

Parents and Children Thriving Together (PACTT): Two-Generation State Policy Grant

Background

The National Governors Association ([NGA](#)) and the Center for Law and Social Policy ([CLASP](#)) announced a technical assistance grant to help states create a two-generation plan to better meet the needs of low-income families. Oregon along with four other states (Colorado, Georgia, Minnesota, and New Jersey) were selected for the grant.

[Two-generation strategies](#) seek to simultaneously promote children's learning and healthy development while promoting the parents' success as both caregivers and breadwinners.

Oregon will participate in technical assistance and peer networking and receive financial support to develop and implement a two-generation plan to achieve statewide systems change across human services, workforce, and education policy areas.

Problems Oregon hopes to address and approved proposal

Oregon ranks third worst in high school graduation¹. Oregon also has high rates of student chronic absenteeism. Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels². A May 2016 report on chronic absenteeism by the Oregon Chief Education Officer found that the highest rates of absenteeism were among students of color, students living in tribal communities, students with disabilities, and students living in poverty³. Research on chronic absenteeism concludes that attending school means succeeding in school, particularly for the most vulnerable students who live in poverty⁴.

¹ http://www.oregonlive.com/education/index.ssf/2016/10/oregon_graduation_rate_falls_t.html

² Balfanz, Byrnes. May 2012. *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Johns Hopkins University School of Education. http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

³ May, 2016. Chronic Absenteeism Report, Chief Education Office. <http://education.oregon.gov/oregon-dives-into-solving-a-statewide-problem/>

⁴ Balfanz, Byrnes. May 2012. *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Johns Hopkins University School of Education.

Through this grant, Oregon aims to disrupt inter-generational poverty by creating a two-generation, client-informed plan to:

- raise the school attendance rates of the most disadvantaged children and youth,
- help their parents achieve economic security (as they define it and can include access to training/education, access to good jobs), and
- support the parents' role as caregivers (as they define it and can include access to services, support networks, etc.).

The target population will be children and youth who are chronically absent from school whose families are connected with the Department of Human Services' Self-Sufficiency and/or Child Welfare programs. Five Oregon areas were selected using criteria such as unemployment rates, poverty level, urbanicity, school attendance rates, graduation rates, geography, and the diversity of their racial/ethnic composition. The areas are:

- Riddle (in Douglas County),
- Jefferson County,
- Lincoln County,
- Multnomah County, and
- Umatilla City (in Umatilla County)

A team will then engage these communities in [human-centered design](#) (HCD), which begins with the end-users at the heart of the process by involving them as co-creators of meaningful solutions tailor made to suit their needs. Through HCD participants will be able to (1) develop local two-generation solutions and (2) share their diverse views with policy-makers and agency heads who are charting the course for statewide systems.

Oregon's two-generation grant partners

Oregon seeks to develop a client-informed two-generation plan that achieves system change across human services, workforce development, and education. The Department of Human Services (DHS) is the lead agency working with Oregon Department of Education and workforce system partners.

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