



**2005 FORTALECIENDO LA
FAMILIA HISPANA:
APPROACHES TO STRENGTHENING
THE HISPANIC FAMILY**

SUMMARY OF BEST PRACTICES



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Dear NCLR Affiliates:

It is with great pride that NCLR announces its second publication of the Family Strengthening Awards Best Practices Booklet: 2005 Fortaleciendo la Familia Hispana. NCLR staff and affiliates have embraced the Family Strengthening Awards Program, now in its second year, as a unique opportunity to recognize exemplary programs in strengthening the Latino family and, simultaneously, to circulate these model practices throughout the network.

To this end, NCLR is creating a library of award winners' "Best Practices" in hopes that it will be a resource to our affiliates when developing and enhancing their own programs. In January 2005, NCLR awarded five affiliates with the Family Strengthening Award. These five affiliates - Chicanos Por La Causa-Tucson, El Centro, Inc., Mary's Center for Maternal & Child Care, Inc., Parent Institute for Quality Education, and Texas Migrant Council, Inc. - are now engaged in a process of documenting and distributing their best practices for the NCLR Affiliate Network. This publication represents the beginning of the documentation process and will be followed by a family strengthening workshop at the 2005 NCLR Annual Conference in Philadelphia and technical assistance training sessions for our affiliates in the fall. The technical assistance training sessions will give affiliates the opportunity to gain a deeper knowledge of how the winning programs were developed and implemented and to use the sessions as a medium for discussing potential solutions to the challenges they face in running their own programs.

NCLR's Family Strengthening Awards have been made possible through a partnership with the Annie E. Casey Foundation (AECF). Since 1948, AECF has worked to build better futures for disadvantaged children and their families in the United States. The primary mission of the Foundation is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. AECF believes that, in order for children to have the opportunities necessary to achieve and grow up in a healthy environment, their families must have access to services and social networks that strengthen their ability to provide for and nurture their children. The factors necessary to strengthen families include opportunities to work, earn a decent living, and build assets; social networks that help isolated families link with friends and neighbors as well as social, civic, and faith institutions; and accessible and responsive public services, such as good health care, decent schools, and fair and effective law enforcement. At NCLR, we are proud to know that our affiliates provide these services and resources to the Latino community every day, offering support on multiple levels and strengthening families with a holistic approach.

I sincerely hope that the family strengthening best practices outlined in this publication can serve as a resource for NCLR affiliates in enhancing the services they provide to Latino families. All of the winning programs have demonstrated over time their ability to effectively meet the challenges they face in serving their communities while also improving the support and services they make available to Latino families. I hope you find this resource useful in your work.

Sincerely,
Janet Murguia
Janet Murguia
President and CEO

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Phoenix, Arizona • Sacramento, California • San Antonio, Texas • San Juan, Puerto Rico

LA RAZA: The Hispanic People of the New World



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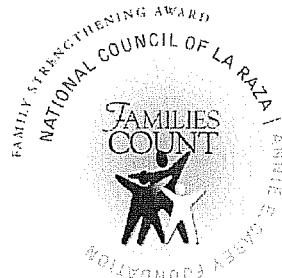
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Best Practices – Family Strengthening Programs for Hispanic Communities

Chicanos Por La Causa, Tucson Youth Programs Department



Program Summary

For the past 11 years, the main program administered by Chicanos Por La Causa's (CPLC) Youth Programs Department is a leadership development and dropout prevention program entitled *Corazón de Aztlán*, which is designed to empower at-risk and disadvantaged youth. The program offers 1) referral services, 2) academic tutoring, and 3) a yearlong series of holistic workshops, conferences, and retreats which incorporate the following elements: cultural awareness; job readiness; career planning and exploration; college preparation; public health education (including HIV/AIDS awareness and family planning); nutrition; leadership, decision-making, and time management skills; socialization and family relations; gang and violence prevention; diversity and tolerance; coping with emotions; community service; and setting and initiating goals. Guest speakers include respected authorities and community members who offer guidance and serve as role models. The goal of the program is to encourage at-risk minority youth to build self-esteem, pride, and leadership capacities, which will impact their performance in school, strengthen family and community relations, and help them take control of their lives so that they might forge successful futures.

Background

Need for the Program

Hispanics in Tucson face problems that are commonly associated with minority populations and those living in poverty. These include insufficient income, sudden loss of income, or unplanned expenses; difficulties securing and maintaining employment; language barriers; inadequate nutrition; poor income management skills; lack of training or experience concerning homeownership; discrimination; credit problems; substandard housing; and difficulties assessing affordable housing; among others.

Census data indicate that Hispanic families in Arizona earn significantly lower wages than the overall state population; in fact, median household income for Hispanic households in Tucson is \$28,823, compared to \$36,758 for the general population. More than 36,000 renters and half as many homeowners report spending 35% or more of their household income on mortgage payments. Hispanics face

extremely low mortgage approval rates; in fact, Tucson has the sixth-highest Latino mortgage denial rate in the country.

The youth community fares just as poorly. According to the Arizona Department of Education, the dropout rate in Pima County is approximately 30%, and the majority of these individuals are minorities. According to the Arizona Department of Health Services, between 1990 and 1996 the teen pregnancy rate in Arizona decreased among all ethnic groups except Latinos, and 60% of all teen births in Arizona in 1996 were registered as Latinos and Native Americans. In addition, Latinos were more likely to discontinue their education due to pregnancy, the rate of sexually transmitted diseases is climbing rapidly, and most youths arrive to a home with no parent. The vast majority of juvenile crime occurs after school, and this is also a danger zone for teen pregnancy.

Population Characteristics

- 13% of families in Pima County live below the poverty level.
- Nearly 20% of Pima County residents over the age of 18 do not have a high school diploma.
- 57% of renters devote more than 25% of their household income to rent payments.
- 15,000 domestic-violence-related calls are placed to Pima County enforcement each year.
- An estimated 11% of youths between the ages of 15 and 19 admit to use of illicit substances.
- One out of every nine Tucson youths is arrested before reaching age 18.
- One out of every ten births in Arizona is to a single mother younger than 18.

Key Elements

The Youth Prevention Program is a comprehensive, year-round program that is designed to address the wide range of problems associated with at-risk disadvantaged youth. Ninety-eight percent of the program participants are minority youth, young adults from single-parent households, and students from low- to moderate-income families. Problems/challenges include: high dropout rates; poor academic and classroom skills; substance abuse; sexually transmitted diseases; lack of after-school activities; family problems; single-parent households; poverty constraints; low self-esteem/depression; and suicide. The program encourages students to pursue a college education and/or obtain sustainable jobs, which have career potential. Guided by principles of family strengthening and youth development, the goals are to promote emotional connectedness; promote high expectations; mediate between youths and families; provide adult role models outside families; and promote leadership.

Program Goals and Objectives

- Conduct outreach at targeted high schools.
- Ensure that at least 80% of program participants are from low- to moderate-income families.
- Provide academic tutoring services.
- Conduct one three-day summer retreat for at-risk youth.
- Host one all-day leadership conference for 150 highly at-risk students.
- Create culturally-competent and effective Alcohol, Tobacco, and Other Drugs (ATOD) and HIV programs that utilize the strengths and assets of Latino youth at multiple domains (school, family, community), with positive outcomes.
- Promote the importance of education and postsecondary education.

- Instill a strong self-awareness through the balance of mind, body, spirit, and community.
- Introduce to youth the importance of cultural roots and an understanding the struggles of their ancestors, instilling an appreciation for the past and inspiring a continued commitment to themselves.
- Enhance self-advocacy.

Services Provided

- Corazón de Aztlán Youth Leadership Program
- Xinachtli Youth Leadership Conference
- Corazón de Aztlán Youth Leadership Retreat
- Chicanos Por La Causa Youth Drop-In Center

Program Design

Corazón de Aztlán (Heart of Aztlan) Youth Leadership Program: Twenty-five one-hour workshops are offered which deal with HIV and substance abuse prevention in a cultural context. The year-long series of holistic workshops incorporates the following elements: cultural awareness; public health education; stress management; nutrition; leadership, decision-making, and time management skills; socialization and family relations; gang and violence prevention; diversity and tolerance; and goal-setting. Overall, the mission of Corazón de Aztlán Youth Leadership Program is to help young students develop in the four critical areas of mind, body, spirit, and community.

Xinachtli (Germinating Seed) Youth Leadership Conference: One hundred fifty high school youth are invited to attend a one-day leadership development conference that provides them with an opportunity to come together and participate in leadership-enhancing activities and presentations. The four components are education, health, future, and organizational leadership.

Corazón de Aztlán Youth Leadership Retreat: This three-day youth leadership development retreat emphasizes community awareness, cultural pride, public health education, educational attainment, and leadership enhancement skills, and focuses on culture as a source of strength. The retreat helps young students develop in the four critical areas of mind, body, spirit, and community and is designed specifically to educate and empower high school students through an array of hands-on activities, workshops, and presentations.

CPLC Youth Drop-In Center: This resource facility for inner-city youth offers students academic assistance and tutoring. Computers are made available to youth on-site for completing school class work and projects. The Youth Drop-In Center provides and implements activities that emphasize cultural and intergenerational awareness. In addition, a wide array of information and referrals are available to the students and their families.

Funding Sources

National Council of La Raza Family Strengthening Award

Pima County outside agencies

CPLC Golf Tournament

Varied and ongoing funding and proposals – Funding dictates number of youth and their families that the program is able to serve.

Cost Per Person Served

Approximately \$750 per student

Partnerships

- Sunnyside Unified District
- Tucson Unified School District
- Pima County Community College District
- University of Arizona
- Picture Rocks Renewal Center
- Theresa Lee Clinic
- NCAA National Youth Sports Program (NYSP)

Program Development Timeline

Depending on the level of public and private partnerships, and the level of knowledge and experience in the areas of cultural competency, substance abuse and HIV/AIDS, a reasonable time frame would be approximately 12 to 18 months.

Outcomes

Client Flow

Approximately 150 youth were served last year. About 20% of the clients served return to participate in other aspects of the program.

Specific Results Over Time

Research results indicate that workshop intervention was highly effective in changing knowledge, attitudes, and behaviors of previous participants of the Corazón De Aztlán program. Results vary from general indicators of enhanced family communication and overall emotional health, to specific percentage indicators. For example, 27.4% of workshop participants acknowledged using marijuana on a pre-test. Following completion of the workshops, only 12.6% said that they continued using marijuana. This is a dramatic 50% reduction in drug usage.

Lessons Learned

Challenges

At the inception and throughout the program, CPLC Youth Services encountered the following challenges: lack of family involvement; attrition; high school dropouts; issues with juvenile delinquency; school district partnerships; and the return of parent consent forms for participating in the program. All challenges were successfully overcome and staff were trained to appropriately deal with the issues at hand.

What conditions must be met for the program to be successful?

- The need must be clear and present and services provided must be well-defined.
- The Prevention Specialists must be trained, or willing to be trained, in all aspects of cultural competency, substance abuse, and HIV/AIDS prevention in a classroom setting.
- Public and private partnerships are vital to the success of the program.
- Bilingual and culturally-sensitive staff are also vital to the success of the program.
- Workshops and conferences must be accessible to both students and their families.

Replication

What criteria are necessary to replicate this program?

- Adequate funding
- Adequate space for class setting
- The ability to successfully facilitate workshops to high school students
- Familiarity with cultural, substance abuse, and HIV/AIDS information
- The ability to build communication with school district faculty
- An understanding of the principles of family strengthening through youth development

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Best Practices – Family Strengthening Programs for Hispanic Communities

El Centro, Inc. Homeownership Center



Program Summary

El Centro's programs and services work together to help families build assets, putting them in control of their destinies and major life choices. The agency's Homeownership Center brings together six services that promote healthy financial choices, assist families in saving for major goals, provide education and capital for homeownership, and provide ongoing education for the entire family on maintaining a safe home. These services are homebuyer education, housing rehabilitation, financial literacy, mortgage lending, a home maintenance laboratory, and home safety classes for children.

Background

Need for the Program

El Centro's Homeownership Center is the only one of its kind in Kansas City. El Centro's 2003 survey of 531 agency clients found that 17% of respondents were homeowners. By contrast, in 2003 across the United States, nearly 47% of Hispanics were homeowners. The study recorded the median annual household income of respondents at \$19,200, with a median household size of three. By contrast, 2003 median income of Hispanic households in the United States was \$32,997. Seventy-seven percent of survey respondents live in mixed-status families, in which some members have legal immigration status and others do not. The survey revealed that 91% of respondents reported that they do not receive services from anyone else. This significantly impacts El Centro's ability, and responsibility, to provide quality services to immigrant families, most of whom do not turn to anyone else for information and assistance.

Population Characteristics

Between 1990 and 2000, the Hispanic population in Kansas City, Kansas' central core neighborhoods east of I-635 grew 139%. In 2000, Hispanics composed 26% of the population in these neighborhoods. In 2002, the Hispanic population of the USD 500 Kansas City, Kansas Public School System surpassed that of the Caucasian population for the first time; Hispanics compose 25% of the USD 500 student body. El Centro's fall 2003 survey of 531 clients found that the median number of years that respondents have been in Kansas City is three, indicating their high level of mobility. In fact, only 32% of survey

respondents participated in the 2000 Census, in many cases because the respondent was not yet living in the United States when the Census data were collected. However, it is important to realize that Kansas City is a permanent destination point for Latino immigrant families: 87% of respondents plan to stay in Kansas City for at least the next ten years.

Key Elements

Program Goals and Objectives

Goal: Promote homeownership for low- and very-low-income families through homebuyer education and intensive one-on-one mortgage counseling and consultation.

Objectives:

- Facilitate 92 house purchases/loan closings.
- 250 new families will attend homebuyer education.
- 50 families residing in Johnson County will attend homebuyer education, and ten families will purchase houses/close on a loan.

Goal: Asset Preservation – Provide English- and Spanish-language home maintenance training through El Centro’s maintenance lab.

Objective:

- Teach 12 English classes and eight Spanish classes with total attendance of 120.

Goal: Provide increased opportunities for homeownership by providing first mortgage purchase loans, downpayment assistance loans, and home improvement loans for undocumented residents in Wyandotte County.

Objectives:

- Increase by \$1,000,000 the amount of funds available for lending as fixed rate 15- and 30-year first mortgages through the El Centro loan fund.
- Originate 24 first mortgages totaling at least \$1,000,000.
- Originate 18 downpayment assistance loans.
- Originate six home improvement loans.

Goal: Provide quality, affordable housing to low- and very-low-income families through housing rehabilitation and new construction.

Objectives:

- Rehab and sell 12 houses in urban core Kansas City, Kansas.
- Develop plan for “in-house” marketing of houses.
- Develop plan for new three-bedroom house to be constructed for no more than \$80,000.
- Construct and sell two houses based on above plan.

Services Provided

- Homebuyer education
- Housing rehabilitation

- Financial literacy
- Mortgage lending
- A home maintenance laboratory
- Home safety classes for children

Program Design

Homebuyer Education: El Centro's Homeownership Center originated in 1996 with the birth of a small homebuyer education program funded on a pilot basis by the Archdiocese of Kansas City and the rehabilitation and resale of a few donated houses in Kansas City's urban core. Today, homebuyer education entails pre-purchase classes for potential homebuyers as well as intensive long-term counseling and consultation to clients to prepare them for purchasing a home.

Housing Rehab: In 2001, the acquisition/rehabilitation/ resale program grew significantly with the development of a bank line of credit and nearly 25 houses acquired, rehabbed, and sold in three years.

Financial Literacy: Also in 2001, El Centro introduced financial literacy classes using the FDIC's MoneySmart curriculum and Individual Development Accounts as a precursor to homeownership and other major savings goals. Tax preparation during tax season and classes on taxation as part of a Low-Income Tax Clinic are also part of the financial literacy program.

Mortgage Lending: In spring 2002, in response to the growing number of homebuyer education participants who were unable to access credit through traditional sources due to immigration status, and the alternate routes these families were taking to achieve homeownership through sometimes-nefarious Contract for Deed schemes, El Centro made its first mortgage loan to a nontraditional buyer.

Home Maintenance Laboratory: Also in 2002, the agency's home maintenance laboratory opened to homeowners interested in learning how to maintain their asset.

Home Safety Class: El Centro developed a complementary home safety class for children, *Protejase*, which was introduced in 2002.

Funding Sources

The Homeownership Center is funded by a variety of public and private resources as well as El Centro's own internally-generated revenue from housing sales and fees, including mortgage servicing fees and home maintenance class fees. El Centro is a part of the NeighborWorks network and receives granted funds for homeownership activities and loan capital from the Neighborhood Reinvestment Corporation (NRC). The agency receives HUD homebuyer education assistance from the National Council of La Raza. The Ewing Marion Kauffman Foundation invests in El Centro's homebuyer education and lending programs. Harrington Bank and Brotherhood Bank provide capital for the lending program, and Gold Bank is purchasing the loan portfolio. The Local Initiatives Support Corporation has supported El Centro's housing rehabilitation and home maintenance laboratory. The *Protejase* safety program curriculum was created with an initial investment from the Lowe's Home Safety Council. Other investors include the Wells Fargo Foundation, the Bank of America Foundation, US Bank, MGIC, Bank Midwest, and the Capitol Federal Foundation. These resources have grown and diversified over the years as El Centro's success in the program has continued and caught the eye of these investors, in conjunction with the increased emphasis on Latino business emerging markets.

Cost Per Person Served

The cost per person averages to about \$300 per client. Per-client cost may differ based on the number of workable hours allocated to a client.

Partnerships

El Centro is closely aligned with other local NCLR affiliates. The home buyer education program is part of a metro-wide collaborative, KC HOME, which shares resources and expertise with NCLR affiliate Westside Housing Organization. El Centro and fellow affiliate Guadalupe Centers are currently exploring innovative partnership opportunities together and have applied for funding to plan such a joint venture, an exciting prospect as it is unprecedented between the two organizations.

Program Development Timeline

The establishment of a similar program would take one to two years, including planning and development.

Outcomes

Client Flow

Six hundred clients participate in the program at any given time. Through the homebuyer education program, 250 new clients are served each year. About 50% go on to participate in other aspects of the program.

Specific Results Over Time

El Centro's homebuyer education has introduced more than 500 families to the world of homeownership since the program's inception in 1996. Since that time, thousands of families have utilized the services of the Homeownership Center. When El Centro's lending program began, many questioned its ability to succeed; however, this attitude has changed considerably. The lending market is beginning to recognize the potential of new immigrants as borrowers. Other national lenders are considering the introduction of immigrant-friendly products. During the 2003/2004 fiscal year, 105 families became homeowners through the assistance of El Centro's homebuyer education program, representing more than \$6 million in home purchases pumped into the local Kansas City economy. Most importantly, the median income of these mostly new Latino immigrant homeowners last year was only \$30,000. In 2001, El Centro helped 45 families close on homes. Last year, that number more than doubled to more than 100 closings. El Centro's Homeownership Center is unique in Kansas City in its focus on very-low-income immigrant families and works to make their dream of homeownership a reality.

In spring 2004, the Congressional Hispanic Caucus Institute conducted a series of focus groups in Kansas City to better understand the barriers to homeownership for Latinos. Some of El Centro's Homeownership Center clients participated in this event. They reported that trust was important to them in seeking relationships with professionals who will help make their dream of homeownership a reality. They reported that, at El Centro, the individualized attention and efforts to develop a financial plan were extremely effective. The fact that staff showed genuine concern made a difference to these homebuyers. This high degree of trust between staff and clients forms the backbone of El Centro's successful Homeownership Center.

Lessons Learned

Challenges

Challenge: In the early days of the homebuyer education program it was difficult to attract bank partners to recognize the benefit of homebuyer education for their customers and, as such, to invest in the program.

Best Practice: Through nearly ten years of offering a strong program and, over time, a means of comparison between the success of bank customers who have attended the program and those who have not, these partnerships have been built over the years. In fact, today area banks are regularly referring clients to us for homebuyer education services.

Challenge: As the number of potential borrowers without access to credit due to immigration status increased in the program, we found it more difficult to help these families realize their dream of homeownership.

Best Practice: Creation of a landmark nontraditional lending program capitalized by bank partners and the Neighborhood Reinvestment Corporation as well as El Centro's own assets. Today, three years after El Centro's lending program was envisioned, other entities are exploring the creation of similar programs, and a major lending institution has agreed to purchase our loan portfolio, thus allowing us to reinvest the proceeds back into the program.

Challenge: Governmental support for rehabilitation work has been less common than support for new construction because new construction is more noticeable and appealing to the eye and is easier to regulate.

Best Practice: Funding most of our rehabilitation activity with a private revolving line of credit, working with quality contractors, and ensuring a desirable product with a constant eye to affordability.

Challenge: Potential funders and investors often have not seen the very-low-income family as a serious potential homebuyer. In this sense, generating excitement about homeownership for these families has been difficult.

Best Practice: Time and patience. A track record of success and quality programming designed to meet the needs of these families has been the catalyst in meeting this challenge.

What conditions must be met for the program to be successful?

- Skilled and dedicated staff
- Training
- Adequate funding
- Affordable housing market
- Cooperative bank partners to extend credit for lending program
- Good relationships with banks for homebuyer education in general

Replication

What criteria are necessary to replicate this program?

- An entrepreneurial board and staff, willing to take calculated risks to meet unmet needs in the community they serve
- Strong partnerships with key players, especially national partners such as NCLR and NRC, in order to better sell the program and gain referrals from other sources
- The ability to listen to and understand the clientele the affiliate is serving
- Access to capital markets

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Best Practices – Family Strengthening Programs for Hispanic Communities

Mary's Center for Maternal and Child Care, Inc.
Healthy Families DC



Program Summary

Healthy Families DC (HFDC) provides up to five years of support to vulnerable families in Washington, DC who are identified as overburdened. Beginning prenatally and using the strategy of intensive home visitation, HFDC links families with primary health services and other resources designed to support families based upon their needs and goals. Above all, HFDC works to ensure that children are physically, emotionally, and mentally healthy, safe, and ready for school so that they have a chance for better outcomes in school and in life. Recognizing the impact of child maltreatment on the future of children and communities, HFDC's overall goal is the prevention of child abuse and neglect. Prevention ensures that parents have the resources and skills to attach to their children, to support their children's growth and development, and later to support their ability to participate in the community.

Background

Need for the Program

Washington, DC's Latino community is disproportionately Central American, with 28% from El Salvador. In DC, barely 50% of Latinos have graduated from high school, and more than 15% have less than a fifth-grade education. Half of DC's Latino population over the age of five speaks English "not well" or "not at all" (2000 U.S. Census). In 2000, 20% of all DC Latinos lived in poverty and 32% lacked any health insurance coverage. In a city struggling with poor birth and child health outcomes, only 64% of Latinas in the District had births with adequate care. Furthermore, many new mothers in the target Latino community do not seek prenatal care or well baby care after their delivery. These factors created the need for a strength-based program that could partner with families to help them navigate public assistance systems and provide them with the information they need to grow strong and healthy.

Population Characteristics

HFDC's target population is typically difficult-to-reach families who face many barriers to accessing social, educational, and medical services – such as language difficulties, fear of becoming involved in

“the system,” lack of permanent housing, and culturally-incompetent services. Most of the families enrolled in HFDC do not have private transportation and live in Medically Underserved Areas; therefore, they experience difficulty getting to public health clinics and other services. Of the 235 families participating in HFDC during 2004, most mothers were young (67% age 25 or younger), and 96% had less than a high school education. All participants were low-income families, and Spanish was the primary language for 40% of the mothers.

Key Elements

Program Goals and Objectives

Goal: Systematically screen and assess the program’s target population.

Objectives:

- 100% of referral providers will be trained in the screening process by HFDC staff.
- 80% of all positive screens received by HFDC will be assessed for service needs, excluding families who cannot be located for assessment and those who decline services.
- All positive assessments will be enrolled as program capacity limitations allow. All other positive assessments will be referred to other services.

Goal: Promote optimal birth and child health outcomes.

Objectives:

- 90% of families entering the program will enroll prenatally.
- 90% of families who enroll in the first or second trimester will deliver babies with healthy birth weights.
- 90% of children will be up to date on their immunizations.
- 90% of children will be enrolled in a health insurance program.

Goal: Promote optimal child development and school readiness.

Objectives:

- 90% of children will be screened for potential developmental delays at regular intervals (every 6 months in first year, annually thereafter).
- 100% of children who screen positive for potential developmental delays will be referred for developmental assessment and early intervention services (parental consent permitting).
- 90% of families who reach Level 2 will be knowledgeable about public and private school programs in the District and how to become involved in their child’s school readiness.

Goal: Foster positive parenting and parent-child interaction.

Objectives:

- 85% of parents will score at or above normal range for knowledge of child development after one year of enrollment and annually thereafter.
- 85% of parents will demonstrate positive parent-child interaction after one year and annually thereafter.

Goal: Promote and support family self-sufficiency.

Objectives:

- 75% of families will show progress toward attaining their Individual Family Support Plan goals.
- 80% of families will have improved self-sufficiency within 12 months of enrollment as measured by improved housing, education, or employment status.
- 80% of mothers will not have an additional birth within two years of the target child's birth.

Goal: Prevent child abuse and neglect.

Objective:

- 95% of enrolled families will not have substantiated reports of child abuse and neglect with the Child and Family Services Administration.

Services Provided

- Family Assessment: To identify appropriate services for families.
- Home Visiting: Beginning prenatally, support parent-child bond and attachment within first few weeks of baby's birth.
- Parents as Teachers Curriculum: Implement activities in the home to promote parent knowledge of child development and their role in supporting their child's growth and development.
- Child Development Screens: Use the Ages and Stages Questionnaire screening tool to support early identification of potential developmental delays and referrals for future evaluation as needed.
- Linkages to Health Insurance: Support families in enrolling in health insurance for themselves and their children.
- Linkages to Medical Home: Support families in linking to a primary medical provider and understanding the role of the provider, and when needed use advocacy to ensure quality care for families and their children.
- Mental Health Counseling: Use a depression screening tool to identify those families at risk for depression or other mental health concerns. Provide in-home mental health counseling for families unable to access support from outside provider.
- Nurse Home Visits: Families receive at least one postpartum visit by a nurse, with additional nurse home visits for families identified with a medical risk.
- Family Goal Planning: Families identify goals they wish to achieve, and Family Support Workers (staff who make home visits) provide case management and support to families to achieve those goals, such as returning to school, learning English, increasing employability skills, and obtaining affordable housing.

Program Design

Healthy Families DC implements the Healthy Families America model which includes the following key components. Services must be:

- **Intensive:** Meet with families based upon their level of need, starting weekly and decreasing as families become more self-sufficient.
- **Comprehensive:** Address a range of topics related to parenting as well as other stressors and/or goals.
- **Long-Term:** Recognizing that real change cannot take place over the short term, the program must offer services for up to five years.

- **Flexible:** In response to families' needs and availability. The family is the leader of the services and lets us know how we can best support them.
- **Culturally Appropriate:** Understanding and working within a family's cultural norms.

Program principles include the need to ensure that the program has the following components:

- **Accountability:** Must meet standards for best practice and service delivery and obtain a credential every four years.
- **Quality Assurance:** Chart reviews, weekly supervision, ongoing and effective training, shadowing home visits and supervisions, and other methods to ensure quality services for participants.
- **Collaboration:** Recognizing need to partner with other agencies and supports, that not one agency can provide all of the services to meet a family's needs.

Funding Sources

Healthy Families DC is funded by federal (Department of Health and Human Services' Substance Abuse and Mental Health Services Administration [HHS SAMHSA]), city, and private foundation grants, including the Freddie Mac Foundation, DC Office of Latino Affairs, Meyer Foundation, The Rapoport Family Foundation, and the Children and Family Services Agency, among others.

Cost Per Person Served

- Cost per family: \$3,800

Partnerships

- Columbia Heights Shaw Family Support Collaborative
- Children's National Medical Center (Children's Health Center)
- For Love of Children
- CentroNia!
- Healthy Babies Project
- Mary's Center for Maternal and Child Care, Inc.
- The Washington Free Clinic
- Upper Cardozo Community Health Center
- Walker-Jones Community Health Center
- Community Healthy Start
- Mama & Baby Bus
- Washington Hospital Center – TAPP Program
- Child & Family Services Agency
- Community of Hope Health Services
- Martha's Table
- Mary's House
- Bilingual Health Access Project
- Hope and a Home Transitional Housing
- Latino Transitional Housing Services
- Latin American Youth Center

Program Development Timeline

It would take approximately three to six months through partnership with the national Healthy Families America office and/or the local Healthy Families America state system.

Outcomes

Client Flow

Two hundred forty families were served last year, and 15 to 25 families can be provided services based upon number of Family Support Workers that are on staff.

Specific Results Over Time

Project Objective	Year 5-6 Outcomes	Year 7-8 Outcomes
90% of families enrolled in their first or second trimester of pregnancy will have babies with healthy birth weights.	92%	97%
85% of children enrolled in HFDC will be immunized on schedule.	100%	97%
80% of mothers will not have an additional birth within two years of the first child's birth.	Not yet measured	97%
90% of children will be enrolled in a health insurance program.	Not yet measured	98%
95% of children will not have substantiated cases of child abuse and neglect.	99%	99%

Lessons Learned

Challenges

Obtaining stable sources of support continues to be a challenge for the program. Our largest public funders have made significant cuts as public dollars have been reallocated to concerns such as bioterrorism and homeland security. Unfortunately, the need for our services for overburdened families during this time is not fading. Even in these tight financial times, we continue to move forward with this project and are working to integrate it successfully in the District.

Steps we have taken include being one of the collaborative partners in the DC Home Visiting Council, identifying how we can advocate for dollars through testifying before the City Council, and building our Parents Advisory Board so that they can become a stronger voice for the overall needs for the city and success of this project.

Staffing issues have been problematic and have impeded continuous implementation of some sites. Factors affecting staff turnover include some staff choosing to leave to pursue postgraduate studies and positions of advancement outside the agency, as well as the lack of a consistent, guaranteed funding

stream allowing an increase in salaries to keep staff. The turnover impacts service delivery in that existing staff are asked to cover larger caseloads until someone is not only hired, but also completes all of the training necessary before they are ready to take on a caseload. When the turnover is related to the assessment worker position, the overall enrollment slows considerably. Though the number of referrals from partnering sites continues to come in and the need for the program remains high, limited dollars to support staffing impedes our ability to meet the demand in the community.

What conditions must be met for the program to be successful?

- Implementation of critical elements and best practice standards established by Healthy Families America
- Stable funding sources – public and private
- Strong partnerships with local agencies and programs for referrals and collaboration of services
- Strong supervisory and management team
- Continuous staff development

Replication

What criteria are necessary to replicate this program?

- Committed, community-oriented staff
- Stable funding sources
- Strong commitment from collaborative agencies

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Best Practices – Family Strengthening Programs for Hispanic Communities

Parent Institute for Quality Education (PIQE) Nine-Week Parent Involvement Program



Program Summary

The Parent Institute for Quality Education (PIQE) is a 501(c)(3) organization dedicated to innovative educational reform. We educate and motivate low-income parents to become knowledgeable about how the school system works and how to seek educational opportunities for their children. PIQE's mission is to bring schools, parents, and communities together as equal partners in the education of every child. The vision of PIQE is to continue establishing a community in which parents and teachers collaborate to transform each child's educational environment, so that all children can achieve their greatest educational potential. Since its inception in 1987, more than 335,000 parents from 1,300 elementary, middle, and high schools in 145 different districts within 15 different counties have completed PIQE's nine-week course. PIQE's classes provide parents with the tools to become advocates for their children. We instill confidence in parents to communicate with the school and promote academic progress and social development for each of their children.

The Nine-Week Parent Involvement Program includes an initial planning session which delineates the mission of the program and stresses the importance of taking the first step toward better parent/student communication. The program helps parents better understand how they can become an integral part of their children's education. Emphasis is placed on increased interaction with the school staff, navigating the school system, and understanding what classes their children must take to prepare for a postsecondary education. Parents who attend four of the six curriculum-based classes receive a certificate of completion during a graduation ceremony at the end of nine weeks.

Background

Need for the Program

PIQE's work developed out of a critical need to educate at-risk youth who face an uphill battle against high illiteracy (75% achieving below grade level as early as third grade) and dropout rates as high as 50%. These same children encounter many problems at home as well. The Ed Trust Fund, a nationally-respected research institute, reported that Latinos have the lowest college graduation rate in the country –

11% compared to White students at 33%. In addition, ethnic communities in California, Arizona, and Texas (states in which PIQE is concentrating its efforts) are growing exponentially. A recent study (2004) by the UCLA Center for the Study of Latino Health and Culture found that Latino births not only have increased steadily in the last decade, but as of 2001 have also topped the 50% mark. This means that this generation of Latinos will make up the majority of California's population and will dictate many economic, political, and social trends reminiscent of post-war baby boomers.

Projected outward, this also means that by 2017 the majority of new workers entering the labor force and voting will be Latinos. Alarming, studies have also shown that Latinos have one of the highest dropout rates in California. Recent statistics compiled by the California State Department of Education indicate that the San Diego Unified School District showed Latinos with a 28.8% dropout rate, the highest in San Diego County. In the Los Angeles Unified School District, the overall dropout rate is 34.8%. For California English learners, it can exceed 60%. In spite of decades of educational reform for low-income and minority communities, fewer than half of Latino and African American youth will finish high school.

The situation is even bleaker for immigrant children. The dropout rate for Latino immigrants runs about 43% for high schools; many leave school before they get to the ninth grade. For immigrants who arrive in this country between age 5 and 15, the dropout rate is 60%; for those who immigrate after age 15 it is an astounding 72%. Even more disturbing is the fact that current reforms have failed when dealing with the lower extreme of the spectrum, such as low-income and high-risk communities where many immigrants live. However, it is precisely these communities where PIQE is most effective. Its curriculum is conceptually, linguistically, and culturally relevant. Because of this, PIQE is able to empower parents to help their children gain access to a college education. These children, in turn, will return and help the community in a continuous cycle of positive social and economic influence.

Population Characteristics

PIQE graduates are made up of 70% females and 30% males. PIQE participants range from age 18 and up, and they live in low-income communities throughout California. The ethnic makeup of PIQE participants is 80% Latino, 5% African American, 5% Asian, 5% White, and 5% Armenian.

Key Elements

Program Goals and Objectives

Goal: Provide every student the opportunity for a postsecondary education by encouraging all parents to participate in their children's education at home and at school.

Objectives:

- Navigate the school system and access its available resources – Parents will understand how the local school system functions, how to access available resources, and work with other parents to address school-wide problems.
- Encourage college attendance – Parents will communicate expectations that their children will attend college, know college entry requirements (including legal status), know what supports college eligibility (good grades, involvement in extracurricular activities, having letters of recommendation, etc.), and know how to learn more about colleges (counselors, college fairs, visiting campuses).
- Identify and avoid obstacles to school success – Parents will understand the signs of drug use, why children get involved with gangs and how to avoid it, and how to respond to negative peers.

Goal: Improve communication between parents and their children, help parents create a good learning environment at home, improve the self-esteem of children, and connect parents to the school in a meaningful way.

Objectives:

- Establish and Maintain a Supportive Home Learning Environment – Set aside a time and place for homework, monitor homework, praise children’s academic and personal progress, limit television, and promote reading.
- Communicate and collaborate with teachers, counselors, and principal – Establish communication with child’s teacher, counselor, and principal. Seek out school assistance to address specific student needs and develop an individual academic plan for their child.
- Support child’s emotional and social development – Support child’s positive self-esteem and motivation, model problem-solving and self-discipline that supports success in school and life, and model cultural and moral values that support success in life.

Services Provided

- The core program is held over a nine-week period, in which the initial planning session delineates the mission of the program and stresses the importance of taking the first step toward improving their child’s education.
- The program is offered in 14 languages, ranging from English to Spanish and Russian to Vietnamese.
- The program is offered at no charge to parents.
- The program is taught by professional facilitators trained by PIQE.
- Parents choose to participate in either morning or evening sessions depending on their individual schedules and language needs.
- Six curriculum-based classes are presented to parents regarding the school system, school involvement, and college access.
- The initial planning session is the first-week class. Parents are encouraged to provide input on issues they would like to have included in the course.
- The course concludes with a graduation ceremony where parents who attended four out of six curriculum-based classes are presented with a Certificate of Completion.

Program Design

PIQE Topic	Description	Outcome/Objective
<i>Week 1: Initial Dialogue</i>	Identification of concerns parents have about their children's education.	Outline expectations and commitments for the program.
<i>Week 2: Home/School Collaboration</i>	Understanding the importance of parent/school dialogues and how parents can support their children's learning in school and at home.	Parent/teacher conferences are initiated around specific concerns, obtain teacher or school assistance for child's needs, develop individual academic plan for the child.
<i>Week 3: The Home, Motivation, and Self-Esteem</i>	How to foster a supportive environment at home.	Support child's self-esteem through positive motivation, model problem-solving, cultural and moral values that support success in school and life.
<i>Week 4: Communication and Discipline</i>	The parent must make the home a continuation of a supportive educational environment. This begins with a sound relationship with the child and help from the community.	Set a time and place for homework, monitor progress, praise positive gains, define limits to television, and promote reading.
<i>Week 5: Drugs, Gangs, School, and Community</i>	Understanding the allure of gangs and drugs and how to prevent these obstacles.	Identify and avoid obstacles to school success and substitute positive interventions.
<i>Week 6: How the School System Functions</i>	Navigating the school system and accessing available resources.	Understand parents' rights and work with other parents to address school-wide problems; review school programs and methods for assessing academic progress of individuals, as well as the overall standing of the school.
<i>Week 7: College and Career Election</i>	Encourage college attendance and possibilities of higher education.	Understand college requirements, communicate career expectations, and make plans to visit campuses.
<i>Week 8: Principal's Dialogue</i>	Principals and other staff respond to parents' questions and concerns. Access and referrals to school team members are given.	The opportunities for children's education are laid out in front of the parent as a first step toward a long and fruitful relationship.
<i>Week 9: Graduation</i>	The course culminates with a graduation ceremony for parents who attended four out of six curriculum-based classes.	This last session cements the parents' responsibility to support their children and work with their school community. The ceremony becomes a positive experience for all involved.

Funding Sources

- Matching grants one-to-one by participating schools' Title I Funds
- Walton Family Foundation
- Marguerite Casey Foundation
- Washington Mutual (WAMU)

Cost Per Person Served

The cost per parent ranges between \$120 in southern California and \$160 in Central and Northern California. The cost differs based on the demographics and the school size in terms of the number of students.

Partnerships

- National Council of La Raza
- California State GEAR UP
- June Burnett Institute/SDSU Foundation
- Department of Education, Families In Schools Project
- Los Angeles Unified School District (LAUSD)
- PIQE contracts with more than 150 school districts in California which match one-to-one the private funding from corporations and foundations.

Program Development Timeline

In order to help affiliates and other educational organizations establish a similar program, PIQE offers two options:

(1) A Best Practices Model in which PIQE will invite the NCLR affiliate to make two visits to California for training and learn directly by shadowing a PIQE Director. PIQE in turn will make two visits to the site of the Contractor to conduct training and instruction seminars. This represents a one-year commitment to provide training and development.

(2) The Replication Model represents a two-year commitment for PIQE to conduct four site visits and invite Contractor to visit California an additional four times. These visits will provide ongoing training and development on all facets of the program operations. PIQE will provide Contractor a complete set of manuals which fully cover the details of program operations, recruitment, and class facilitation.

Outcomes

Client Flow

Approximately 30,000 parents graduate per year, and roughly 5,000 of those go on to participate in our Follow-Up Program.

Specific Results Over Time

Over the course of the last 18 years, PIQE has been studied and its results measured. Dr. Janer Chrispeels of UC Santa Barbara has conducted several short-term impact studies that have demonstrated that PIQE's nine-week program has a significant impact in seven out of eight categories reviewed (see Attachment – Evaluation Abstract). The first longitudinal study was recently completed in December 2004, which found that 93% of Latino students whose parents completed the nine-week parent program in 1997, 1998, and 1999 graduated from high school. These studies were conducted in schools where non-PIQE students have a 43% dropout rate. In addition, the study found that 79.2% of the students who graduated from high school enrolled in college, compared to 52% of their counterparts (see attachment – SDSU Summary).

Lessons Learned

When given the opportunity, parents in low-income communities and of diverse ethnic backgrounds are able to engage in a significant and meaningful way in the education of their children. Not only are they capable of understanding the school system, they become effective advocates for their children's education.

In order for this transformation to occur, parents need to feel respected and valued and to be given the opportunity to engage in meaningful dialogue with PIQE's facilitator, and ultimately with the school principal and teachers.

PIQE's best-known strategy is to raise the level of parents' concerns. This practice becomes the initial motivator, but requires that during the nine weeks parents continue to increase their knowledge through participatory lessons. PIQE's staff have learned to trust that parents will act in the best interest of their children once they understand what is at stake.

We have also learned that in order to implement successfully PIQE's nine-week program, it is necessary to develop a single-minded attitude and focus. The best replications within the program – new regions within California – always occur when the local director pays extraordinary attention to detail and has an unwavering commitment to succeed.

Challenges

PIQE's program has faced various challenges during its 18 years of existence. Clearly the most challenging aspect of the program is to raise sufficient private funding to meet increasing demand for the program. PIQE's continuous growth has required the implementation of norms and standards in order to maintain the program's quality and effectiveness.

What conditions must be met for the program to be successful?

- School principal invites/agrees to bring the PIQE program to the school and is available to parents during and after the nine weeks. When PIQE is imposed on the school leadership, there is resistance to parent participation.

- Prior to the beginning of the program, the school provides a list with all the names and phone numbers of the families participating in the program. The families are called by recent graduates (mothers) who communicate their own gains and experiences regarding the education of their children.
- Careful selection, training, and monitoring of facilitators. All of PIQE's facilitators are required to attend ongoing training during the time they facilitate classes. They are expected to follow clear-guided lesson plans and implement PIQE's methodology.

Replication

What criteria are necessary to replicate this program?

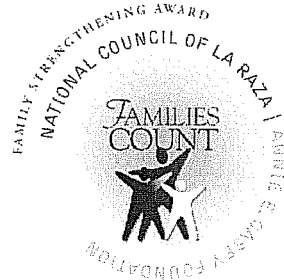
- Enter into a Memorandum of Understanding with PIQE to receive the technical assistance necessary to learn and implement the program.
- Commit at least two people within the organization whose sole responsibility is to run the program. Funding should be requested and directed exclusively to the implementation of the program.
- Establish a strong collaboration with the school districts where the program will be implemented.

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Best Practices – Family Strengthening Programs for Hispanic Communities

Texas Migrant Council, Inc. MSHS Family Literacy Program



Program Summary

The Texas Migrant Council, Inc. (TMC) is a five-state multiservice agency which operates in Texas, Indiana, Ohio, Wisconsin, and New Mexico. TMC strives to improve the conditions of low-income families, particularly migrant and seasonal farmworkers, by providing health care, child care, adult education, employment services, as well as infant, toddler, and preschool education in 64 Migrant and Seasonal Head Start (MSHS) centers. The MSHS Family Literacy Program provides literacy and parent-child mentoring that improves educational and job opportunities for parents, thus boosting their children's academic performance.

TMC has provided family literacy services for farmworker adults in ten towns within three service states and to date has served more than 650 farmworkers. Services include ABE reading and writing classes, ELL classes, GED tutorial assistance, community referrals for continued education, parent-child early literacy programs, and life skills/job training development.

Background

Need for the Program

Children of migrant farmworkers may attend as many as four or five schools annually. Many of the parents come from multigenerational farmworker families and had the same experience. According to TMC's 2003-04 Program Information Report (PIR), of the 5,329 families served 3,567 received less than a high school education; 1,341 graduated from high school or received their GED; 397 had some college, attended vocational school, or had an associate's degree; and 24 had a bachelor's or advanced degree. Constant mobility challenges migrant farmworkers and their families' educational experience in public school systems, as their parents before them, promoting an unending cycle of poverty.

Even when parents manage to "settle out" and establish a home base, migrating only once yearly, the process of transitioning into the public school system is difficult for migrant children. Guiding the academic achievement of one's own child – for example, helping with homework – requires the capacity to explain subject matter or assist with mastery of reading, writing, and speaking in English.

Population Characteristics

Of the 5,329 predominantly Hispanic families served (98%), 4,262 are of two-parent families and 1,067 of single-parent families; 753 fathers or father figures participated in local fatherhood initiatives; and 4,064 participated in the family goal-setting process which results in an individualized partnership agreement that may include continuing education and/or job training. Of those, 739 received ESL training, 427 attended adult education, and 131 attended job training. Of the total number served, 1,004 children were projected to enter into kindergarten the following school year (2004-05). Approximately 911 families required emergency crisis intervention that may have included food, shelter, or clothing.

Key Elements

Program Goals and Objectives

Goal: Provide Adult Education classes to assist primarily beginning and low-intermediate English speakers in speaking, reading, and writing basic English and in practicing basic math skills, which prepares them to pass a high school equivalency exam.

Objectives:

- Assess oral English skill level and enroll student in correlated ESL classes using appropriate learning materials.
- If requested, provide remedial English and math practice activities using appropriate learning materials.
- Based on assessed oral English skill level and reported attained grade level, provide GED tutorial sessions in English or in Spanish through participating centers.

Goal: Strengthen parent-child mentor and teacher roles through the home reading program.

- Invite parents to participate in read-along program activities using graded phonics readers in a classroom setting.
- Provide parents with take-home readers.
- Measure individual parent reading progress via reading software programs to assess English reading level linked to graded readers, which are made available to parents for home use.

Services Provided

TMC's MSHS Family Literacy Program responds to the specific needs and challenges of its families in the following ways:

- The program serves low-income farmworker adults through direct instruction rendered by literacy teachers principally through individual and small group classes.
- Intake and ongoing language testing assess students' progress, and report cards are issued which assist students in continuing their studies year-round as they migrate to farmworker camps throughout the states.
- Continuous mentoring encourages the personal, educational, and career development of students. This program reaches low socioeconomic Hispanic farmworkers who otherwise would be unable to seek out similar resources in their communities due to fear of repercussions, lack of self-esteem, and/or lack of physical resources.

Program Design

Families are provided an opportunity to develop goals that include continuing education and job training in higher-paying stable employment. TMC's MSHS Family Literacy program offers direct instruction including ESL texts and materials, which develop ABE Reading & Writing, GED, and Career Readiness.

Employment and training opportunities include:

- Parent involvement as classroom volunteers
- Employment opportunities through TMC
- Tuition reimbursement
- Education training and certification sponsored through TMC MSHS
- Referrals to workforce centers

Funding Sources

This program is funded as part of the Texas Migrant Council, Inc.'s continuation grant by the Department of Health and Human Services Migrant Seasonal Head Start Program in fulfillment of adult and family literacy mandates expressed in the Head Start Performance Standards. Additional funds are provided from the Agency for Children, Youth and Families to purchase program materials. Another 75% of program materials are provided free of charge by the generous donation of Pearson Education, Inc.

Cost Per Person Served

The cost per adult is \$130 to attend on average three hours a week for a three-month period, average class size of eight students, including program materials.

Partnerships

- South Texas Community College
- High School Equivalency Program (HEP)
- Motivation, Education and Training (MET)
- Southwest Texas Vocational Technical College
- Agency for Children, Youth and Families
- Pearson Education, Inc.
- Scholastic, Inc.

Program Development Timeline

Phase I – Two months: Training of literacy staff, purchase of teaching materials, orientation of key staff

Phase II – Six weeks: Ongoing publicity to qualified participants via parent meetings/ flyers/ other media, intake testing, goal-setting, and delivery and dissemination of teaching materials and teaching supplies

Phase III – Three months: Initial teaching period, including baseline and growth testing (oral language and reading only) or chronological record of progress (GED advanced writing, goal-setting)

Phase IV – Two weeks: Retraining of literacy staff and key staff to define progress success and refine objectives

Total time for start-up and evaluation phase of Family Literacy Program: Seven months

Outcomes

Client Flow

The Family Literacy Program serves clients at a current capacity of 31 adults in South Texas. There are currently five literacy teachers serving these 31 students. The literacy classes are taking place on site at five different TMC MSHS centers.

Specific Results Over Time

Adult students have been able to improve five points or more on a 25-point language scale for every 60 contact hours (12 weeks) of ESL instruction. In addition, adult students have been prepared to take the GED exam in either Spanish or English. This step has been most successful in border regions during the fall-spring MSHS season, when adults tend to be more available for instruction and follow-up on referral to local providers for GED preparation and testing.

Specific measurable outcomes of TMC's MSHS Family Literacy Program are:

- Passing of the GED pre-tests in English or Spanish.
- Passing of the GED test battery, in English or Spanish, and awarding of the GED certificate.
- Obtaining a job within TMC or in the community.
- Enrollment in an institution of higher learning.

The three key measurable results of the program are:

- Improving English-language learning through ESL and ABE Reading/ Writing
- Obtaining a high school education or passing an equivalency exam (GED)
- Linking students to job opportunities outside the migrant labor force

Unanticipated Results

- A male parent progressed to an intermediate level of English, obtained a GED in Spanish, and left fieldwork to work as a custodian and cashier at a local supermarket. Having previously obtained a bachelor's degree in Mexico, this father now has a goal to enter college.
- A female parent progressed to an intermediate level of English and obtained a GED in English. She was able to leave fieldwork when she was hired as a preschool teacher's aide and now has a goal to study for an advanced degree in education.
- A female parent progressed to an intermediate level of English and obtained a CNA (Certified Nursing Assistant) certificate and was subsequently hired as a nurse's aide at a local health clinic.
- A Mixteco-speaking female parent progressed to a low-intermediate level of English and now realizes the opportunities available to her for advancing her education and is preparing to obtain her GED in Spanish.

Lessons Learned

Challenges

- Understanding the specific literacy needs of students before assigning class activities and materials.
- Meeting the needs of students whose primary language and culture are other than Spanish or English.
- Meeting basic survival needs of adults such as food, clothing, housing, and health.
- Motivating parents to participate in adult education classes while challenged with fatigue, work schedule conflicts, lack of transportation, and childcare issues.
- Meeting the needs for academic development of children in early literacy and numeracy while strengthening family literacy.
- Part-year availability to take classes based on migrant nature of work

What conditions must be met for the program to be successful?

- Access to classroom space, office supplies, and writing implements with adequate supply of learning materials.
- Use of a specific language assessment instrument, which in combination with identification of grade level and goals, ascertains level of needs for ESL, ABE Basic Reading/ Writing/ Math, and GED instruction.
- Attention to potential crisis needs/mobile population: food, clothing, and housing which, if not addressed, will interfere with learning opportunities.

Replication

What criteria are necessary to replicate this program?

- Selection of appropriate learning materials for each language and skill level and type, including software programs, computers, or lap tops.
- Identifying staff willing to work extra hours (e.g., late afternoons, evenings, and weekends) and for whom adult literacy development is a priority.
- Effectively training sessions on language learning, goal-setting, and record-keeping.
- Strong leadership in program management with a bachelor's or master's level in adult education to conduct effective training, follow-up, and data collection.

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