



NATIONAL CONFERENCE of STATE LEGISLATURES

The Forum for America's Ideas

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Subject: Follow up materials for Vermont Child Poverty Council

Below are resources and links to answer the questions raised by members of the Council.

Connecticut Two-Generation Work

Legislation: 2014 Section 198 of [Public Act 14-217](#); HB 5030

Sec. 198. (a) The Commission on Children shall, within available appropriations, establish a two-generational school readiness plan to promote long-term learning and economic success for low-income families by addressing intergenerational barriers to school readiness and workforce readiness with high-quality preschool, intensified workforce training and targeted education, coupled with related support services. Such plan shall include recommendations for: (1) Promoting and prioritizing access to high-quality early childhood programs for children ages birth to five years who are living at or below one hundred eighty-five per cent of the federal poverty level; (2) providing the parents of such children with (A) the opportunity to acquire their high school diplomas, (B) adult education, and (C) technical skills to increase their employability and sustainable employment; and (3) funding for implementation of the plan, including, but not limited to, use of the temporary assistance for needy families program and other federal, state and private funding.

(b) On or before December 1, 2014, the executive director of the Commission on Children shall report to the joint standing committees of the General Assembly having cognizance of matters relating to children, education, workforce development and appropriations and the budgets of state agencies, in accordance with the provisions of section 11-4a of the general statutes, on the plan.

Report to the General Assembly 2014: http://www.cga.ct.gov/coc/PDFs/two-gen/2015-02-03_report_FINAL.pdf

2015 Legislation: SB 1502, [Public Act 15-5](#)

Sec. 401. (NEW) (Effective July 1, 2015) (a) There is established a two-generational school readiness and workforce development pilot program. The pilot program shall operate through June 30, 2017, and shall foster family economic self-sufficiency in low-income households by delivering academic and job readiness support services across two generations in the same household. The pilot program shall be located in New Haven, Greater Hartford, Norwalk, Meriden, Colchester and Bridgeport. The pilot sites shall work together as a learning community, informed by technical assistance in best practices.

(b) The two-generational school readiness and workforce development pilot program shall serve as a blueprint for a state-wide, two-generational school readiness and workforce development model and may include opportunities for state-wide learning, in addition to the pilot sites, in two generational system building and policy development. The pilot program shall be funded by state and available private moneys and shall include:

(1) Early learning programs, adult education, child care, housing, job training, transportation, financial literacy and other related support services offered at one location, wherever possible;

(2) Development of a long-term plan to adopt a two-generational model for the delivery of the services described in subdivision (1) of this subsection on a state-wide basis. Such plan shall include, but not be limited to, (A) the targeted use of Temporary Assistance for Needy Families (TANF) funds, to the extent permissible under federal law, to support two-generational programming, and (B) state grant incentives for private entities that develop such two-generational programming;

(3) Partnerships between state and national philanthropic organizations, as available, to provide the pilot sites and interagency working group established pursuant to subsection (c) of this section with technical assistance in the phase-in and design of model two-generational programs and practices, an evaluation plan, state-wide replication and implementation of the program; and

(4) A workforce liaison to gauge the needs of employers and households in each community and help coordinate the two-generational program to meet the needs of such employers and households.

(c) The program shall be overseen by an interagency working group that shall include, but not be limited to, the Commissioners of Social Services, Early Childhood, Education, Housing, Transportation, Public Health and Correction, or each commissioner's designee; the Labor Commissioner, or the Labor Commissioner's designee; the Chief Court Administrator, or the Chief Court Administrator's designee; one member of the joint standing committee of the General Assembly having cognizance of matters relating to appropriations and the budgets of state agencies, appointed by the speaker of the House of Representatives; one member of the joint standing committee of the General Assembly having cognizance of matters relating to human services, appointed by the president pro tempore of the Senate; representatives of nonprofit and philanthropic organizations and scholars who are experts in two-generational programs and policies; and other business and academic professionals as needed to achieve goals for two-generational systems planning, evaluations and outcomes. The staff of the Commission on Children shall serve as the organizing and administrative staff of the working group.

(d) Coordinators of two-generational programs in each community in the pilot program and any organization serving as a fiduciary for the program shall report on a quarterly basis to the interagency working group.

(e) Not later than January 1, 2017, the interagency working group shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committees of the General Assembly having cognizance of matters relating to human services and appropriations and the budgets of state agencies that details: (1) The number of families served in

the program; (2) the number of adults who have obtained jobs since receiving services from the program; (3) the number of children who have improved academically, including, but not limited to, (A) achievement band increases, and (B) improvements in reading comprehension and math literacy; (4) the number of adults who have received job training, completed job training, enrolled in educational courses and obtained educational certificates or degrees; (5) the cost of the program in both state and private dollars; and (6) recommendations to expand the program to additional communities state wide.

Utah Intergenerational Poverty Commission

Legislation – [Intergenerational Poverty Mitigation Act](#)

2014 Intergenerational Poverty Interventions in Public Schools, [SB 43](#)

Presentations and Publications:

Presentation before the Economic Development and Workforce Services Interim
June 17, 2015:

<http://le.utah.gov/interim/2015/pdf/00002929.pdf>

Third Annual Report – 2014 <http://jobs.utah.gov/edo/intergenerational/igp14.pdf>

Arkansas Work Pays program

Legislation [2005 SB 380, Act 1705](#) (also attached) created both the Work Pays program and the Career Pathways Initiative

A.C.A. § 20-76-444 Arkansas Work Pays Program and the Career Pathways program

A.C.A. § 20-76-445 Arkansas Career Pathways Initiative

[Career Pathways Initiative](#) – Progress Reports (links to recent progress reports not working)

In general, students in the program have a 10 point higher rate of success than other students not enrolled in the program

FY 2012 report: http://www.arpathways.com/pdfs/FY12_Progress_Report.pdf

2015 report is attached as a PDF

Earnings Disregards by State

The [Welfare Rules Database](#) includes 50-state tables on a variety of TANF policies, including earnings disregards. The issue of the cliff effect and earnings disregards can be a little complicated in terms of clearly defining how many states are doing what. Some states use this as a strategy to incentivize work and be able to count participants towards their work participation rate. According to a GAO report, 49 states have some sort of worker supplement or disregard policy. (See page 24 of this report: <http://www.gao.gov/new.items/d10525.pdf> .) Worker supplement programs usually include cash assistance to former or current TANF recipients.

Earnings disregards do not necessarily provide any additional cash support, but allow for a certain amount of increased earnings before they lose eligibility. The tables from the Welfare Rules

Database include disregard policies that are used just at the initial eligibility phase and others for continued eligibility. See the attached excel document “earnings disregard table”.

There is also a recent report from the Congressional Research Service (attached as a pdf) on TANF eligibility and benefit levels. There is a map showing the current benefit levels by state on page 12. They take the Welfare Rules Database information on earnings disregards and translate that into what the earnings can be in order for a family to still be eligible. See page 19-21 for the maximum monthly earnings for a family of three in the first month after getting a job, fourth month and after one year of working. The Rules Database Table on the same topic is also attached (IVA.6 maximum income eligibility).

How to Use Research in Policymaking

NCSL does not have an existing guide or short piece that explains the differences or serves as a guide to using research. However, I did find a few external sources.

Pew Results First Initiative: Evidence-Based Policymaking: A Guide for Effective Government
<http://www.pewtrusts.org/~media/Assets/2014/11/EvidenceBasedPolicymakingAGuideforEffectiveGovernment.pdf?la=en>

This provides a good summary of how the Results First model is working in states; how they’ve used the information to drive investments and grants; and hold programs accountable for outcomes.

GAO summary of performance measures (attached as a pdf)

Washington State Institute for Public Policy – current law definitions

http://www.wsipp.wa.gov/ReportFile/1373/Wsipp_Updated-Inventory-of-Evidence-Based-Research-Based-and-Promising-Practices_Full-Report.pdf