

Building Capacity to Strengthen Low-Income Latino Families & Youth

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Family Engagement Institute



"One of the most powerful but neglected supports for children's learning and development is family involvement, both in and out of school. Over 40 years of steadily accumulating evidence show that family involvement is one of the strongest predictors of children's school success."

Reframing Family Involvement in Education: Supporting Families to Support Educational Equity, Equity Matters; Teachers College, Columbia University; Heather B. Weiss, Suzanne M. Bouffard, Beatrice L. Bridgall, Edmund W. Gordon



All families dream about raising healthy, successful children but not all families have equal access to the systems of support that turn the dream into reality.



Need Defined

School Readiness – Learning begins at birth. Early experiences shape a child's brain development for future learning, behavior and success. Without that strong foundation, children – especially low-income children- will be behind from the start.

- **60 %** of three- and four-year-olds of low income families have not attended preschool
- **61 % of** Latino three- and four-year-olds comprise the largest percentage (three out five) of children without preschool in California

Third Grade Reading - **74%** of students who fail to read proficiently by the end of third grade falter in later grades and often drop out before earning a high school diploma.

- **More than half** of California's 2nd and 3rd graders **are not proficient** in English Language and designated as English Language Learners (ELLs)
- **Only 1 out of 3** California Latino 3rd graders **read at grade level**
- **More than 1 in 3 classified ELLs** in California are in middle and high school and have been enrolled in school in the United States since Kindergarten

Latino Children account for more than half of all children under age five. Our state's future

depends on ensuring young Latino children are ready to excel in school and obtain the skills they need to succeed in college and careers.



FEI: Vision

All children and families realize their full life potential because they have equal access and leverage the opportunities and systems of support critical to their success and well being



FEI: Mission

The Family Engagement Institute bridges educational inequalities by providing opportunities that strengthen the capacity of families, schools and communities, working together to ensure the success of all students from early childhood through college.



FEI PROGRAMS

FAMILY SCHOOL COMMUNITY

FEI partners with educational institutions and community organizations to provide educational opportunities that promote family engagement, school and workforce readiness as well as pathways to post-secondary education for families of low income, and educators/providers that serve those families and communities.

FAMILY PROGRAMS

- STRONG START PARENTING BIRTH-ADOLESCENCE
- MALE INVOLVEMENT/ FATHERHOOD
- STRETCH TO KINDERGARTEN
- PATHWAYS TO COLLEGE
- HEALTHY CHOICES
- FAMILY LITERACY
- FAMILY LEARNING LABS
- LEADERSHIP

PROFESSIONAL DEVELOPMENT

- STRATEGIC PLANNING AND IMPLEMENTATION
- CULTURAL COMPETENCY
- DUAL LANGUAGE LEARNERS
- EARLY MATH AND SCIENCE

COMMUNITY AWARENESS

DUAL CAPACITY

Learning opportunities for professionals and families together to build the capacity to engage in effective partnerships that support student achievement and development through adults gaining knowledge, skills and the confidence to engage in effective practices. Strong home and school connections develop and thrive when both families and staff have the requisite collective capacity to engage in partnership.



DUAL GENERATIONAL

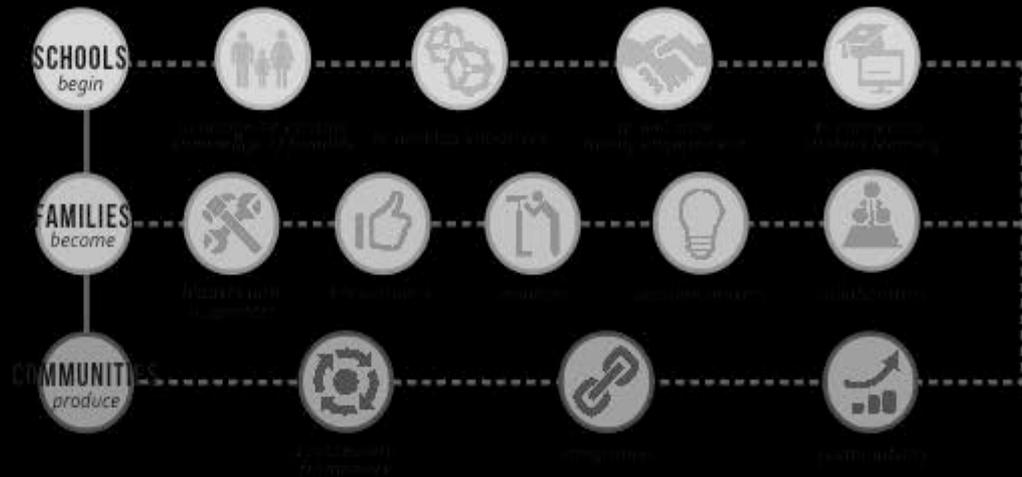
Learning opportunities for two generations. FEI believes that in order to break the cycle of poverty and cultivate a college going identity among all children, we must start early and offer opportunities of continued education to families as well.

SHARED RESPONSIBILITY

Families, educators and community work together in a shared effort to engage families in authentic and meaningful ways that support children's learning and development.

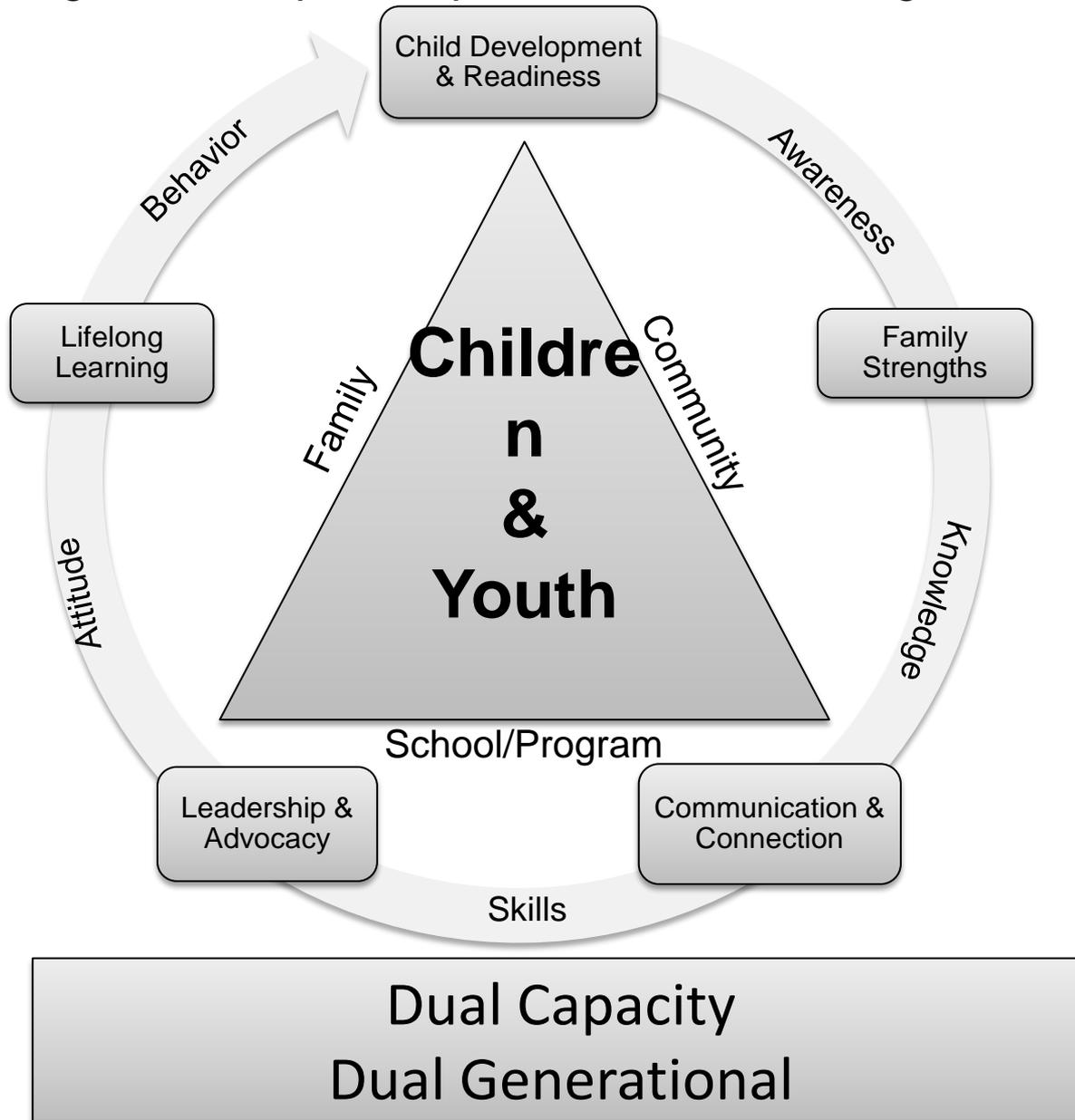
FEI FRAMEWORK

The FEI framework is designed to create strong partnerships committed toward the well being and success of children and youth.



FEI Framework

Building Strong Partnerships to Impact Student Well Being and Success



FEI: What is unique about us?

FEI delivers a systemic and integrated model:

- ▣ To engage **all** stakeholder groups – families; educators; and community in a shared effort of responsibility to work together to engage families in authentic and meaningful ways that support children’s learning and development
- ▣ To utilize a best practices dual capacity approach that grows the knowledge, skills and best practices of parents/caregivers, **and** educators/providers to support children along an educational continuum (early childhood – college)
- ▣ To work in partnership with higher education in a dual generational model that simultaneously promotes child and family learning and well being – *Pathways To College for Two Generations*

FEI Programs: Families



FEI offers families with children in preschool through high school, **affordable** and **accessible** continued educational opportunities that are **developmentally, culturally and linguistically responsive**.
In eight content areas:

- Stretch To Kindergarten
- Strong Start- Parenting
- Leadership
- Family Literacy
- Fatherhood/Male Involvement
- Healthy Choices
- Computer/Digital Literacy
- Pathways to College

FEI Programs: Educators



The FEI model of Family Engagement promotes a commitment on behalf of **educators/providers to build strong partnerships with families** in realizing the influence of family on children and youths' learning and development.



FEI provides professional development in Family Engagement in the following areas:

- Strategic Planning and Implementation
- Cultural Competency
- Dual Language Learners
- Early Math

FEI: Youth and Community Engagement Opportunities

- Foothill College Work Study Students
- Community Service College Students
- Foothill College Child Development Academy (CDA)
 - CDA students earn 12 Units of College Credits and a California Child Development Assistant Teacher Permit in six weeks
 - CDA students have a high quality early childhood program to do their field experience work
 - Students must be Juniors or Seniors in High School or older
- Student Interns and Mentors





Community, Cultural Wealth

(Dr. Tara Yosso, UC Santa Barbara)





“When you are doing (children) kids, you’re doing families.”

Ethel Seiderman, Parent Services Project

FEI Programs: Stretch to Kindergarten

**stretch to
kindergarten**



STK provides an educational experience that helps prepare families for kindergarten and beyond!

stretch to kindergarten

- **What:** Tuition-free kindergarten readiness program for MVWSD families of low income
- **Purpose:** To cultivate strong, enduring partnerships among families, schools and communities to support successful transition to kindergarten
- **For Children:** Short-term spring-summer educational experience to prepare children entering kindergarten for school
- **For Families:** A family engagement experience to strengthen family capacity to support children's learning and continue their own education as Foothill College Non Credit Students
- **For Educators:** An opportunity to participate in on-going professional development and coaching in PK TK K teams



stretch to kindergarten

- **Prepares** children with limited prior preschool exposure via a six-week early childhood program. Children attend 5 days per week for up to 9 hours per day.
- **Innovative Staffing** Each classroom staffed with a Preschool and Kindergarten Teacher plus two teaching assistants. Each teacher provides a half day program with one teaching assistant. All PreK Teachers hold Bachelor's Degrees and all K Teachers hold Master's Degrees.
- **Family Focused** Families transition beginning late April. Parents and children attend 4 Saturday mornings from 9 am - 12 pm. Parents encouraged to volunteer in the classroom and to participate in weekly field trips to community-based activities such as the library or local farm.
- **Family Engagement** Parents participate in seminars on various topics including understanding the importance of a family's role in a child's educational success, the STK classroom daily schedule, nutrition and oral health, routines, social-emotional development, reading practices, the district kindergarten handbook, attendance at school, math games to play with children, and other strategies to support their children's learning and development at home.



Educator Engagement: STK Professional Development

- Authentic Learning- Project Based
- Articulation and Alignment- Preschool Foundations & Kindergarten Common Core Standards
- Assessments/Evaluation:
 - Children's Progress Academic Assessment – CCAA
 - Classroom Assessment Scoring System – CLASS
 - Idea Proficiency Test – IPT
 - Early Language and Literacy Classroom Observation-Dual Language Learners – ELLCO-DLL
 - Desired Results Developmental Profile – School Readiness (ELD & LLD)
 - Family Survey
 - Educator Survey
- Dual Language Learners and Dialogic Reading
- Family Engagement: Home-School-Community Connections; Optimal Learning Environment; School Readiness; Transition to Kindergarten





*Families and Teachers working together to ***strengthen Home Language*** and support school readiness and success

*Learning from families and gathering information about language experiences

* Teachers sharing specific strategies for the families to enhance ***oral language development***





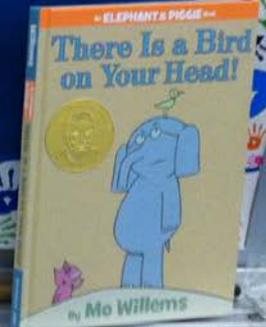
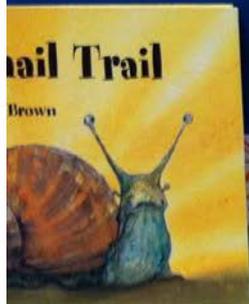




What do you find in a pond?

¿Qué es lo que se encuentra en un estanque?

O a mea e maua i le auvai?



Rosie's Walk

Rosie went for a walk.
Rosie went for a walk.
Rosie went for a walk.

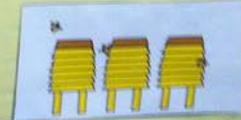


Rosie went around the pond.
Rosie went around the pond.
Hi-ho, the derry-o
Rosie went around the pond.



Rosie walked over the haystack.

Rosie walked under the beehives.
Rosie walked under the beehives.
Hi-ho, the derry-o
Rosie walked under the beehives.



Rosie made it home.
Rosie made it home.
Hi-ho the derry-o
Rosie made it home.





Highlights

Encabezamientos



Yo estaba viendo las mariposas. Me gustaban mucho porque querían y podían ir a la casa del árbol. Las mariposas durmieron en el árbol porque tenían sueño.



Mi mamá me está leyendo el libro del snowman. Me lo está leyendo en la casa también en la escuela.



I am doing the windmill with Celeste in the fieldtrip. I loved the fieldtrip because I saw a lot of animals like butterflies and bees. My favorite was the butterflies.



I looking for the ducks and a goose. Estoy con la maestra Celeste. Yo estaba también viendo los conejos. Yo fue de paseo y hay una colina y una araña, y hay muchos animales. Me gusto el paseo porque fui en el bus con mis amigos de la escuela.



I was hugging Owen because now he is my friend. Before we were not friends. He gave me the chair. I wanted to color in my house with it but it is schools.



I go study see the spiders with my daddy. I got the magnifying glass.



I was playing that but it's not working. I loved the place because there are animals and games. I loved the race and the windmill game.

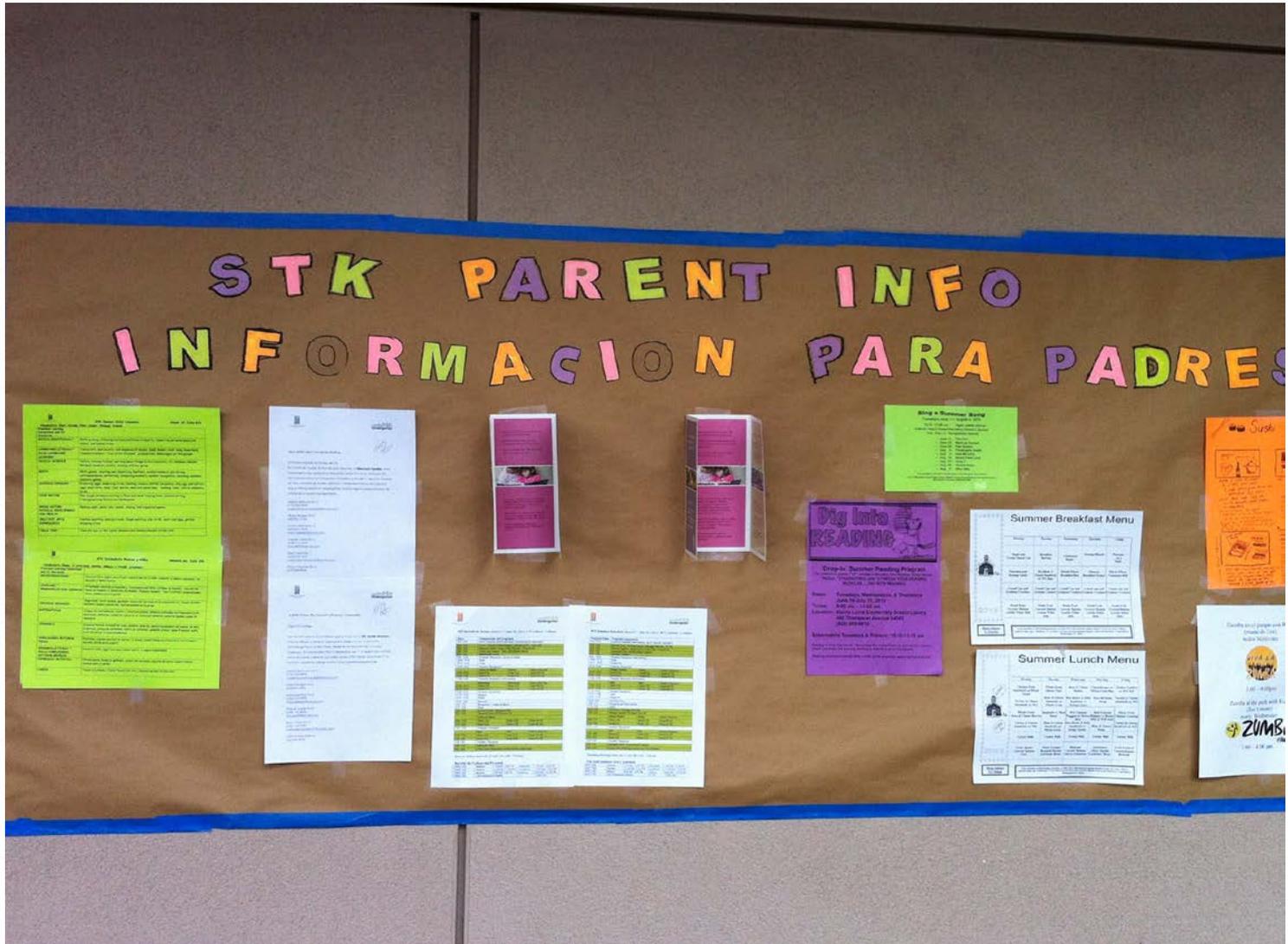


Estaba viendo una telerita con mi mamá. Mi mamá le gusta la telerita y no se asusta.



Estoy subiendo a la televisión porque sí. Me gusta subir a la televisión y ser una araña. Y cuando entraron vi una señora fea y no me dio miedo pero mi hermano abigallito, Kenny, lloró.









Family Engagement Institute
PARENTS AS PARTNERS

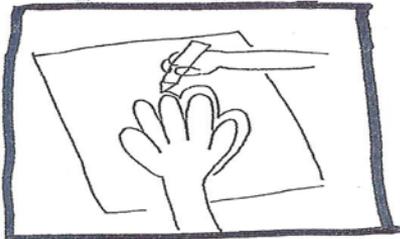
stretch to kindergarten

Kinder Kit: Week Five- The Kissing Hand

After reading and reflecting on the book *The Kissing Hand* by Audrey Penn, try making a connection between the characters and your family by participating in this activity.

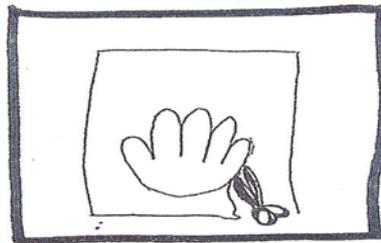
First

Trace the hand of someone in your family



Then

Follow the line to cut the hand out



Finally

Work together to write something you love about them



Discuss: What is special about each person in your family? What do you appreciate about them?

Extend: Turn your hands into a work of art! Hang them from a string or decorate them and glue them on paper.

Try a math activity! Use your measuring skills from the last kit to measure everyone's hands, who has the biggest or smallest hands?





EVALUATION

QUALITY

STUDENT OUTCOMES

FAMILY ENGAGEMENT

Evaluation Questions

- **QUALITY:** What is the level of quality of the STK program? How does program quality compare to national averages?
- **STUDENT OUTCOMES:** How prepared are students for kindergarten? What are their levels of language proficiency and kindergarten readiness? How do they compare to other demographically similar students?
- **FAMILY ENGAGEMENT:** What are families' beliefs and practices about child development and parenting practices, and how to support their child's education? What is the impact of the STK family engagement educational component on parents' beliefs and practices?



Evaluation Activities

- **QUALITY:**
 - Classroom Assessment Scoring System (CLASS)

- **STUDENT OUTCOMES:**
 - **Academic and School Readiness**
 - Desired Results Developmental Profile – School Readiness (DRDP-SR)
 - Children’s Progress Academic Assessment (CPAA)

 - **Language Proficiency in English and Spanish**
 - Idea Proficiency Test (Pre-IPT)

- **FAMILY ENGAGEMENT:**
 - Family Survey



Family Background Information (90 Latino Families)

- **Language spoken at home:**
 - 81% Spanish; 7% Spanish & English; 12% English
- **Speaking ability in English & Spanish**
 - 42% speak English at least fairly well
 - Most (80%) speak Spanish at least fairly well
- **Reading ability in English & Spanish**
 - Three quarters (70%) read Spanish at least fairly well
 - Half (45%) read English at least fairly well
- **Parent Education:**
 - 42% some high school or less; 39% high school diploma; 14% some college; 6% college graduate



Preview of Evaluation Findings

- **QUALITY: STK program is high quality** in all 3 areas measured; higher quality than other preschool programs in national study.
- **STUDENT OUTCOMES:** All children enjoyed the STK program. Students show significant growth in English, Spanish, and bilingual level; most children also demonstrate moderate to high levels of school readiness.
- **FAMILY ENGAGEMENT:** Almost all families reported that as a result of the STK family engagement educational component, they have increased their knowledge and behaviors associated with parenting, child development, and how to be more effectively engaged with the school and at home to support their child's education.



Program Quality

Classroom Assessment Scoring System (CLASS)

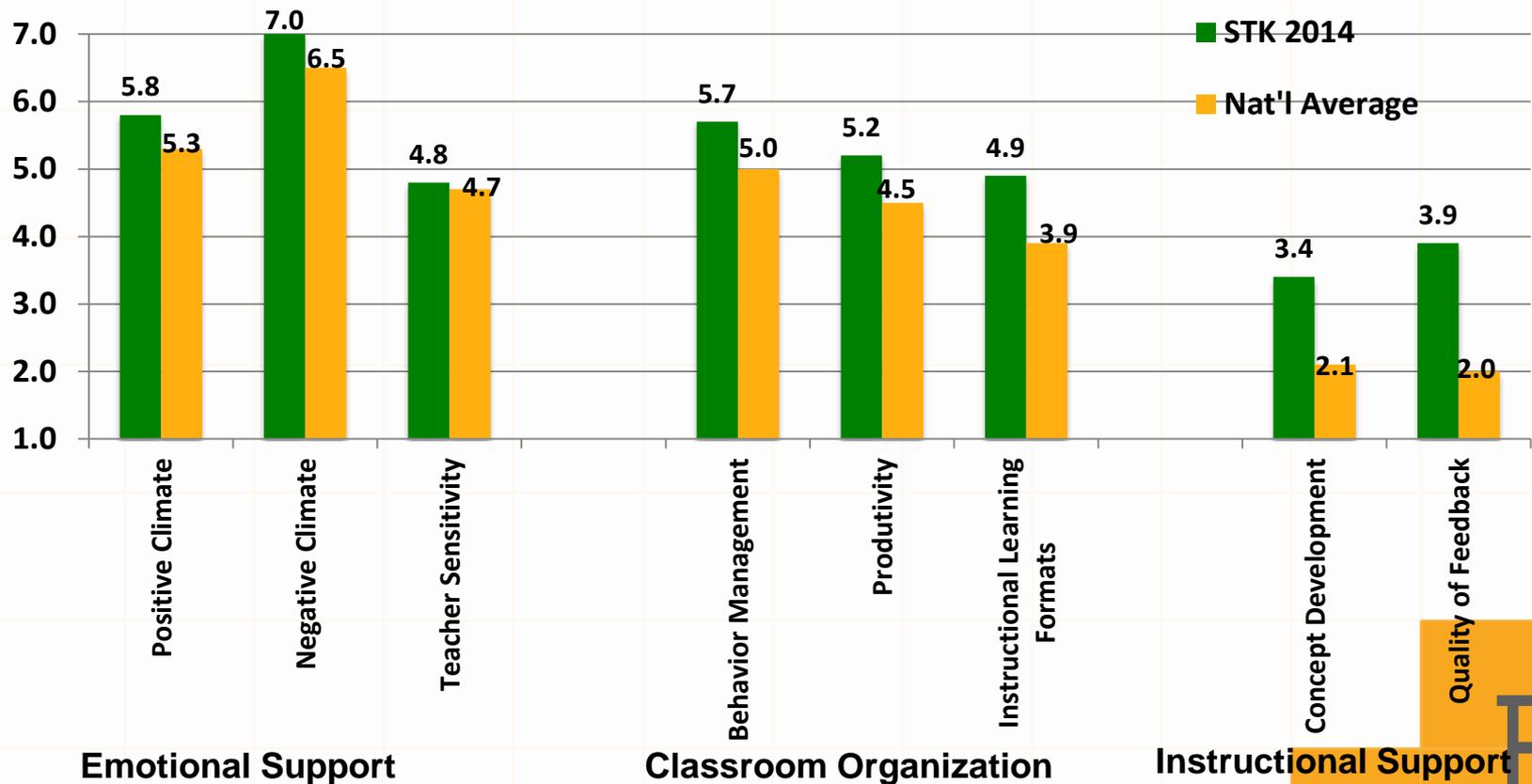
- **CLASS** assesses classroom quality in three domains:
1) Emotional Support; 2) Classroom Organization; and
3) Instructional Support. Each domain has 3-4 subdomains, which are rated by a trained observer.
- Based on developmental theory and research that children learn primarily through interactions with other adults and children. Thus, during the four 15-20 minute observations, CLASS focuses on interactions between children and adults.
- National research shows that classroom quality, as measured by the CLASS, is associated with student outcomes.



Program Quality

Classroom Assessment Scoring System (CLASS)

STK had CLASS subdomain scores that were at least as high as or higher than the CLASS subdomain scores for a national study of preschool and kindergarten classrooms (La Paro et al., 2009).



STK Student Outcomes

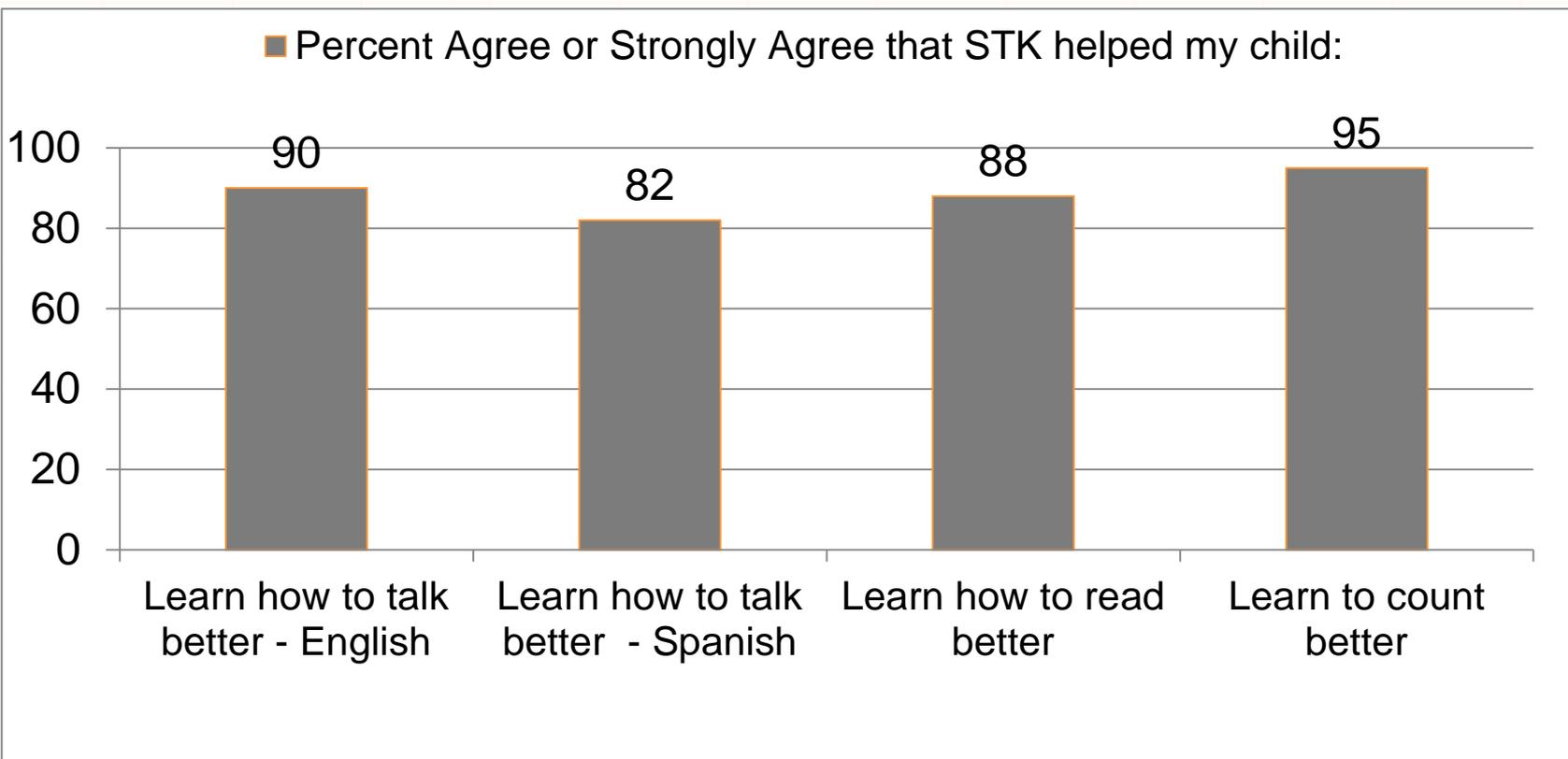
Significant growth in English, Spanish, and most children also demonstrate moderate to high levels of school readiness.



Student Outcomes

STK Benefits to Children

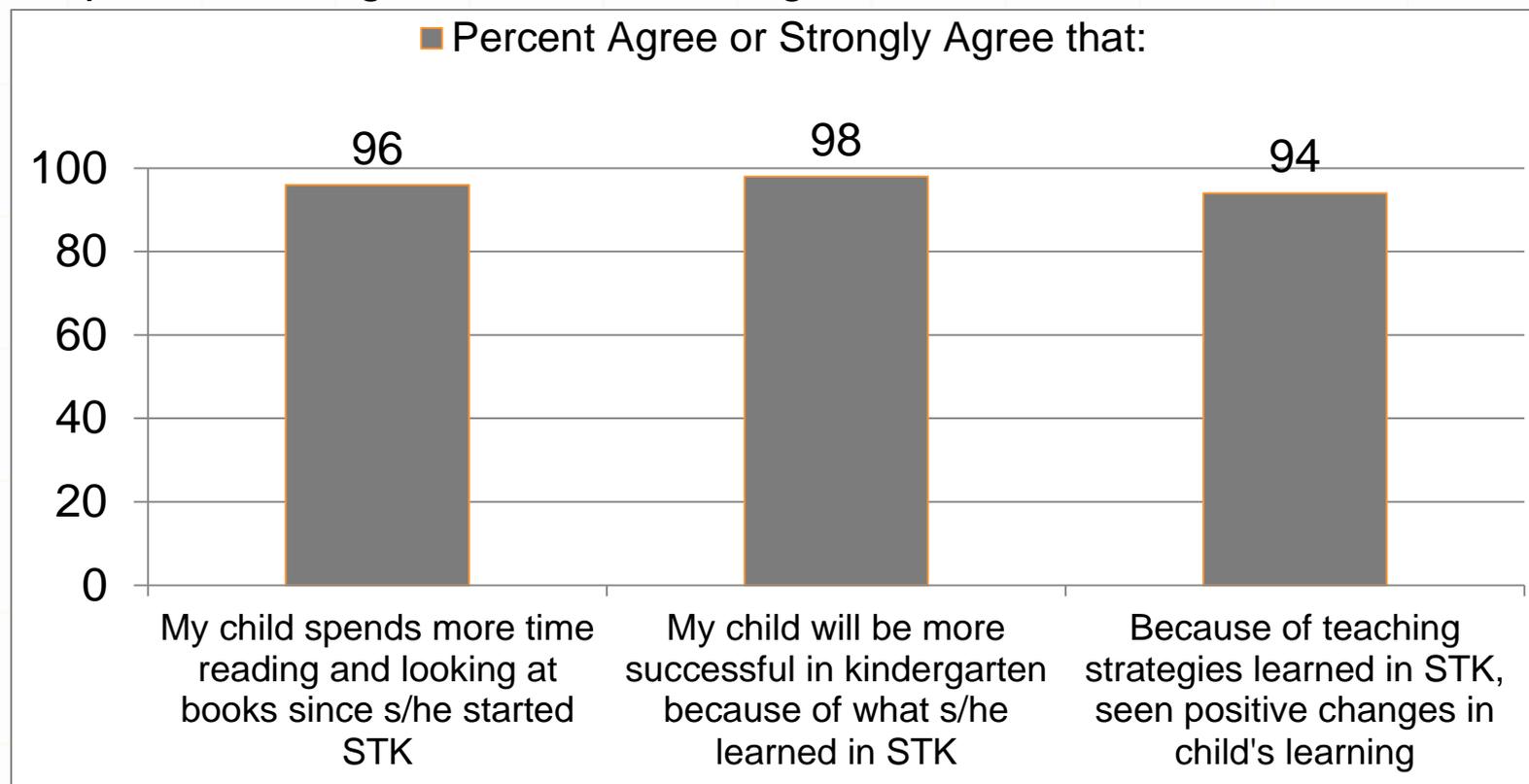
Most parents agreed or strongly agreed that their child learned how to talk better in English and Spanish, how to read better, and how to count better as a result of participating in STK.



Student Outcomes

STK Benefits to Children

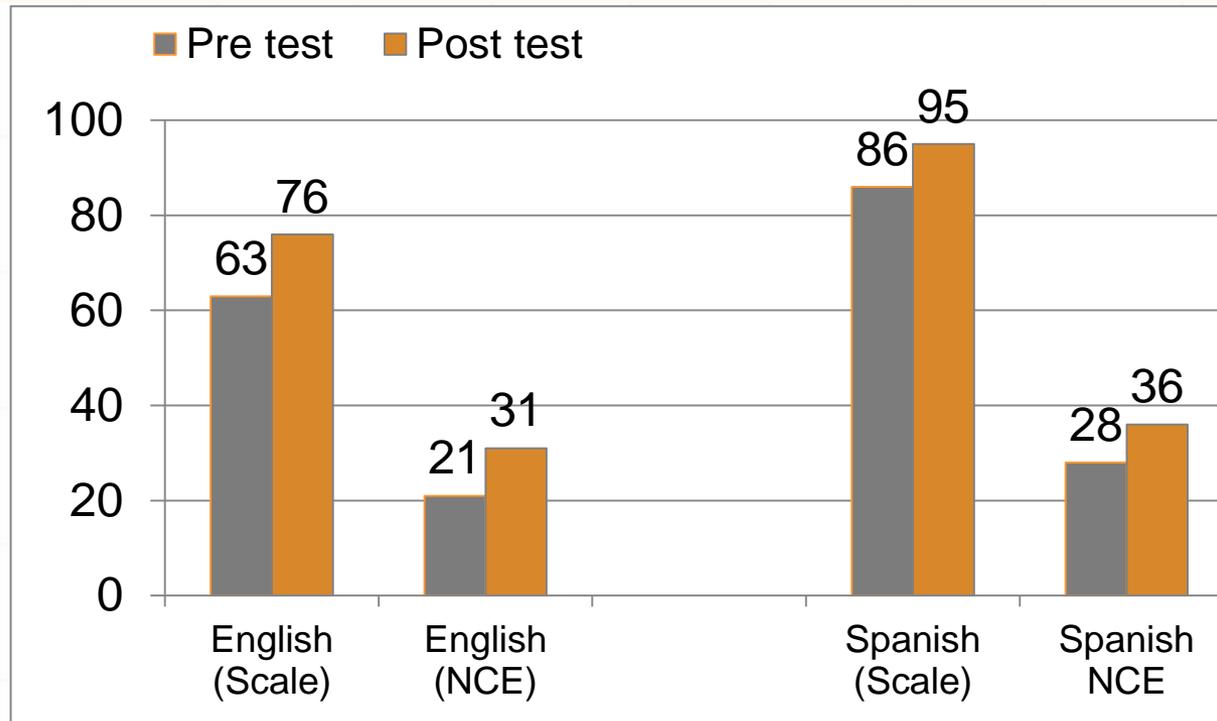
Almost all parents agreed or strongly agreed that their child spent more time reading/looking at books, will be more successful in kindergarten because of what they learned in STK, and because of teaching strategies parents learned, they've seen positive changes in child's learning.



Student Outcomes

Language Proficiency

Children were administered the Idea Proficiency Test (Pre-IPT) in both English and Spanish at their entry to and exit from STK . Students showed statistically significant gains in English (7 points) and Spanish (9 points) after only 6 weeks of STK.



Student Outcomes

Language Proficiency

- On the Idea Proficiency Test (Pre-IPT) – there are 5 levels:
 - 63% **moved up** at least one level or were already at highest level in English
 - 57% **moved up** at least one level or were already at highest level in Spanish
 - Only 3-7% **moved down** a level in English or Spanish

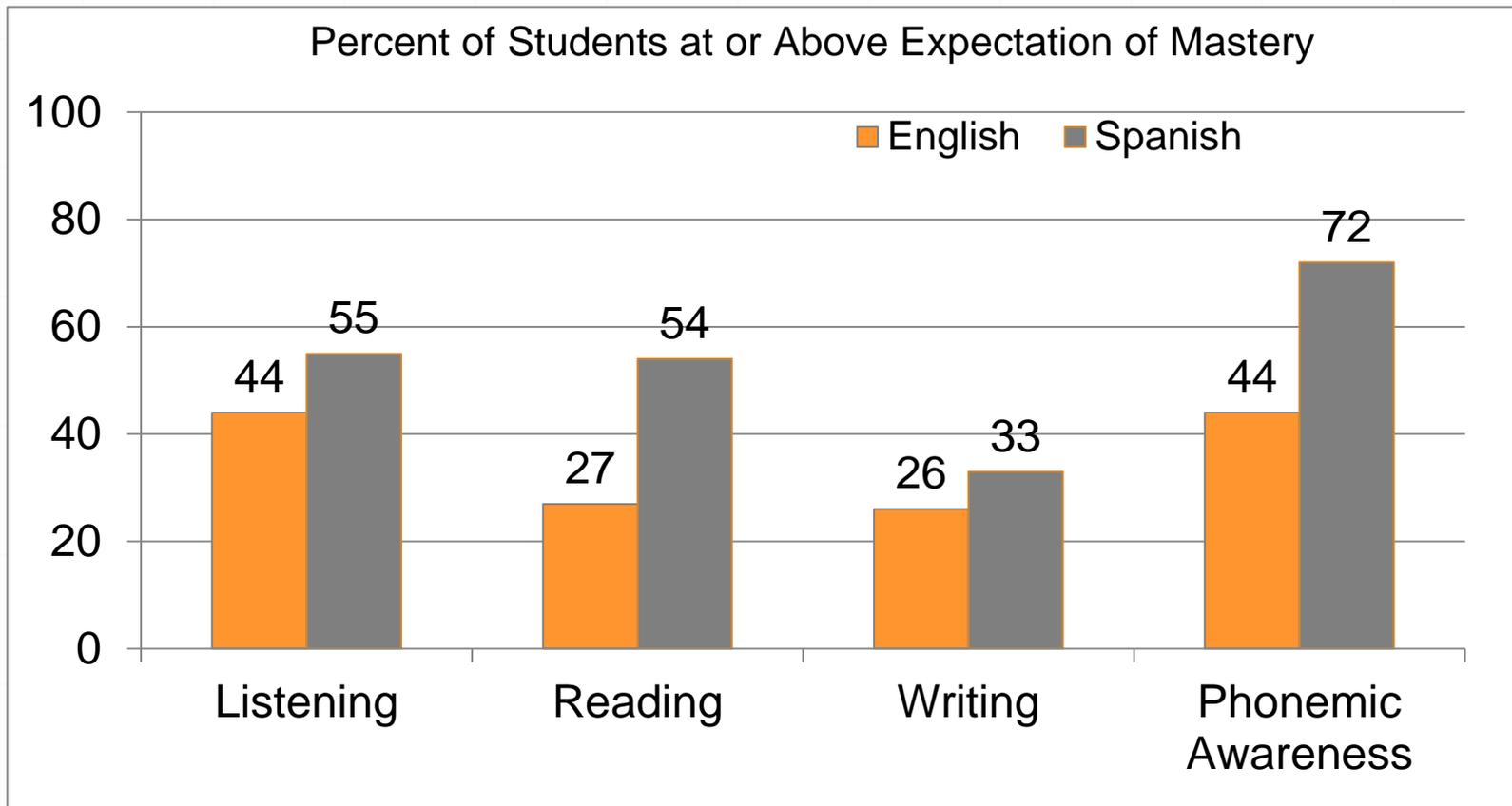
These are good gains after only 6 weeks of STK!



Student Outcomes - Children's Progress Academic Assessment

Literacy Readiness in English & Spanish

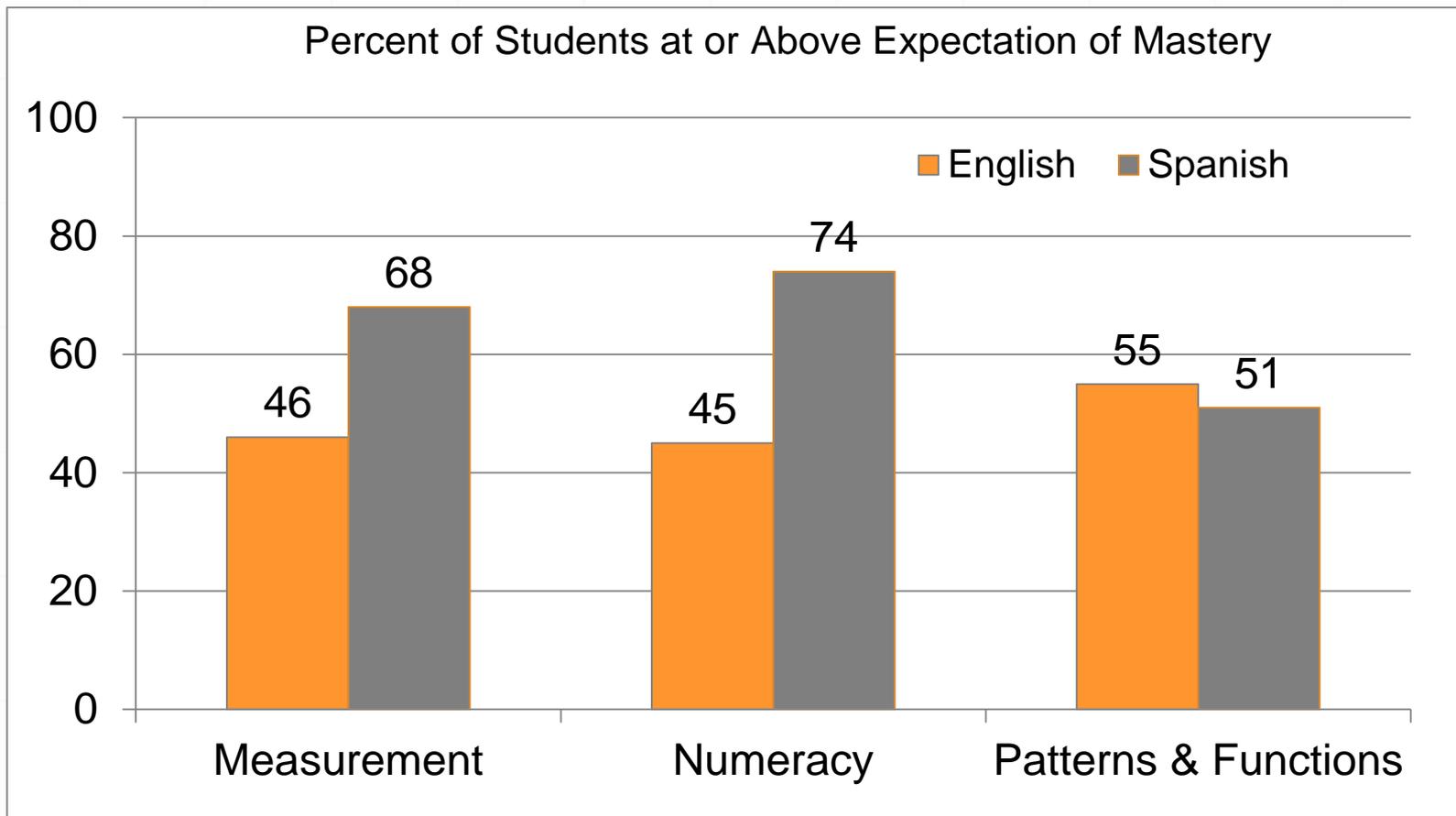
- A quarter to half of children show literacy readiness in English, but a higher percent (33-72%) demonstrate literacy readiness in Spanish.
- Students showed highly statistically significant gains, in all areas in both languages from pretest to posttest, of 20 or more points.



Student Outcomes - Children's Progress Academic Assessment

Mathematics Readiness in English & Spanish

- About half of children demonstrate measurement & patterns and functions math readiness in English, though half to three-quarters do so in Spanish.
- Students showed highly statistically significant gains, in all areas in both languages, from pretest to posttest of 25 or more points.



Family Engagement

Family Survey

Parents/primary caregivers were asked a series of questions about:

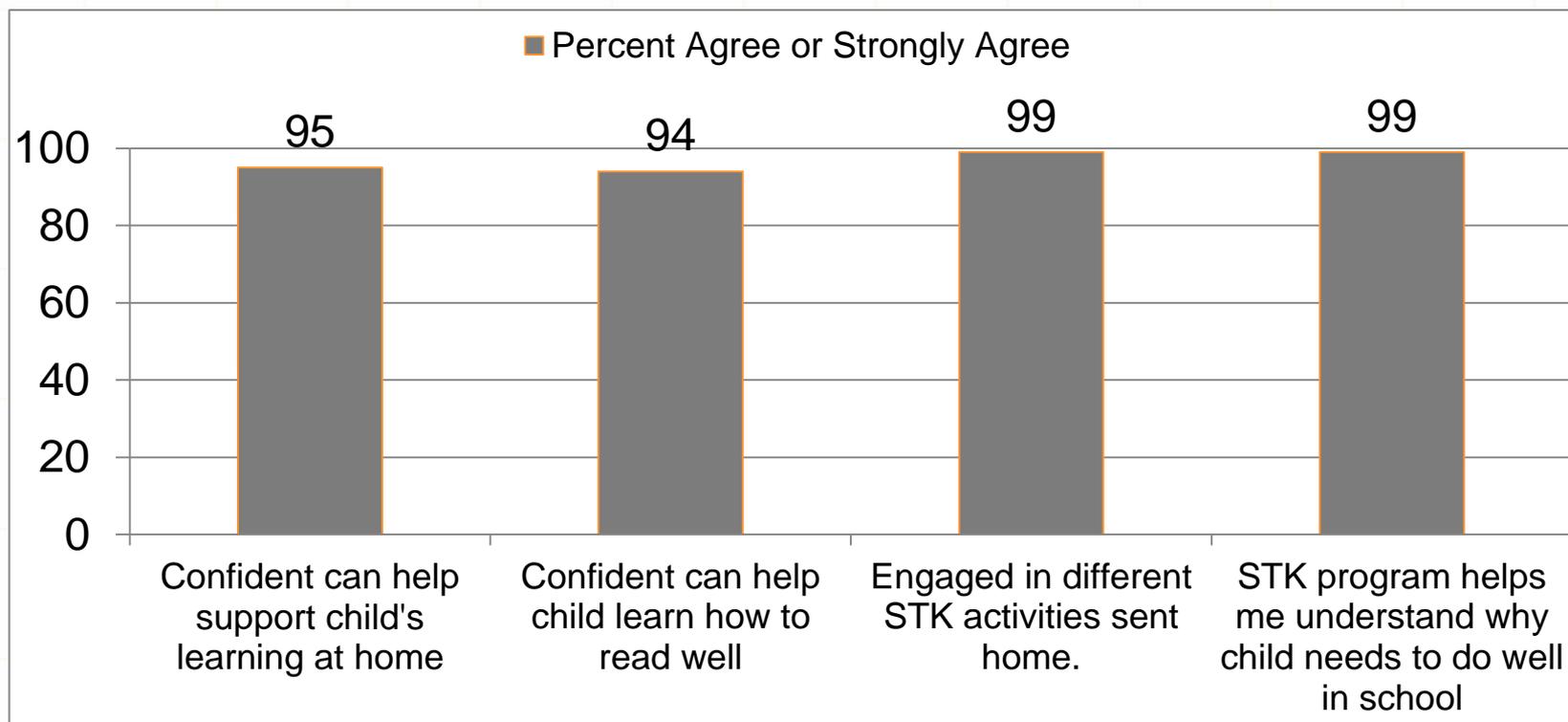
- Their participation with their child in language and literacy activities in the home
- Their knowledge and behaviors related to parenting; social, cognitive, and academic skill development in their children; and community services and participation.
- What and how much they learned as a result of the STK parent trainings.
- What their child learned as a result of STK.



Family Engagement

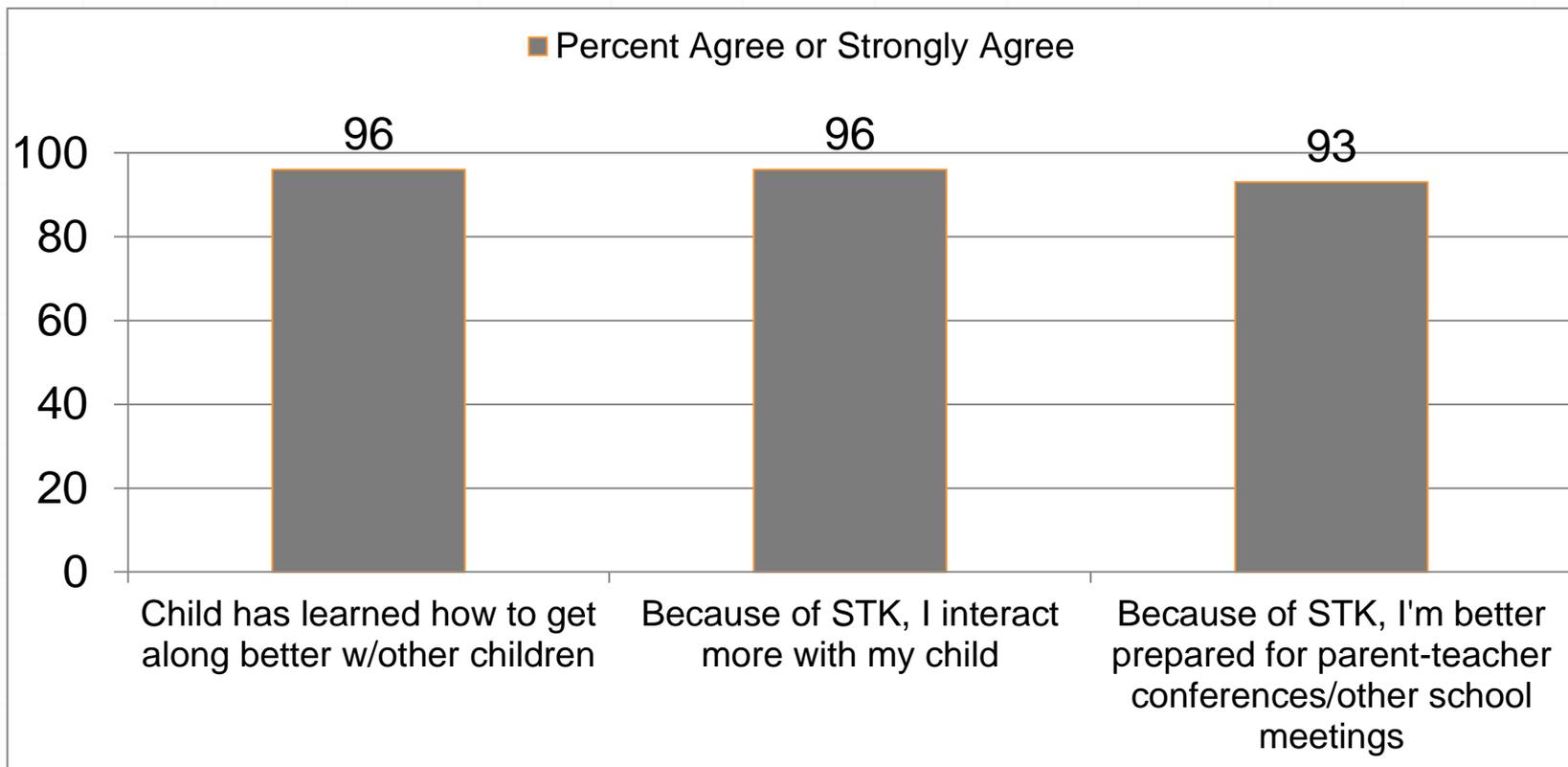
Parenting, Child Development and School-College Readiness

Parent responses to questions about what and how much they learned as a result of the STK parent trainings. Overall, almost all parents learned more about how to help their child be academically successful and why they need to support their child's education.



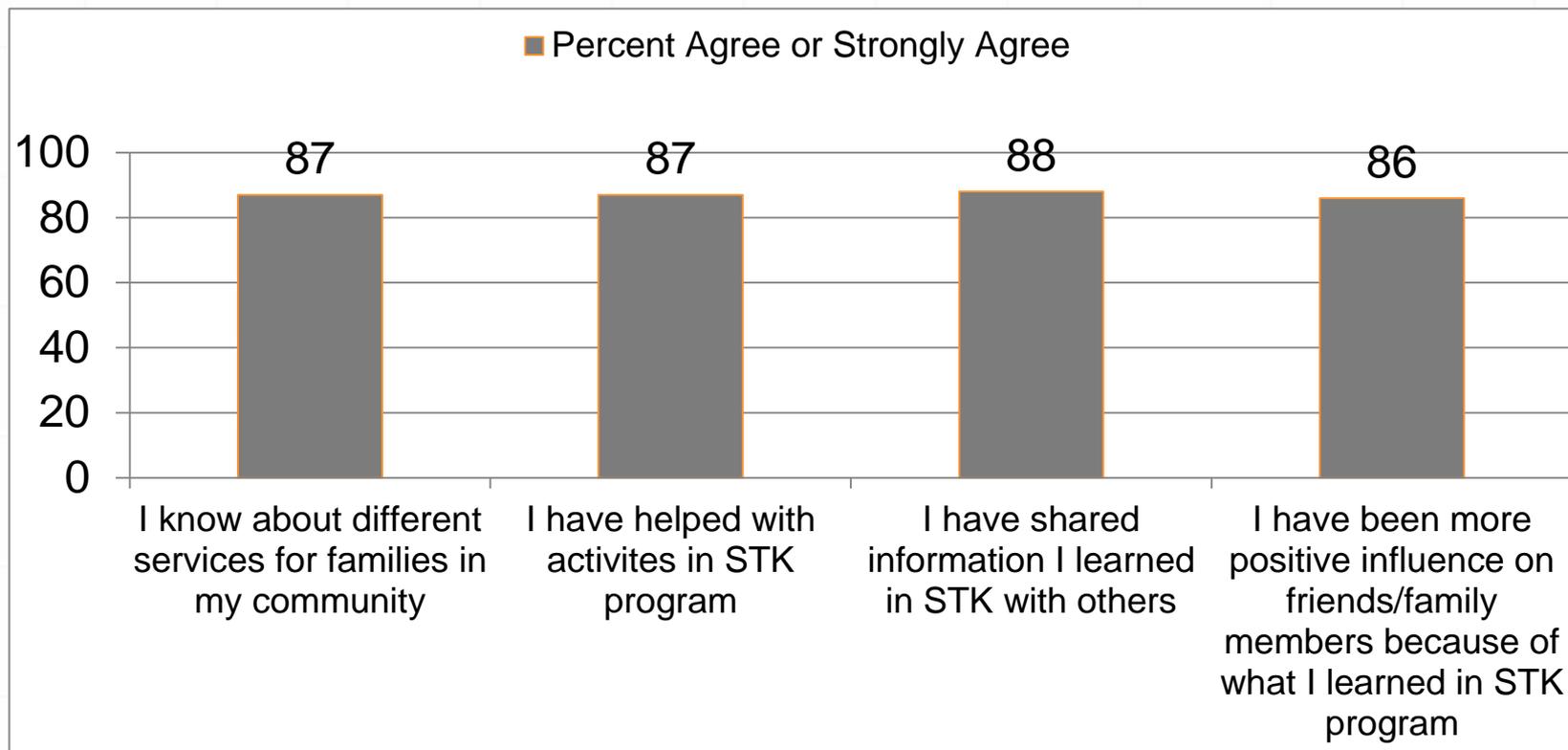
Family Engagement Communication and Connection

Parent responses to questions about what and how much they learned as a result of the STK parent trainings. Overall, almost all parents learned more about how to interact more effectively with their child and teacher, and how to support child's relationships with others.



Family Engagement Partnership, Leadership and Advocacy

Parent responses to questions about what and how much they learned as a result of the STK parent trainings. Overall, most parents have knowledge about or were involved in leadership or advocacy activities with STK, school, or community.



Conclusions

- FEI provides high quality research-based programs and services for Latino low-income children and their families.
- Data from the STK program research provide a better understanding and evidence of the ways in which a community organization can help build dual capacity and dual generational success for families and youth of low-income by establishing partnerships across families, schools and communities.

**“Families don’t care how much you know until they know
how much you care.”**

Marian Wright Edelman, Children’s Defense Fund