



June 30, 2016

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## ***REQUEST FOR APPLICATIONS***

### ***Parents and Children Thriving Together (PACTT): Two-Generation State Policy Network***

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#### **IMPORTANT INFORMATION**

<b>Purpose:</b>	To help participating states develop and implement a two-generation state plan to better serve low-income families as a whole.
<b>Bidders' Webinar: (optional)</b>	Monday, July 11, 4-5pm Eastern Webinar access: <a href="https://meet.lync.com/ngaorg1/smcgroder/6MFTFDKB">https://meet.lync.com/ngaorg1/smcgroder/6MFTFDKB</a> Audio: Dial 888-858-6021, passcode 2026245374#
<b>Applications Due:</b>	Wednesday, August 10, 5pm Eastern
<b>Selection Announcement:</b>	by September 30, 2016
<b>Onboarding Site Visits:</b>	October 2016 to December 2016
<b>First Meeting:</b>	January or February 2017
<b>Funding Available:</b>	up to \$100,000 over two years
<b>Period of Performance:</b>	October 1, 2016 – September 30, 2018
<b>Eligibility:</b>	All states, commonwealths, and territories (“states”)
<b>NGA Center Contact:</b>	Sharon McGroder, Program Director Economic, Human Services & Workforce Division 202-624-5374 or <a href="mailto:smcgroder@nga.org">smcgroder@nga.org</a>

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## **PURPOSE**

The NGA Center for Best Practices (NGA Center) and the Center for Law and Social Policy (CLASP)—with support from the Annie E. Casey, W.K. Kellogg, and Doris Duke Charitable Foundations—will provide two years of intensive technical assistance, peer support, and financial support to help participating states, commonwealths, and territories (“states”) achieve statewide systems change through the development and implementation of a two-generation state plan. The plan will build upon gubernatorial interest, growing research evidence, and emerging policy opportunities in workforce, human services, education, health, child care, and early childhood education to better meet the needs of low-income families as a whole.

Two-generation strategies seek to simultaneously promote children’s learning and healthy development and parents’ success as both caregivers and breadwinners—giving low-income families a double boost in their efforts to achieve economic success and stability. By developing and implementing strategies to reshape both child- and adult-focused services along two-generation lines—for example, by reforming policies, cross-training staff, using data in new ways, and streamlining and aligning programs and practices—states can better achieve a range of goals, such as children’s educational success and a well-educated workforce, while also supporting families’ economic success.

## **BACKGROUND**

### **The Problem**

More than one in five U.S. children lives in families with incomes below the federal poverty line (FPL), and 44 percent live in low-income families (under 200 percent of FPL).<sup>1,2</sup> Children of color are especially likely to live in low-income families: Approximately six in 10 African-American, Hispanic, and Native American children live in low-income families, compared to three in 10 white and Asian children.<sup>3</sup>

Research shows that, on average, poor children fare worse on a range of outcomes—including physical and mental health, school readiness, and academic achievement in childhood, as well as workforce participation and economic security in adulthood—compared to their wealthier peers.<sup>4</sup> One reason is straightforward: Poor and low-income children may miss out on basics like nutritious food, stable housing, and quality education. Research shows that lack of family income, especially during a child’s early years, can have lifelong consequences.<sup>5</sup>

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<sup>1</sup> Research suggests that, on average, families need an income equal to about twice the federal poverty threshold to meet their most basic needs. Cauthen, Nancy K. & Fass, Sarah (2008). *Measuring Income and Poverty in the United States*. New York: National Center for Children in Poverty, Mailman School of Public Health, Columbia University. Retrieved June 2016 from [http://www.nccp.org/publications/pdf/text\\_825.pdf](http://www.nccp.org/publications/pdf/text_825.pdf)

<sup>2</sup> Yang Jiang, Mercedes Ekono, and Curtis Skinner, “Basic Facts about Low-Income Children: Children under 18 Years, 2014,” National Center for Children in Poverty. February 2016.

<sup>3</sup> Jiang, Ekono, and Skinner, 2016.

<sup>4</sup> Greg J. Duncan and Jeanne Brooks-Gunn, eds., *Consequences of Growing Up Poor*. Russell Sage Foundation, 1995.

<sup>5</sup> Greg J. Duncan and Katherine Magnuson, *The Long Reach of Early Childhood Poverty*, 2011, [http://www.stanford.edu/group/scspi/\\_media/pdf/pathways/winter\\_2011/PathwaysWinter11\\_Duncan.pdf](http://www.stanford.edu/group/scspi/_media/pdf/pathways/winter_2011/PathwaysWinter11_Duncan.pdf), and

Another reason is that the parents of low-income children struggle to achieve economic security and move ahead. Higher parental educational attainment and greater employment reduces the likelihood that a child will live in a low-income family. And yet, nearly one in three children whose parents have some postsecondary education reside in low-income families. Similarly, over two-thirds of poor children (69 percent) live in a family with at least one worker,<sup>6</sup> but many of these working poor families do not earn enough to achieve economic security because they are typically employed in low-wage jobs, often work fewer hours than desired, and experience instability and volatility in work schedules. Those job schedules create enormous stress for parents and make it difficult to secure stable child care, hold second jobs (often needed to make ends meet in low-wage jobs), and take classes or training necessary to find better paying work.<sup>7</sup>

Finally, parents are crucial to children's healthy development and to families' ability to move out of poverty. And yet, low-income families also face a number of challenges that make it difficult for parents to be the successful caregivers they want to be. Parents' stress—compounded by untreated health and mental health challenges—can jeopardize effective parenting, thereby hindering learning and development from infancy through adolescence and beyond.<sup>8</sup>

In short, parent and child well-being are inextricably linked. And yet, federal and state policies aimed at improving family economic security and child well-being often do not consider the needs of children and parents together. Programs and services for low-income adults often operate separately from programs and services for low-income children—even though many of those adults are the parents of those low-income children. For example, workforce programs focus on the skills adults need to get and keep a job, but because those programs typically do not as a matter of practice ascertain whether the adult is a parent, the opportunity to simultaneously plan for the adequate care of his or her children is lost. Yet without quality, reliable child care, worker productivity and job retention can be jeopardized. Likewise, efforts to address children's development and parents' caregiving, for example through home visiting or family support services, may fail to address family economic security.

### **Why a Two-Generation Approach?**

States interested in more efficient ways to meet the interrelated, often complex needs of low-income families are considering two-generation strategies to provide appropriate, coordinated, and seamless services to both the adults and the children in those families. Two-generation strategies have garnered increasing interest in recent years and build on a long history of family-centered policies and programs, from the 19th-century settlement houses to the creation of Head Start nearly 50 years ago with the idea of supporting the developmental needs of children while also supporting their parents' ability to parent and to improve their livelihood.

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Caroline Ratcliffe and Signe-Mary McKernan, *Child Poverty and Its Lasting Consequence*, Urban Institute, 2012, <http://www.urban.org/UploadedPDF/412659-Child-Poverty-and-ItsLasting-Consequence-Paper.pdf>.

<sup>6</sup> U.S. Census Bureau, Current Population Survey, "Income, Poverty, and Health Insurance Coverage in the United States: 2014," September 2015

<sup>7</sup> CLASP, *Scrambling for Stability*.

<sup>8</sup> Glen H. Elder, Rand D. Conger, E. Michael Foster, and Monika Ardel. "Families Under Economic Pressure." *Journal of Family Issues* 13 (1992); Greg J. Duncan and Katherine Magnuson, *The Long Reach of Early Childhood Poverty*, 2011,

[http://www.stanford.edu/group/scspi/ media/pdf/pathways/winter\\_2011/PathwaysWinter11\\_Duncan.pdf](http://www.stanford.edu/group/scspi/ media/pdf/pathways/winter_2011/PathwaysWinter11_Duncan.pdf); Caroline Ratcliffe and Signe-Mary McKernan, *Child Poverty and Its Lasting Consequence*, Urban Institute, 2012, <http://www.urban.org/UploadedPDF/412659-Child-Poverty-and-ItsLasting-Consequence-Paper.pdf>

Rather than operating in silos, two-generation strategies seek to bring together the “adult-serving” and “child-serving” worlds to focus on the needs of the family as a whole and connect them with services that address both the needs of the child and the needs of the adults who care for them. Through service-delivery reforms and other changes, better outcomes for both generations—especially around family economic security and healthy child development—can be achieved more efficiently.<sup>9</sup>

### **What Does a Two-Generation Approach Look Like?**

There is growing consensus in the field that a two-generation approach seeks to support parents in their dual roles of caregiver and provider and addresses the care and educational needs of their children. Therefore, a successful two-generation approach should seek to:<sup>10, 11</sup>

- **Improve access to opportunities for improving family economic security.** This can include access to postsecondary education, career training and certification programs, workforce development programs, financial education and coaching, asset building, housing assistance, and access to state and federal income support programs (such as the Earned Income Tax Credit and Supplemental Nutrition Assistance Program).
- **Improve access to quality early care and education for children.** This can include access to quality child care, early childhood education, before- and after-school care, structured positive youth development activities for adolescents, and enriching elementary school experiences, including effective instruction and strong connections with parents.
- **Improve access to programs, services, and networks to support parents and help them advocate for their children.** This can include access to home visiting services and health and mental health screening and treatment; fostering parent engagement in their child’s education; and building community connections and support networks with friends, family, peers, and co-workers.

Adopting a two-generation approach to serving low-income families does not necessarily require new laws, new money or new programs; rather, states can focus on aligning current policies, streamlining current practices and strengthening links among existing programs in the child- and adult-focused service delivery systems. Such changes—when taken collectively—are expected to lead to systems change.

### **From Two-Generation Programs to Two-Generation Policy and Systems Reform**

As the description of program components suggests, much of the work on two-generation strategies in the last few years has focused on the development of on-the-ground programs that combine services provided either by a single organization or through a partnership. **The technical assistance effort described in this RFA takes an exciting next step; it asks states to develop and implement strategies that focus on two-generation policies and system reforms.** While both individual states and policy and advocacy organizations have identified and started to develop strategies of this type, more can be done in identifying the most promising approaches, solving the biggest challenges, and identifying strategies with the biggest pay-off for low-income families.

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<sup>9</sup>J. Brooks, S. McGroder and A. Cawthorne. Tackling Intergenerational Poverty: How Governors Can Advance Coordinated Services for Low-Income Parents and Children. (Washington, D.C.: National Governors Association Center for Best Practices, August 26, 2015).

<sup>10</sup> Anne Mosle, Nisha Patel, and Jennifer Stedron, *Top Ten for 2Gen: Policy Ideas and Principles to Advance Two-Generation Efforts*, The Aspen Institute, 2014. [http://b3cdn.net/ascend/1b324c19707d1e43c6\\_p4m6i2zji.pdf](http://b3cdn.net/ascend/1b324c19707d1e43c6_p4m6i2zji.pdf)

<sup>11</sup> Annie E. Casey Foundation. (2014). *Creating Opportunity for Families: A Two-Generation Approach*. A Kids Count Policy Report.

Two-generation programs and two-generation policy/systems reforms are complementary and not mutually exclusive. Strong policies and system reforms create an environment where strong programs can thrive, and strong programs help decision-makers understand which policy elements work and which need improvement. Below is a brief description of two-generation programs and two-generation policy and systems reforms. (Details on how states might think about putting all these elements together into a two-generation strategy—including policy reform, changes in critical system features like staff training or performance measurement, and alignment or improvement of programs and practices—are provided later in this RFA.)

**Two-generation programs** offer child- and parent-focused services, in a coordinated manner, sometimes by a single organization but more often through formal partnerships with other community-based organizations. Key elements of most of today's two-generation programs are that they: (1) explicitly focus on promoting the human capital of low-income parents and children in the same program and (2) provide high-quality early childhood education. On the adult side, the most promising programs also (3) go beyond adult basic education to include postsecondary education and workforce certifications and (4) go beyond job search/placement to include career pathways and sector-based strategies developed with workforce intermediaries and employers in the community.<sup>12</sup> For example, a number of Head Start and Early Head Start programs have sought to strengthen the links to employment opportunities for the parents of enrolled children in an effort to more intentionally and strategically foster those families' economic security.<sup>13</sup> Leveraging formal partnerships and the federal Health Professional Opportunity Grant, CAP Tulsa's CareerAdvance<sup>®</sup> program provides health career training to TANF-eligible parents and early childhood education to their children.<sup>14</sup> While not always fully incorporated, some programs also seek to explicitly take on the challenge of supporting parents in their caregiving role at the same time that they are building human capital.<sup>15</sup>

**Two-generation state policy and systems reform** involves an intentional focus on the whole family by state leaders in developing, assessing, and improving policy, practices, rules, regulations, technical assistance and training, performance measurement, financing and reimbursement practices, data systems, research and evaluation, and other components of key adult- and child-serving systems. It also may involve bringing this same focus to work with the state legislature on legislation and the state budget. Two-generation policy and system reform strategies offer the opportunity to impact many more families at once, operating at a large scale compared to individual programs. They also offer the opportunity to achieve goals beyond the reach of individual programs by removing barriers to two-generation success that are outside the purview of the programs themselves. For example, if a program seeks to strengthen a parent's economic security through a credentialing program offered at a community college, yet the state's child care subsidy program will not support high-quality and consistent care during those hours, the individual service program is likely unable to fix that barrier—but the policy and system reform strategy can.

### **Why This Technical Assistance Effort is Important and Timely**

Across the country, attention to the two-generation approach is growing. An advantage of adopting a two-generation approach is that it can be useful in advancing a number of key goals. A two-generation approach does not require adopting a new initiative or project, but rather can provide a new lens for improving existing programs and policies. Since parent and child well-being are so closely connected, two-generation

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<sup>12</sup> Chase-Lansdale, P.L. and Brooks-Gunn, J. (2014). Two-Generation Programs in the Twenty-First Century. *Future of Children, Vol. 24, No. 1*, pp. 13-39.

<sup>13</sup> For example, see case studies described in <http://www.nhsa.org/two-generations-together>

<sup>14</sup> <http://captulsa.org/families/family-advancement/careeradvance/>

<sup>15</sup> Chase-Lansdale, P.L. and Brooks-Gunn, J. Ibid.



strategies can advance governors' key goals whether they are related to children's school readiness, adult credential attainment, workforce readiness, poverty reduction, or others.

For example, if a state is striving to meet a credential attainment goal, a two-generation strategy can support this objective by making it more likely that parents can be successful. More than a quarter of community college students (27 percent) are parents,<sup>16</sup> and 17.5 percent are single parents.<sup>17</sup> Therefore, advancing credential and degree completion among adults is unlikely to be successful for many parents unless coupled with strategies focusing on the care and education of their children.

As another example, states focused on school readiness are increasing access to pre-kindergarten and other early learning opportunities. Yet, expanding access to pre-k while *also* considering the employment barriers that keep families from regularly attending programs (such as fluctuating work schedules and/or part-day programs that require parents to cobble together multiple child care arrangements) or developing strong family engagement and comprehensive supports to address a broader set of factors related to positive child development is likely to yield greater success in school readiness.

This technical assistance effort is also timely because recent federal policy developments offer new opportunities for advancing two-generation policy: The 2014 reauthorizations of the Child Care and Development Block Grant (CCDBG) and Workforce Innovation and Opportunity Act (WIOA) offer opportunities for policy changes and greater coordination across those systems. The Affordable Care Act (ACA) offers tremendous new opportunities to address the health and mental health of children and parents by expanding health insurance coverage, emphasizing mental health treatment as part of the benefit package, reducing barriers to parental mental health treatment, and promoting more integrated care. Recent federal guidance includes recommendations for depression screening for all adults (as well as pregnant and postpartum females ages 12-18); guidance on drawing down Medicaid funding to support home visiting; and clarification on how states can fund maternal depression screening and mother-child dyadic treatment using a child's Medicaid coverage. Proposed Head Start standards would extend Head Start programs to a full school-day, potentially covering more of parent's employment time and extending the duration of high-quality early childhood services. For all of these reasons and more, the time is right for states to seize new policy opportunities or rethink existing policies and programs to ensure that children and parents have all that they need to thrive.

## **PARENTS AND CHILDREN THRIVING TOGETHER (PACTT): TWO-GENERATION STATE POLICY NETWORK**

### **About this Technical Assistance Effort**

The *PACTT Two-Generation State Policy Network* seeks states with a keen interest in improving their policies and practices to achieve better outcomes for low-income families. Strong applicants should be open to innovation and learning, able to articulate their challenges and goals for improvement, and amenable to seeking widespread impacts through systems change. All states, especially those new to two-generation efforts, must demonstrate a capacity to be successful based on strong leadership, stakeholder engagement, and an interest and willingness to make systemic changes.

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<sup>16</sup> Mullin, C. M. *Why access matters: The community college student body (Policy Brief 2012-01PBL)*. Washington, DC: American Association of Community Colleges, February 2012.

<http://www.aacc.nche.edu/Publications/Briefs/Pages/pb02062012.aspx>

<sup>17</sup> Juszkievicz, J. *Community College Students and Federal Student Financial Aid: A Primer* Washington, DC: American Association of Community Colleges, April 2014.

[http://www.aacc.nche.edu/Publications/Reports/Documents/CCStudents\\_A\\_Primer.pdf](http://www.aacc.nche.edu/Publications/Reports/Documents/CCStudents_A_Primer.pdf)



This technical assistance effort will be a highly interactive process meant to serve as a catalyst for policy change. Participating states will work with experts within the NGA Center and CLASP—and with other national experts and peers—who have deep knowledge of federal policies, state implementation and how to take full advantage of new policy opportunities. States will work with this team to produce action plans based on research, state data, and the practical experience of state policymakers facing similar issues across the country.

The success of this effort requires a substantial commitment on the part of state teams. By the end of this effort, states will have developed and begun implementing an action plan to meet their specific objectives around state-led two-generation strategies and assess the results of their efforts. Achievements may include executive orders, policy and regulatory changes, changes in administrative practices or processes, changes in client service strategies, and changes in funding strategies. The ultimate goal will be policies and service delivery that better meets the needs of children and parents together in order to advance child well-being and family economic security. States may take multiple paths towards achieving that goal.

The *PACTT Two-Generation State Policy Network* will provide up to two years of intensive technical assistance to help selected states achieve statewide systems change, building upon gubernatorial interest and emerging policy opportunities. During this time, the NGA Center/CLASP team will work with up to six state teams to develop and implement strategies to develop or reform policies to capitalize on new opportunities for advancing two-generation policy and systems reforms aimed at meeting the needs of low-income families.

### Assistance to States

To meet the above objectives, selected state teams will receive:

- **Financial Support.** States will receive a grant of up to \$100,000 over two years to support activities to design and implement the two-generation plan. States will be asked through the application process how they plan to use these funds specifically.
- **Technical Assistance.** States will receive ongoing expert technical assistance from the NGA Center/CLASP team based on their unique needs, including on-site visits and regular telephone support.
- **Peer Support.** States will have the opportunity to attend two or three in-person meetings with the other participating states for peer learning and networking.
- **Visibility.** States may also receive increased recognition for their two-generation efforts through dissemination of best practices.

Selected states should realize several benefits from participating in the *PACTT Two-Generation State Policy Network*, including:

- Access to experts from the NGA Center/CLASP team as well as other national subject matter experts for high-quality technical assistance on policy (including federal policy opportunities as well as state policy choices) and state operations;
- Access to other states and organizations to identify best practices and share lessons learned;
- The opportunity to strengthen relationships among key policymakers within and across state agencies and, potentially, develop or strengthen relationships with policymakers at the local level;
- The development and implementation of a state action plan for implementing two-generation policy strategies; and





- Creation of policies and systemic changes that directly improve service delivery to low-income parents and their children, thereby ultimately improving outcomes for both generations over time.

### **Required State Activities**

Each participating state will be required to undertake a set of activities throughout the 24-month *PACTT Two-Generation State Policy Network* that will help them achieve the project objectives. Although states must complete the required activities described below, they also should seek to integrate those required activities into a broader strategy to reform policies or better streamline and align programs, policies, and practices aimed at both the adults and the children in low-income families.

Specifically, state applicants must:

- Make progress integrating two-generation thinking and strategies into existing child- and adult-focused service delivery systems.
- Demonstrate commitment by the governor and the state's core and home teams (as defined on page 18) to achieve the goals of this effort.
- Commit to participate in technical assistance activities, including participating in at least two Network meetings and hosting at least one site visit per year.
- Commit to regular contact with the NGA Center/CLASP team to ensure progress and appropriate stewardship of grant funds. This includes participating in telephone calls at least monthly and providing regular financial and progress reports on grant activities.
- Commit to developing and implementing a process for assessing progress and evaluating results.
- Commit to allowing the NGA Center/CLASP team to share lessons learned from the project with federal and state agencies and the public.

NOTE: To more fully evaluate their proposal, some states may be selected for a site visit by the NGA Center/CLASP team prior to making a final selection decision. All applicants must agree to hosting a one-day site visit—with relatively short notice—**sometime between Tuesday, August 23 and Wednesday, August 31**, should your state be selected for such a visit.

### **The Focus of PACTT Two-Generation State Policy Network**

In partnership with gubernatorial leadership and in alignment with gubernatorial priorities, this effort will help selected states develop and implement two-generation strategies explicitly designed to meet the needs of both the adults and the children in low-income families. The focus is systems change at the state level.

It is expected that states will integrate two-generation thinking and strategies into existing child- and adult-focused service delivery systems. Such changes—when taken collectively—are expected to lead to statewide systems change. *This technical assistance effort offers an exciting opportunity for states to attempt something new with the potential for high impact. There may be many different approaches to advancing strategies for children and parents together.* Depending on the state, this could include executive orders, policy and regulatory changes, changes in administrative practices or processes, changes in client service strategies, and changes in funding strategies. Adopting a two-generation approach to serving low-income families does not necessarily require new laws or new money, but it could. The ultimate goal will be policies, eligibility and enrollment practices, and service delivery systems that more efficiently and effectively meet the needs of children and parents together in order to advance child well-being and family economic security.

## Outcome Areas of Focus

To be considered two-generational for the purpose of this technical assistance effort, the proposed strategies must reasonably be expected to affect outcomes in three key areas over time:

1. **Family economic security.** Addressing family economic security may include improving parents' employment and employability and providing opportunities for parents to access the education and skills training they need to be successful in the workplace.
2. **Children's care, education and development.** Addressing children's care, education and development may include improving access to quality child care while parents are engaged in workforce-related activities as well as child-focused programs and policies aimed at fostering children's development and learning—such as infant/toddler care, early childhood education, family engagement in K-12 education, before- and after-school care, and positive youth development activities.
3. **Parents as caregivers.** Supporting parents as caregivers may include efforts designed to alleviate parental stress; promote parents' emotional, mental and physical health; build connections with other parents and their community; strengthen parent-child relationships; and otherwise foster conditions that allow parents to support their children's development and educational success.

## Policy Areas

The overarching goal of two-generation strategies is to provide opportunities for families to move out of poverty and improve family economic security and child well-being, typically by supporting parental employment with family-supporting wages and children's care and education. In an effort to balance the desire to support high-impact policy areas while maintaining some flexibility for states to seize unique opportunities within their states, this technical assistance effort encourages applicant states to select from among a set of policy areas with high-impact opportunities for two-generation systems change but provides flexibility on the specific strategies to be undertaken.

Those policy areas are:

1. **Child care/early childhood education, linked to workforce development/postsecondary education.** For low-income parents to be successful, they must have stable child care in order to pursue education, training, or employment. Recent changes to the Child Care and Development Block Grant (CCDBG) encourage states to adopt policies that result in care of higher quality and greater continuity—two factors of utmost importance to working parents and parents pursuing education, training, or employment. The Workforce Innovation and Opportunity Act of 2014 (WIOA) seeks to improve access to and opportunities for employment, education, training, and support services necessary for success in today's labor market—particularly for those facing barriers to employment, including single parents, pregnant women, and “disconnected youth” between the ages of 16 and 24 who are neither employed nor engaged in educational activities.

States considering this policy area would need to focus on the adult- and child-focused systems together to promote children's access to quality early childhood experiences *and* parents' access to opportunities to advance family economic stability. States would need to consider policy changes in these (or additional) areas that could support parents as caregivers—either directly or indirectly—for example, by helping families build social capital, reducing parent stress, incorporating meaningful family engagement, or providing high-quality comprehensive services for families. States may consider ways to improve and/or align child care subsidy

policies and workforce policies to ensure that both programs are better able to meet the needs of both generations. States could also consider plans that build connections between other early childhood programs and postsecondary or workforce programs.

2. **TANF (alone, or linked to workforce, early childhood, and/or health/mental health programs and services).** TANF is inherently a two-generation program in that it serves low-income parents with children; yet it also offers enormous untapped opportunities for increasing its focus on child development, family economic stability, and parents as caregivers. A state advancing a two-generation approach in TANF might consider how the program could better support parents' economic success (such as including more robust access to postsecondary education) while increasing the focus on child development (such as ensuring that TANF child care policies support access to quality settings that meet the needs of parents pursuing education and/or work). Or, a state could rethink the program entirely in order to provide more comprehensive services and supports to parents with infants.<sup>18</sup>
3. **Child welfare (alone, or linked to workforce, early childhood and/or health/mental health programs and services).** Child welfare has the potential to be two-generational, and yet, child protective services are typically aimed solely at parents, and they often do not include a focus on parents' economic security or advancement. In addition, although efforts are made to secure the child's safety, efforts could be made to redress the trauma of maltreatment and help ensure that family disruption does not derail the child's educational trajectory—for example, by connecting families to mental health services and connecting the family to quality and consistent early childhood education. From a prevention perspective, helping low-income parents gain greater financial security could potentially reduce financial stress, thereby reducing the risk of child abuse or neglect. Finally, families where the parent is a youth or a young adult in or recently aged-out of foster care represent a particularly vulnerable group for both the young parent and the child, and they could be a target for two-generation strategies as well.
4. **Health/mental health (connected to early childhood and workforce opportunities).** For the purpose of this effort, addressing the health and mental health needs of low-income parents and/or their children is a permissible focus as long as the strategies proposed can reasonably be expected to: (1) promote family economic security through increased participation in workforce-related activities; and/or (2) foster children's education and development. The Affordable Care Act permits states to expand coverage eligibility for parents and children. Beyond access to coverage, state Medicaid rules can promote a two-generation lens. For example, states can approve "dyadic treatment" (treatment for a mother and child together) under a child's Medicaid eligibility; extend Medicaid coverage for pregnant women to cover a longer period post-partum to ensure that access to post-partum screening and treatment is available; or explore the use of Medicaid funding to support two-generation approaches such as the expansion of home visiting services and/or maternal depression screening and treatment. These strategies may be coupled with employment or educational strategies to ensure that parents have help successfully moving into the workforce as larger health/mental health issues are addressed.

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<sup>18</sup> Elizabeth Lower-Basch and Stephanie Schmit, *TANF and the First Year of Life*, CLASP, October 2015, [http://www.clasp.org/resources-and-publications/body/TANF-and-the-First-Year-of-Life\\_Making-a-Difference-at-a-Pivotal-Moment.pdf](http://www.clasp.org/resources-and-publications/body/TANF-and-the-First-Year-of-Life_Making-a-Difference-at-a-Pivotal-Moment.pdf)

States may also select to work in a policy area that is not listed above if a different policy issue(s) in their state lends itself to a two-generation solution. Those states should provide a justification for having chosen this policy area, a description of its two-generation importance (based on the three components above: family economic security, children’s care, education and development; and parents as caregivers), and why it is considered a “high-impact” policy area for their states.

States may also choose to work in more than one of the policy areas listed above. For example, a state’s strategies may include better aligning policies and practices across a number of policy areas (such as integrating eligibility and enrollment across all public benefits programs). The purpose of identifying the policy areas above is not to limit states but to encourage in-depth work in policy areas with large potential for high-impact, two-generation state action. Strategies that make a number of small changes across a large number of policy areas may not constitute systems change, which is not likely to have high impact. There is no competitive advantage to selecting more than one policy area.

### **Two-Generation Strategies**

Within the selected policy area(s), there are a number of strategies states may want to pursue. A single strategy may not be “two-generational” on its own, but coupled with other strategies, may be used to achieve the policy and systems change necessary to improve educational outcomes for both generations, increase parental employment with family-supporting wages, and promote greater family economic security. Strategies could include but are not limited to:

- Revising policies, especially in adult-serving systems, to be more supportive of parenting and children’s development (for example, adapting hours and requirements in community college courses and workforce development programs or revising TANF provisions that force parents of infants into jobs inconsistent with high-quality infant care).
- Revising policies, especially in child-serving systems, to be more supportive of parents’ economic progress (for example, adapting hours and eligibility requirements in child care to support parents who are working and attending school). In some cases, policy revisions can benefit both generations at once—for example, child care policy improvements to ensure that parents retain eligibility during a job search period and for the full 12 months required by the law, avoiding instability in children’s care and parents’ work.
- Improving performance measurement and incentives to support two-generation strategies. For example, in order to redesign workforce development programs so they can be more supportive of parents who are earning credentials while also working and raising a young child, the state may develop additional state measures under WIOA that support parents (e.g., tracking the number of parents who access child care) and provide performance bonuses for local areas that excel on those measures.
- Improving funding allocation and reimbursement policies to support two-generation strategies. For example, new federal guidance offers ideas for Medicaid billing and related policies that would better support screening and treatment for maternal depression in both pediatric and adult primary care settings—and identifying and treating maternal depression likely has positive consequences for both young children’s development and parents’ economic progress.
- Aligning eligibility criteria and verification requirements (such as documentation of income) across programs and streamlining eligibility determination and enrollment (for example, “no wrong door” policies or service bundling) to reduce burdens on families and increase access to benefits. For example, states can align child care redetermination periods with other programs, such as SNAP, to smooth families’ path to the full package of benefits while they are working and moving up.

- Conducting comprehensive family needs assessments and linking families to available services based on those assessments. For example, a TANF program could build in assessments of the broader needs of family members, linking them to a range of health, mental health, and nutrition supports.
- Strengthening training at all levels, including leaders/managers, frontline workers and supervisors, to strengthen the child development knowledge of adult-system workers and the workforce understanding of child-system workers, and to improve the capacity for collaboration and teamwork among those service delivery systems.
- Integrating funding to maximize benefit. For example, new Medicaid guidance explains how states can incorporate Medicaid reimbursement into their home visiting strategies, potentially expanding capacity and quality by bringing this source of funding together with Maternal, Infant, and Early Childhood Home Visiting (MIECHV) and other federal and state funding.
- Assessing the need for shared data and improved technology across the child- and adult-serving systems to better understand the multiple needs of both generations in low-income families—for example, the share of families receiving multiple services.
- Fostering cross-agency collaboration—perhaps establishing a cross-agency coordinating body, such as a Children’s Cabinet or interagency commission—to develop two-generation strategies and metrics and a system for tracking and reporting on progress.

Proposed strategies must be part of a coherent plan designed to improve outcomes for both parents and children in low-income families. The plan as a whole must involve both the child- and adult-focused policies and systems. Applicants are encouraged to develop a full package of strategies that will achieve improvements in each of the three key areas (family economic security; children’s care, education and development; and parents as caregivers), but the proposed strategies need not be equally intensive in each area. The set of strategies proposed should reasonably be expected to improve outcomes for both parents and children in low-income families over the long-term.

Applications must also describe how the proposed two-generation strategies address the governors’ priorities. For example, if economic development is a governor’s priority, the applicant could make the case that investing in the workforce of low-income parents while simultaneously linking their children to quality child care will help achieve that priority.

### **Target Population(s)**

The *PACTT Two-Generation State Policy Network* will support state efforts to implement two-generation strategies designed to foster economic security among low-income families with children (under age 18), in particular, families that face systemic barriers to success. The overall goal of the effort is to prompt changes that have the potential to produce large-scale impacts for low-income families—including low-income families of color, given that they face disproportionately high rates of poverty and structural barriers to success (such as labor market discrimination and inequitable access to educational and economic opportunities). Applicants must explain how their proposed approach contributes to that overarching goal, given the demographic data on low-income families in their state.

As a basis for this analysis of need, applicant states must provide demographic data (Table 1), and if available/as applicable, data on families receiving state services (Table 2). In addition, if not already shown in those required analyses, state applicants will need to provide data on any subpopulation proposed as a key target population for their efforts and describe how those data are suggestive of a need that can be addressed through two-generation state policy strategies and systems change.



## **The Nature and Degree of Change Expected**

While the *PACTT Two-Generation State Policy Network* intends to support states with an action plan for achieving systemic change, we recognize the limitations of what can be achieved over the two-year period of this technical assistance effort. States will therefore need to clearly articulate their vision, goals, and outcomes sought for the subpopulation(s) of low-income families targeted by this effort; a theory of change illustrating the policy changes and systems reform necessary to achieve those goals and outcomes over the next five and 10 years; and action steps required in the short- and long-term to accomplish those policy changes and systems reforms. Applicants will be expected to assess their ability to achieve the proposed policy and systems changes during the two-year project period and beyond. States will be expected to develop an initial work plan (to be refined during the first year) and make measurable progress in both the child- and adult-serving systems during the project period.

## **REQUIRED APPLICATION CONTENT AND EVALUATION CRITERIA**

State applications must contain the following items, which are described in more detail throughout this section:

1. Cover sheet;
2. Letter of application from the governor;
3. Letters of support, on agency letterhead, from the state agencies administering the policies, programs, and service delivery systems that the state plans to address in this two-generation technical assistance effort;
4. A letter of support from the agency that will serve as the fiscal agent for the sub-grant, if not the governor's office;
5. The application narrative that describes the state's existing two-generation efforts; outlines the goals, objectives, and results expected from participating in this two-generation technical assistance effort; proposes two-generation strategies and action steps and describes how these will achieve the expected results; provides a preliminary timeline with milestones for what will be accomplished during the two-year project period; describes qualifications of the core and home team members; and describes the state's sustainability strategy; and
6. A budget using the budget template provided and a budget narrative tying the proposed expenditures to the proposed strategies and specific activities.

The narrative portion of the application should use one-inch margins, single-spaced text, 11-point font and cannot exceed **15 pages**. The cover sheet, application letter, agency letters of support, budget and budget narrative and data tables are not considered part of the application narrative and, therefore, do not count toward the 15-page limit. The entire application packet should be submitted to the NGA Center as a **single PDF document**. Questions included in the application outline below are intended to guide applicants; an answer to each question is not required.

### **Cover Sheet**

Please include the name of the state, contact information for the team leader designated by the governor, and the primary contact person who will be responsible for the day-to-day management of this effort. Contact information should include title, mailing address, telephone number, and email address. The cover sheet does not count toward the 15-page limit.



### **Application Letter from the Governor**

The letter of application, signed by the governor, should state his or her interest in pursuing two-generation systems change at the state level and his or her commitment to work with the NGA Center/CLASP team to achieve such changes consistent with the objectives of this two-generation technical assistance effort. The letter must designate a leader for the state's efforts and identify the state's fiscal agent for the grant. It must also identify the four to eight individuals comprising the "core team" who will take the lead in driving the state's work and, thus, should include officials who oversee the programs, policy areas, and service delivery systems targeted for change, as well as a representative from the governor's office. (See more about this under Team Membership, below.) Each member of the core team should have sufficient authority to commit their organization to action in their respective policy areas. The core team will serve as the main group in contact with the NGA Center/CLASP team. The letter of application from the governor does not count toward the 15-page limit. **Applications that do not include a letter from the governor will not be considered.**

### **Letters of Support**

**Required:** Each state or local agency or organization that will be involved in this effort must provide letters of commitment for the state's application to participate in this technical assistance effort. Each letter, on agency/organization letterhead, should briefly outline the agency's goals for and role in this effort, and should identify the agency's representative on the core team and that person's expertise related to this effort.

**Optional:** Letters of support from external partners. This may include parent and family advocacy groups, program providers, local funders, or other key advocates for low-income families in the state.

The letters of support do not count toward the 15-page limit.

### **Fiscal Agent Letter**

If the governor's office is not the fiscal agent, then a letter of support is needed from the entity designated as the fiscal agent for the sub-grant. The letter must provide contact information for the individual responsible for all sub-grant related issues. The fiscal agent letter does not count toward the 15-page limit.

### **Application Narrative**

Following is a summary of required content for the application narrative and the total number of points possible for each content area, which will be used to score each application during the review process. Each application can receive up to 100 points. The narrative should directly address the possibility of political transition and strategies for sustaining the state's participation under a new administration.

#### **1. Goals, Objectives, and Results Expected (10 points)**

Explain the state's goal and objectives for developing and implementing two-generation strategies to better serve low-income families. In framing your response, you may want to consider the following questions.

- What is your state's strategic interest in two-generation efforts and your overall vision for this technical assistance effort? How does it relate to your overall gubernatorial and agency priorities?
- Describe what problem(s) in your current state policies and systems you hope to address.
- Describe the strengths/weaknesses of your state's existing policies in meeting the needs of low-income parents and children together.



- Describe several potential results the state hopes to achieve during and beyond the project period. Explain your theory of change regarding how the steps you will take will lead to policy and systems changes within and across the adult- and child-focused service delivery systems, even if not within two years. Highlight which results are expected during the two-year project period and why they are considered attainable during that time.
- Explain how participating in this NGA/CLASP effort will help you achieve those goals.

## 2. Understanding the Needs of Low-Income Parents and Children (15 points)

Developing a two-generation state plan requires an understanding of the characteristics and needs of low-income children and families in your state. Please describe the population of low-income families with children in your state with regard to:

- a. **Demographic characteristics.** Include race/ethnicity; family structure; age of child; labor force participation and employment status (e.g., FT, PT, underemployed, unemployed); occupation, wages, and total income; geographic concentration of poverty; and any other characteristics that you feel are important. Document these characteristics in Table 1 using national datasets.
- b. **Eligibility for and enrollment in services.** Using state data, describe the degree to which low-income families are enrolled in various state programs and in the major child- and adult-serving systems (e.g., TANF, Medicaid, SNAP, WIC, subsidized child care, Head Start/Early Head Start, workforce development programs), by race/ethnicity.
- c. **Lived experiences.** Describe what you know about the experiences of low-income families based on their own accounts—for example, from program participant surveys, focus groups, or other means of learning directly from low-income families about their needs, challenges, and what they view as necessary for them and their children to succeed.

Based on your analysis of these data, where do you see particular needs, barriers that you plan to address, service gaps, and opportunities?<sup>19</sup> Explain how your proposed approach is informed by the needs of low-income parents and children in the state, including low-income families of color, based on your analysis of those data. If your proposal targets a specific subpopulation, please provide demographic data for that population and a strong justification for why addressing the unique needs of this population would have high impact in your state.

Explain how your proposed approach will contribute to the overall goal of the *PACTT Two-Generation State Policy Network*—namely, large-scale impact for the low-income families you choose to target.

## 3. Capacity to Mount a Successful Two-Generation Effort (15 points)

Describe your current capacity to successfully mount a two-generation effort. Please provide an honest assessment of your state's current strengths and weaknesses with respect to:

- commitment from the governor and senior state officials to a two-generation vision for addressing the needs of low-income families in your state;
- two-generation work in development or already in place;

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<sup>19</sup> Use these sources to fill in Tables 1 and 2 with data for your state:

- American Community Survey: (ACS): <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- National Postsecondary Student Aid Survey: <https://nces.ed.gov/surveys/npsas/>
- U.S. maps of concentrated poverty: <http://www.nytimes.com/newsgraphics/2014/01/05/poverty-map/>





- cross-agency partnerships in development or already in place;
- collaborations with local/county/community providers who are relevant to the strategies proposed, in development or already in place;
- governance structures that can support cross-agency decision-making in development or already in place;
- a policy framework, in development or already in place, that guides how you serve low-income families;
- IT and data systems, in development or already in place, to support whole-family enrollment and services delivery;
- budget/resources necessary to do this work; and
- any other elements of your capacity/readiness that you think are important.

Describe one or two major successes that you think demonstrate your capacity to conduct this work, and identify the lessons learned that you will carry forward into this work.

Describe one or two challenges or failures that you have encountered in previous related efforts (whether in two-generation work or other similar reform/collaboration efforts), and identify the lessons learned that will help you avoid or successfully address these challenges in this work.

If your state already has two-generation efforts underway, please describe them and explain how this effort will complement and not duplicate, or supplant funding for, existing work.

If your state is participating in other national two-generation efforts—such as Ascend’s Two-Generation Policymakers Institute, Ascend’s network fellows program, Administration for Children and Family’s Systems to Family Stability Policy Academy, U.S. Department of Labor’s Strengthening Working Families Initiative, or the White House Rural Council’s Rural Impact Demonstration—please describe your state’s involvement and how the technical assistance you will receive from this effort will complement and not duplicate other support you are receiving.

If your state does not have two-generation efforts underway, explain why you are ready now to launch those efforts. **You will not be penalized if your state does not have two-generation efforts underway.**

Please provide dates between Tuesday, August 23 and Wednesday, August 31 that members of your proposed core team would be available for a one-day pre-selection site visit, should your state be selected for such a visit.

#### **4. Proposed Strategies and Specific Activities (15 points)**

Provide a narrative of the state’s proposed strategies and activities to achieve its two-generation policy goals through this technical assistance effort. The narrative should address the following:

- Which policy area(s) the state plans to address and how improvements will support families across the core areas: family economic security; children’s care, education, and development; and parents as caregivers;
- What policy change or systems reform you anticipate making to those policy areas;
- What two-generation strategies you will undertake to achieve those changes;
- How the proposed strategies build on and align with broader state two-generation efforts (if applicable) to achieve greater impact throughout the state;
- Which subpopulations of low-income families (if any) you will target in your efforts, and why this subpopulation was chosen;

- How the necessary stakeholders will be engaged, including state leaders and career staff, local government officials, leaders, and frontline workers from community-based organizations serving the proposed subpopulation(s), policy advocates, and parents;
- How the proposed goals, strategies, activities and stakeholders reflect the state's needs, based on their analysis of relevant state data and families' own accounts of their needs and strengths;
- Challenges and opportunities the state foresees in developing, implementing, and sustaining its two-generation strategies;
- How the targeted children, parents, and family as a whole will be better served and will ultimately achieve better outcomes as a result of the specific two-generation strategies proposed;
- How the plan builds on other cross-sector, cross-agency, or alignment of other related initiatives, if relevant;
- What existing institutions and structures exist to support this plan;
- The state's plan for maintaining momentum and commitment from the cross-agency leadership team throughout the technical assistance effort, including how this technical assistance effort will enhance your team's capacity.

#### **5. Leadership and Core and Home Team Membership (10 points)**

Each state must form a leadership structure and process to direct the state's efforts.

- The **core team** should be a group of 4-8 individuals who take the lead in driving the state's work in the proposed two-generation policy areas and will serve as the main group in contact with NGA/CLASP. Each member of the core team should have sufficient authority to commit their organization to action. At a minimum, the core team must include a senior official from the governor's office and the lead or deputy for each of the agencies and service delivery systems proposed for engagement in this work.
- The **home team** should be a larger group of stakeholder organizations and individuals the state plans to engage to support and advance its two-generation efforts. Each member of the home team should have sufficient authority to commit their organization to action. The size of the home team can be what the state deems best to involve all relevant stakeholders.

Outline the commitment of state leadership and the **core team** membership:

- Describe how the governor and other executive branch leaders will support the work of the state team.
- Identify each senior staff person appointed to serve on the core team. Provide each person's name, title, organization, and contact information, along with a brief bio outlining the relevant expertise each person brings to the cross-agency leadership team.
- Identify who the governor designated to direct the core team's overall activities and the key person(s) responsible for managing the day-to-day activities of the state's participation in this technical assistance effort.

Describe the commitment and capacity of both the **core** and **home** teams:

- Demonstrate that there will be sufficient staff capacity to support the proposed activities of this technical assistance effort.
- Describe the current level of commitment of leadership in both the core and home teams to advancing two-generation strategies.



This section should also identify planned members of its **home team**, including names and organizations of potential home team members.

#### **6. Budget Application and Narrative (10 points)**

Each selected state will be awarded up to \$100,000 over two years to support its planned activities. Applicants should describe how they propose allocating those funds to complete their planned activities throughout the entire period of performance. (States can request modifications to their proposed budgets as their action plans evolve.) If the state proposes using funds for staffing, please identify the individual(s) or the position(s) that grant dollars will subsidize, the amount of time allocated for this grant, other funds that will be used to support the position(s), and a plan for sustaining staff after this technical assistance effort has ended. Any large in-kind contribution of resources also should be discussed in the budget narrative. Applicants also should complete the budget application template (Attachment B) to reflect their proposed use of funds. **The budget application and narrative DO NOT count toward the 15-page limit for the application narrative.**

#### **7. Overall Responsiveness of Application to RFA (25 points)**

The NGA/CLASP team seeks applicants with clearly articulated goals and objectives for the project; a coherent, workable plan; capacity for achieving policy and systems change; and a willingness to learn from successes and challenges.

To address these priorities, applicants will receive up to 25 points based on overall application quality with respect to the following areas:

- Responsiveness of the proposal to the data analysis presented by the state
- Evidence of stakeholder buy-in (leadership, agency, community)
- Clarity of description of state strengths, weaknesses, opportunities, and challenges
- Degree to which the proposed activities will support systemic change
- Degree to which the proposed activities will achieve high impact

### **REQUIREMENTS FOR FINANCIAL AWARDS**

#### **Allowable Expenses**

Selected states will receive sub-grants of up to \$100,000 over two years to cover activities and resources that include or are related to any of the following activities:

- **Meetings** – States may use grant funds to host in-state meetings involving members of the core and home teams, state and local policymakers, community providers and advocates, and parents on issues related to the state’s action plan. Grant funds may be used to provide reasonable incentives and/or compensation to help support parents’ participation in meetings (e.g., help cover child care and transportation expenses).
- **Staffing** – States may use grant funds for state staff time to coordinate planning and implementation across multiple systems and agencies. The staffing support should be focused on coordination among key policymakers at the state level. The individual(s) covered by grant funding is not required to be employed at any particular agency; however, that individual should have sufficient authority to coordinate the policy academy work.
- **Consultation** – The NGA Center/CLASP team and national experts will serve as subject matter experts for the two-generation technical assistance effort. States, with NGA Center prior approval, may use grant funds for any additional consulting services necessary to complete its proposed



activities—for example, around data analysis and strategic assessments (such as asset mapping, and policy and regulation reviews).

- **Facilitation** – Although the NGA Center/CLASP team will provide meeting facilitation and guidance for in-state site visits with the cross-agency leadership team and other key partners at the state level, states may use grant funds to provide additional facilitation for key partner meetings at the local, state or regional level.
- **Communication** – States may use grant funds for services to develop a professional communication plan for engaging policymakers and state residents in the vision and generating further support across the state. If states involve parents in these communications efforts, grant funds may be used to provide reasonable compensation for their time.
- **Travel** – Although the NGA Center will support state team members’ travel to the policy academy meetings, grant funds may be used to offset the cost of travel to in-state meetings or by team members for out-of-state travel to learn from states that are engaged in reform efforts and are employing best practices.
- **Publications** – States may use grant funds to produce new reports, data tools or resources that can be published or otherwise distributed publicly.

Use the budget template in the attachment to specify proposed expenses.

In order to benefit from economies of scale, the NGA Center may coordinate the purchase of consulting services, analysis, tool development, etc., where multiple states have decided to procure sufficiently similar services.

### **Sub-Grant Terms**

The NGA Center will enter into a contractual agreement with grantee states. The agreement will cover the period from October 1, 2016 to September 30, 2018. States will be required to provide Midterm progress and financial report on September 30, 2017. A final programmatic and financial reports will be due to the NGA Center no later than October 15, 2018.

Upon receipt of proposal, the NGA Center will send a confirmation along with a draft copy of the proposed subgrant’s terms and conditions. Review the terms and conditions and identify and notify the NGA Center of any proposed changes as soon as possible. The NGA Center reserves the right to accept or decline any proposed changes to the terms and conditions. Significant proposed changes, which could affect the agreement’s timely execution, may impact your selection as a successful applicant.

Grant funding will be disbursed to the governor’s office or an entity designated by the governor’s office in the state’s application. Twenty-five percent (25%) of the grant will be disbursed upon execution of the contractual agreement. A narrative and financial reporting is required for the advance amount. Once the advance has been expended, invoices may be submitted.

A narrative report describing activities conducted during the period must accompany each invoice. Upon Contractor’s presentation of an invoice, NGA Center will review the invoice and pay Contractor for work that has been judged acceptable for any approved invoice. The invoice must detail current period expenditures and cumulative expenditures versus the approved budget. Payment of the final invoice will not be made until all work has been completed and has been judged acceptable by NGA Center.

The Contractor shall return to NGA Center all overpayments, such as those due to advances not expended, actual rates or costs being less than estimated or provisional rates, or due to any other cause, in a timely and prompt manner.



## **APPLICATION AND SELECTION PROCESS**

### **Eligibility**

All states, commonwealths, and territories (“states”) may apply to participate in this technical assistance effort. The NGA Center will accept only one application per state, and submissions must be made through the governor’s office.

### **Application Review Process**

The NGA/CLASP team will secure a panel of external subject matter experts and participate themselves on an Application Review Committee to review and score the applications based on the criteria outlined above. The panel will make recommendations to the NGA/CLASP team on the states to be invited to participate in the *PACTT Two-Generation State Policy Network*. NGA will make the final decision. **States will be notified by September 30, 2016.**

### **Bidders’ Webinar (optional)**

The NGA Center will host a bidders’ webinar on **Monday, July 11** from **4-5pm Eastern** for states interested in submitting an application. Following are instructions for accessing the webinar:

**Webinar access:** <https://meet.lync.com/ngaorg1/smcgroder/6MFTFDKB>

The webinar will use the Skype for Business platform. To join the webinar, follow the link above. When prompted, please click “Don’t Join Audio” on the Skype pop-up screen.

Please use the conference call information below to join the audio portion of the webinar:

**Dial: (888) 858-6021**

**Passcode: 2026 245 374#**

The purpose of the call is to provide clarifications about the requirements of the RFA and the Parents and Children Thriving Together (PACTT) Two-Generation State Policy Network. Participants can ask questions about the application content, criteria, and process. States are not required to participate in the webinar to submit an application.

### **Submission Information**

All applications must be submitted to the NGA Center **by 5:00 pm Eastern on Wednesday, August 10, 2016**. Only one application per state will be accepted. Please assemble all of the state’s application materials into a **single PDF document** with the following format: one-inch margins, single-spaced text, and 11-point font or larger. Submit the application packet to Curtis Smith at [csmith@nga.org](mailto:csmith@nga.org).

### **State Selection**

NGA will select the set of states from among the top-rated proposals in such a way to ensure political and regional diversity and to maximize learning for the field. All states that have applied will be notified about their selection status by September 30, 2016.

### **TIMELINE**

The following is the planned schedule for the project:

<b>Monday, July 11, 4-5pm Eastern</b>	<b>Optional Bidders’ Webinar</b>
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	The NGA Center will host a webinar for all interested states and territories to learn more about the RFA process, required application content, and submission requirements, and to ask any questions.
<b>Wednesday, August 10 by 5pm Eastern</b>	<b>Applications Due</b> Applications should be submitted via email to Curtis Smith ( <a href="mailto:csmith@nga.org">csmith@nga.org</a> ).
<b>by September 30, 2016</b>	<b>Selection of Finalists</b> Finalists will be notified about their status, and NGA/CLASP will host a conference call with selected states to review expectations, answer questions and begin to build cohort relationships.
<b>October to December 2016</b>	Onboarding site visits
<b>January or February 2017</b>	First in-person meeting of selected states
<b>Period of performance</b>	October 1, 2016 – September 30, 2018
<b>September 30, 2018</b>	Completion of Parents and Children Thriving Together (PACTT) Two-Generation State Policy Network

**DISCLAIMER**

*This request for applications is not binding on the NGA Center, nor does it constitute a contractual offer. Without limiting the foregoing, the NGA Center reserves the right, in its sole discretion, to reject any or all applications; to modify, supplement, or cancel the RFA; to waive any deviation from the RFA; to negotiate regarding any application; and to negotiate final terms and conditions that may differ from those stated in the RFA. Under no circumstances shall the NGA Center be liable for any costs incurred by any person, state, commonwealth or territory in connection with the preparation and submission of a response to this RFA.*

**PROJECT PARTNERS**

The **National Governors Association Center (NGA)** is the bipartisan organization of the nation’s governors. The **NGA Center for Best Practices** develops innovative solutions to today's most pressing public policy challenges and is the only research and development firm that directly serves the nation's governors.

The **Center for Law and Social Policy (CLASP)** is a national, nonpartisan, anti-poverty nonprofit advancing policy solutions for low-income people. Working at the federal, state, and local levels, we develop practical yet visionary strategies for reducing poverty, promoting economic security, and addressing barriers faced by people of color. We combine a wide range of strategies for maximum impact, including two-generation approaches.

**FUNDERS**

The **Annie E. Casey Foundation** creates a brighter future for the nation’s children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. For more information, visit [www.aecf.org](http://www.aecf.org).

The **W.K. Kellogg Foundation** places the optimal development of children at the center of all they do and calls for healing the profound racial gaps and inequities that exist in our communities. They believe that concentrating their resources on early childhood (prenatal to age 8), within the context of families and communities, offers the best opportunity to dramatically reduce the vulnerability caused by poverty and racial inequity over time. For more information, visit [www.wkkf.org](http://www.wkkf.org).



The **Doris Duke Charitable Foundation** seeks to improve the quality of people's lives through grants supporting the performing arts, environmental conservation, medical research and child well-being, and through preservation of the cultural and environmental legacy of Doris Duke's properties. The mission of the Child Well-being Program is to promote children's healthy development and protect them from abuse and neglect. For more information, visit [www.ddcf.org](http://www.ddcf.org).

## **DATA RESOURCES**

American Community Survey: (ACS): <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

National Postsecondary Student Aid Survey: <https://nces.ed.gov/surveys/npsas/>

U.S. maps of concentrated poverty: <http://www.nytimes.com/newsgraphics/2014/01/05/poverty-map/>

## **OTHER RESOURCES**

Annie E. Casey Foundation. (2014). [\*Creating Opportunity for Families: A Two-Generation Approach\*](#). A Kids Count Policy Report.

Ascend, [\*Making Tomorrow Better Together: Report of the Two-Generations Outcomes Working Group\*](#).

Ascend, [\*The Affordable Care Act: Affording Two-Generation Approaches to Health\*](#).

Ascend, [\*Top Ten for 2Gen: Policy Ideas and Principles to Advance Two-Generation Efforts\*](#)

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**ATTACHMENT A: DATA TABLES**

**Data Table 1: Low-Income Family Demographics**

Please fill in the yellow cells in the table below--as best you can--using data for your state from the American Community Survey (ACS) “[FactFinder](#)”

Category	Total	Black		White		Hispanic		American Indian/Alaska Native		Asian/Pacific Islander		Foreign Born	
	#	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total
<b>Number of Families</b>													
Number of families in deep poverty (<50% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of families in poverty (<100% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of low-income families (<200% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
<b>Number of Children</b>													
Number of children in deep poverty (<50% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of children in poverty (<100% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of low-income children (<200% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
<b>Number of Children under age 6</b>													
Number of children under age 6 in deep poverty (<50% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of children under age 6 in poverty (<100% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of low-income children under age 6 (<200% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
<b>Number of 18-24 Males</b>													
Number of males 18-24 in deep poverty (<50% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of males 18-24 in poverty (<100% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of low-income males 18-24 (<200% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
<b>Number of 18-24 Females</b>													
Number of females 18-24 in deep poverty (<50% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of females 18-24 in poverty (<100% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of low-income females 18-24 (<200% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
<b>Number of Rural Families</b>													
Number of rural families in deep poverty (<50% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of rural families in poverty (<100% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of rural low-income families (<200% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
<b>Number of Urban Families</b>													
Number of urban families in deep poverty (<50% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of urban families in poverty (<100% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%
Number of urban low-income families (<200% FPL), and % by race/ethnicity			0%		0%		0%		0%		0%		0%



**Data Table 2: Families Eligible for and Receiving Services in Your State**

Please fill in the yellow cells in the table below--as best you can--using your own state's data.

Services	Total		Black		White		Hispanic		American Indian/Alaska Native		Asian/Pacific Islander		Foreign Born	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>TANF (cash assistance)</b>														
Number eligible			n/a		n/a		n/a		n/a		n/a		n/a	
Number actually receiving services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>Medicaid</b>														
Number eligible			n/a		n/a		n/a		n/a		n/a		n/a	
Number actually receiving services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>Child Care subsidy</b>														
Number eligible			n/a		n/a		n/a		n/a		n/a		n/a	
Number actually receiving services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>SNAP</b>														
Number eligible			n/a		n/a		n/a		n/a		n/a		n/a	
Number actually receiving services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>Head Start/EHS</b>														
Number eligible			n/a		n/a		n/a		n/a		n/a		n/a	
Number actually receiving services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>Child Welfare</b>														
Number of families EVER involved in child protective services (CPS)			n/a		n/a		n/a		n/a		n/a		n/a	
Number of families CURRENTLY involved in CPS			n/a		n/a		n/a		n/a		n/a		n/a	
Number of families currently involved in CPS actually receiving prevention services, and % by race/ethnicity			0%		0%		0%		0%		0%		0%	
<b>Child Hunger Programs</b>														
Number eligible for free or reduced lunch			n/a		n/a		n/a		n/a		n/a		n/a	
Number eligible that actually receive services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
Number eligible for summer food programs			n/a		n/a		n/a		n/a		n/a		n/a	
Number eligible that actually receive services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>Workforce Development</b>														
Number of individuals in workforce development (WFD) programs			n/a		n/a		n/a		n/a		n/a		n/a	
Number in WFD programs that are parents, and % by race/ethnicity			0%		0%		0%		0%		0%		0%	
Number in WFD programs that are low-income parents, and % by race/ethnicity			0%		0%		0%		0%		0%		0%	
Number of 16- to 24-year-olds in workforce development (WFD) programs			n/a		n/a		n/a		n/a		n/a		n/a	
Number of 16-24-year-olds in WFD programs that are parents, and % by race/ethnicity			0%		0%		0%		0%		0%		0%	
Number of 16-24-yr-olds in WFD programs that are low-income parents, and % by race/ethnicity			0%		0%		0%		0%		0%		0%	
<b>Receiving multiple services</b>														
Number of families receiving ANY services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
Number of families receiving MULTIPLE services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
Number of children (< 18) receiving ANY services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
Number of children (< 18) receiving MULTIPLE services, and % by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>Post-Secondary Education</b>														
Number of individuals enrolled in post-secondary education			n/a		n/a		n/a		n/a		n/a		n/a	
Number of post-secondary students that are parents, and % of post-secondary parents by race-ethnicity			0%		0%		0%		0%		0%		0%	
Number of post-secondary parents in poverty (< 100% FPL), and % of post-secondary parents in poverty by race-ethnicity			0%		0%		0%		0%		0%		0%	
<b>Other sub-population targeted for this project (define and provide breakdown by race/ethnicity):</b>														
Number of _____ that are in poverty (< 100% FPL), and % in poverty by race-ethnicity			n/a		n/a		n/a		n/a		n/a		n/a	
			0%		0%		0%		0%		0%		0%	



**ATTACHMENT B: BUDGET TEMPLATE**

- Instructions:**
- Total budget amount may not exceed \$100,000 in dollars and services
  - Additional information regarding budgeted line items may be requested after award.
  - Travel and lodging must be consistent with state guidelines.
  - Consultant fees and honorarium expenses exceeding \$1,000 per day, not including travel and per diem, require written justification
  - Travel and meals are not reimbursable unless the participants are on out-of-town travel status

<i>Cost Category</i>	<i>Amount, Year 1</i>	<i>Amount, Year 2</i>
Meeting Expenses (e.g. space rental, audio/visual, food and beverage, parent payments)	_____	_____
Staffing Expenses (salaries, benefits)	_____	_____
Consulting/Analysis Expenses (e.g. additional consulting or contracting services)	_____	_____
Facilitation Expenses (e.g. facilitation for partner meetings)	_____	_____
Communication Expenses (e.g. professional consultants, design work, media)	_____	_____
Travel Expenses (e.g. air and ground transportation, per diem)	_____	_____
Publication Expenses (e.g., contract with report writer, editing, design, printing)	_____	_____
Other Expenses (specify: _____)	_____	_____
<b>GRANT TOTAL (must not exceed \$100,000 over two years):</b>	<b>_____</b>	<b>_____</b>

