



PATHWAY FROM POVERTY

Presented by
Commissioner
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NEARLY

45% OF U.S. CHILDREN

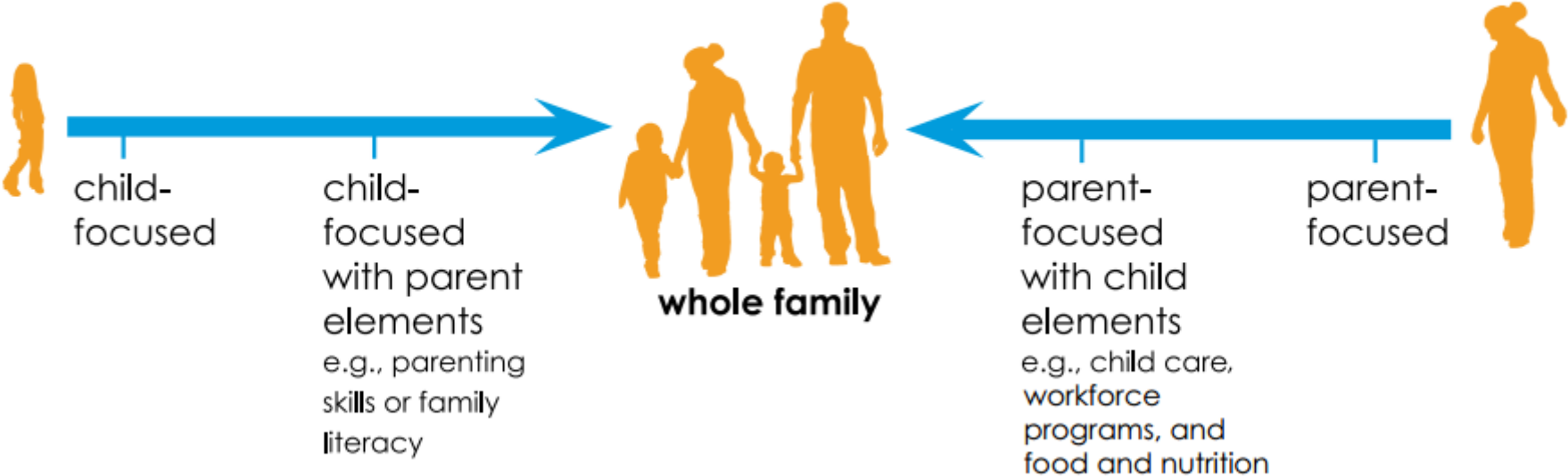
LIVE IN

POVERTY

TWO-GENERATION APPROACH

- Impact of a parent's education, economic stability, and overall health impact a child's trajectory.
- Two-generation approaches provide opportunities for and meet the needs of low-income children and their parents, simultaneously.
 - Put the WHOLE FAMILY on a path to economic security
- Changing opportunities for families are essential to the economic well-being of our community.
- Allows policymakers the chance to break the intergenerational cycle of poverty and replace it with OPPORTUNITY.

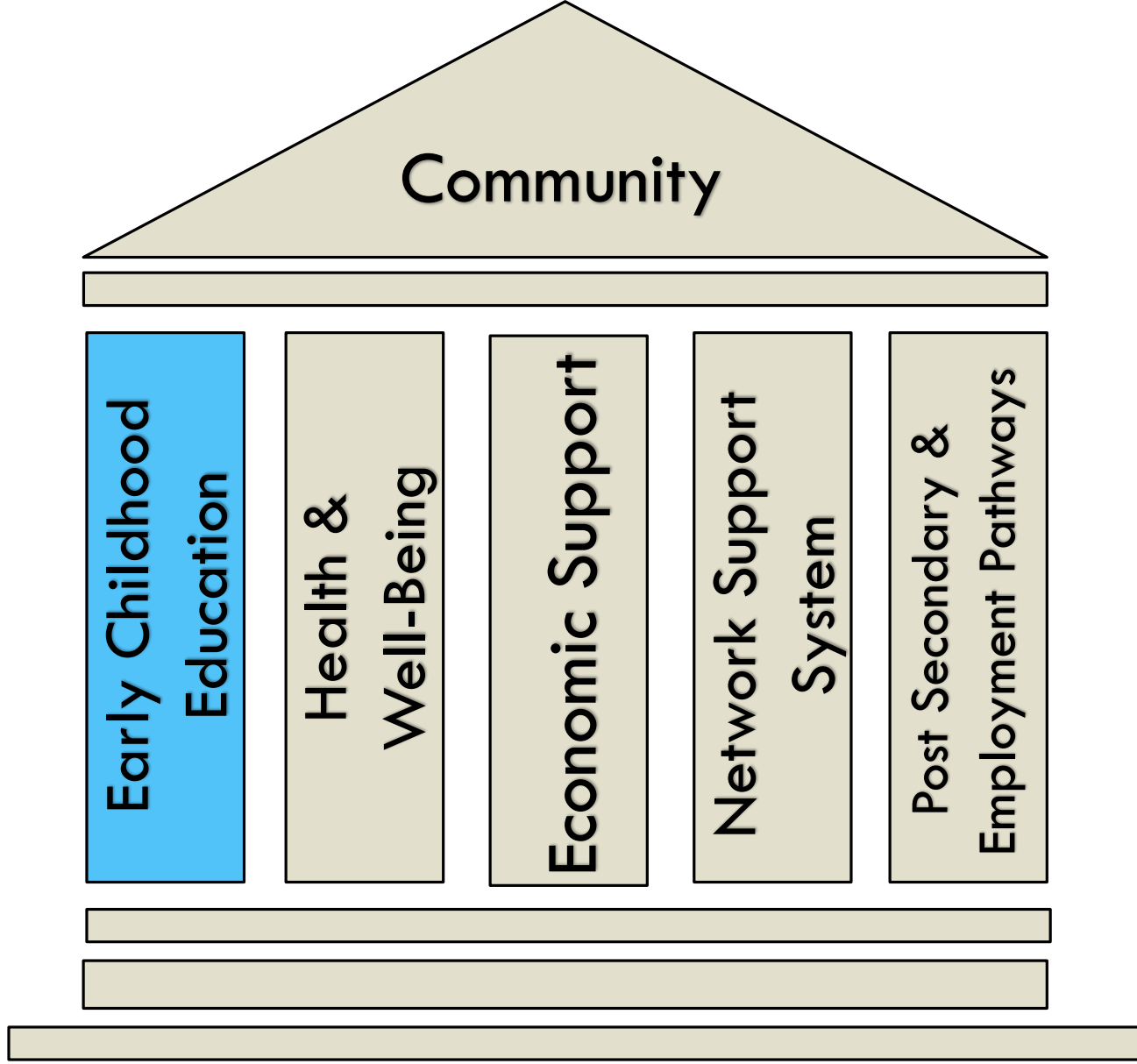
The Two-Generation Continuum



PRINCIPLES TO GUIDE THE TWO-GENERATION APPROACHES

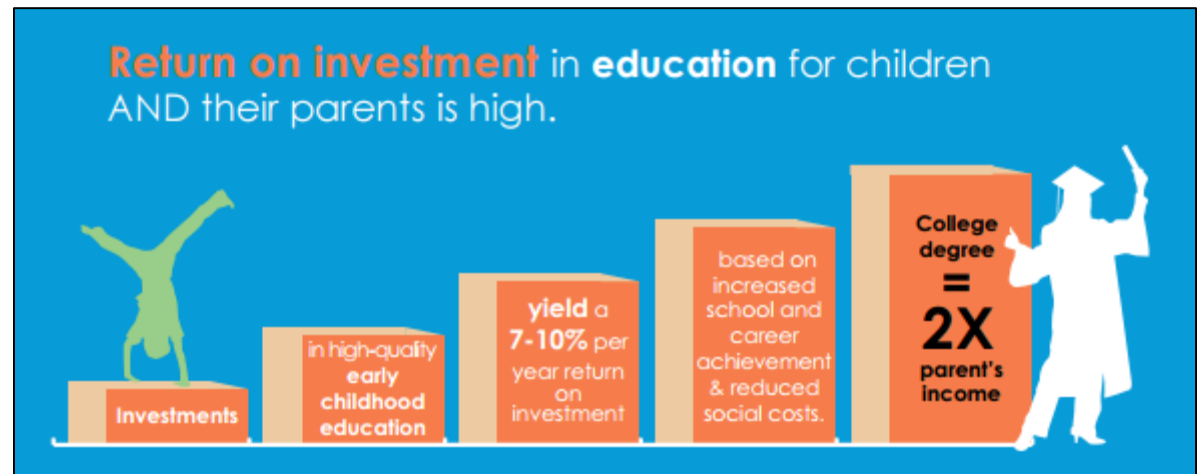
- Measure and account for outcomes for both children and their parents
- Engage and listened to the voices of families
- Ensure equity
- Foster innovation and evidence together
- Align and link systems and funding

THE 5 PILLARS



PILLAR I: EARLY CHILDHOOD EDUCATION

- Investment in high-quality early childhood education yield a 7-10 percent per year return on investment.
- Communities who invest in pre-kindergarten programs experience considerable returns to local, state, and federal government.
 - Research suggests that society receives a return on investment of \$8.60 for every \$1 spent on early learning.



LONG TERM BENEFITS OF EARLY CHILDHOOD EDUCATION

Quality of Life by Age 27

 Early Childhood Education

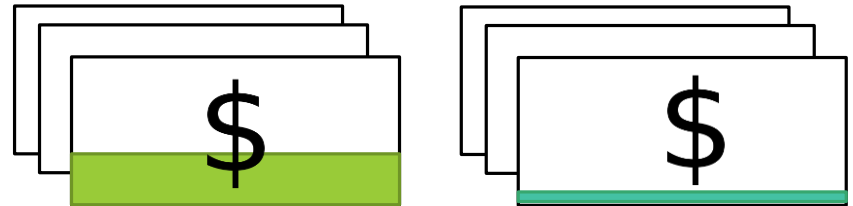
 No Early Childhood Education



36%

13%

Own a Home



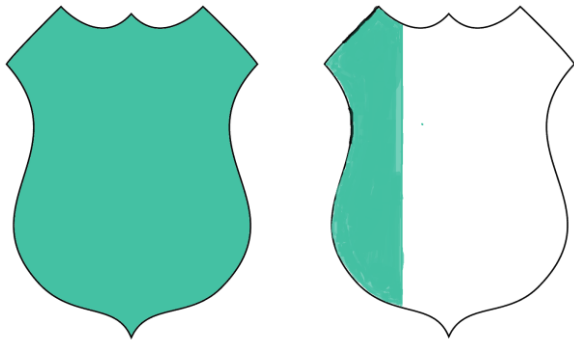
29%

7%

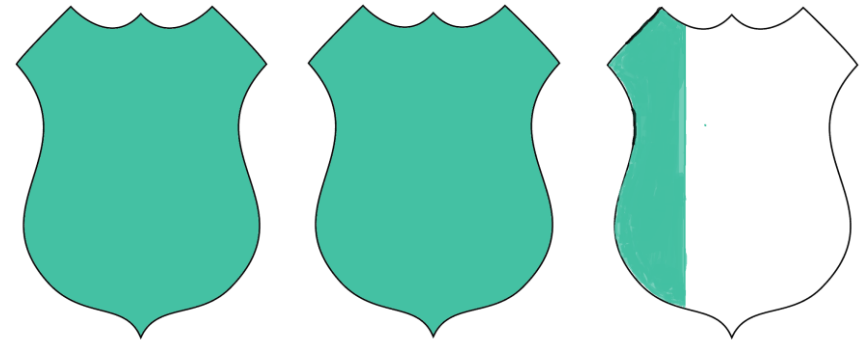
Earn \$2,000+ Monthly

LONG TERM BENEFITS OF EARLY CHILDHOOD EDUCATION

Arrests for Persons Without Early Childhood Education by Age 27



1.2 X More Likely to Be Arrested
as a Juvenile



2.14 X More Likely to be
Arrested for a Felony

PILLAR I: EARLY CHILDHOOD EDUCATION COMMUNITY GARDENS



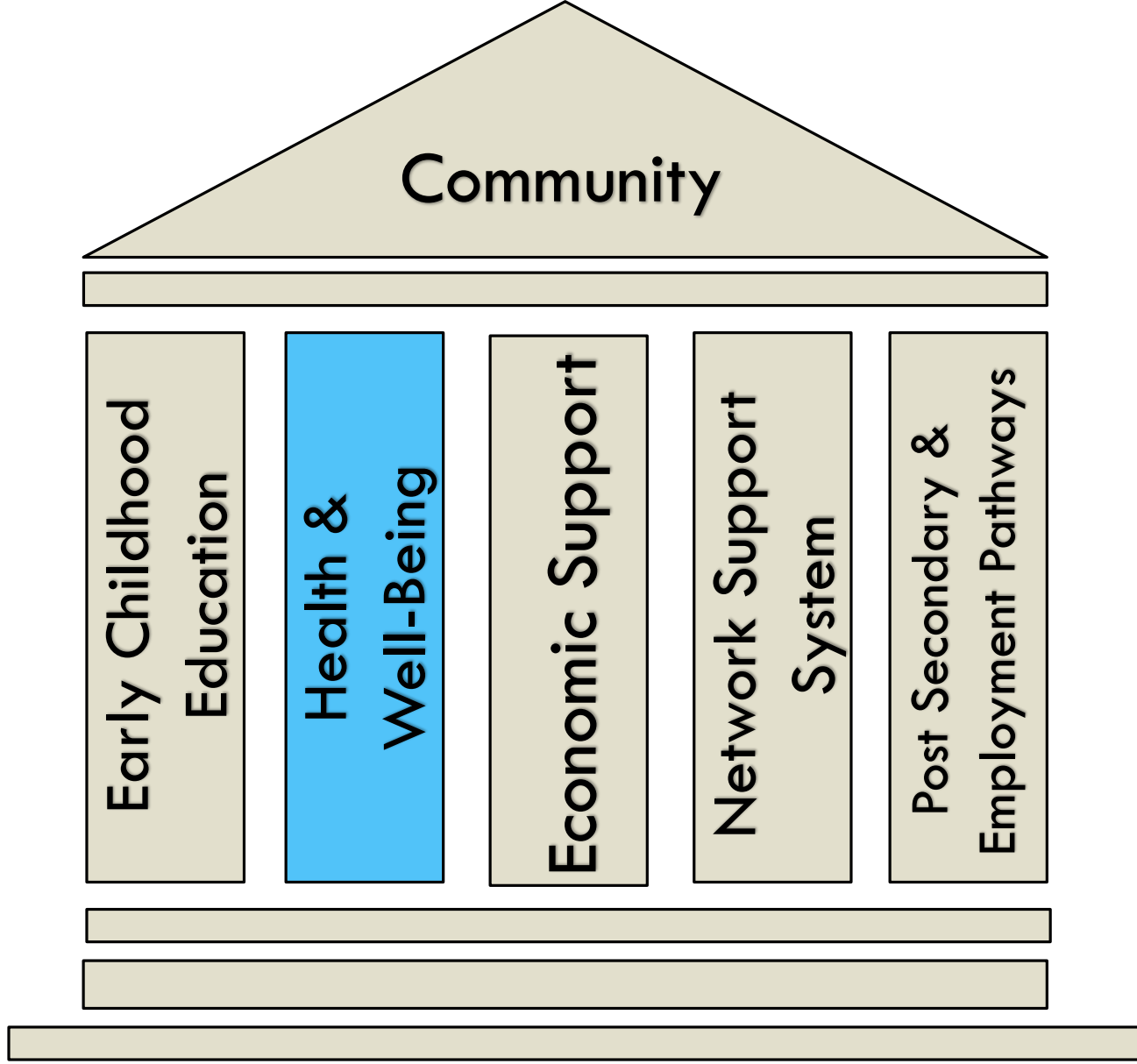
- Allow families and individuals the opportunity to produce their own food
- Serve as an outdoor classroom for youth
- Form of experiential learning that is more effective than traditional classroom learning
- Offer a focal point for community organization
- Give youth a safe place to interact with peers
- Considered effective community crime prevention strategy by police departments

PILLAR I: EARLY CHILDHOOD EDUCATION

STEM AND STEAM

- Arts curricula is typically process-driven and relationship based.
- Science literacy is critical for all Americans.
- 86% of Americans agree that arts education encourages and assists in the improvement of a child's attitude toward school.
- 20% of college students decided to study STEM in middle school or earlier.
- 6% of the nation's public elementary schools offer no specific instruction in music.

THE 5 PILLARS



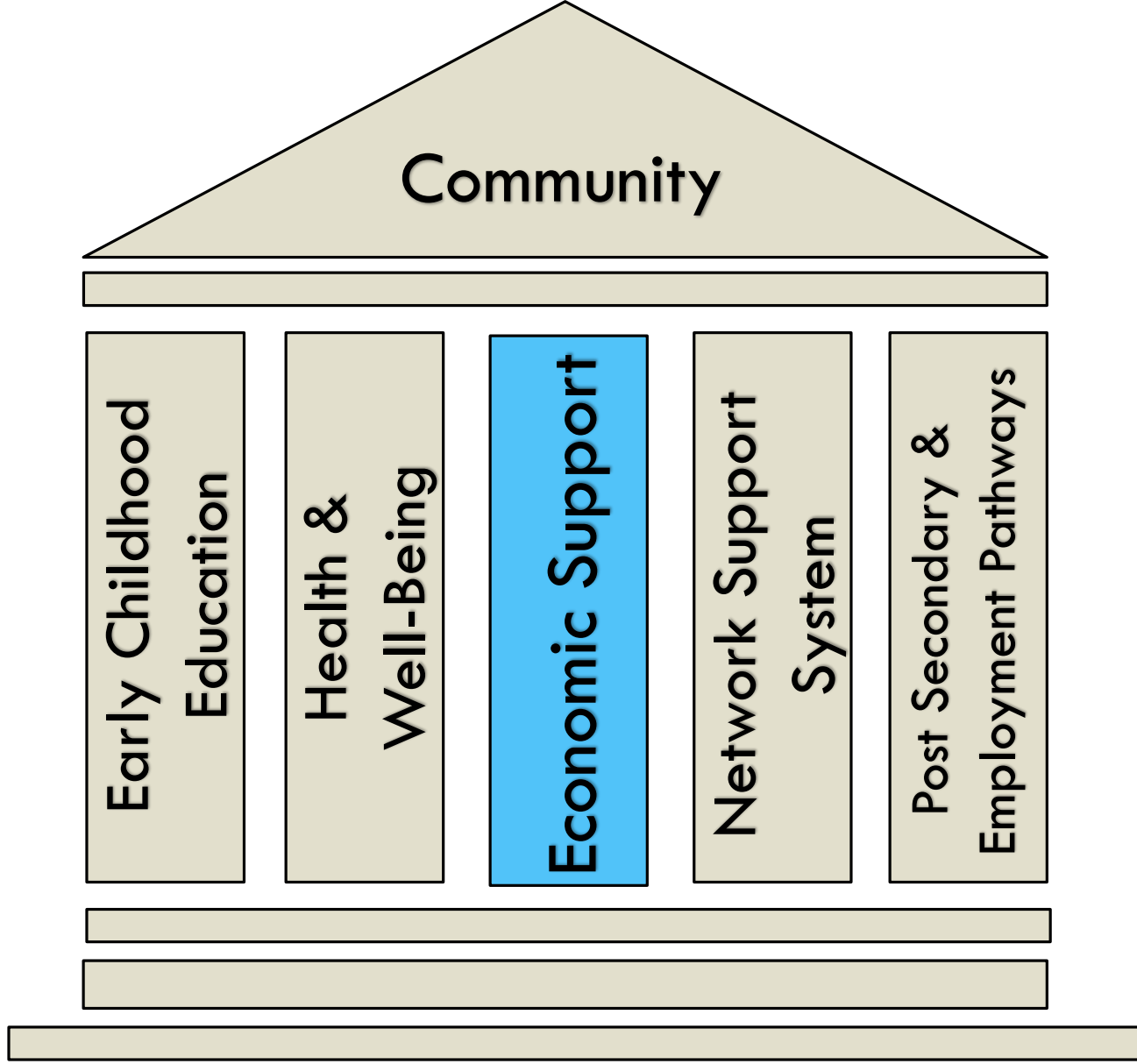
PILLAR II: HEALTH & WELL-BEING

- Americans in poverty are more likely to suffer from a variety of chronic health problems.
- Physical and mental health have a major impact on a family's ability to thrive.
- Research shows that parents with health insurance are more likely to seek regular care for themselves and their children.
- In 2005-2010, the prevalence of depression among adults age 45-64 was 5 times as high for those below the poverty level.

PILLAR II: HEALTH & WELL-BEING

- Safe Environment
 - Technology Based Cameras
 - Safety Camera Zones
 - Foot Patrols
 - Community Policing
 - Eyes and Ears with Surveillance
- Wellness Check-ups
 - Mobile clinics that offer check-ups, vaccines, dentistry services
 - Community Partners offer access to those needing mental health assistance
- Community Gardens
- Indoor/Outdoor Play
 - Lack of access to a community pool, recreation center, and parks
 - Most of these facilities are designed and placed for easy access by cars
 - Low Income Families must rely on public transportation to these facilities

THE 5 PILLARS



PILLAR III: ECONOMIC SUPPORT

■ Asset Building

- Increased family income during early childhood can have a profound impact on children's lives
- A \$3,000 difference in parents' income when their child is young is associated with a 17 percent increase in the child's future earnings
- Children with as little as \$1 to \$499 in an account designated for college are more likely to enroll and graduate
- Provide financial literacy assistance to ensure that income goals are sustainable

■ Affordable Housing Needs

Children with Savings Accounts More Likely to Attend College



CFED. (2013). *Investing in Hope: A two-generation approach to asset building*. Washington, DC.

PILLAR III: ECONOMIC SUPPORT

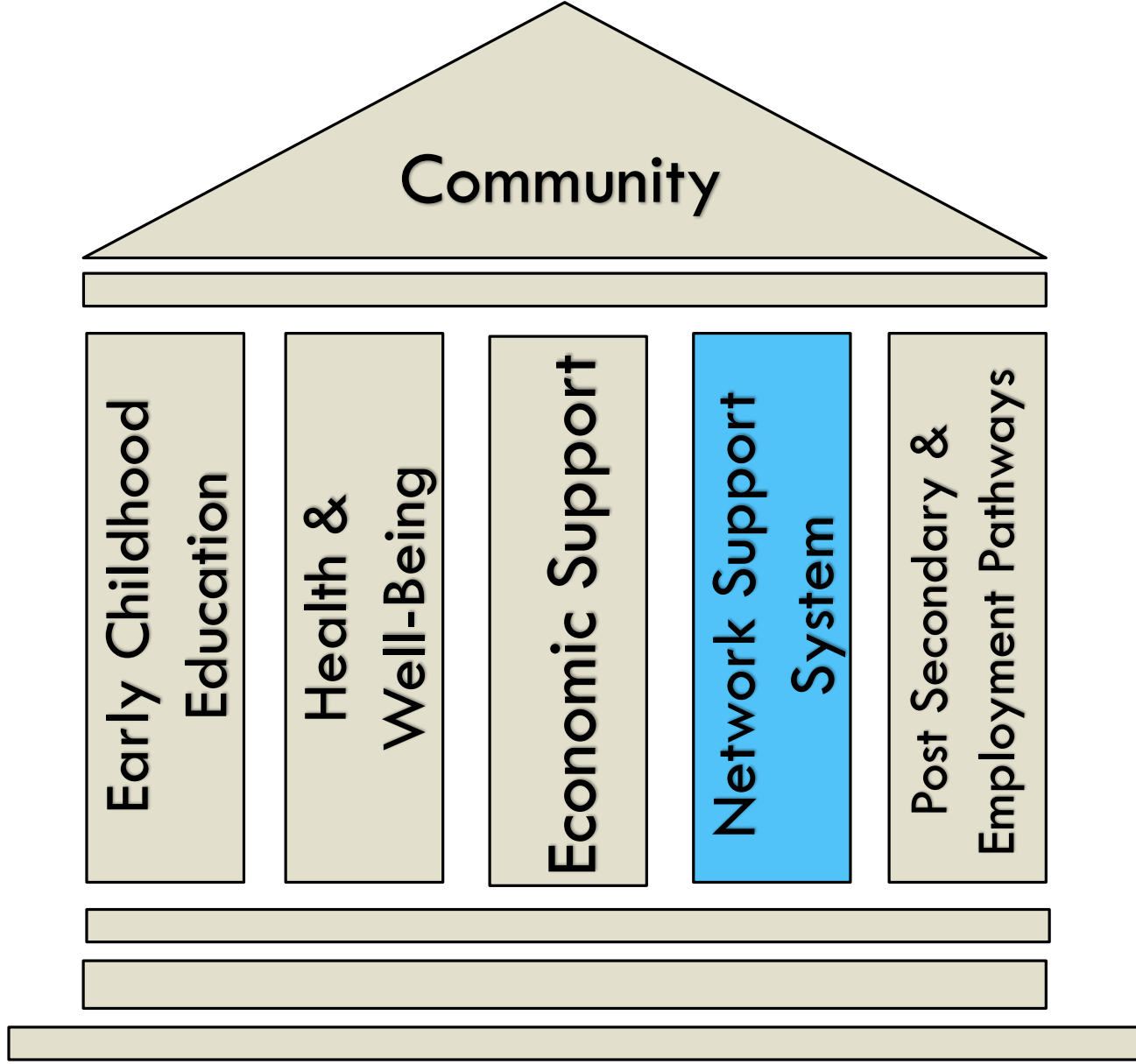
■ Transportation Express Routes

- Commuting time has emerged as the single strongest factor in the odds of escaping poverty.
- The longer a commute, the worse the chances of low-income families to move out of poverty.

■ Grocery Accessibility

- Lack of access to a grocery store requires citizens to rely on mini-marts.
- On average, food stamp beneficiaries live about 1.8 miles away from a grocery store.
- Evidence indicates that those without access to a supermarket are more likely to obese and/or have diabetes.

THE 5 PILLARS



PILLAR IV: NETWORK SUPPORT SYSTEM

MENTORS, FAITH BASED SUPPORT, & COMMUNITY INVOLVEMENT

- Increased high school graduation rates
- Decreased likelihood of initiating drug and alcohol use
- Improve behavior
- Stronger relationships with parents, teachers, and peers
- Help shape young people's values and attitudes



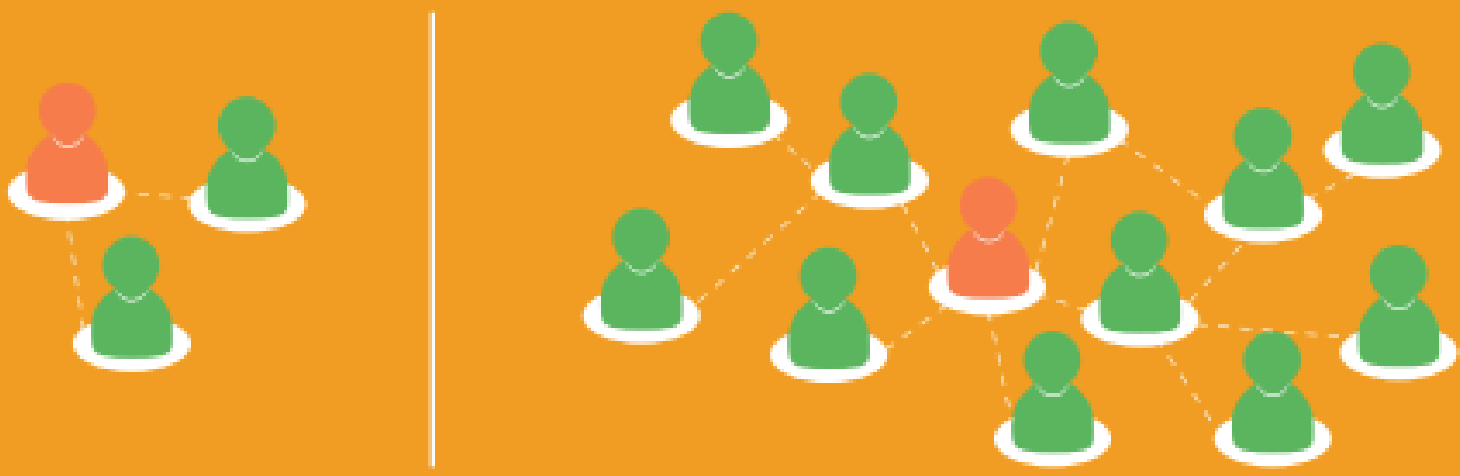
PILLAR IV: NETWORK SUPPORT SYSTEM

COMMUNITY ORIENTATED POLICING

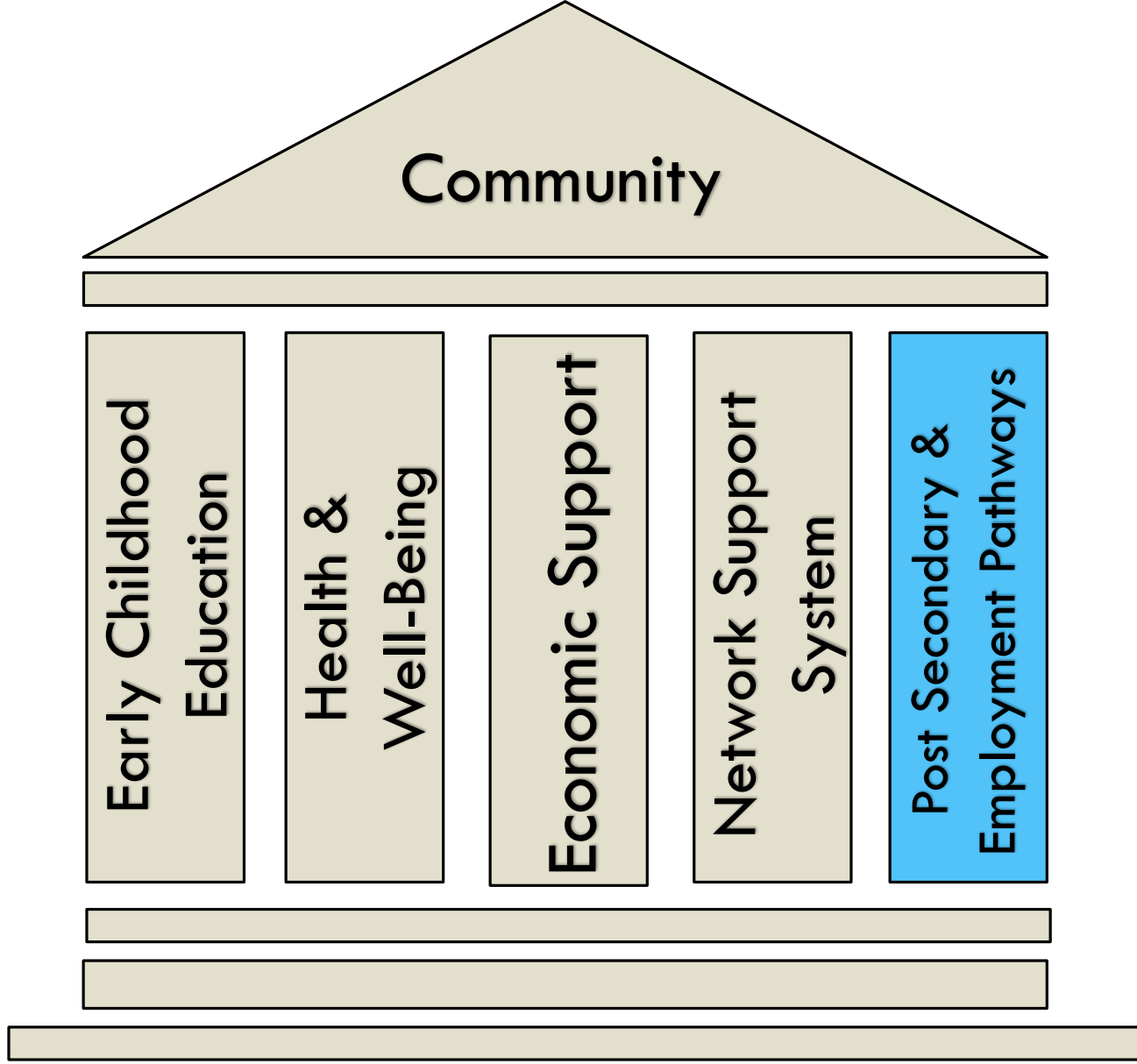
- Philosophy that promotes organization strategies, which supports the systematic use of partnerships and problem solving techniques, to proactively address the immediate conditions that give rise to public safety issues
- Democracy in Action
 - Requires the participation of local government, civic and business leaders, public and private agencies, residents, churches, schools, and hospitals



As Networks Expand, So Do Resources and Support



THE 5 PILLARS



Community

Early Childhood
Education

Health &
Well-Being

Economic Support

Network Support
System

Post Secondary &
Employment Pathways

PILLAR V: POST SECONDARY AND EMPLOYMENT PATHWAYS

- Mobile Workforce Units
- Assessment
 - Employ career coaches and counselors to guide participants in making decisions about career pathways
- Training
 - Provide basic education programs to help lower-skilled individuals acquire the skills they need to obtain work
 - Partnerships with the College of Southern Nevada and trade schools
- Intern Opportunities





QUESTIONS? COMMENTS?