

LINKING EDUCATION, TRAINING FOR PARENTS & CHILDREN TWO-GENERATION IDEAS FOR DENVER NEIGHBORHOODS

SAMANTHA SACCOMANNO, LINDSEY VIGODA, FRANK WATEROUS, RICH JONES
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INTRODUCTION

Helping Coloradans advance economically often means preparing them to better compete for and obtain good-paying jobs in our expanding economy. Ensuring they develop the skills, knowledge, and ability needed to perform the tasks required in these jobs is an important step in this process. As these jobs evolve over time, workers often need more advanced training or retraining to perform them.

By 2020, two-thirds of all jobs in the U.S. and three-quarters of the jobs in Colorado will require some level of education beyond high school. Many of the Coloradans needing additional training to qualify for these jobs are considered “non-traditional” students by historical standards. For example, many are first-time college students, young adults who have dropped out of high school, or students who are parents. These students face many challenges and need additional support to successfully complete their education.

One of the major needs student parents struggle with is child care and education for their children while they work and attend classes. Research shows intentionally providing educational services simultaneously to both parents and their children increases the likelihood of success for both.

This “two-generation” approach to providing educational services to the entire family shows promise as a way of increasing the academic and economic success of families. For example, the Community Action Program in Tulsa, Oklahoma finds integrating workforce training for parents with high-quality early childhood education for their children helped both advance academically and effectively moved the families out of poverty.ⁱ

The Bell Policy Center’s mission is to provide policymakers, advocates, and the public with reliable resources and information to create a practical policy agenda that promotes economic mobility for every Coloradan. As part of that work, the Bell Policy Center partnered with Mile High United Way (MHUW) to identify the educational needs of working adults, parents, and youth in the United Neighborhoods Program serving Globeville, Elyria, and Swansea (GES), as well as families served by the MHUW Center for Family Opportunity located at College View Elementary School.

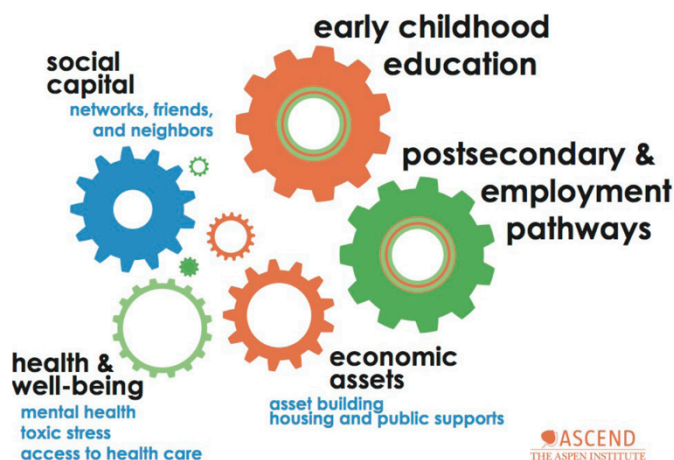
The Bell identified the educational and job training needs of the families in these areas and developed a list of the programs, policies, and resources currently available to provide families with these services. This mapping process focuses on identifying what currently exists, the students currently being served, and the major barriers and gaps in accessing the available services. We also examine the extent to which a two-generation approach is currently being used in providing educational services and the potential for expanding its use by more providers.

We convened a group of local thought leaders in early childhood education, postsecondary education, workforce training, and philanthropy to help identify the resources currently available in these areas and to help focus our research on key topics.

Based on our research and analysis, we offer a series of recommendations to expand and better deliver the services available to families in these areas with the goal of helping the families advance economically. This report presents the results of our work on this project.

Applying a Two-Generation Approach to Education

In recent years, there has been a significant amount of research showing innovative strategies using a two-generation approach of intentionally serving parents and children together helps families advance. Some of these strategies focus on health care, building assets, and expanding social capital.ⁱⁱ



Our research focuses on applying a two-generation strategy linking adult education, job training, workforce development, and postsecondary education for parents with child care and early childhood education for their children. This approach stresses long-term investments to build human capital for both kids and adults.ⁱⁱⁱ

Many of the residents in the neighborhoods studied that would benefit from increased education are single parents. Single parents face considerable challenges taking care of their children, working to support their families, and going to school. Over the past two decades the share of college students nationally who are single parents almost doubled, increasing from 7 percent to 13 percent, yet only one-third obtain an associate's or bachelor's degree in six years.^{iv} One explanation for these low graduation rates is most postsecondary education programs aren't geared toward parents and few provide the supports needed to help them complete their degrees.^v

On campus child care options are becoming less accessible. Few institutions offer child care, and 8 out of 10 that do have wait lists averaging 90 children.^{vi} However, research shows providing child care helps student parents manage time better, reduce stress levels, and perform better in their studies.

For example, in 2005, a program called *Carreras en Salud* (Careers in Health) in Chicago started offering free child care for children aged 3-12, in addition to other comprehensive supports, to parents training for a CNA (certified nursing assistant) or LPN (licensed practical nurse) certification. As of 2009, 95 percent of the 358 participants in the program obtained their licensing or certification, with a job placement rate of 100 percent.

Ensuring the success of student parents requires a variety of needed services that enable them to balance work and family life and advance in their careers. The first step requires intentionally focusing on addressing the educational needs of parents and their children simultaneously to help access better paying jobs and improvements in household environments for kids.^{vii}

The Bell Policy Center's work with students participating in the Strengthening Working Families Initiative (SWFI) finds locating affordable, accessible, and quality child care is a challenge and is often a factor in education incompleteness.^{viii}

As important and effective as it is to raise the educational levels of parents and children at the same time, most education programs serve each generation separately. Most adult education, workforce development, job training, and postsecondary education programs focus on adults exclusively and pay scant attention to children. Often the children are considered impediments to the parents' participation in these programs.

Many of the early childhood education programs focus exclusively on the children, and either provide no services for adults or aren't able to provide links or referrals to providers that do.

To better determine the extent of the linkages between these programs, the Bell Policy Center conducted an environmental scan in 2016. We focused on programs operating in Colorado with an emphasis on the Denver metro area.^{ix}

We identify several links and examples where there are intentional efforts to serve the educational needs of both generations simultaneously. However, in many cases, the programs are provided to each generation separately. One explanation for this is the lack of personal knowledge and relationships between those providing services in these areas. Those working to provide early childhood education have limited knowledge and connections to those providing educational services to adults and vice versa.

In general, the structures aren't in place for developing and supporting ongoing communication among the people in these various systems. Many people aren't aware of the value of applying a two-generation model.

In addition, the funding streams that support these various services make it difficult to apply a two-generation model. For example, some programs are funded to only work with adults, but there is no support for helping their children. Plus, there is limited funding to pay for the administrative and operational costs of implementing a two-generation model, even though there is great value in doing so.

Convening of Local Thought Leaders

To help guide our work on this project, the Bell Policy Center convened a group of local thought leaders and practitioners in early childhood education, workforce development, postsecondary education, human services, and philanthropy. Approximately 20 people participated in the meeting held on August 22, 2017 at Mile High United Way.

The Bell staff provided an overview of the project and our research on two-generation education programs, including a summary of our environmental scan conducted in 2016. We broke into two groups and focused on answering the three questions listed below.

After reporting back on their responses to these questions, the entire group discussed how to link these programs and implement a two-generation approach more broadly among them.

Summary of Discussion

1. What services are currently provided in the service areas, and more broadly, in the community?

- Early childhood education through child care centers, Head Start, home visiting services such as Home Instruction for Parents of Preschool Youngsters (HIPPY) and Parents as Teachers (PAT), and informal care networks
- K-12 education
- Concurrent enrollment programs for teen parents through Florence Crittendon and New Legacy Charter School
- After-school services and activities for children through recreation centers, sports leagues, camps, and libraries
- Services for adults through regional workforce centers, career and technical education, postsecondary education institutions, programs through the Division of Vocational Rehabilitation, and industry training programs
- Programs that serve both children and adults through Family Resource Centers, Center for Family Opportunity at College View Elementary School, COPEP (Colorado Parent Employment Project), Local County Human Services Departments, Strengthening Working Families Initiative (SWFI) through Community College of Aurora, Community College of Denver, Colorado Department of Human Services, and services through the Community Centered Board

2. What are the current links between programs serving adults and those serving children?

- Family Resource Centers
- Head Start
- Workforce boards
- SWFI
- Center for Family Opportunity at College View Elementary School
- Two-generation groups
- Onsite child care centers at colleges and universities in the broader community
- Child care navigator model

3. What are the major factors limiting the links between and among these services?

- Funding was identified as the major factor restricting linkages, including:
 - Limited funding to provide services
 - Funding is siloed, with limited ability to blend and braid it to provide services
 - Lack of flexibility in how the funding can be used
 - Lack of funding to support collaboration between and among groups
- Goals and objectives of adult-serving agencies versus those for child-serving agencies aren't compatible
 - They are siloed
 - There is no shared system or metric for outcomes of both systems
 - Not holding ourselves accountable for the goals and objectives of both
- Lack of available child care slots for student parents, particularly drop-in slots
- Lack of capacity at the direct service level
- Lack of space and capital
- Lack of a global effort or entity for advocating for this process/approach
- Geographical scaling

4. How can we implement a two-generation approach more broadly among these programs?

- Organizations are constrained by the funding streams that support them and the requirements associated with that funding. They are doing what is required, but there is limited flexibility to do more to link what they currently do with other services.
 - We are all working on the fringes. No one is paying us to apply a two-generation approach to our work.
 - Unless we get paid to do this, it won't happen. We can't rely on general operating funds.
- Funders are looking for impact.
 - We need to change the conversation from discussing numbers to discussing impact.
 - Easier to get funders together if transformational moves and impact are identified.
 - Maybe need to serve fewer families with the same amount of funding.
- There is agreement among participants about the need to connect the dots and make the linkages happen to advance two-generation work.
- Encouraged by the headway made with funders to fund capacity. Funders are willing to fund some of this work, but are busy with their existing programs.
- Collaborative efforts of funders are key, not just funding one group.
- Need to press at the federal level to make these connections and encourage linkages as part of the programs' directives.

Several participants provided us with background information on their programs' operations and research they conducted to identify the services and resources provided in the community.

We also met with staff at MHUW who provided us with background information on the services provided through the United Neighborhood Program and the Center for Family Opportunity at College View Elementary School. They shared information on the needs of families in these areas and approaches being taken to help these families advance economically.

Needs of Families in the Service Areas

In our discussions with MHUW staff, we learned numerous efforts were recently completed or underway to assess what families in the services area needed in terms of adult education, workforce development, job training, postsecondary education, child care, and early childhood education.

Because of the extensive outreach already occurring within the community, it didn't make sense for us to undertake interviews with local residents and community leaders or to administer a resident survey. We were provided with summary data from a series of focus groups conducted by MHUW with local residents on their need for workforce development and the obstacles they confront in accessing these services.

We used this information to help guide our efforts to identify existing services and recommend ways of linking adult-focused services with those serving children.

MHUW Focus Groups

In June 2017, three focus groups were conducted to gain information about the public's awareness of careers, workforce development, and barriers to accessing resources and programs. These focus groups were coordinated in the GES neighborhood.

The 37 total participants included both men and women, Spanish and English speakers, under and unemployed workers, those with and without legal citizenship, and those from a variety of cultural backgrounds. Of the 37 participants, only one has been through a career assessment, demonstrating how isolated many of the members of these neighborhoods feel in relation to career discovery and advancement.

Many common themes emerged among the three focus groups around the topics of public awareness and the barriers of completing workforce development programs. The consensus was most residents aren't aware of workforce training opportunities in the Denver metro area, and if they are, the information came from family and friends. Those who did know about workforce programs and training opportunities perceive it to be a complex and difficult process to navigate and access them.

Additionally, the lack of knowledge of program criteria deters many from seeking training, with some stating their legal status as a concern. Due to urgency or time constraints, most residents want short-term professional certifications and credentials as a way to achieve employment. Participants also emphasize the importance of information from trusted sources and their partners, including those who utilize Facebook, to spread information.

The cost of the programs and training are another challenge residents faced in accessing workforce development. Though many of the participants desire to be self-employed, the capital to achieve this goal is deemed unattainable. Within the group of Spanish speakers, poor English language skills are a barrier to employment or career advancement, as they lack many opportunities to practice and improve this skill.

In all the groups, child care was stated as a top barrier for seeking any workforce training.

A focus group with unemployed Hispanic mothers say their desire to go into the workplace is inhibited by the lack of flexible jobs and access to child care.

These focus groups identify accessibility, knowledge, and funding for workforce development programs and access to child care as barriers limiting their ability to attend training programs. Many feel hopeless in being able to overcome these barriers and access these systems.

Interviews with MHUW Staff

To gain greater insight on the challenges faced by residents as they try to advance economically, we spoke with the MHUW staff familiar with the Center for Family Opportunity at College View Elementary and the United Neighborhoods program.^x

Center for Family Opportunity

Using a proven national model, MHUW and its partners established two Centers for Family Opportunity that bring together a range of services and supports to help families advance economically. Located at the College View Elementary School in Southwest Denver and at the Mountain Resource Center in Conifer, these centers are prime examples of two-generation strategies in action.

We focus on the College View Elementary site in this project, where the program provides services for adults, such as English language learning, job skills training, and high school equivalency test preparation classes. Denver Public Schools provides education services for the children, ranging from early childhood education through elementary school. The center also provides financial and credit coaching services to help families build financial assets and connect them to other work supports.

These services are client focused and bundled so they can better serve the entire family's needs. Data on the programs and services is integrated and tracked to help families and demonstrate outcomes. There is interest in expanding this model to schools in other neighborhoods.

United Neighborhoods

A MHUW program, United Neighborhoods, is designed to respond to the most pressing concerns of families and residents in Denver's highest-need neighborhoods. Its work in the GES neighborhood focuses on families with children in the local elementary schools and identifies the best ways to help them advance economically. It involves multiple generations and addresses a range of needs, including health care, housing, education, and workforce development. These services are aimed at transforming the lives of residents and are guided by data and research.

Residents of the GES neighborhood expressed a desire for gaining the skills needed to get better paying jobs. Workers here experience double-digit unemployment rates at a time when unemployment in the state and city is below 3 percent overall. About one-third of the residents are estimated to lack a high school diploma or equivalent, and many families live below the federal poverty level (FPL).

There are limited services available to the residents, although Focus Point Family Resource Center put a job training center in the neighborhood. Still, there is a need for more slots in qualified child care centers, and residents face barriers in accessing some workforce training opportunities. Many residents say they want to start their own businesses, but accessing the necessary capital and assistance to comply with the other requirements is difficult.

The GES neighborhood is experiencing the effects of gentrification and housing costs are rising, pricing some of the long-term residents out of the market. Access to affordable housing is a critical need expressed by the residents and an important component to keep people in the neighborhood. There is also a need for access to medical care, including mental health services.

The approaches taken by the United Neighborhoods team employ the hallmarks of the two-generation model, such as listening to the families, serving entire families, and linking services across entities providing health, housing, and workforce development services.

MHUW 211 Data

Finally, we accessed summary data from the calls to the 211-service provided by MHUW and used it to further describe the needs of families in the service area and broader community.

Mapping Resources in Service Areas

Licensed child care is hard to come by in many Denver neighborhoods. In fact, north Denver's GES neighborhood has been classified by the Center for American Progress as a child care desert — a location with either no child care options or so few that there are more than three children for every licensed child care slot.^{xi} GES is 1 of 9 out of Denver's 78 neighborhoods classified as a child care desert.^{xii} These unfortunate facts serve as a reminder that quality child care is not readily available to every family who needs it, and this lack of care affects more than just one generation.

To better understand the resources available for both children and adults, the Bell Policy Center conducted research on the different types of providers and programs in the GES and College View neighborhoods. While analyzing the programs in these neighborhoods, we specifically looked to see if the programs operate on a two-generation model.

In addition to the existing services available in these neighborhoods, there are plans advocated by Gary Community Investments and others to provide additional child care services through WorkLife Partnership, as well as efforts to expand the number of informal child care providers.^{xiii}

For our research, we first mapped the GES and the College View neighborhoods on Google Images. Then, we googled each type of program — child care center, adult education, adult workforce development, apprenticeships, employment agencies, libraries, community centers, and recreation centers — and mapped them accordingly to the neighborhood boundaries.

After our initial Google search, we then used MHUW's 211 data, Colorado Shines, and Care.com to find more providers and programs. In addition to online research, we also called different agencies to help clarify the resources offered so as to identify whether they use a two-generation model.

Research shows most child care centers in these neighborhoods accept the Colorado Child Care Assistance Program (CCCCAP). However, we also see many resources are located slightly outside neighborhood boundaries. We include servicers in our data – indicated by an asterisk – that are approximately one mile or less outside the neighborhood boundary. We find it important to include these servicers, as they indicate there are more resources available outside the boundaries for these areas. For example, out of the 12 child care centers listed in College View, nine are technically outside the neighborhood. For GES, most of the listed child care centers – 16 out of 23, or 70 percent – are technically outside neighborhood boundaries.

For north Denver, we see more resources are available in the River North Art District, just southwest of GES, than within the neighborhood itself. The River North Art District has a higher average income than GES, and there is a question as to whether the residents of GES can even access or afford the slots in the River North Art District.^{xiv}

The discrepancy between resources in and outside the neighborhood boundaries are less apparent for the “postsecondary/training/adult education,” and “community centers and libraries” sections. In the College View neighborhood, there are 10 programs listed under “postsecondary/training/adult education,” with two outside the neighborhood boundary. The GES neighborhood has eight providers, with three outside the neighborhood boundary. Lastly, for “community centers and libraries,” College View has two of the three listings outside the neighborhood. For GES, two out of the seven resources are located outside the boundary. We identify resources in both communities that use a two-generation model. Our research shows four agencies in GES and three agencies in College View utilize this model.

GES Neighborhood

- Focus Points Family Resource Center: Provides Head Start early childhood education programs and preschool services for children, and workforce development services for adults.
- Rocky Mountain Service Employment Redevelopment Head Start – Elyria and Quigg Newton Centers: Provide Head Start early childhood education programs for children, and workforce training for adults at other locations.
- Laradon Hall: Provides education programs for children, and adult employment training and skill-building classes for people with developmental disabilities.
- Advanced Manufacturing Center at Community College of Denver: Offers college-level training in manufacturing and welding occupations. Child care and early education is available for students’ children at Auraria. This is one of the job training courses included in the Strengthening Working Families Initiative (SWFI), which recruits students from GES and College View neighborhoods.

College View

- Center for Family Opportunity, College View Elementary School: This Center operates what could be considered a model two-generation program. It provides job skill training, English language acquisition, and high school equivalency degree preparation classes, as well as financial counseling, credit coaching, and tax preparation services to adults. Early childhood and elementary education is provided.
- College View Community Center: This center provides education and youth development programs for young people, and adult development and career counseling services for adults.
- Florence Crittenton High School within Denver Public Schools: This high school provides education services for teen mothers, including postsecondary training for them, and early childhood education for their infants and toddlers.

There are several other agencies that provide services to either children or adults that could broaden their approach to use more of a two-generation strategy. For example, several of the agencies that provide postsecondary, workforce development, and adult education services could expand to provide child care when the adult students are enrolled in classes. They could also work with existing child care and early education providers to offer services to the children of the adults engaged in their training programs. Developing these links among programs could strengthen the training provided to adults and their children and result in better outcomes for both.

In addition to the direct adult and child care programs, broader community-level programs can also support and help implement a two-generation model. For example, we included libraries, recreation centers, and clubs in our research and find some offer programs such as youth development, individual empowerment, professional development, and homework assistance. The community centers and libraries located in both neighborhoods have resources available for adults and children and could be accessed by providers of adult or early childhood education to expand the training and services they provide. Taking advantage of these resources could strengthen the services provided and move more programs toward a two-generation model.

Finally, many of the education providers, both those serving adults and children, are smaller entities with more limited resources, with many of the child care providers being informal caregivers. However, it would be helpful if these entities had information on the availability of existing services in their neighborhoods, so they could share with their clients. These providers could strengthen the services offered by asking if their clients need help with either early childhood education or adult education, and then provide referrals and information on the needed services.

Table 1 – Resources Available in Globeville, Elyria, Swansea (GES) Neighborhood

Child Care

Agency	Address / Phone	Category	Description
Focus Points Family Resource Center	2501 East 48 th Ave Denver, CO 80216 (303) 292-0770 Child care: 3503 Marion St	Early Learning Center ESL & HI Equivalency classes Workforce development programs for adults Two-generation model	8:30 am – 5pm Preschool/Head start school English & Spanish
Rocky Mountain Service Employment Redevelopment (RMSER) Head Start Elyria Center	4809 Race St. Denver, CO 80206 (303) 295-0594	Head start preschool program & workforce training at other locations <i>No CCCAP</i> Two-generation model	8 am – 4pm Preschool English & Spanish Level 4 Quality Rating
RMSER Head Start Quigg Newton Center	4440 Navajo St. Denver, CO 80211 (303) 480-6863	See above Two-generation model	Above
Growing Little Miracles Daycare LLC.	4240 Clayton St Denver, CO 80216 (720) 451-6989 (303) 330-7857	DHC Family Child Care Home <i>CCCAP accepted</i> <i>No programs/services for parents and adults</i>	Susan Pineda home daycare 6 am – 6 pm English & Spanish 1 year – 6 years Level 1 Quality Rating
DPS Swansea Elementary	4650 Columbine St. Denver, CO 80216 (720) 424-3630	YMCA after school 1-5 th graders, Pre-K for 4 year old's <i>CCCAP accepted</i> <i>No programs/services for parents and adults</i>	7:55 am – 3 pm English & Spanish 4 years – 5 th grade Level 4 Quality Rating
Colorado Uplift	400 W 48 th Ave Denver, CO 80216 (303) 830-6615	Child/School/Age/Postsecondary Development Elementary, middle school and high school. <i>No programs/services for parents and adults</i>	Programs: In School, After School, Adventure, Postsecondary, Advance leadership, teach character development, and life skills.

Agency	Address / Phone	Category	Description
Open Air Academy	3507 Ringsby Ct, Denver, CO 80216 (303) 296-8300	Reggio Emilia Preschool <i>No programs/services for parents and adults</i>	Infant, toddler & preschool programs follows a progressive education w/ unique approach to early education – project-oriented environment for kids
*YMCA @ Wyatt Academy	3620 Franklin St Denver, CO 80205 (720) 810-7313	After school enrichment program & extended learning program for kids <i>CCCAP accepted</i> <i>No programs/services for parents and adults</i>	6:30 am – 6 pm Preschool English 5- 16 years
*The Heart Child Center LLC (My Baby Topia)	1475 E 33 rd Ave Denver, CO 80205	Child Care Center <i>No CCCAP</i>	7 am – 6 pm Infant, Toddler, Preschool English & Spanish Level 2 Quality Rating
*DPS Bryant Webster Dual Language	3635 Quivas St. Denver, CO 80211 (720) 424-9170	Child Care Center ELL <i>No CCCAP</i>	8 am – 3 pm English & Spanish ECE – 8 th grade Level 5 Quality Rating
*Guardian Angels Preschool	1843 W 52 nd Ave. Denver, CO 80221 (303) 480-9005	Child Care Center <i>CCCAP accepted</i>	6:45 am – 6 pm Preschool English & Spanish Level 3 Quality Rating
*DPS ECE Garden Place Academy	4425 Lincoln Denver, CO 80216	Child Care Center <i>CCCAP accepted</i>	8:45 am – 3:45 pm Preschool English & Spanish Level 4 Quality Rating
*Early Excellence Program of Denver Inc	3580 Franklin St Denver, CO 80205	Child Care <i>CCCAP accepted</i>	7:30 am – 5:30 pm Toddler, Preschool English & Spanish Level 5 Quality Rating
*Where Dreams Begin Learning Center	3739 Downing St Denver, CO 80205 (720) 299-8898	DCC Development Child Care Center <i>CCCAP accepted</i>	6:30 am – 6 pm Toddler, Preschool 2 years – 12 years English & Spanish Level 3 / 4 Quality Rating

Agency	Address / Phone	Category	Description
*Margery Reed Mayo Day Nursery – Catholic Charities	1128 28 th St Denver, CO 80205 (720) 799-9275	DCC Child Care Center <i>CCCAP accepted</i>	7 am – 6 pm Infant, Toddler, Preschool 6 weeks – 5 years English & Spanish Level 4 Quality Rating
*Family Star Montessori	2940 Curtis St Denver, CO 80205 (303) 295-7711	DCC Child Care Center <i>CCCAP accepted</i>	7:15 am – 5:30 pm M-F Infant, Toddler, Preschool English & Spanish 2 month – 6 years Level 4 Quality Rating
*Hope Center Inc	3400 Elizabeth St Denver, CO 80205 (303) 388-4801	DCC Child Care Center <i>CCCAP accepted</i>	7:30 am – 4 pm Toddler, Preschool 2 years – 8 years English Level 4 Quality Rating
*The Educare School @ Clayton Early Learning	3751 Martin Luther King Denver, CO 80205	DCC Child Care Center <i>CCCAP accepted</i>	7:30 am – 6 pm Infant, Toddler, Preschool 6 weeks – 5 years English & Spanish Level 4 Quality Rating
*Bright Star Early Learning Center	3605 Martin Luther King Denver, CO 80205 (303)393-8648	DCC Child Care Center <i>CCCAP accepted</i>	7 am – 5:30pm Toddler, Preschool 1 year – 5 years English & ASL & Spanish Level 3 Quality Rating
*Elaine Jackson Site	3545 Pecos St Denver, CO 80211 (720) 839-1236	Child Care <i>CCCAP accepted</i>	8 am – 4 pm Preschool English & Spanish Level 4 Quality Rating
*Pecos Site	3555 Pecos St Denver, CO 80211 (303) 480-9394	Child Care Center <i>CCCAP accepted</i>	7:30 am – 4:30 pm Preschool English & Spanish Level 4 Quality Rating
*International Academy of Denver	2401 E 37 th Ave Denver, CO 80205 (720) 424-6420	Child Care Center <i>No CCCAP</i>	7:55 am – 3 pm Preschool English & Spanish
*DPS ECE Trevista @ Horace Mann	4130 Navajo St Denver, CO 80211 (720) 423-9800	Child Care Center <i>No CCCAP</i>	8:15 am – 3:15 pm Preschool 3 years – 8th grade English & Spanish Level 4 Quality Rating

Source: Elyria-Swansea is a Child Care Desert

Postsecondary / Training / Adult Education

Agency	Address / Phone	Category	Description
Laradon Hall	5100 Lincoln St. Denver, CO 80216 (303) 296-2400	Child education programs, adult employment training, and learning/skill building activities for folks with developmental disabilities, day programs for adults <i>No child care but school program for kids offered year-round</i> Two-generation model	7:30 am- 4 pm 8 am- 2 pm (Adult Program)
Community College of Denver-Advanced Manufacturing Center	2570 31st St, Denver, CO 80216 (303) 556-5200 Child care Center (303) 556-2400	Offers degrees and certificate programs in machining and welding <i>child care facility service provided on campus through Auraria campus and child care arranged through the SWFI program.</i> Two-generation model	
Colorado Construction Institute	4800 Race Street Denver, CO 80216 (303) 997-0453	Adult education school with workforce development programs	8:30 am – 5 pm

Agency	Address / Phone	Category	Description
Denver Joint Electrical Apprenticeship Program	5610 Logan St, Denver, CO 80216 (303) 295-1903	Electrician Apprenticeship Program <i>No child care provided or referrals used</i>	8 am -12 pm, 1 -5 pm
Sheet Metal Works JATC	1515 W 47th Ave, Denver, CO 80211 (720) 855-0305	Labor union with apprenticeship program for HVAC <i>No child care provided or referrals used</i>	8 -11:30 am, 1 - 4 pm sheet metal workers, service technicians, bus operators, engineers, conductors, sign workers, welders, production employees and more
Colorado Motor Carriers Association	4060 Elati St, Denver, CO 80216 (303) 433-3375	Training courses & membership <i>No child care provided or referrals used</i>	
Colorado Rural Electric Association	5400 Washington St, Denver, CO 80216 (303) 455-2700	Education, employment and training opportunities <i>no child care provided or referrals used</i>	8 am – 4:30 pm

Community Centers and Libraries

Agency	Address / Phone	Category	Description
Valdez-Perry Branch Library	4690 Vine Street Denver, CO 80216 (720) 865-0300	Library	Computers available, Professional Development, Homework Help, Immigrant and Refugee Services, Community Resources
Swansea Recreation Center	2650 E 49 th Ave Denver, CO 80216 (720) 865-0540	Recreation Center	M-Th 11:30am - 8pm F 11am - 6pm S 10am-2pm Games, Athletics, Craft Room, Food/Snacks, Fitness, Sports
Colorado Miners Community Center	4809 Race St Denver, CO 80216 (720) 287-2404	Youth community recreation center	M-F 9 am – 7:30 pm Head Start Program through RMSER Workout class for seniors but no training/development programs
Boys & Girls Club	4595 Navajo St Denver, CO 80211 (303) 477-5912	Programs for youth	Ages 6 – 18
Globeville Recreation Center	4496 Grant St, Denver, CO 80216 (303) 294-1800	Recreation Center	Gym, aerobics, arts & crafts
*Stapleton Recreation Center	5090 Broadway, Denver, CO 80216 (720) 865-2150	Recreation Center	M,W,Th,F 11:30am - 7:30pm T 10:30am - 7:30pm S 10am - 2 pm Fitness activities, arts & crafts
St. Charles Recreation Center	3777 N Lafayette St, Denver, CO 80205 (303) 295-4462	Recreation Center	M-Th 11:30am - 8pm F 11am - 6pm S 2pm - 6pm Gym, fitness activities, arts & crafts

**outside strict boundaries of GES within 1-5 blocks*

Table 2 – Resources Available in College View Elementary Neighborhood

Child Care

Agency	Address / Phone	Category	Description
Sewall CDC Strive	2626 W Evans Ave Denver, CO 80219 (303)399-1800	Child Care <i>CCCAP Accepted</i> <i>No programs/services for parents and adults</i>	8 am – 5pm Preschool 2 y/o- 5 English & Spanish Level 4 Quality
Springboard @ College View	2675 S Decatur St Denver, CO 80219 (303) 656-7071	Child Care <i>CCCAP Accepted</i>	2:50 pm – 5 pm Preschool & School Age English
Denver Child Care	3155 W Florida Ave Denver, CO 80219	Child Care <i>CCCAP Accepted</i> <i>No programs/services for parents and adults</i>	6:30 am – 5:45 pm Preschool English & Spanish Level 4 Quality
*Little Einstein's Academy	3105 W Iowa Ave Denver, CO 80219 (303)936-4865	Child Care Center <i>CCCAP Accepted</i>	7 am – 5:30 pm Infant, Toddler, Preschool English & Spanish Level 1 Quality
*Trinity Lutheran Early Childhood Learning Center	4225 W Yale Ave Denver, CO 80219 (303)359-7633	Child Care <i>CCCAP Accepted</i>	7 am – 6 pm Toddler, Preschool English Level 3 Quality
*Rising Star Early Learning Center	3400 S Federal Blvd Sheridan, CO 80110 (303)781-1726	Child Care <i>CCCAP Accepted</i>	6:30 am – 6 pm Infant, Toddler, Preschool English & Arabic Level 4 Quality
*DPS EVE Gust School	3440 W Yale Ave Denver, CO 80219 (720) 423-2676	Child Care Center <i>CCCAP Accepted</i>	8:45 am – 3:30 Preschool – 5 th grade English & Spanish Level 4 Quality

Agency	Address / Phone	Category	Description
*Sheryl Williams	3060 S Mabry Ct Denver, CO 80236 (303)937-7878	Child Care <i>CCCAP Accepted</i>	6 am – 5:30 pm Infant, Toddler, Preschool English Level 1 Quality
*Laura Gardner	2793 S Julian St Denver, CO 80236 (720) 328-5896	Day Care Home Center <i>CCCAP Accepted</i>	7 am – 5:30 pm Infant, Toddler, Preschool English Level 1 Quality Care
*Mary Goodman	2730 S King St Denver, CO 80236 (541) 760-7446	Day Care Home Center <i>No CCCAP</i>	7:30 am – 6 pm Infant, Toddler, Preschool English Level 1 Quality Care
*El Mundo Feliz	1470 S Federal Blvd, Denver, CO 80219 (303) 936-3773	Day Care Center <i>CCCAP Accepted</i>	7 am – 5:30 pm Infant, Toddler, Preschool English & Spanish Level 2 Quality
Godsman Elementary School	2120 West Arkansas Ave, Denver CO 80223 (720) 424-7060	Elementary School	Provides biliteracy program

Postsecondary / Training / Adult Education

Agency	Address / Phone	Category	Description
College View Elementary – “Center for Family Opportunity”	2675 S Decatur, Denver, Colorado 80219 (720) 424-8686	Family Resource Center Two-generation model	GED/ESL classes, Job Skills Training, Legal Services, Tax Prep Services, Financial and Credit Coaching, Utility Assistance. Early childhood and elementary education.

Agency	Address / Phone	Category	Description
College View Community Center	2525 S Decatur St, Denver, CO 80219 (303) 350-5565	Work/Life Development -Youth & adult development Two-generation model	Education and Youth Development, Life-Line Adult Program (career development, counseling), community enrichment-senior specific programs
*DPS Florence Crittenton	55 S Zuni St (720) 423-7900	High school Two-generation model	9 th - 12 th grades & up to age 21 ECE for infants and toddlers Postsecondary opportunities for mothers
Division of Vocational Rehabilitation Colorado Department of Labor and Employment	2211 W Evans Ave, Denver, CO 80223 (303) 866-2500	Employment Agency	Helps people with disabilities get and maintain employment
International Union of Painters and Allied Trades	2170 S Lipan St, Denver, CO 80223 (303) 761-1324	Labor Union <i>no child care provided or referrals</i>	Training and apprenticeships through the International Union
Independent Electrical Contractor-Emily Griffith Apprenticeship Program	1205 Osage Street Denver, CO 80204 303-853-4886 www.iecrm.org	Apprentice Program <i>no child care provided or referrals-first time asked this question</i>	Electrical Apprenticeship Program
Associated Builders and Contractors- Rocky Mountain Chapter	2267 W Yale Ave, Englewood, CO 80110 (303) 832-5812	Trade Association <i>no child care provided or referrals. Companies send construction workers to their classes</i>	Monday-Friday 8 am – 5 pm Education & workforce development programs for construction professionals
Southwest Early College	3001 S Federal Blvd, Denver, CO 80236 (303) 935-5473	Education Program <i>no child care support or specific referrals</i>	Early college high school blends high school and college in a rigorous yet supportive program
International Union of Elevator Constructors	3025 W Hampden Ave, Sheridan, CO 80110 (303) 937-8039	Labor Union <i>no child care provided or referrals</i>	4-year apprenticeship program in elevator construction

We found an additional employment agency, Iron Man Labor; however, their website is hacked

Community Centers and Libraries

Agency	Address / Phone	Category	Description
College View Community Center	2525 S Decatur St, Denver, CO 80219 (303) 350-5565	Community Center	Hunger relief and nutrition, education and youth development, individual empowerment, and community enrichment
Hadley Branch Library	1890 S Grove St Denver, CO 80219 (720)865-0170	Library	Computers available, Professional Development, Homework Help, Immigrant and Refugee Services, Community Resources
Englewood Public Library	1000 Englewood Pkwy. Englewood, CO 80110 (303) 762-2560	Library	M-T 10 am – 8:30 pm F – S 10 am – 5 pm Sunday 1 – 5 pm Computer classes, English conversation class, Internet 101, other classes Children programs for 18-month – school age

**outside strict borders of College View – within 1-5 blocks*

Findings, Recommendations, & Conclusions

During our research, analysis, and mapping of the current availability of adult education, workforce development, job training, postsecondary education, early childhood education, and child care services, we find there are some programs using a two-generation model and others that could with some assistance. In addition to what we heard from local thought leaders in these areas, our findings are consistent with what we learned during our environmental scan conducted in 2016 and with other research conducted in this area.

Findings

1. *A limited number of programs use a two-generation model to provide education services*

We found that four programs in the GES neighborhood and three programs in the College View Elementary neighborhood are currently using a two-generation model to provide education services for adults and their children. This is somewhat expected given that using a two-generation approach is relatively new and not universally applied throughout the Denver metro area.

2. *Lack of knowledge and relationships limit links among programs.*

One of the major barriers to improving the links among programs that serve adults and those that serve children is the lack of awareness, knowledge and relationships among the leaders of these programs. In our research of several programs that provide job training and workforce development for adults, we find many are unaware of child care and early childhood education providers in the neighborhoods that they could refer their students to. Expanding the knowledge of programs and providing information that could be used in referrals would help make these connections more likely.

3. *The SWFI program recruits students from these neighborhoods.*

One example of an effective two-generation model is the SWFI program that operates through the Community College of Aurora and Community College of Denver. It recruits students from both neighborhoods and provides an excellent opportunity for parents to gain the skills and training needed to obtain good-paying jobs while their children gain access to quality early childhood education.

4. *Community centers, libraries and other community groups can be a source of information and assistance for providers.*

Some of these centers and groups offer programs that serve adults, others that serve children, and some that serve both. Libraries are a good source of information and other resources that can be used by providers to expand the services they provide to children and adults.

Recommendations

1. *Conduct a detailed analysis of existing funding streams to identify the barriers limiting the implementation of two-generation models.*

Limits on how current funding can be used to provide educational services is often cited as a barrier to implementing two-generation models. It would be helpful to undertake a detailed analysis of the major funding sources for these programs and identify specific restrictions preventing providers from using the funds for two-generation models. This analysis can be used to develop and advocate for policy suggestions to overcome barriers curbing implementation of two-generation models.

2. *Provide additional funding to expand support for the implementation of additional programs using a two-generation model.*

The discussion among the local community thought leaders emphasized one reason two-generation models aren't utilized more frequently is because funding is often not provided to serve the entire family or not available for reaching out and linking to other programs.

As one person remarked, "No one is paying us to apply a two-generation approach to our work."

Additional service providers should approach local philanthropies with proposals to provide funding to expand the number of programs in these neighborhoods using a two-generation model that provide adult education, workforce development, job training, and postsecondary education services to adults while also providing early childhood education for their children.

These could involve expanding the training at existing locations or creating formal linkages among providers. The projects should collect data and assess the effectiveness of these efforts and share them broadly among the providers in these neighborhoods. This could be used as a model for expanding these services to other areas.

3. *Create a task force to work with businesses and employers to identify resources and approaches that can be used to expand access to adult education, workforce development, job training, and postsecondary education for adults, and child care and early childhood education for their children.*

Businesses and local employers need qualified workers, which are harder to find given the strong economy and low unemployment rates in the Denver metro area and across the state.

Many of the residents of GES and the College View neighborhoods could help meet this demand if given the opportunity to obtain the necessary skills and training to do the jobs. There are ongoing efforts to bring groups together to identify what is needed and how additional resources can be added to address these problems.

A taskforce comprised of employers, businesses, adult training providers, child care and early education providers, workers, and neighborhood residents could be created and charged with conducting a detailed analysis to pinpoint ways of involving businesses and employers in expanding the training opportunities for unemployed and underemployed residents.

4. Create additional pilot projects that intentionally link educational services for adults with those for their children.

Our research shows there are seven agencies in the two neighborhoods using a two-generation model to provide education services to adults and their children. Clearly, there is a need in these neighborhoods for more child care services, and residents expressed a desire for more opportunities for job training and workforce development services.

The SWFI pilot is a model two-generation program. However, there is room for additional pilots that could be used to demonstrate the effectiveness of the two-generation approach.

To provide additional services and further test the efficacy of applying a two-generation model, pilot programs could be created that purposefully offer adult education, workforce development, apprenticeships and innovative skill training for adults along with early childhood education for their children. Data could be collected, and the outcomes tracked to judge the value of these approaches and shared widely within the community.

5. Collect information on the resources available in the neighborhoods and the community and distribute it broadly to providers and others.

Collecting information on the available resources in the neighborhoods and the broader community and making it available to providers will make it easier for them to refer clients to appropriate services in the community. This is particularly important for the informal care providers who, while they may not be aware of all the services available for adults, are trusted voices in the community and are leaders parents look to for advice.

Many of the providers who offer services for adults report not being aware of child care or early childhood education services. Having this information readily available will help them respond to requests from their clients and link them with services for their children. This information could also be available through local libraries and community centers to simplify public accessibility.

Conclusions

Using two-generation models to intentionally provide simultaneous education services to low-skilled and low-income adults and their children help both generations succeed. These strategies are also proven to support families and their road out of poverty.

These efforts are of paramount importance to those families living in Colorado neighborhoods with the highest need. The Bell Policy Center's analysis of the GES and College View neighborhoods along with the current services available shows expanding the use of two-generation models could help more families advance economically.

Local thought leaders and a wide range of research illustrates what can be done to increase the use of these models. It's up to us to see to it that these strategies are implemented.

Endnotes

ⁱ Bound to Succeed: An Environmental Scan of Two-Generation Approaches to Education in Colorado, The Bell Policy Center, October 2016.

<https://docs.google.com/viewerng/viewer?url=https://www.bellpolicy.org/wp-content/uploads/2017/10/Bound-to-Succeed-2016.pdf>

ⁱⁱ What is 2 Gen? The Two Generation Approach, Aspen Ascend, Aspen Institute, <http://ascend.aspeninstitute.org/two-generation/what-is-2gen/>

ⁱⁱⁱ Bound to Succeed: The Bell Policy Center, October 2016.

^{iv} Fact Sheet-4.8 Million College Students are Raising Children, November 2014. <https://iwpr.org/publications/4-8-million-college-students-are-raising-children/>

^v Promoting Education: The Two Generation Approach of the Community Action Project of Tulsa, OK in An Anthology from the Ascend Fellowship, Aspen Institute, April 2015. <https://repositories.lib.utexas.edu/bitstream/handle/2152/30305/Two%20Generations-One%20Future-An%20Anthology%20from%20the%20Ascend%20Fellowship.pdf?sequence=1>

^{vi} Briefing Paper: College Students with Children are Common and Face Many Challenges in Completing Higher Education, March 2013. <https://files.eric.ed.gov/fulltext/ED556715.pdf>

^{vii} Community College Partnerships for Student and Career Success: Program Profile of Carreras en Salud, June 2012 <https://iwpr.org/wp-content/uploads/wpallimpor/files/iwpr-export/publications/C397%20CommunityCollegesPartnerships.pdf>

^{viii} Presentation of Discovery: Findings from Our Research to Date, SWFI Launch Event, The Bell Policy Center, June 12, 2017.

^{ix} The Bell Policy Center, Bound to Succeed, 2016.

^x The information in this section is based on an interview the Bell study team had with Liane Morrison with the Untied Neighborhoods program and Raweena Naido with the Center for Family Opportunity team, supplemented by information on the MHUW website <http://www.unitedwaydenver.org/>

^{xi} Life in a child care desert: What one Denver neighborhood can teach us about solving a national problem, <https://www.chalkbeat.org/posts/co/2017/12/06/life-in-a-child-care-desert-what-one-denver-neighborhood-can-teach-us-about-solving-a-national-problem/>

^{xii} Ibid

^{xiii} Life in a child care desert; What one Denver Neighborhood can teach us about solving a national problem, Chalkbeat, December 6, 2017.

<https://www.chalkbeat.org/posts/co/2017/12/06/life-in-a-child-care-desert-what-one-denver-neighborhood-can-teach-us-about-solving-a-national-problem/>

^{xiv} Mapping America's Child Care Desserts, The Center for American Progress, August 30, 2017. <https://www.americanprogress.org/issues/early-childhood/reports/2017/08/30/437988/mapping-americas-child-care-deserts/>