
A Two-Generation Approach to Supporting Immigrant Families



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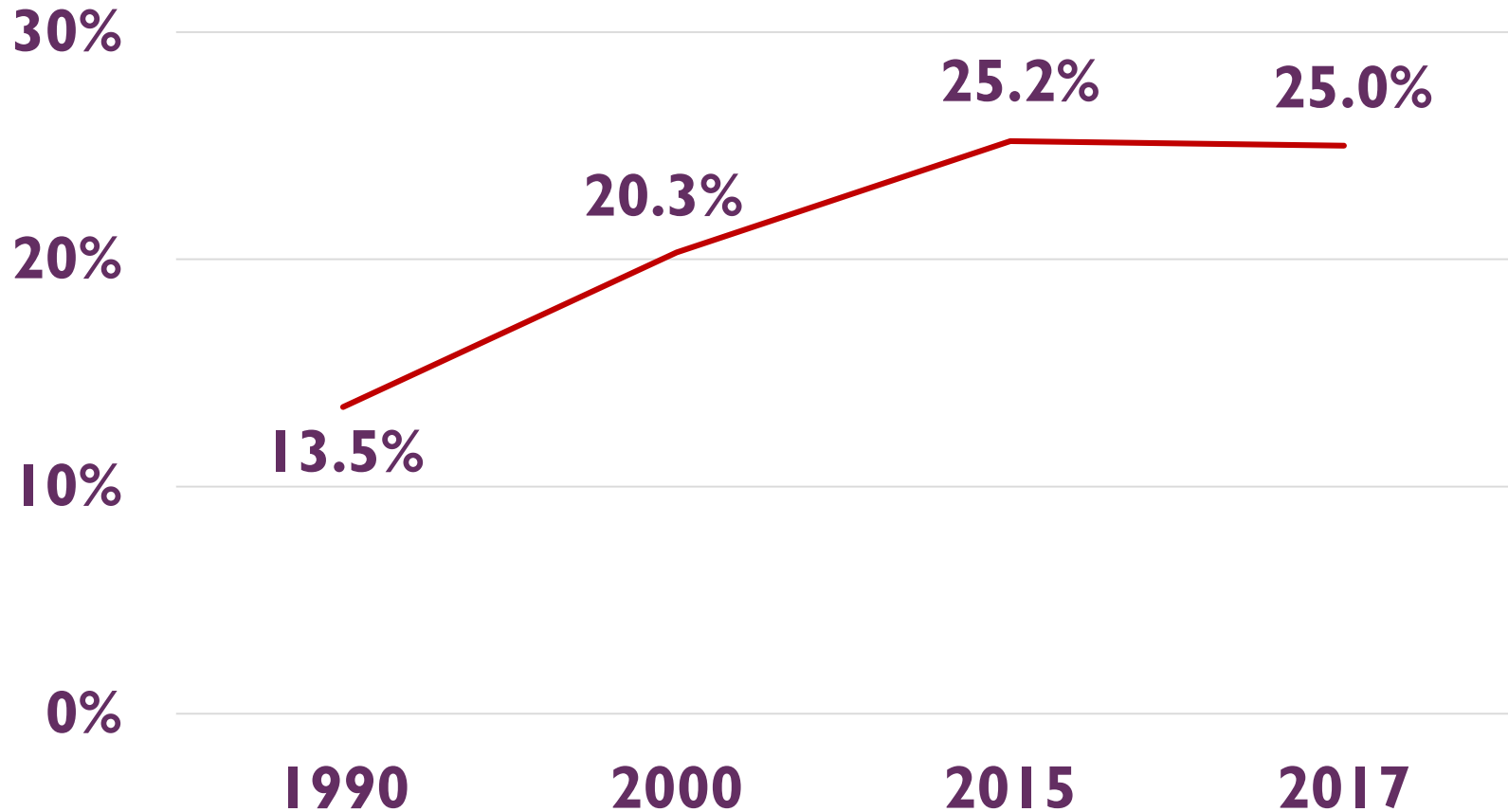
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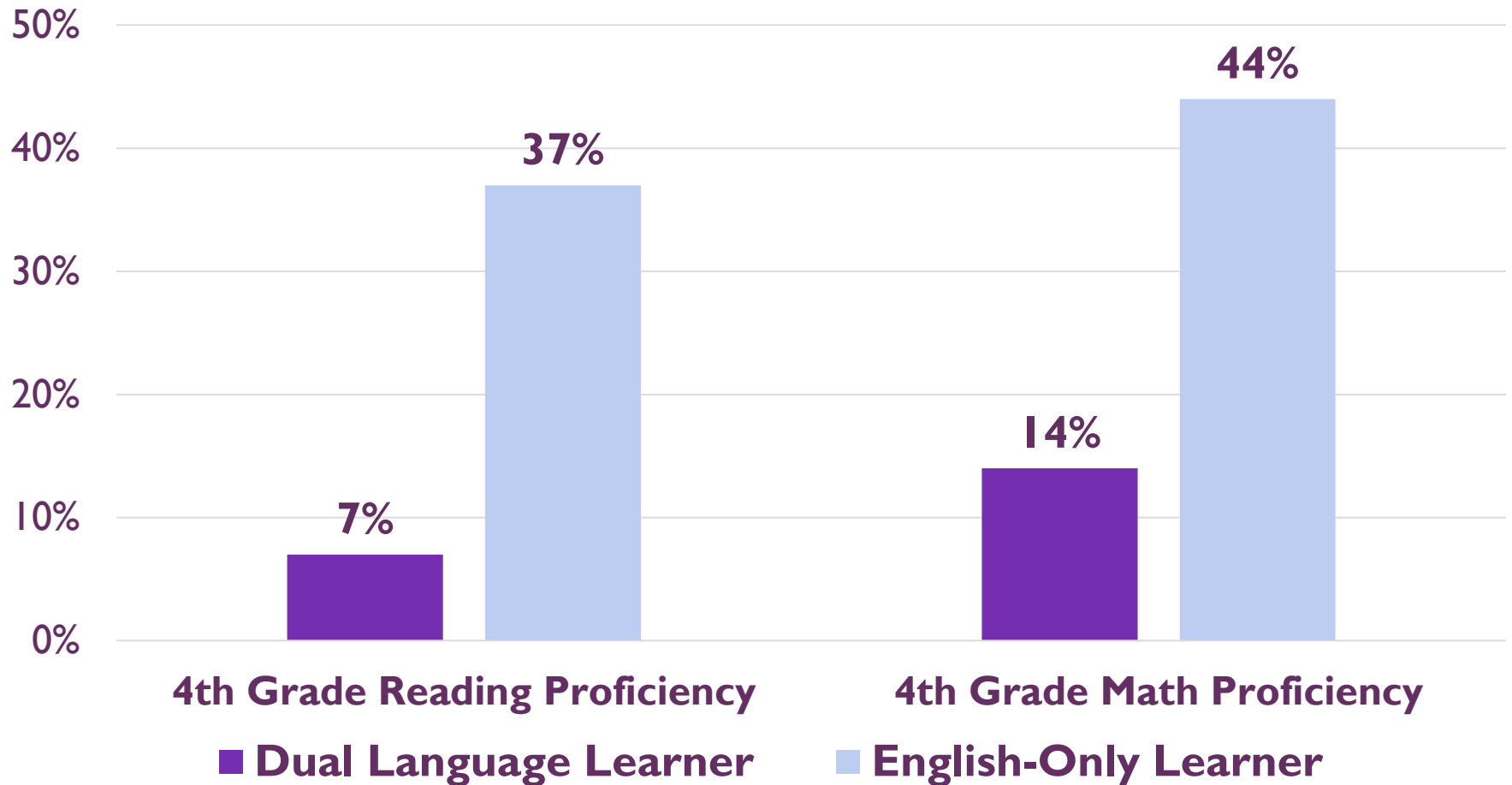
ADMINISTRATION FOR
CHILDREN & FAMILIES



RISE OF CHILDREN AGES 0-5 IN IMMIGRANT FAMILIES IN U.S.



CHILDREN OF IMMIGRANT FAMILIES IN THE U.S.: LOWER ACADEMIC ACHIEVEMENT



Hernandez & Napierala, 2012

PARENT ESL PROGRAM: BENEFITS

- **Higher levels of English language literacy are associated with increased levels of education, employment & wages**

Zong & Batalova, 2015

- **Parents' English proficiency plays a key role in children's development and academic achievement**

Sibley & Dearing, 2014

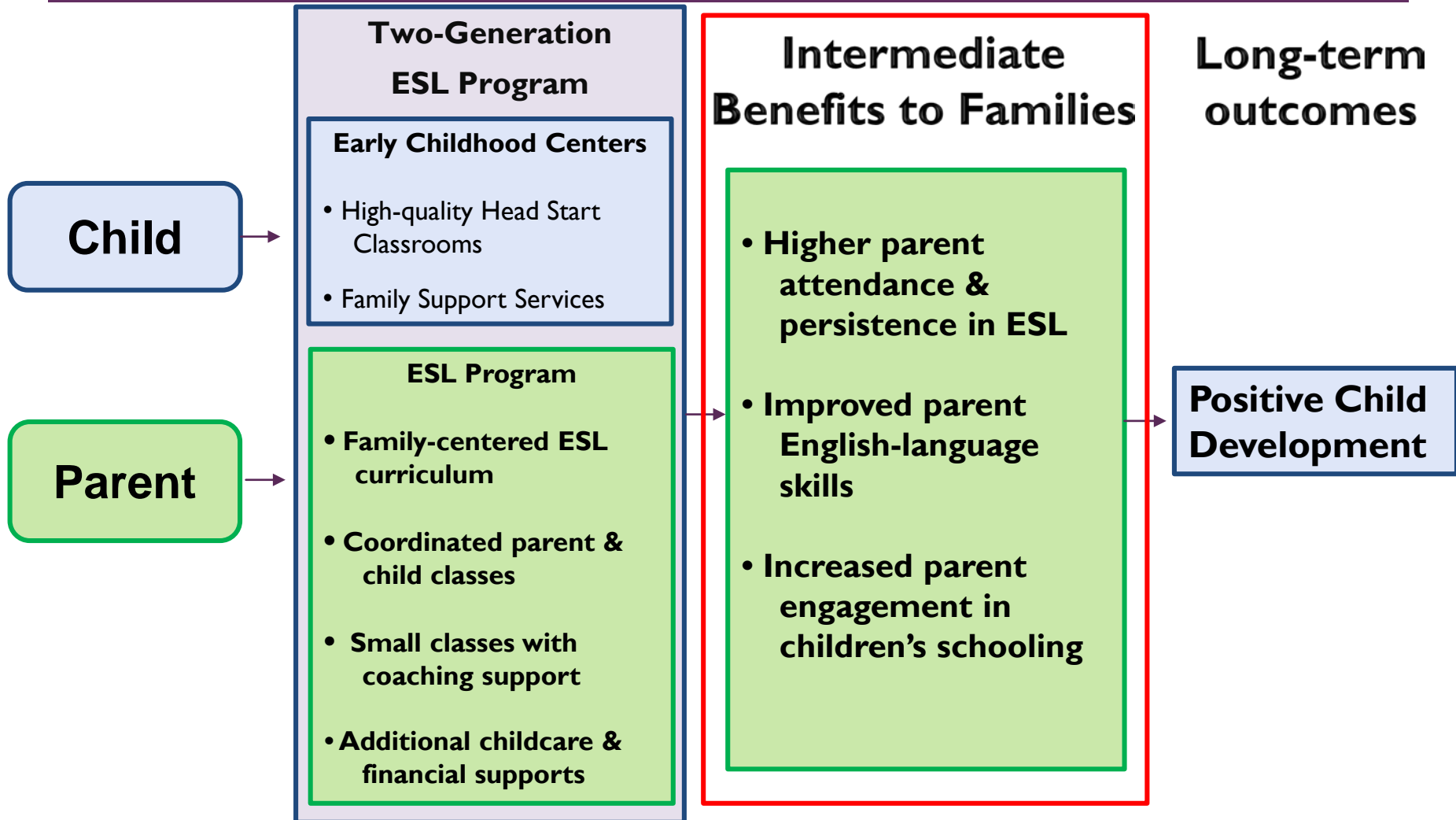
HEAD START AS A PLATFORM FOR ESL SERVICES

- **Head Start serves 300,000 Dual Language Learner (DLL) children annually**
 - **97% speak Spanish as primary language**
- **Only 5% of Head Start parents receive ESL services**

COMMUNITY-BASED ESL PROGRAMS: PRACTICE & RESEARCH

- **Community-based, federally-funded**
 - **Often open enrollment**
 - **Few attendance requirements or supportive services**
- **Fewer than half of ESL students advance one or more instructional levels**

TWO-GENERATION ESL APPROACH



MODEL TWO-GENERATION ESL PROGRAM:

COMMUNITY ACTION PROJECT OF TULSA COUNTY



COMMUNITY ACTION PROJECT OF TULSA COUNTY

- **Comprehensive anti-poverty agency
with explicit two-generation mission**
- **Large Head Start & Early Head Start
grantee**
- **Serves over 2,000 families in 13 Head
Start centers in Tulsa County, OK**

CAPTULSA'S ESL PROGRAM ADDRESSES KNOWN BARRIERS

- **Family scheduling difficulties**
- **Social isolation, limited connectedness**
- **Parent self-reported limited confidence and skills to advocate for children**

CAPTULSA'S ESL PROGRAM: KEY TWO-GEN ELEMENTS

- **Coordinated parent-child schedules**
- **Small classes (15-18 parents) for Head Start parents only**
- **ESL curriculum focused on parents' interest and motivation to be involved in children's schooling**

CHILD- & FAMILY-FOCUSED ESL CURRICULUM

ESL Curriculum Unit	Sample Classroom Activities
Understanding Children's School	Practice vocabulary related to children's developmental domains
	Write sentences describing children's progress in domains
	Role play parent-teacher conferences
Parents as Teachers/Family Literacy	Support interactive (dialogic) reading at home

CAPTULSA'S ESL PROGRAM: ADDITIONAL ELEMENTS

- **Greater intensity**
 - **Classes 4 times per week, 11 hours instruction**
 - **Weekly parent meetings**
- **Other supportive and financial services for parents and children (e.g., wrap-around child care, incentives)**

OUR HSUP STUDY

- **Focus on all pre-college pathways, yet ESL became the largest**
- **Experimental, mixed methods**
 - **Parent surveys, child assessments, focus groups, administrative data**
- **Longitudinal study (N = 300), followed 3 years**

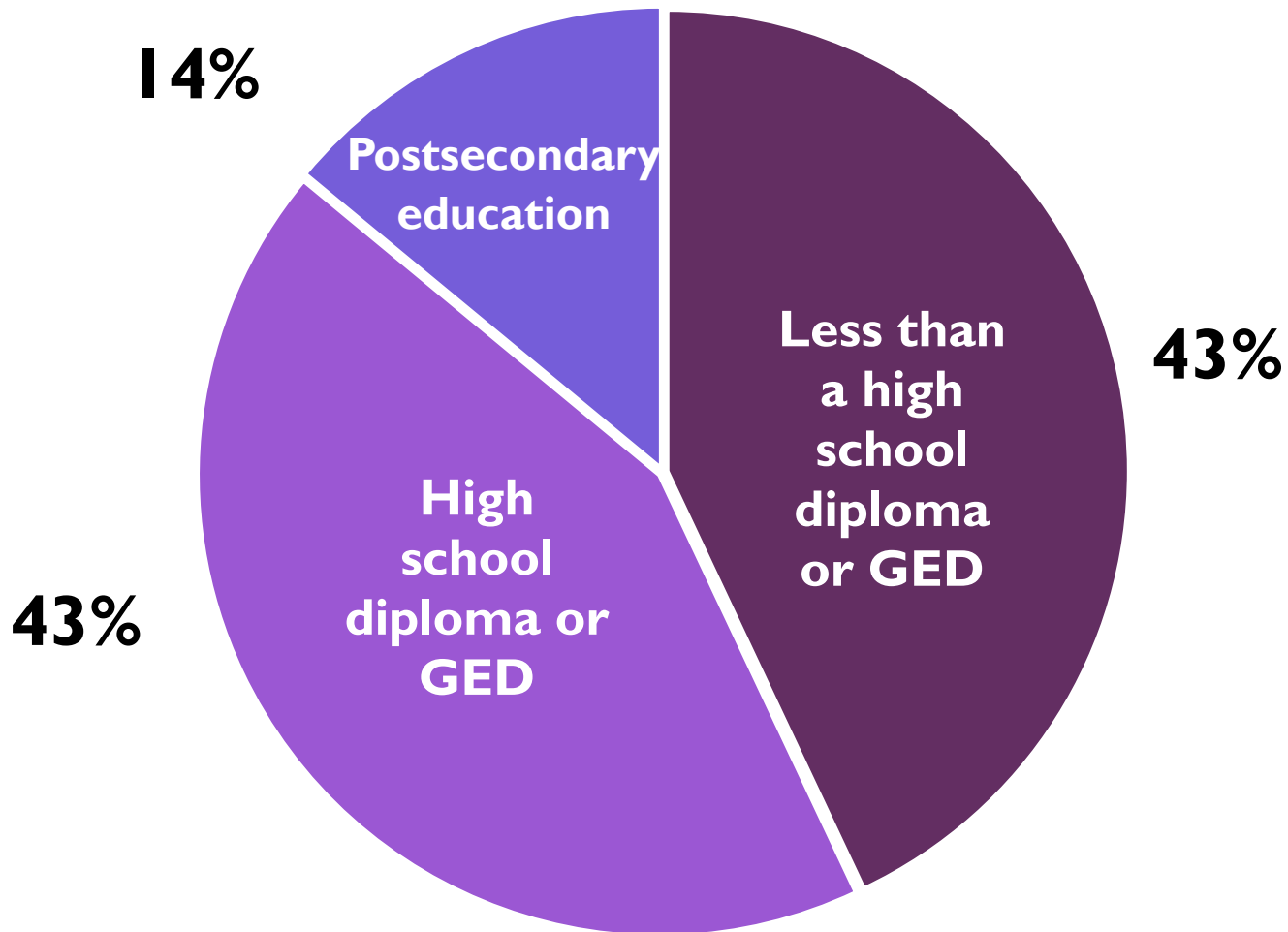
EMBEDDED STUDY OF TWO-GEN ESL PROGRAM

- **Quantitative**
 - **3 ESL cohorts who entered fall 2014, spring 2015, and fall 2015**
 - **All eligible for 2 ESL program semesters**
- **Qualitative, focus groups and interviews**
 - **35 eligible parents**
 - **11 staff (ESL instructors, coaches, family support, leadership)**

SAMPLE CHARACTERISTICS: SUB STUDY

- **97% Hispanic parents (84% born in Mexico)**
- **94% mothers in two-parent households;
74% not employed at baseline**
- **58% household incomes between \$15,000
and \$24,999**

PARENT EDUCATION AT BASELINE



MEASUREMENT: PARENTS' PROGRESS

- **ESL program completion, persistence, attendance**
- **English language development**
- **Parent engagement with children**

ESL PROGRAM COMPLETION AND PERSISTENCE

- **High levels of program completion**
 - **83% completed semester 1**
 - **70% completed semester 2**
- **Two-thirds (66%) moved on to second semester**
- **About half (46%) completed semesters 1 & 2**

ESL PROGRAM ATTENDANCE

- **Average attendance rate (number of days attended out of days enrolled)**
 - **Enrolled in semester 1: 94%**
 - **Enrolled in semester 2: 88%**

ENGLISH-LANGUAGE ADVANCEMENT

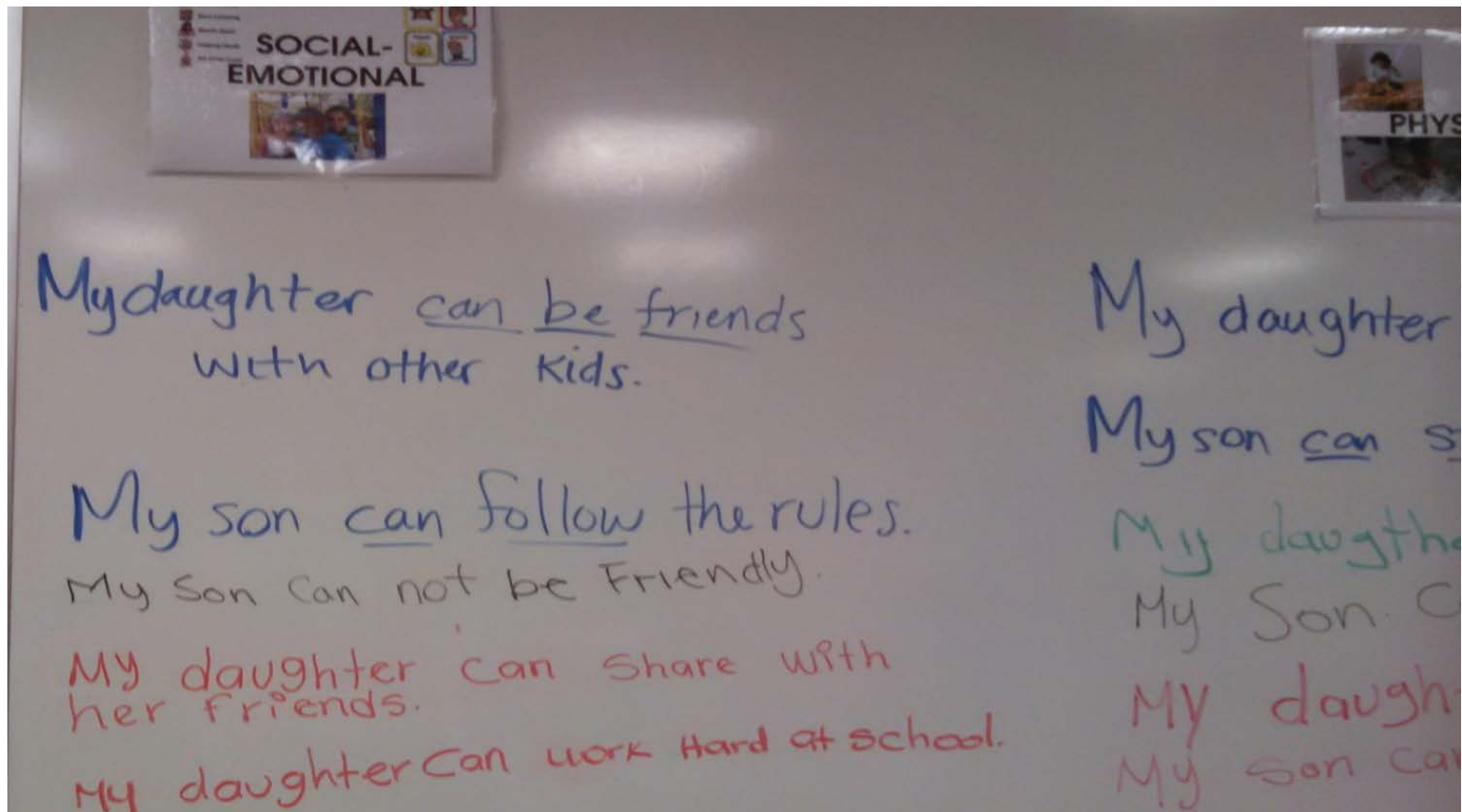
- **Parents who completed semester 1 and/or semester 2 advanced in their English language skills**
 - **Moved 2 NRS ESL levels: on average from beginner to high intermediate level**
 - **On average**
 - **Able to communicate basic needs**
 - **Participate in conversation in some social situations**
 - **Have some control of more complex grammar**

INDICATORS OF PARENT ENGAGEMENT

- Increased knowledge of children's development
- Improved parent-child learning
- Improved confidence, skills, and self-efficacy



PARENTS' UNDERSTANDING OF CHILDREN'S DEVELOPMENT



PARENT AND CHILD BIDIRECTIONAL LEARNING

- **Shared parent-child activities**
 - **Reading together at home**
 - **Shared homework**
 - **Expanded language and literacy development**

BIDIRECTIONAL LEARNING: READING

[The coach] also helped us to communicate better with our children when we read them a story... how we can interact with them to ask them questions about the book, which I had never done before....I read to them in English since it helped me, but I didn't know what I was saying. ...they [in the ESL program] taught us to gesture while we are reading the book so that the children get excited.

BIDIRECTIONAL LEARNING: LANGUAGE & LITERACY

One learns from children, they – I mean, my daughter is just learning the syllables. I say, I'm going to copy her, I mean, one learns from children, they go to school, right? But one learns from them also, and one practices what one learned at school with them....

PARENT AGENCY IN SCHOOL AND OTHER CHILD DOMAINS

- **Parents improve their confidence, skills, and self-efficacy**
 - **Regular communication with doctors and teachers**
 - **Completion of administrative forms**
 - **Practice for key events (e.g., parent-teacher conferences)**

PARENT AGENCY: SCHOOL

[This class] has helped me much when I have to help my children do their homework, or if I have to go to the school because there is a problem there to talk to the teacher, or if they get sick, I can take them to emergencies. These classes have helped me to communicate, to be able to talk to my children's teachers and not to depend much on my husband because I used to depend much on him.... Now I'm more independent.... It gives you much confidence because we don't need a translator much.

COMPARISONS TO OTHER STUDIES

- **Nationwide, 46% of students in federally-funded single-generation ESL programs advance at least one NRS level in a year**
- **87% of CAP Tulsa students advance at least one level over two semesters**
- **Immigrant parents who pursue additional schooling increase their engagement with their children's schooling**

CONCLUSIONS AND FUTURE DIRECTIONS

- **Holds great promise but jury is still out, especially for children**
- **Experimental study needed and planned**
- **Significant momentum in practice and policy**

THANK YOU

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