most crucial components, the teams that get these initiatives off the ground. The lessons we share are drawn from the experiences of organizations from seven sites across the country — Atlanta; Buffalo, New York; Columbus, Ohio; Garrett County, Maryland; New York City; San Antonio; and Tulsa, Oklahoma — that are implementing an exciting and, in some cases, evolving array of whole-family approaches.

Important Considerations

SINGLE MULTI-SERVICE ORGANIZATIONS

While the decision-making process is much easier within one organization, it can take a significant amount of time and commitment to develop meaningful partnerships with community organizations to supplement critical services for families.

JOINT PARTNERSHIPS

Joint partnerships require shared decision making about goals, outcomes, processes, staffing and data to ensure the right mix of services is available to families.

MULTI-ORGANIZATION COLLABORATIVES

As the number of partners grows, more energy is required to coordinate staff, funding streams, goals and internal processes.

We will explore fundamental decisions each organization has had to consider — from engaging outside partners, building staff capacity and streamlining priorities to identifying specific family needs and delivering an appropriate mix of integrated services. Although many of these approaches are still being developed, and impact data remain limited, we hope other family-serving organizations will find the insights useful as they work to provide parents and children the opportunity to thrive together.

Structuring the Initiative

Structure is one of the first things any organization looking to pursue a two-generation approach must consider — which, if any, external partners to engage, how to integrate child and adult services and how to collect and share data. Organizations often make their decisions based on the availability and proximity of services and existing relationships with providers in the community.

While several options exist, the organizations and partnerships profiled in this brief employed one of the following structures.

Single Multi-Service Organizations: The Garrett County Community Action Committee (Garrett County CAC) in Maryland, the Community Action Project of Tulsa County (CAP Tulsa) and the Educational Alliance in New York City focused their two-generation work on Early Head Start and

Head Start families. Each has established partnerships with other community organizations to provide critical services to clients that are not offered in house.

For example, by partnering with the City University of New York's Borough of Manhattan Community College, Educational Alliance provides adult education classes to low-income parents of children enrolled in its Early Head Start and Head Start programs, opening the door to higher education opportunities and enhanced financial security.

Joint Partnerships: The Atlanta partnership is composed of two organizations — Educare Atlanta, an early learning center operated by Sheltering Arms Early Education and Family Centers, and the Center for Working Families Inc. (TCWFI), a nonprofit that offers family financial services, job training and several other wraparound supports. The two agencies partnered to help parents secure good-paying jobs and build stronger families.

Multi-Organization Collaboratives: Next Doors in Columbus, the Buffalo Parent Achievement Zone (PAZ) and the San Antonio Dual-Generation Partnership are all multi-organization collaboratives that supplemented existing place-based initiatives to improve child outcomes and help parents achieve financial stability.

Next Doors, for example, concentrates on Weinland Park, a rapidly changing neighborhood near Ohio State University that has many subsidized housing units. It is

a small, intensive pilot program that uses a centralized community support coordinator and a cross-organization case management team to provide families with coaching and access to services, including high-quality early learning, GED and other adult education classes and job-readiness courses.

PAZ, which is an extension of the Buffalo Promise Neighborhood (BPN),² provides wraparound services such as career coaching to complement the existing Promise Neighborhood service model, which incorporates early learning, college readiness and community engagement components. Services are delivered at the Children's Academy, an early learning center, and two elementary schools within a 97-block radius.

The San Antonio Dual-Generation Partnership is a complex, multi-agency collaboration carrying out a community-endorsed two-generation plan in the EastPoint neighborhood. The surrounding area includes five public housing locations and about 800 households with children under 10. The partner organizations provide programs for these children that focus on healthy development, growth and education, as well as services for adults that include parenting and financial education classes and job training.

Developing Effective Two-Generation Teams

Staffing and team dynamics also are important considerations when structuring a whole-family approach. Time, effort and commitment were common themes raised by all of the organizations profiled in this brief series.

According to interviewees, partners must align their missions and develop a shared vision for what it means to truly help children and parents thrive together. This often involves a shift in organizational culture, including developing mechanisms for ongoing and effective communication and additional training and supervision for staff.

Rethinking Roles and Responsibilities

When developing a two-generation approach, it is important to evaluate internal team dynamics and ensure existing structures are conducive to service alignment and integration.

All of the organizations profiled in this brief made changes at the staff level. Some reorganized existing teams and others created new staff positions that solely focus on the key functions of the two-generation effort.

For example, Community Properties of Ohio (CPO), the lead agency for Next Doors, realized its resident services department was organized around a collection of individual programs that did not communicate or share data with one another. This usually meant staff members were working with the same family, at the same time, without knowing it. CPO reconfigured the entire department, and now families experience the same process and can access the same set of services, regardless of who they meet with first.

As it began shifting to a two-generation approach, the Garrett County CAC in Maryland realized it also had built service-delivery silos. Staff in various departments were focused on very specific issues, including emergency services and low-income energy assistance. To support a whole-family focus, the team decided to restructure the departments around a broader purpose, such as stabilizing families and asset building. Taking it a step further, the organization eliminated positions that were focused on a single program and revised every job description to reflect an expectation that staff advocate for and empower families using a strengths-based approach.

In addition, the San Antonio and Atlanta partnerships, Next Doors, Buffalo PAZ and the Educational Alliance each created a new coordinator position to oversee the initiative and convene partners. All sites established coaching roles, and some, like the Garrett County CAC, created content specialist roles that support these coaches in targeted areas, including asset management and economic security.

Fostering Open and Honest Communication Among Partners

Ongoing communication — from executive leadership to middle management and frontline staff across all partner organizations — is a critical component of successful service integration within a two-generation approach. The sites profiled in this brief established various ways to ensure coordination and information sharing.

Many found that regular meetings helped create a sense of cohesion among the two-generation team and nurtured

a shared focus on the whole family. These meetings also helped prevent instances of cross-referrals, as partners were more aware of the services that had already been suggested to clients.

For example, the San Antonio Dual-Generation Partnership established a stakeholders' council composed of leaders from each anchor organization, line staff and representatives from secondary organizations that provide additional resources and services to Dual-Generation families. This group meets monthly to discuss major decisions that require a vote by the whole partnership, such as service integration changes and new funding opportunities. Since the creation of the council, there has been a growing sense of trust and credibility among stakeholders.

All of the two-generation partnerships established “case conferences” as well. During these meetings, staff members share ideas and lend their expertise to troubleshoot specific challenges families are experiencing. The meeting provides an opportunity for staff to identify and brainstorm solutions to service barriers and ensure there is a focus on both parents and children.

These case conferences have proven to be an important vehicle for identifying system-level changes that could promote greater two-generation integration, so it is important that both frontline staff and organizational leaders participate. To ensure all partners are informed, for example, Columbus Next Doors began disseminating a summary memo to leaders from each anchor organization after the case conference, detailing any service issues that were identified, as well as gaps and accolades.

In addition, communication and coordination across partner staff have been facilitated by the use of Zinc, a FERPA (Family Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act) compliant text, voice and video file-sharing mobile device application.

Sharing Space

To improve access to and coordination of services, several of the organizations we profiled moved their offices to one common building. For example, having many anchor partners in the Ella Austin Community Center under the same roof helped the San Antonio Dual-Generation

Partnership integrate services so families didn't have to travel from one place to another. Having a “one-stop shop” for services has helped address the lack of transportation in the area and facilitated communication among partners housed in the building by developing trust, increasing transparency and streamlining services. Similarly, CAP Tulsa found that having staff share space and align schedules with Tulsa Community WorkAdvance staff, a key partner in their *CareerAdvance*® program, solidified the team and fostered more collaboration.

Investing in Staff Capacity and Skills

Organizations also stressed the importance of providing ongoing training and capacity-building support for staff to strengthen their skills — particularly when it comes to coaching.

According to interviewees, it is important to view whole-family coaching as both a mindset and an approach. Coaches work with families to identify their goals and aspirations and help them develop an action plan to realize these visions. Site staff found it important to carve out time to “brush up on their skills” and actively seek best practices from across the field. Otherwise, they said, there is a tendency to fall back into traditional, siloed case management. To hone whole-family coaching competency, many of the sites combined professional development on topics such as coaching skills and motivational interviewing with on-the-job feedback and coaching from both supervisors and peers. For example, the Atlanta partnership, Buffalo PAZ, Educational Alliance and Garrett County CAC all focused on providing training, information and supervisory support to staff to give them the tools they needed to understand the two-generation vision and build skills. They created a strong feedback loop by regularly soliciting input during staff meetings to catch problems early and identify additional training needs. Garrett County CAC also established content specialists who could triage more challenging family situations. Similarly, the Educational Alliance, which stresses the need to facilitate learning using many different strategies, reinforces the development of coaching skills through monthly meetings that include peer feedback and periodic case file reviews.

Sites also cross-trained staff from various organizations in the partnership about each other's jobs and roles to help

facilitate services integration. For example, the San Antonio Dual-Generation Partnership provided several trainings to staff across agencies to help them expand their coaching skills — with tools such as *Learning to Work It Out*³ and other diversity and equity trainings by the Race Matters Institute⁴ — which had an enormous impact on how staff builds trust with families. Educare and the Center for Working Families Inc., from the Atlanta partnership, received joint training on a range of skills to support the initiative. Those skills included how to conduct a joint case conference (referred to as a bundled meeting), reflective practice, EMPATH's (formerly the Crittenton Women's Union) Bridge to Self-Sufficiency[®] Framework, financial coaching and Results-Based Accountability[™]. The Atlanta partners see joint training as a key strategy for facilitating collaboration because it physically brings staff members from both organizations together. They have also implemented a job-shadowing program so that staff within the partnership can better understand the roles, responsibilities, policies and activities of other staff members. Similarly, the Educational Alliance and CAP Tulsa provide cross-partner training for staff to increase their knowledge of the services and resources that each organization offers and to foster cross-agency relationships.

Integrating Child and Adult Services

With a structure and staffing plan in place, organizations pursuing a two-generation approach must also create a system for identifying family needs and determining how to deliver services that are strong enough to make progress on child outcomes and parent self-sufficiency in an integrated way.

So that families do not have to find and enroll in disparate programs, organizations pursuing a two-generation approach must map the service landscape in their communities, determine the quality and likely effectiveness of these adjoining services to meet their intended goals, identify any gaps and redesign their delivery models to cohesively support parents and children. Each site took a different approach to this process.

For example, Buffalo PAZ built upon and leveraged the existing Buffalo Promise Neighborhoods initiative, which introduced a baseline of child services along a cradle-to-career continuum in the local public schools. The team spent the first few years establishing additional partnerships so it could provide a holistic suite of services for the entire family. PAZ partners focused on parent achievement and

Spotlight: Helping Staff Embrace a Shared Vision

The Educational Alliance uses professional development sessions to help staff embrace a shared vision for parents, children and families, and to think differently about their roles in helping achieve those outcomes. As the organization's two-generation strategy has evolved, so have the topics of these trainings.

The Educational Alliance began by offering basic courses to help staff understand the research and rationale behind two-generation approaches. Then, as the work began to take hold, the organization drilled down on specific topics such as coaching skills, motivational interviewing techniques, mental health and stress and trauma response.

Trainings are offered to frontline and supervisory staff as part of a series, not as one-time sessions. This helps staff absorb the principles, practice what they have learned and come back with any questions or challenges they might have faced during implementation. The Educational Alliance helps staff learn from one another during the professional development sessions to facilitate this type of sharing and to create space for instructors and fellow colleagues to offer counsel in a neutral setting.

Supervisors at the Educational Alliance reinforce these trainings by encouraging staff to analyze their own practice and supporting them as they make mid-course corrections.

Integration Continuum

1

COMPLETE ISOLATION
no communication



2

COMMUNICATION
sharing information and understanding
each other's work



3

COORDINATION
working together on a
case-by-case basis



4

COLLABORATION
jointly analyzing and planning



5

COORDINATED COMMUNITY RESPONSE
establishing feedback mechanisms to assess
how the systems are working and routinely plan
future steps



goal setting to help create stability and growth opportunities for the family, and coaches worked one-on-one with parents to set personal and family goals. Parents discussed their needs, and coaches identified corresponding services for the parents to choose from. Once connected with the appropriate service, the parents worked with their coaches to set and track actionable steps to reach each goal.

During its pilot year, Garrett County CAC recognized a need for career development services and partnered with Garrett Community College and the Garrett County Health Department to pool funds and hire a career coach, who would be housed out of the community college and could connect families to training and education. This was a major step for a community that did not have this type of coaching available in the past.

Organizations and partnerships pursuing a two-generation approach must also be intentional and strategic about the level of service integration they are trying to achieve. Staff described an integration continuum,⁵ which often looked very different across the sites. Depending on the organizations involved in the initiative and their goals, different partners may integrate services to a greater or lesser degree. The appropriate level depends on the configuration most conducive to achieving the desired family outcomes.

For the most part, the sites profiled here are working toward a coordinated community response, although elements of their initiatives are (and could remain) at the communication, coordination or collaboration levels. Sites emphasized that integration is an evolving process that changes with the needs of families.

Redefining the “Front Door”

Another key aspect of service integration is redefining how partners work with families to identify and meet their specific needs, known either as intake or the “front door.” This process usually has two components — an assessment and enrollment paperwork — and is often handled differently by community organizations due to various eligibility, data and funding requirements.

However, most of the two-generation organizations and partnerships profiled in this brief used some form of a common assessment tool to work with parents to identify the current needs of the family, as well as a universal intake

JobsPlus: Child Care and Job Coaching Together

Marie Ortega is a single mom with four children. She moved to San Antonio from Los Angeles in 2016 after her fiancé was deported. Despite her previous experiences working as a medical assistant and phlebotomist, Ortega was struggling to secure a job in her new community. Luckily, she attended a San Antonio Dual-Generation Partnership event and received a flier about JobsPlus, an innovative career and community-building program that is focused on developing employment pathways for public housing residents within the two-generation partnership's footprint. Ortega enrolled in the program a few days later.

The team members at JobsPlus used family-centered coaching to provide Ortega with the support she needed to begin accomplishing her goals — finding immediate employment and finishing her high school diploma so she could go back to school. First, she completed the job readiness training and updated her resume. The San Antonio team also helped her find high-quality child care for her twin girls so she could work and finish her educational classes.

“Getting one-on-one time with someone who takes me through the process of job searching, resume building and finding child care was awesome because no one takes that kind of time to help you,” said Ortega when asked about her experience. She often says that the coaching she received made an enormous difference for her family.

Ortega showed such interest and engagement during the JobsPlus coaching process that she was eventually hired to help the team with enrollment and outreach. Once she obtains her diploma, Ortega plans to open her own business and pursue a degree in social work or human services.

form that met the data collection requirements for all of the funding streams that feed the effort.

In Buffalo, the PAZ team went from having one enrollment point — the PAZ coordinator — to using a universal intake form so participants could enroll at any one of the partner sites. Educare and the Center for Working Families Inc. in Atlanta made a similar change and began using the same enrollment processes so families could easily access services from both organizations.

This, however, is not always easy. The San Antonio partnership has found streamlining the assessment and enrollment processes difficult due to the large number of organizations involved and the varying reporting protocols they require.

Building Data Management Capacity to Foster Integration

Data sharing is another important element of successful service integration. Sites report that having the ability to share data and track common measures is a critical part of making the culture shift to a two-generation approach. It enhances coordination of services and communication, reduces the likelihood of service duplication and serves as a tool for frontline staff to support the coaching process. The third brief in this series provides a more comprehensive analysis of what it takes to build an integrated data system.

Engaging the Whole Family

The two-generation organizations highlighted in this brief are intensifying their efforts to build relationships with families and cultivate parent leadership, voice and participation. Coaching is one of the primary strategies site staff are using to develop these deeper relationships.

Shifting From Case Management to Coaching

A coach helps assess the whole family's goals and provides guidance around meeting them. The coach also helps the family understand the opportunities that are available to them and establishes an ongoing relationship to monitor progress. Traditional case management may or may not be oriented toward the whole family. It tends to involve the case manager diagnosing and deciding how to address immediate needs by linking people to services and resources — without

much input from, or interaction with, the clients. The organizations we spoke to used a variety of strategies to shift to a more collaborative model.

Most of the organizations and partnerships adapted existing coaching frameworks and tools. For example, the Atlanta partnership, the Educational Alliance and Next Doors drew from EMPATH's Mobility Mentoring[®] and the Bridge to Self-Sufficiency Framework,⁶ which include tools and processes to support intake assessments, goal setting, coaching and family participation.

The Garrett County CAC, on the other hand, developed a new system that it called Pathway Planning, which equips coaches with the tools and resources to guide families through a goal-setting process around a broad range of family well-being categories. After this process is finished, coaches work with the family to identify action steps and services to meet those goals, and then they complete a budget with the family.

Putting Families at the Center

The organizations and partnerships profiled are all very intentional about finding many ways to involve parents in helping to identify community needs and providing input on the program design. They also are focused on overcoming common barriers to parent participation, such as work conflicts and the time challenges that arise while pursuing education or training; the perceived lack of parental engagement in decision making; and perceptions about services and other family commitments. Although this work is still evolving, the two-generation organizations and partnerships profiled here have used the following strategies to truly put parents at the center of their work.

Adapt Service Delivery to Meet Unexpected Needs: As the two-generation organizations and partnerships gained more experience and started collecting feedback and data about their work, they began to shift their service delivery models. For example, when CAP Tulsa added the Patient Health Questionnaire-2⁷ (a commonly used, validated tool to screen for depression) to their family needs assessment, they had a concrete piece of data that confirmed what had only been anecdotal to that point — a significant number of parents were depressed. Armed with this information, CAP Tulsa was able to work with a key partner to bring mental health services to parents who might not otherwise have accessed

them. The Atlanta partnership did the same thing to help address mental health issues that were impeding the progress of parents.

The Educational Alliance also adapted its delivery model, bringing higher education classes in house, in response to feedback from focus group sessions with participating parents.

Focus on Relationship Building: Several sites have shifted their approaches and processes to prioritize relationship building in their work with families. For example, Columbus Next Doors dedicates more of its time and resources to developing trust and rapport with residents to encourage enrollment, than to traditional advertising and outreach. Instead of handing out fliers at an event, for instance, staff members are trained to use motivational interviewing techniques (a collaborative communication approach designed to elicit behavior change) to get to know people. If something emerges in that conversation, they will offer help. Next Doors is also working to implement a trauma-informed community-building approach — created by the Health Equity Institute at San Francisco State University and a nonprofit affordable housing developer called the BRIDGE Housing Corporation — to create safe, fun, healthy spaces for people to come together in low-commitment ways. This model recognizes the effects of community- and individual-level trauma and focuses on strengthening the social fabric of neighborhoods to ensure residents are better equipped to adjust to changing circumstances.

Get Parent Input to Improve Design and Decision Making: Sites have developed meaningful ways to regularly engage parents in decision-making processes and use their insights to shape the initiative. For example, the San Antonio partnership leveraged an already established and successful parent room model, which provides space for families within neighborhood schools along with computers, coffee, snacks and school uniforms for children. The parent rooms are staffed by fellow parents and have become a successful mechanism for getting meaningful input from caregivers on issues related to the schools and neighborhood. The San Antonio partnership was able to engage parents who were involved with the parent room to help develop the plan for the San Antonio Promise Neighborhood initiative. And, a few years later, the parents from the parent room came to the table again when San Antonio developed a plan for its Dual-Generation initiative.

Help Families Build Social Capital: Sites are also implementing new strategies to help two-generation families build social capital — relationships that help people and community-based organizations access the resources they need to meet their goals. For example, Buffalo PAZ developed the PAZ Café based on parent input and is using this seminar-style networking event both as a means of recruitment and as a service for PAZ enrollees. At the PAZ Café, families eat dinner together, then participate in a workshop related to a topic they've collectively expressed interest in learning more about. PAZ Café is held regularly and helps parents create stronger social and support networks. It has been so successful that several other parent-led groups have been created as a result.

Columbus Next Doors received requests from parents for meeting space and now provides rooms on a monthly basis as well. Parents plan and facilitate the gatherings, and Next Doors provides food and additional staff support.

The Educational Alliance turned the task of building social capital among its two-generation families over to its parent council and asked members to determine the best way to help families network with one another. This has resulted in many different parent-led conversational English and moms' groups, and a higher education group.

CAP Tulsa used a cohort model to effectively build social capital. Each cohort consists of 12–15 people from the *CareerAdvance* program and comes together weekly for a facilitated meeting with peers designed to build relationships, allow for reflection and encourage sharing among families on topics such as supporting learning at home and mindfulness techniques. Families have reported that this has helped them solve problems and increase their accountability within the two-generation programming. Peers help one another with transportation and child care to ease the burdens that might stand in the way of participation. The only challenge that CAP Tulsa has faced with this model is that once participants have more experience with the program, they no longer need weekly peer meetings. As a result, site staff began tapering the peer partnership meetings to once a month at the start of the program's third semester.

Experiment With Financial Incentives: Some sites are using financial incentives to increase parent motivation and

commitment to two-generation services. For example, the Educational Alliance reports an uptick in participation as a result of granting unrestricted financial stipends to remove financial barriers to postsecondary education. In contrast, CAP Tulsa piloted structured performance incentives to allow parents to earn up to \$3,000 annually to help offset some of the costs of participation (such as foregone earnings), but decided to eliminate this incentive as they transitioned into the second round of Health Professions Opportunity Grant funding.⁸ Participants said that other aspects of the program, such as coaches, peer cohorts and fully funded tuition, were the primary reasons they remained in the program. In addition, the overall length of the program was shortened and processing the incentives began posing a significant administrative burden. CAP Tulsa is now in the second year of the grant and has seen no adverse effects on persistence and completion rates due to this change.

Conclusion

The two-generation organizations and partnerships profiled in this brief have each developed a unique structure that responds to the needs of the families they serve, the surrounding community and their own internal team dynamics. In doing so, they have had to consider important decisions, including whether or not to engage outside partners, how to strengthen staff capacity and how they can effectively integrate child and adult services. The strategies they have used are helping more parents engage with their children's education and gain the skills and credentials they need to secure family-sustaining wages.

We hope the lessons and insights these organizations have shared will be helpful to others looking to engage in similar efforts. Ultimately, any two-generation approach should be developed based on a sound logic model and research-informed strategies to ensure both parents and children can succeed together.

ENDNOTES

- 1 For more information on the research and rationale behind two-generation strategies, see The Annie E. Casey Foundation. (2014). *Creating opportunity for families: A two-generation approach* (KIDS COUNT Policy Report). Baltimore, MD: Author. Retrieved from www.aecf.org/resources/creating-opportunity-for-families
- 2 Promise Neighborhoods is a U.S. Department of Education program established under the legislative authority of the Fund for the Improvement of Education Program. Its mission is to improve educational outcomes for students in distressed urban and rural neighborhoods. For more information, visit www2.ed.gov/programs/promiseneighborhoods/index.html
- 3 The 2015 version of *Learning to Work It Out* (LWIO) is a 12-lesson soft skills program designed to help individuals with multiple barriers to employment gain confidence, people skills and insights needed to transition into the world of work. LWIO helps participants: (1) set relevant goals for self-improvement, understand conflict and recognize how their own personal beliefs and behaviors keep them from finding success; and (2) improve interpersonal work readiness skills such as self-management, dealing with criticism, expressing concerns and problem solving.
- 4 The Race Matters Institute helps organizations develop policies, programs, practices and protocols that achieve more equitable outcomes for all children, families and communities. For more information, visit <http://viablefuturescenter.org/racemattersinstitute/about-us-2>
- 5 Burt, M. R., & Spellman, B. E. (2007, September). Changing homeless and mainstream service systems: Essential approaches to ending homelessness. In *Toward Understanding Homelessness: The 2007 National Symposium* (Vol. 4).
- 6 For more information about Mobility Mentoring and Bridge to Self-Sufficiency, visit www.empathways.org/our-work/mobility-mentoring
- 7 Motivational interviewing is an evidence-based approach to counseling resistant clients and patients to change a wide variety of health-risk and organizational behaviors. It is a collaborative, client-centered and directive communication approach that promotes change by evoking the client's own motivating reasons for change.
- 8 For more information about the Health Profession Opportunity Grants, see www.acf.hhs.gov/ofa/programs/hpog

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ABOUT THE ANNIE E. CASEY FOUNDATION

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