

SUMMARY OF RECOMMENDATIONS

UTAH'S PLAN FOR A STRONGER FUTURE:
THE FIVE- AND TEN-YEAR PLAN TO ADDRESS INTERGENERATIONAL
POVERTY



UTAH'S OVERALL GOAL:

Measurably reducing the number of Utah families in the cycle of poverty, thereby improving their quality of life and helping them become economically stable.





TO ADDRESS intergenerational poverty in Utah, the Intergenerational Welfare Reform Commission and Advisory Committee have a shared vision that focuses on utilizing our state's strengths to build solutions across systems.

Through a data-driven process, the group created this comprehensive list of research-based recommendations in each of the four areas of child well-being: early childhood development, education, health, and family economic stability.

The recommendations are designed to allow state and local government, business, faith-based organizations and nonprofits to have the opportunity to implement and make progress in each focus area. Improvement in each of these areas will help meet the overall goal of reducing families in the cycle of poverty, thereby improving their quality of life and helping them become economically stable.

This summary of recommendations provides the Commission's five- and 10-year goals, a description of each recommendation and expected outcomes, and the recommended lead(s) in each area that can take the initiative to address intergenerational poverty.

SUMMARY OF RECOMMENDATIONS

Early Childhood Development



COMMISSION GOALS:

5 Year

Align all systems involved in early childhood development to ensure Utah has the capacity to prepare children at risk of remaining in poverty for kindergarten.

10 Year

Children at risk of remaining in poverty as they become adults are emotionally, cognitively and developmentally prepared for kindergarten.

I. SUPPORT PARENTS AS FIRST TEACHERS

• Increase knowledge among parents of parenting practices that support healthy development

Support media campaigns and outreach that teaches and promotes day-to-day interactions with children.

Recommended lead(s): Private partnerships

• Continued expansion of evidence-based home visitation programs to targeted populations

Increase access to home visitation programs for high-risk families.

Recommended lead(s): DOH with local communities

2. CONTINUED INVESTMENT IN IMPROVING EARLY CHILDHOOD PROGRAM QUALITY

• Increase capacity of high-quality preschool

Appropriate additional resources to establish a high-quality preschool program.

Recommended lead(s): DWS and USBE

• Establish a true Quality Rating and Improvement System for child care programs

All child care programs receiving child care subsidy funds would be required to participate in the system.

Recommended lead(s): DWS

• Utilize the established QRIS system to provide greater child care subsidy payments to high-quality child care providers

The amount of child care subsidy rates to child care programs based on level of quality a program achieves in the QRIS.

Recommended lead(s): DWS

• Develop statewide kindergarten readiness assessment

Education stakeholders implement an assessment utilized in every LEA at the start of the kindergarten year.

Recommended lead(s): USBE

• Develop statewide preschool readiness developmental assessment

Education stakeholders implement an assessment available to private and public preschool providers.

Recommended lead(s): DWS and USBE

EXPECTED OUTCOMES:

- Parents obtain knowledge of the practices and implement the practices in their day-to-day interactions with their young children.
- Parents obtain skills to support the healthy development of children and mitigate exposure to toxic stress.
- Increased enrollment and improved test scores in elementary and middle school.
- All programs serving children covered by subsidy are high-quality programs.
- Ensures that state's investments in early childhood programs are preparing children for kindergarten.
- Ensures that the state's investments in early childhood programs recognizes the developmental level children at which children are entering preschool.

Key:

DWS = Department of Workforce Services

DOH = Department of Health

DHS = Department of Human Services

USBE = Utah State Board of Education

USHE = Utah System of Higher Education

UCAT = Utah College of Applied Technology

GOED = Governor's Office of Economic Development

SUMMARY OF RECOMMENDATIONS

Education



COMMISSION GOALS:

5 Year

Align systems assisting with educational outcomes to ensure efforts are focused in schools disproportionately impacted by intergenerational poverty. These systems include all levels of government, local schools, communities, business and non-profits.

10 Year

Children at risk of remaining in poverty as they become adults graduate from high school at the rate equal to the statewide rate.

1. PROMOTE CULTURE THAT SUPPORTS CONSISTENT SCHOOL ATTENDANCE

•Promote culture that supports consistent school attendance

Proposes that schools with high rates of chronic absence among children experiencing intergenerational poverty develop an evidence-based approach to reduce chronic absence.

Recommended lead(s): Local districts, schools and communities

2. ENSURE STUDENTS ARE SUPPORTED TO ACHIEVE ACADEMIC SUCCESS

•Increase access to optional extended-day kindergarten in schools serving high rates of children at risk of remaining in poverty

Proposes funding for the following: (1) all schools with >10% IGP students offer OEK; (2) recruitment efforts to enroll students at risk in OEK program.

Recommended lead(s): USBE and local school districts

•Ensure that afterschool programs serving high rates of children at risk of poverty have access to mentoring and tutoring

Community-based evidence-based mentoring and programs focusing on improving economic and educational outcomes.

Recommended lead(s): Local school districts and communities

•Incorporate Social and Emotional Learning (SEL)

-Commission express support for the establishment of policies that promote SEL.

-Develop small-scale pilot to incorporate evidence-based Social-Emotional learning programs in schools serving the highest percent of children experiencing intergenerational poverty, including technical assistance and training; incorporate an evaluation feature.

-Utah core standards should be reviewed to ensure SEL standards promote intrapersonal, interpersonal and cognitive skills, as well as age-appropriate benchmarks for preschool through high school.

Recommended lead(s): USBE

3. SUPPORT COLLEGE-TO-CAREER READINESS

•Connect youth to employment

Support public-private partnerships connecting youth at risk of remaining in poverty to employment to develop job skills.

Recommended lead(s): DWVS, USBE, local communities and private sector

•Expose high schools students to post-secondary education and job training opportunities beginning early in their high school career

Proposes to expand evidence-based programs to high schools serving high rates of children experiencing intergenerational poverty to promote high school graduation and post-secondary education or job training.

Recommended lead(s): USBE, local communities and private sector

EXPECTED OUTCOMES:

- Lower rates of chronic absence leading to improved educational outcomes and higher graduation rates.
- Decreasing achievement gap between low and high-income kindergarten students.
- Access to adult role models and improved academic and social and emotional outcomes.
- Adoption of policies that will support SEL programs.
- Increase social-emotion skills; improve mental/behavioral health; and improve academic outcomes, as measured by statewide assessments.
- Increased job skills leading to careers in high-demand job sectors and increasing high school graduation rates.
- Increased graduation rates and post-secondary enrollment.

SUMMARY OF RECOMMENDATIONS

Family Economic Stability

I. FAMILY AT THE CENTER OF ECONOMIC STABILITY

•Policies to support non-custodial parents

Review governmental policies related to child support enforcement and workforce development be evaluated to determine whether revisions need to be made that would encourage increased involvement of non-custodial parents in raising and supporting their children.

Recommended lead(s): DHS

2. IMPROVE JOB SKILLS

•Increase job skills through career pathways

Prioritize parents experiencing intergenerational poverty for participation in the various career pathway programs offered in Utah and provide individualized support to ensure parents maintain involvement in the career pathway and barriers to continued participation are addressed.

Recommended lead(s): DWS, GOED, USHE, USBE, local communities and private sector

•Provide incentives to two-year colleges for key outcomes

Establish an incentive structure based on the number of students experiencing intergenerational poverty served, successful completion rates and labor market earnings of those students.

Recommended lead(s): USBE

•Expand scholarship opportunities to students experiencing intergenerational poverty

Proposes expanding scholarship opportunities for students experiencing intergenerational poverty to attend two-year colleges or career and technical colleges options.

Recommended lead(s): USBE, USHE, UCAT

3. ENSURE POLICIES SUPPORT WORK

•Increase uptake in the federal Earned Income Tax Credit

Proposes developing an effective public awareness campaign to encourage eligible, low-income workers to file for the EITC.

Recommended lead(s): State leadership, local communities, private sector

•Ensure education and job training meet work requirements

Allow participation in job training and education activities in high-demand occupations to satisfy any safety net program, work requirements including in TANF, SNAP and child care programs.

Recommended lead(s): DWS

•Promote Work Opportunity Tax Credit (WOTC) for employment of individuals experiencing intergenerational poverty

Effectively promote the availability of WOTC to employers willing to employ individuals with significant barriers to employment, including individuals experiencing intergenerational poverty.

Recommended lead(s): DWS

•Families served through a two-generational lens

Ensure that all safety net programs that incorporate a work requirement provide services through a two-generational lens that focuses on the needs of the entire family and effectively addresses family barriers to employment.

Recommended lead(s): State agencies, local communities and private sector

4. SUPPORT ASSET DEVELOPMENT

•Provide a match for EITC recipients

Provide an incentive for families receiving the federal EITC to establish a savings account through a modest matching amount.

Recommended lead(s): DWS, local communities, private sector

•Encourage participation in financial coaching courses

Establish a financial coaching program available for working individuals earning less than 135% FPL. Upon successful completion, a savings account would be opened with public and privately seeded funds and an incentive structure to encourage savings within the first 12 months.

Recommended lead(s): DOH, local communities and private sector



COMMISSION GOALS:

5 Year

Children at risk of remaining in poverty are living in stable families, able to meet their basic needs (i.e. food, housing, health, safety and transportation).

10 Year

Children at risk of remaining in poverty are living in families that are self-sufficient/reliant.

EXPECTED OUTCOMES:

- Increased engagement of the non-custodial parent in the lives of their children and financial support.
- Employment in a high-demand field paying a wage sufficient to meet basic needs of the family.
- Students experiencing intergenerational poverty will have access and support to post-secondary education.
- Increasing income to help meet the basic needs of the family.
- Encourages the development of job skills in high-demand occupations without risk of losing safety net benefits.
- IGP adults will have increased access to employment despite having barriers to employment.
- Improved child well being and employment outcomes for parents leading to self-reliance.
- Increase self-reliance of IGP adults who are working.

SUMMARY OF RECOMMENDATIONS



COMMISSION GOALS:

5 Year

Children experiencing intergenerational poverty have access to quality physical health, mental health and dental care, regardless of where their family resides in Utah.

10 Year

Children experiencing intergenerational poverty have access to quality physical health, mental health and dental care at the same rates as the statewide rates in each of those areas, regardless of where their family resides in Utah.

1. ANALYZE HEALTH PROVIDER SHORTAGE AREAS

- Proposes to conduct a review and analysis regarding the presence of whether there are health provider shortage areas within the counties with the highest rates of children at risk of remaining in poverty.

Recommended lead(s): DOH, local communities

2. ENSURE SCHOOL BASED BEHAVIORAL HEALTH IS AVAILABLE IN SCHOOLS

- Proposes to target expansion of the School Based Behavioral Health Program to schools serving high rates of children at risk of remaining in poverty where the program is not currently available.

Recommended lead(s): DOH, local communities

EXPECTED OUTCOMES:

- Ensure access to quality health care providers throughout the state.
- Improved behavioral health of students at risk of remaining in poverty with a behavioral health need.

Other Recommendations



1. SUPPORT EVIDENCE-BASED DECISION MAKING

- Proposes establishing an evidence-based framework for decision making, including defining the following terms: evidence-based, research-based and promising practices.

Recommended lead(s): State agencies, local communities

EXPECTED OUTCOMES:

- Governmental resources expended only in programs that have been evaluated.



Intergenerational Welfare Reform Commission Members

NAME	TITLE
Spencer Cox, Chair	Lieutenant Governor, State of Utah
Jon Pierpont, Vice Chair	Executive Director, Department of Workforce Services
Joseph Miner	Executive Director, Department of Health
Ann Silverberg-Williamson	Executive Director, Department of Human Services
Sydnee Dickson	State Superintendent of Public Instruction, Utah State Office of Education
Dawn Marie Rubio	Juvenile Court Administrator
Bishop H. David Burton	Intergenerational Poverty Advisory Committee Chair

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