



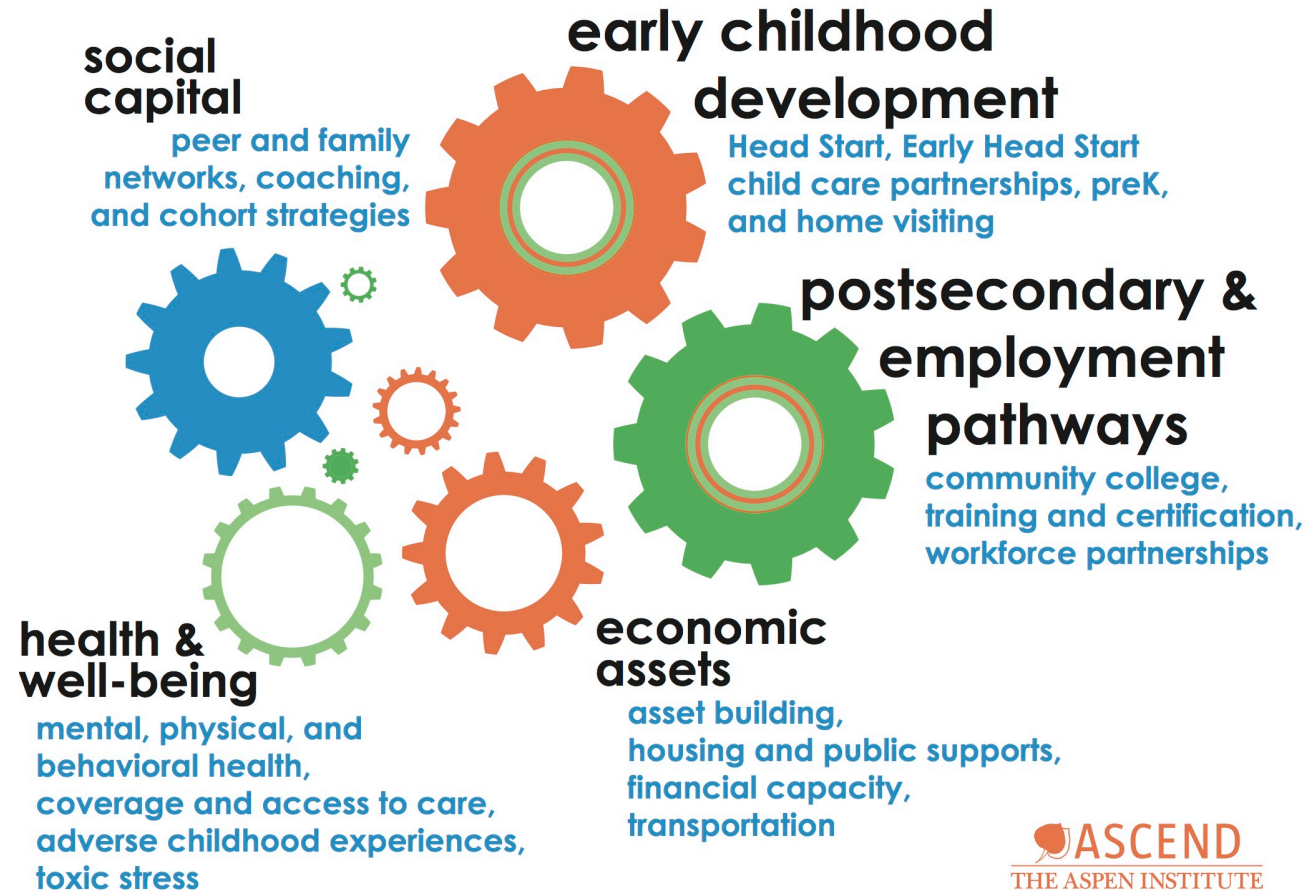
# Two Generation Approach: A Promising Practice

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Munroe-Meyer Institute, University of Nebraska Medical Center  
April 26<sup>th</sup>, 2018

# Theory of Change.....

An integrated approach that implements quality programming simultaneously for children and families maximizes outcomes for both.

# Why 2-Gen?



A WHOLE FAMILY  
APPROACH WITH  
MEASURES FOR SUCCESS

# Steps to Two-Generation Learning



**REAL SUCCESS TAKES TIME**

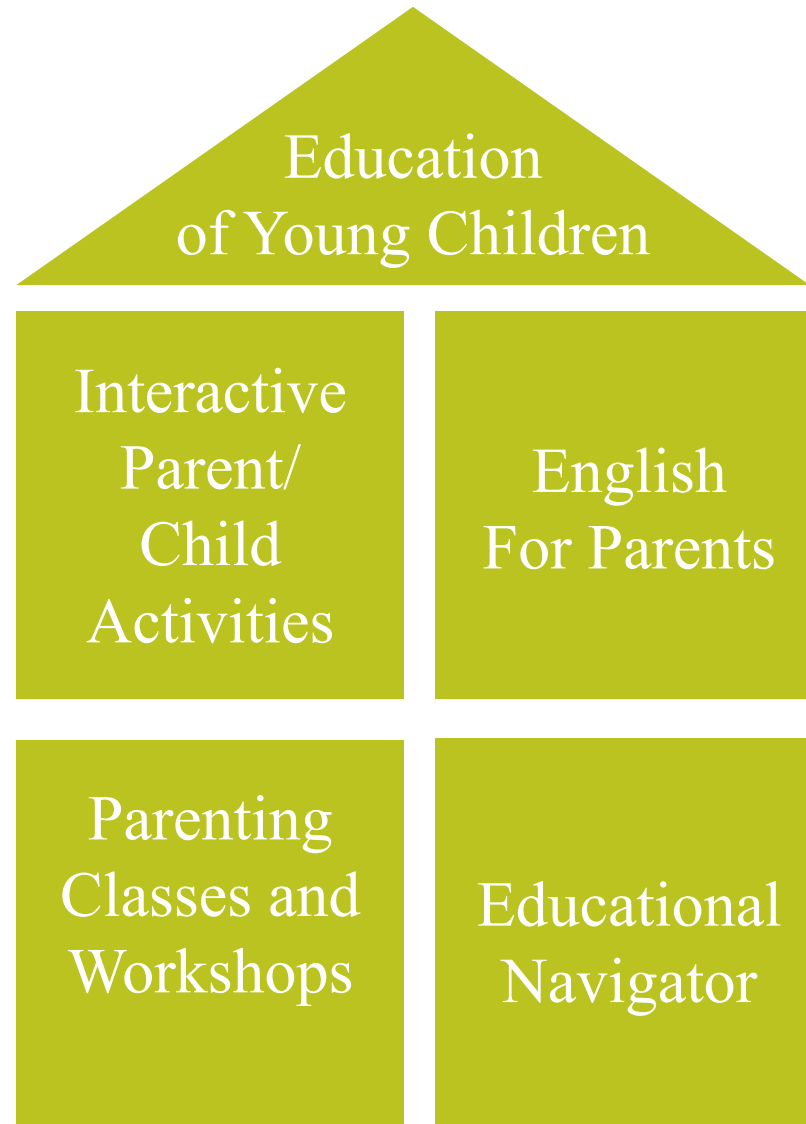


# Family Learning

## Learning Community Center of South Omaha



# Strategy Implementation



# Participants

MOST PARTICIPANTS HAVE BEEN IN THE PROGRAM FOR TWO YEARS OR LESS.

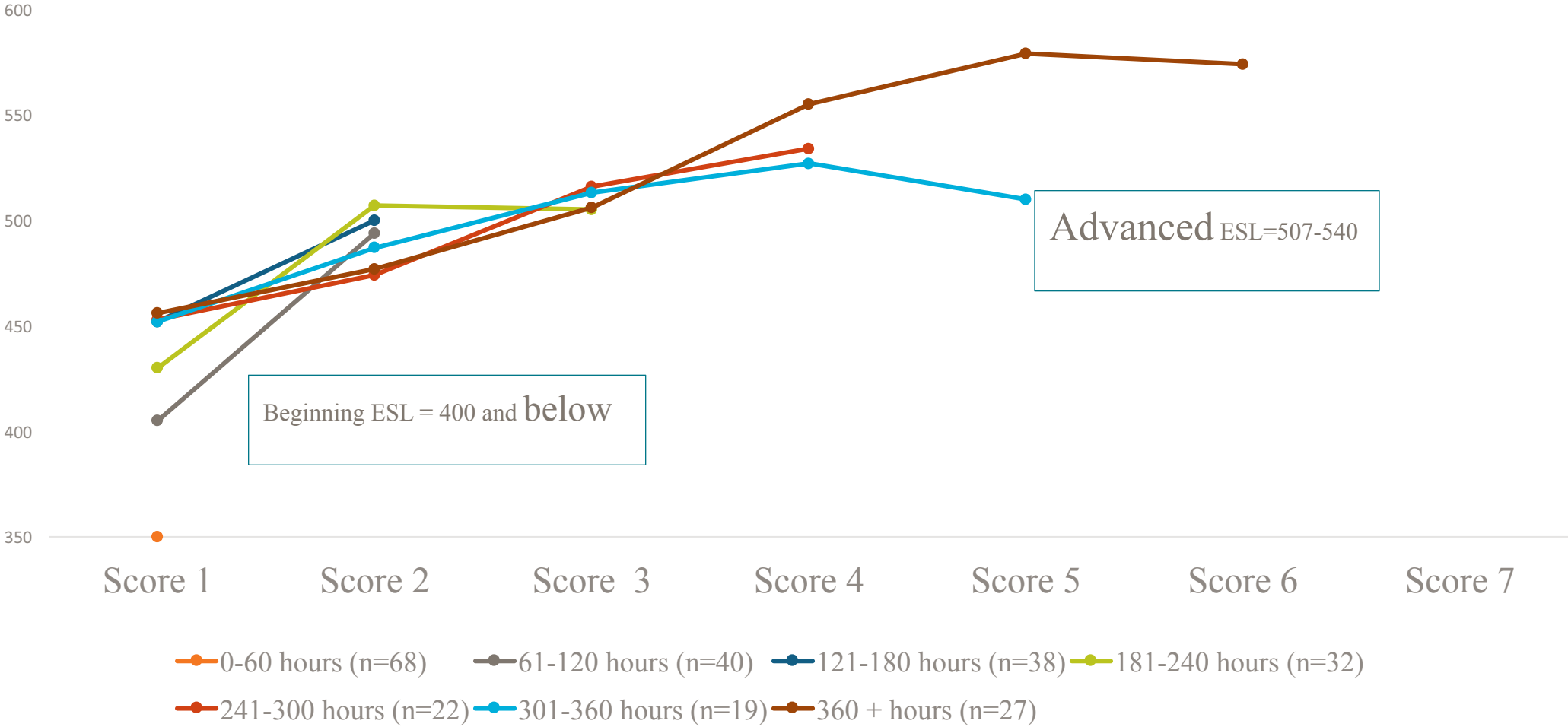


▪ 0-1 Years

▪ 1-2 Years

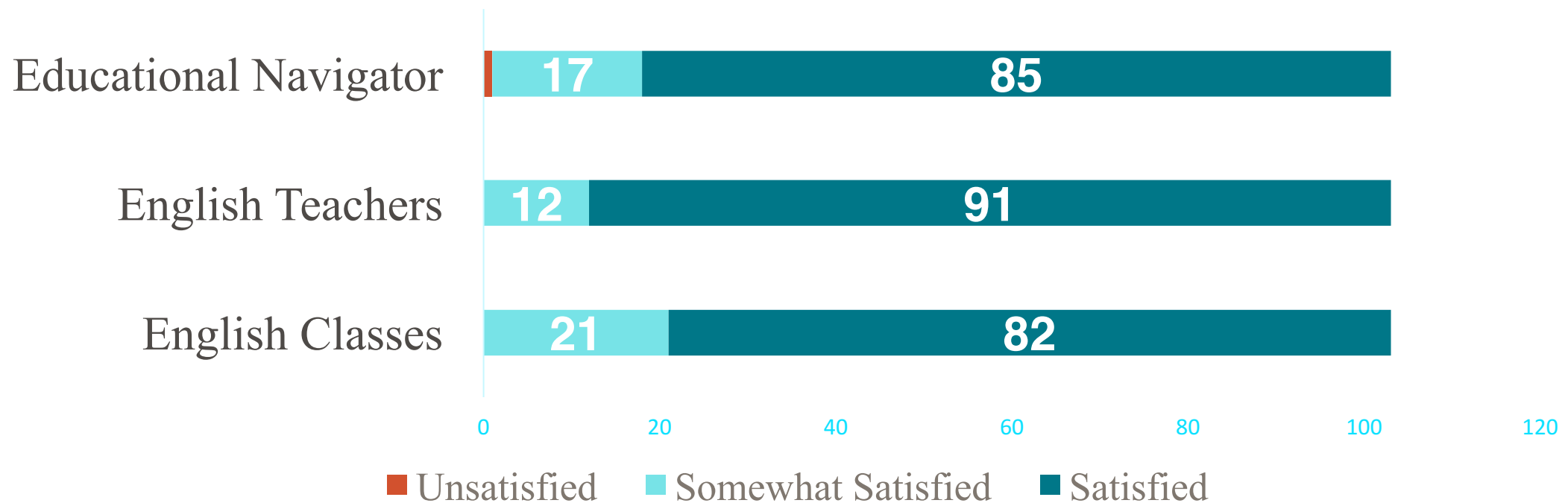
▪ 2-3 Years

# AFTER 180 HOURS OF ENGLISH CLASSES MOST PARTICIPANTS MEET ADVANCED ESL CRITERIA.

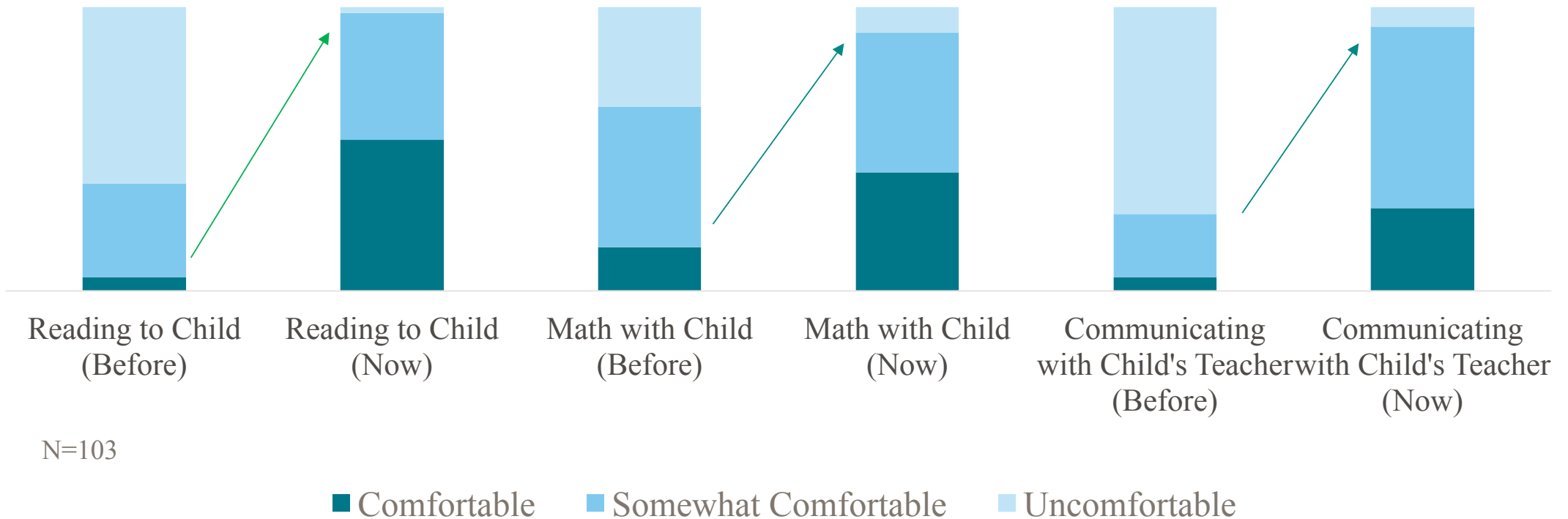


# Level of Satisfaction was High

PARTICIPANTS REPORTED HIGH LEVELS OF SATISFACTION.



# Comfort Levels with School Increased



# Learning Together

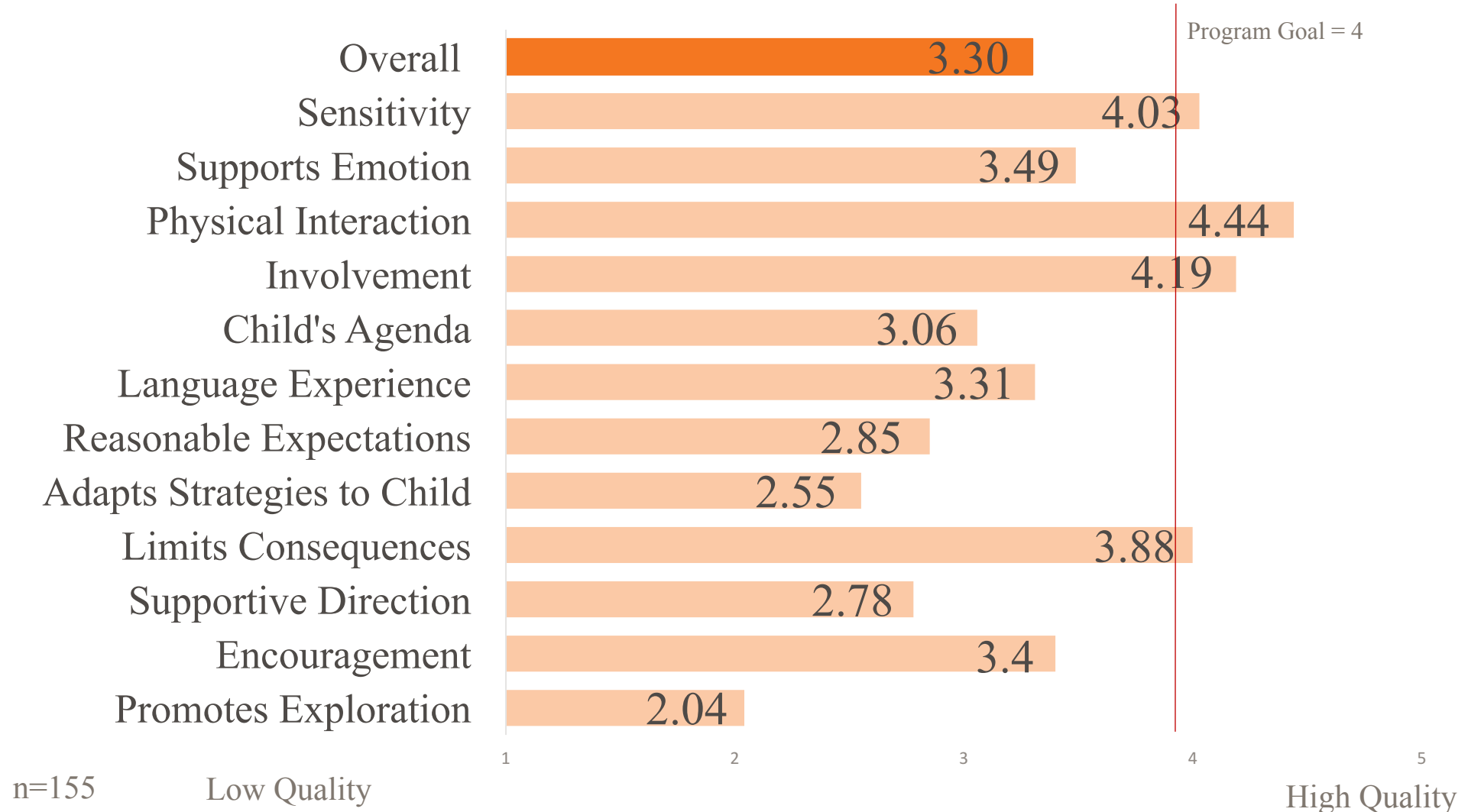
“My child has grown and developed with his reading skills in English because I am learning how to read and write in English”

“....motivates me to learn more because I can tell that **my own learning motivates my children**”

“When I come to pick him up he asks, ‘**What did you learn today? Do you want me to speak to you in English to see if you understand?**’”

*...LCCSO parent responses*

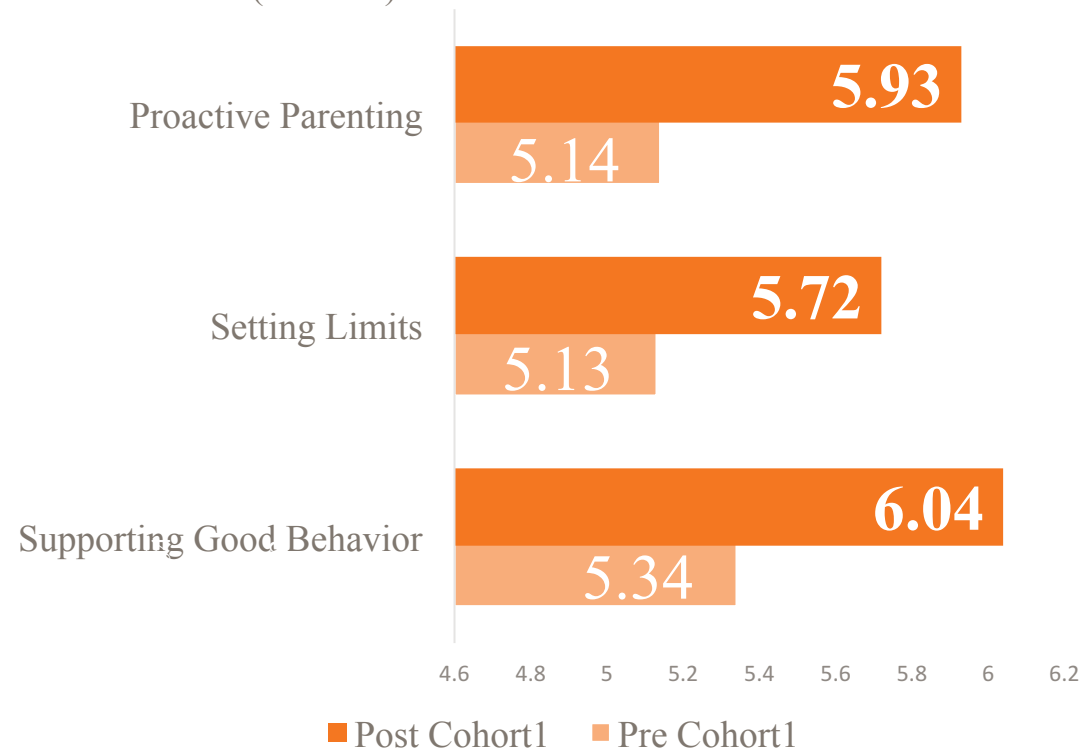
PARTICIPANTS DEMONSTRATED STRENGTHS IN THE AREAS OF SENSITIVITY AND PHYSICAL INTERACTION WITH THEIR CHILDREN. OVERALL, PARENTS SCORED IN THE MODERATE RANGE ON THE ASSESSMENT.



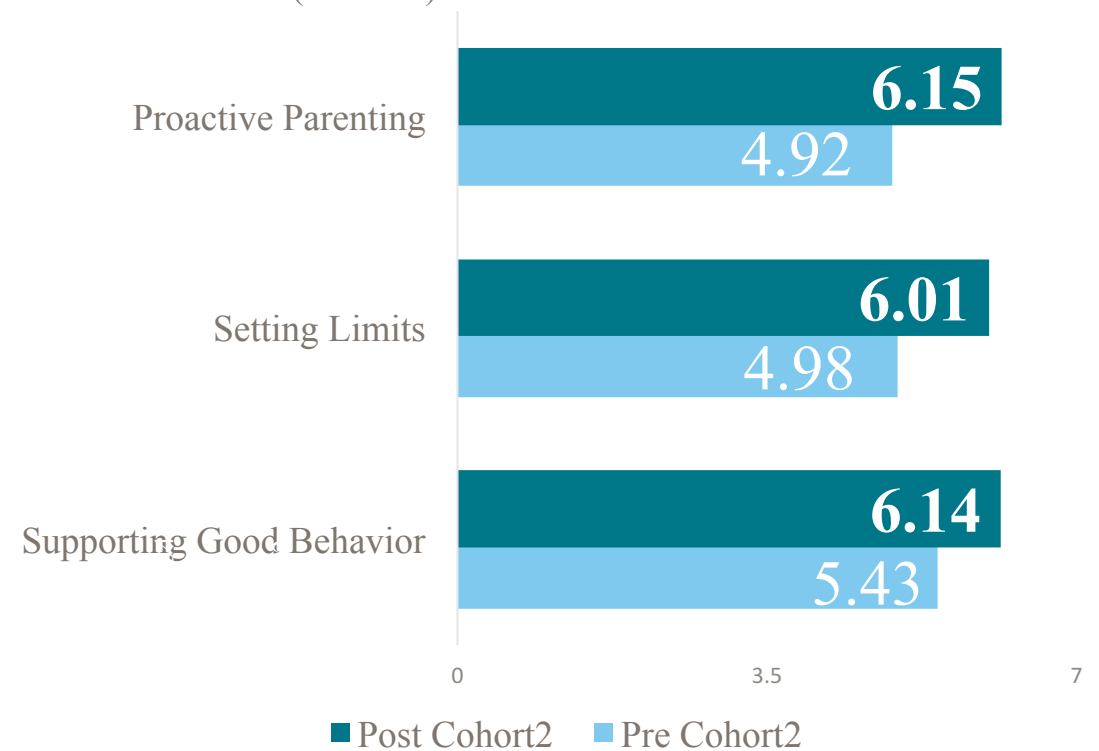


# Significant improvement was found for both CSP cohorts

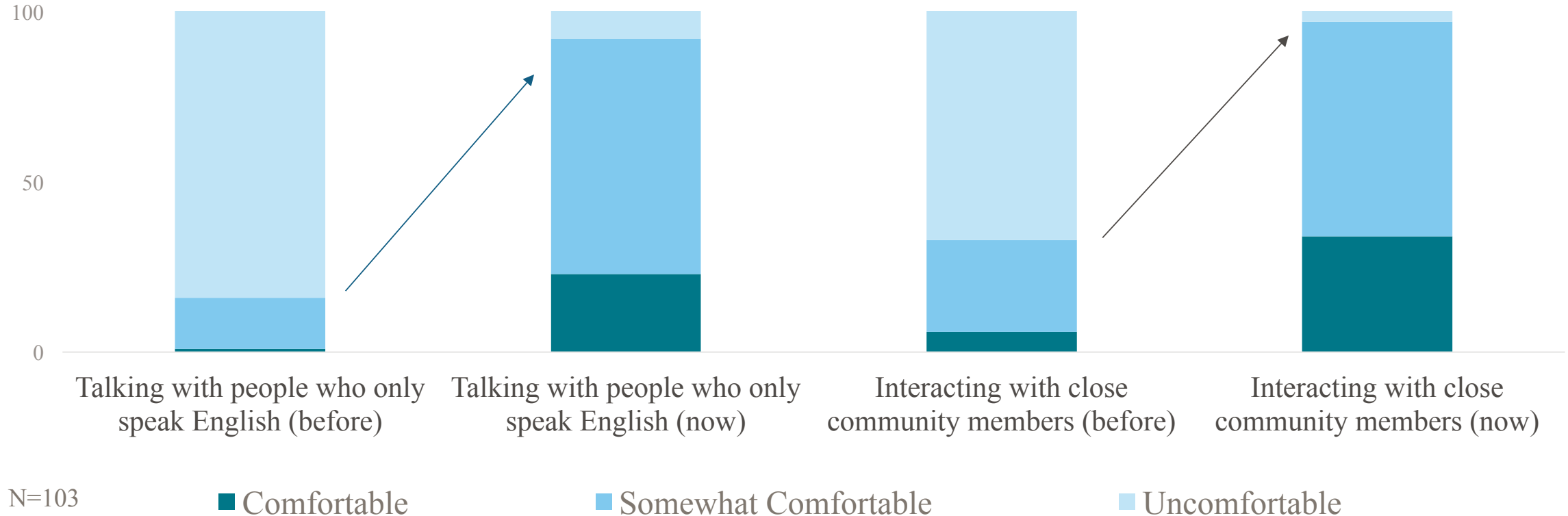
COHORT 1: COMMON SENSE PARENTING RESULTED IN POSITIVE IMPACT ON PARENTING PRACTICES (PARCA).



COHORT 2: COMMON SENSE PARENTING RESULTED IN POSITIVE IMPACT ON PARENTING PRACTICES (PARCA).



# PARTICIPANTS REPORTED INCREASED LEVELS OF COMFORT WITH INTERACTION IN THE COMMUNITY.



N=103

■ Comfortable

■ Somewhat Comfortable

■ Uncomfortable

“It has helped me to manage and interact with my neighbors that don’t speak Spanish”

“My son had surgery....At the end, I did not need the interpreter. I was able to understand everything and communicate with the doctor”

*...LCCSO parents*



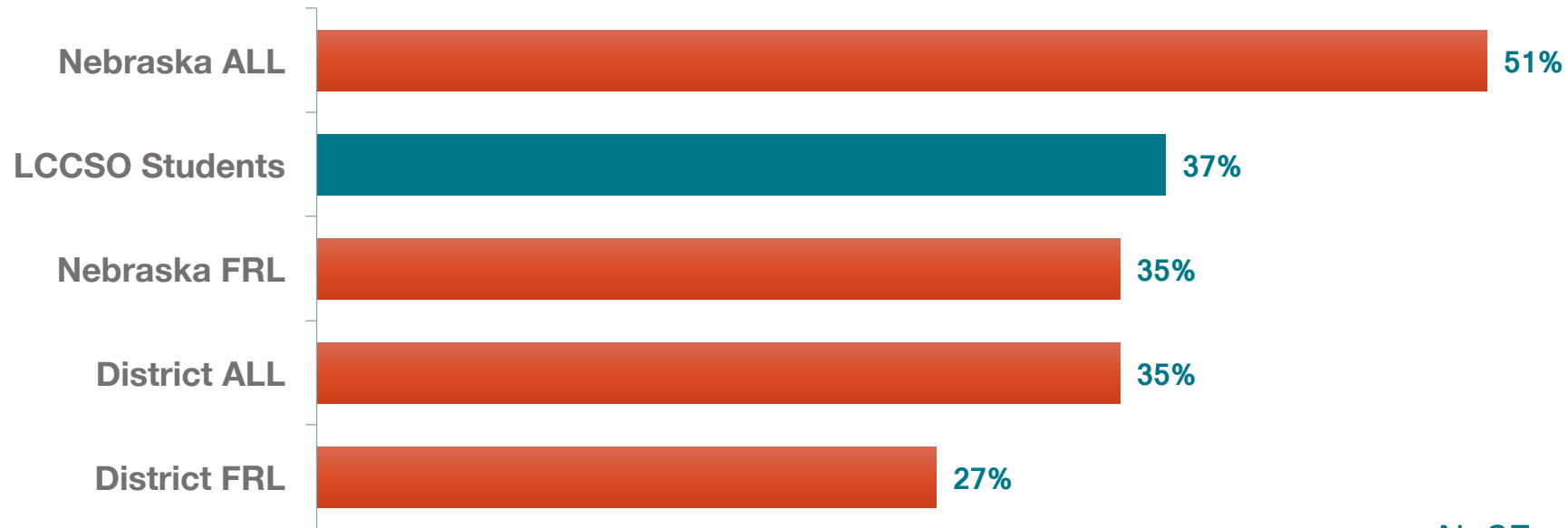
# Student Attendance

- Students attended 95% of days school was in session; Nebraska state average = 94.59%
- Average number of days absent = 7.50
- 74% of students missed fewer than 10 days; 75% for 2015-16

N=130

# Student Achievement

On the statewide English Language Arts (ELA) assessment, LCCSO students had a higher proficiency rate than multiple subgroups.



N=27

# Student Achievement

LCCSO students outperformed multiple subgroups on the statewide mathematics assessment (NeSA-M).



N=27

# Student Achievement

## MAP Data

### Reading

**58%** maintained or improved national percentile rank

Average Fall NPR = 39<sup>th</sup> to Average Spring NPR = 40<sup>th</sup>

### Math

**54%** maintained or improved national percentile rank

Average Fall NPR = 41<sup>st</sup> to Average Spring NPR = 40<sup>th</sup>





# Early Childhood and Family Engagement

## Learning Community Center of North Omaha

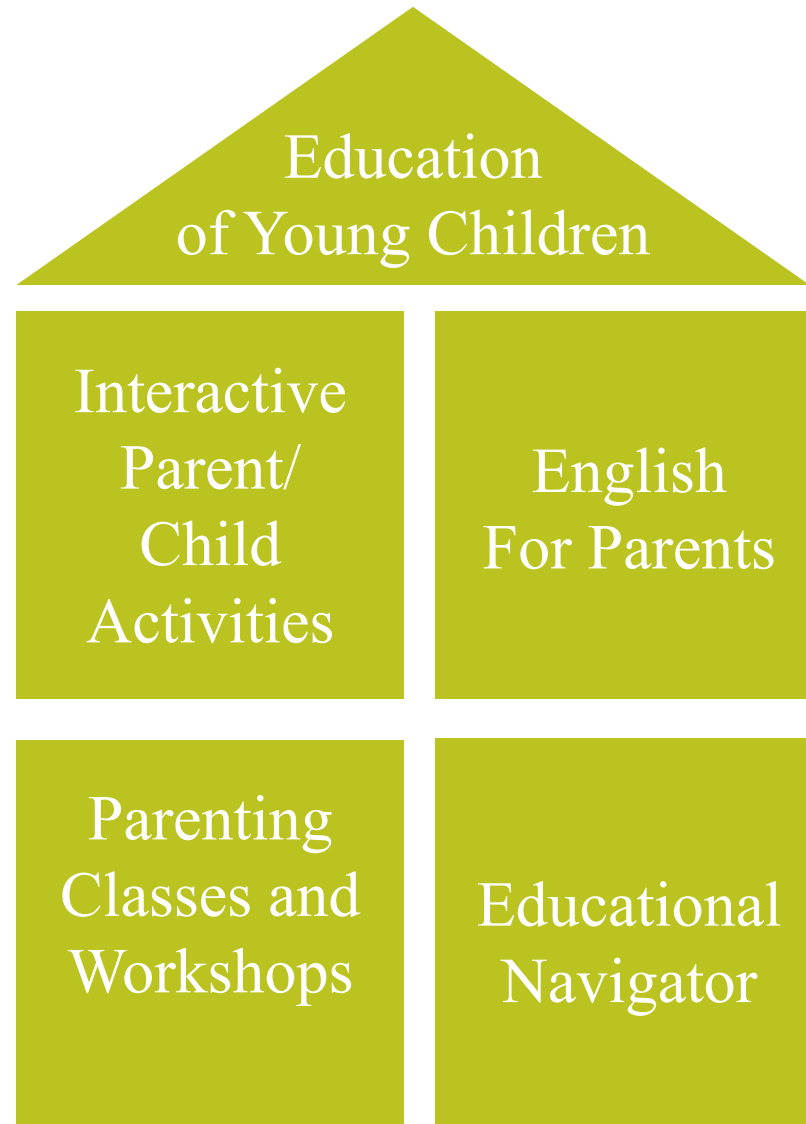




# Parent University



# Strategy Implementation



# Who were the children and families?

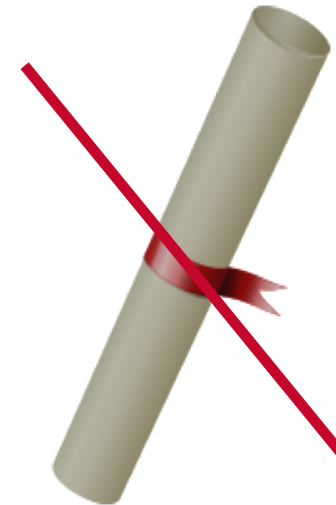


310 Children



161 Parents  
92% non-white

35%



No High School  
Diploma

70%

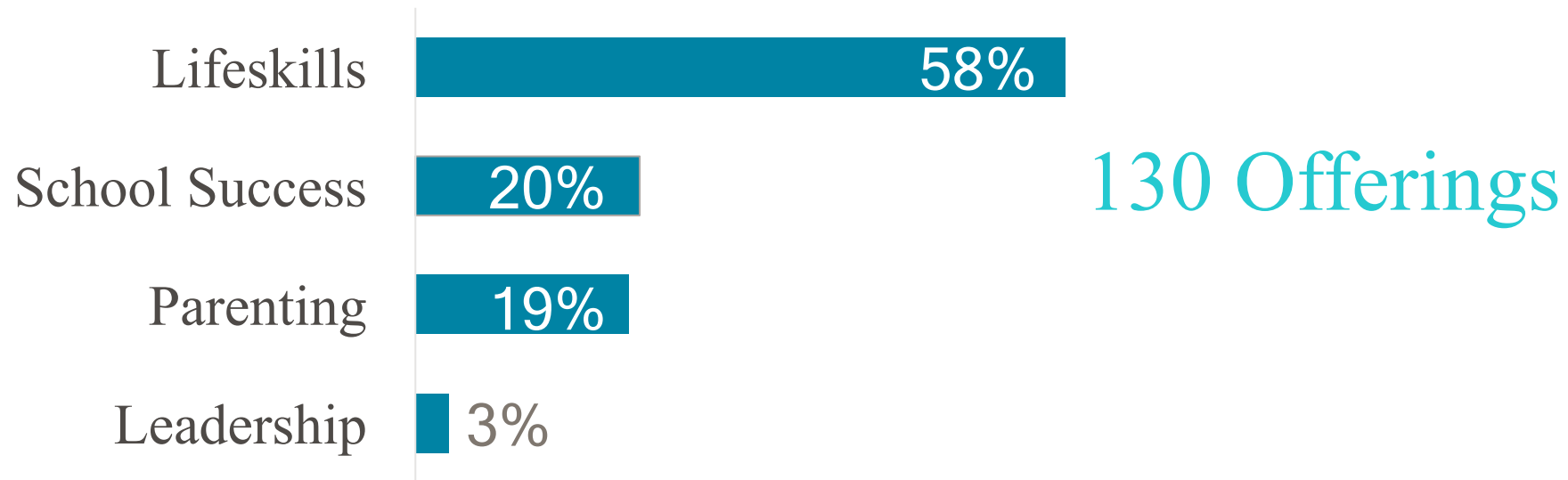


Employed Part  
or Full-time

# Families participate in a wide range of classes covering 27 topics

MOST PARENTS PARTICIPATED IN COURSES RELATED TO LIFE SKILLS.

Few participated in courses related to Leadership.



# Families Engage with their Child's School

PARENTS PARTICIPATED IN CURRICULUM NIGHTS AT PARENT  
UNIVERSITY

PARTICIPATED IN PARENT CONFERENCES

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# Families Refine their Parenting





# Parents are reading to their children at home

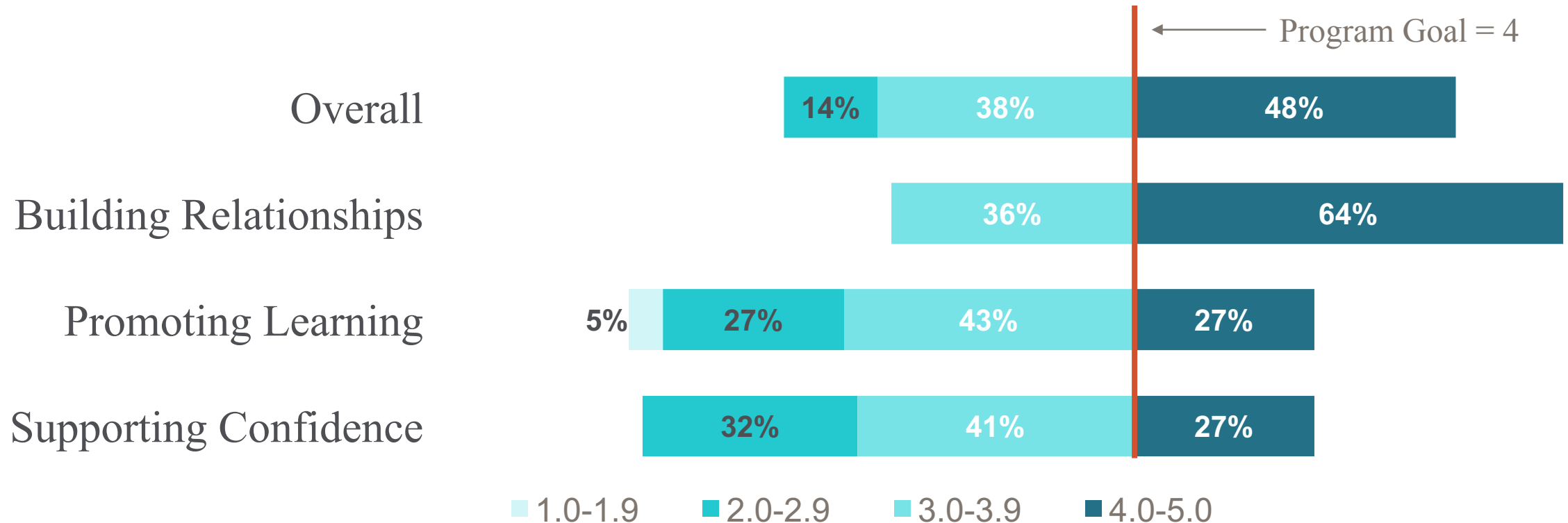
After at least 6 months in the programs, 74% of the parents are reading 3 or more times a week to their child.

This is a 16% increase from enrollment.



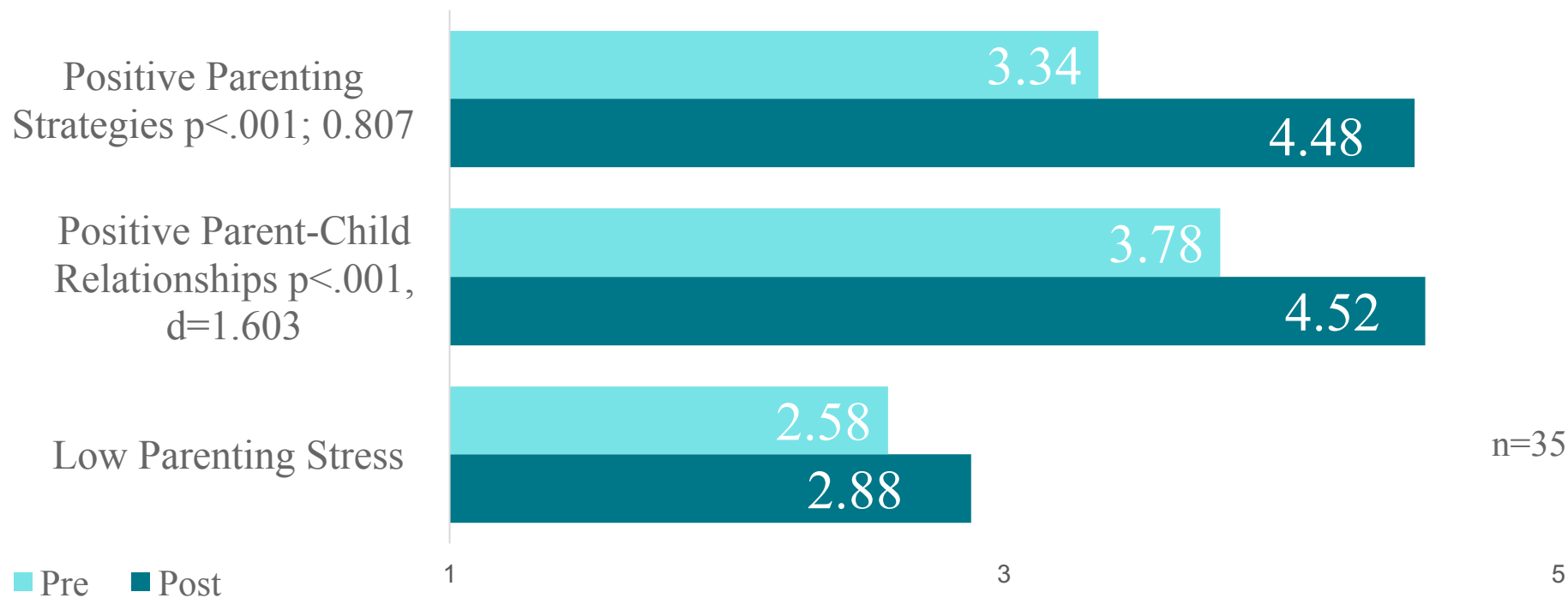
# Parent-Child Interaction: Keys to Interactive Parenting

PARENTS MADE SIGNIFICANT IMPROVMENTS IN BUILDING RELATIONSHIPS ( $p=.04$ ;  $d=0.472$ ). Fewer parents met program goal in promotion learning and supporting confidence.





# Parents demonstrated significant improvements in their parenting strategies and their relationships with their children



# Intensive Early Childhood



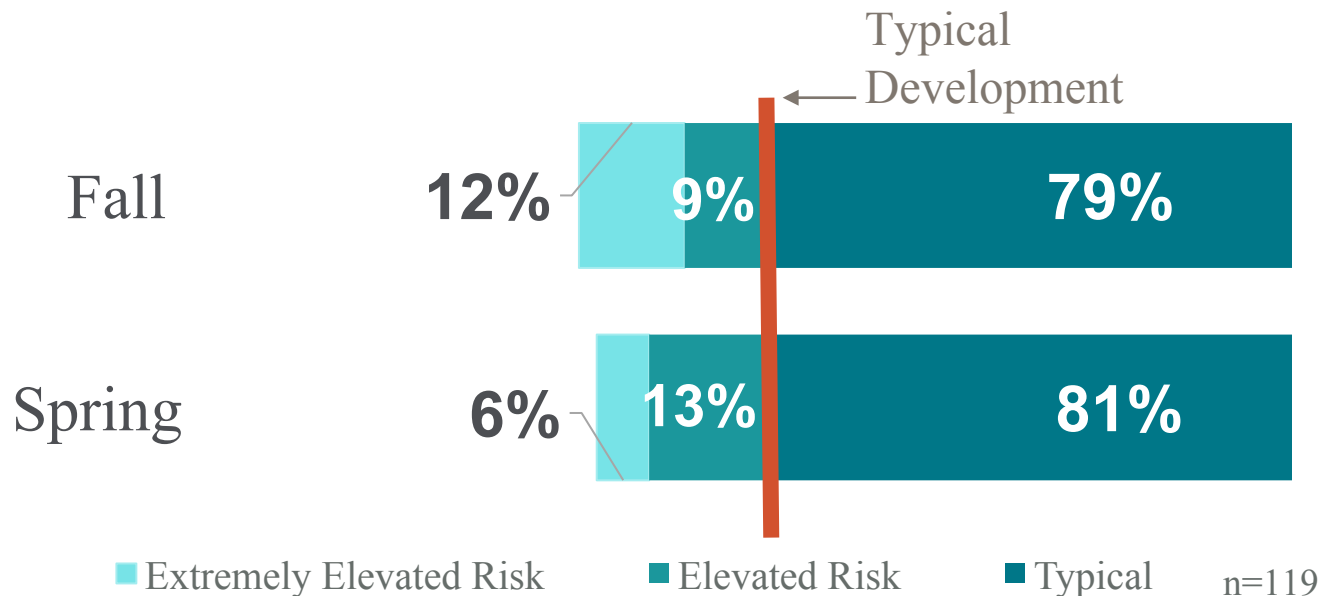
# Classroom Practices are of High Quality

CLASS scores reached the top 10% of national Head Start programs.



# The majority of the students demonstrated typical social-emotional skills.

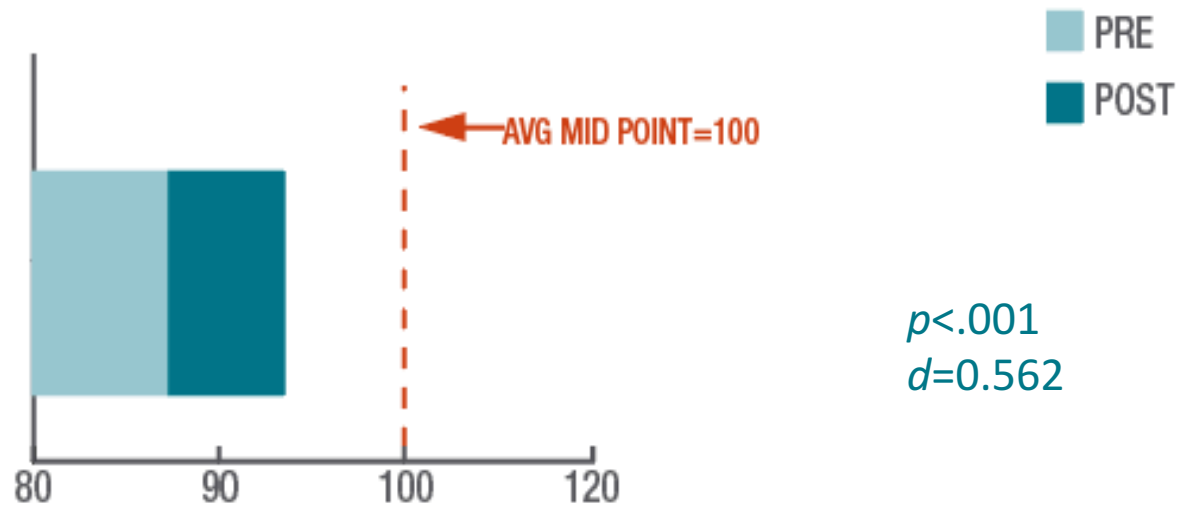
BY SPRING, FEWER CHILDREN WERE SCORING IN THE EXTREMELY ELEVATED RISK RANGE.



# Children's vocabulary improved significantly

## Peabody Picture Vocabulary Test (PPVT-1V)

WHAT IT MEASURES: Language outcomes

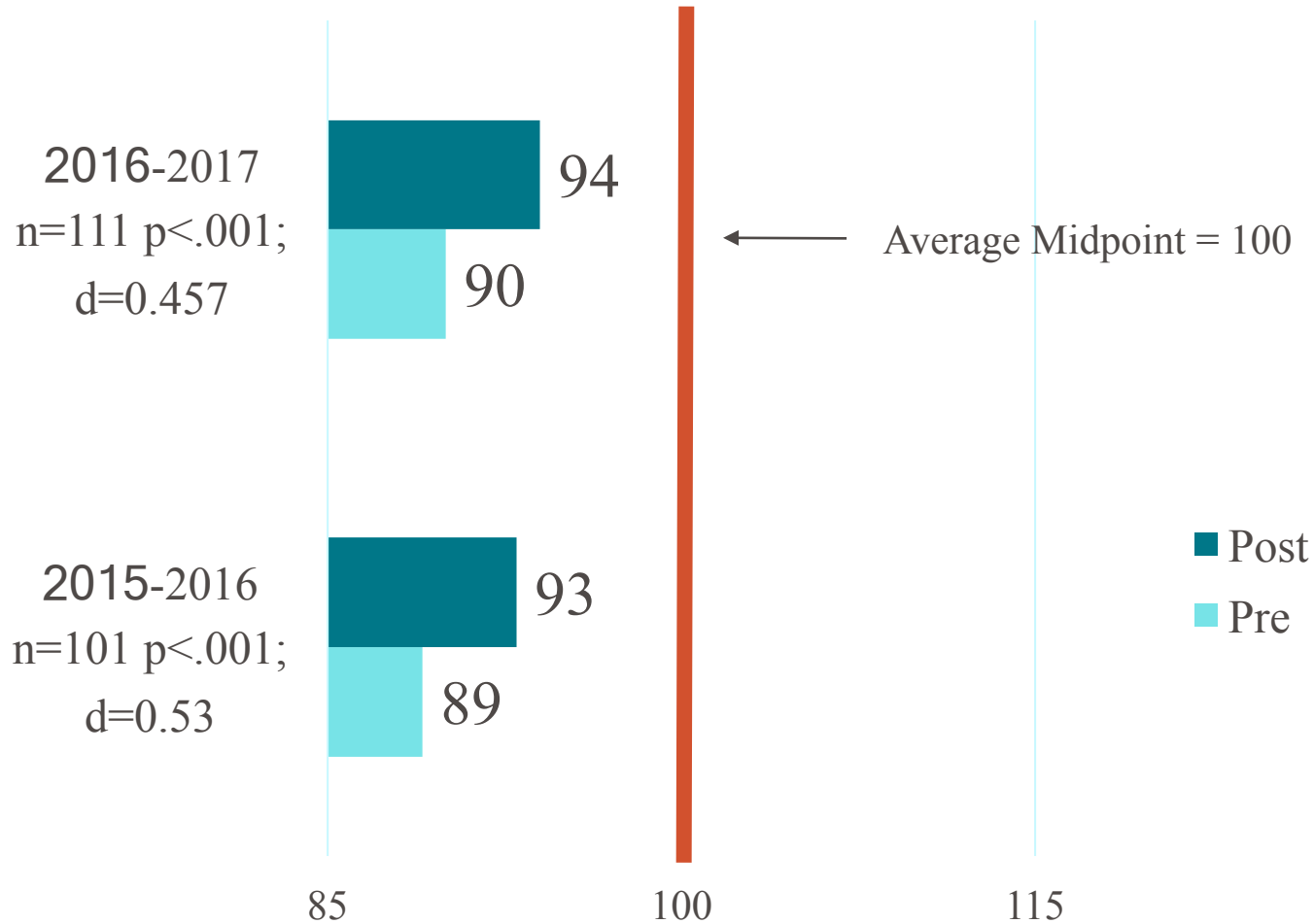


n=117



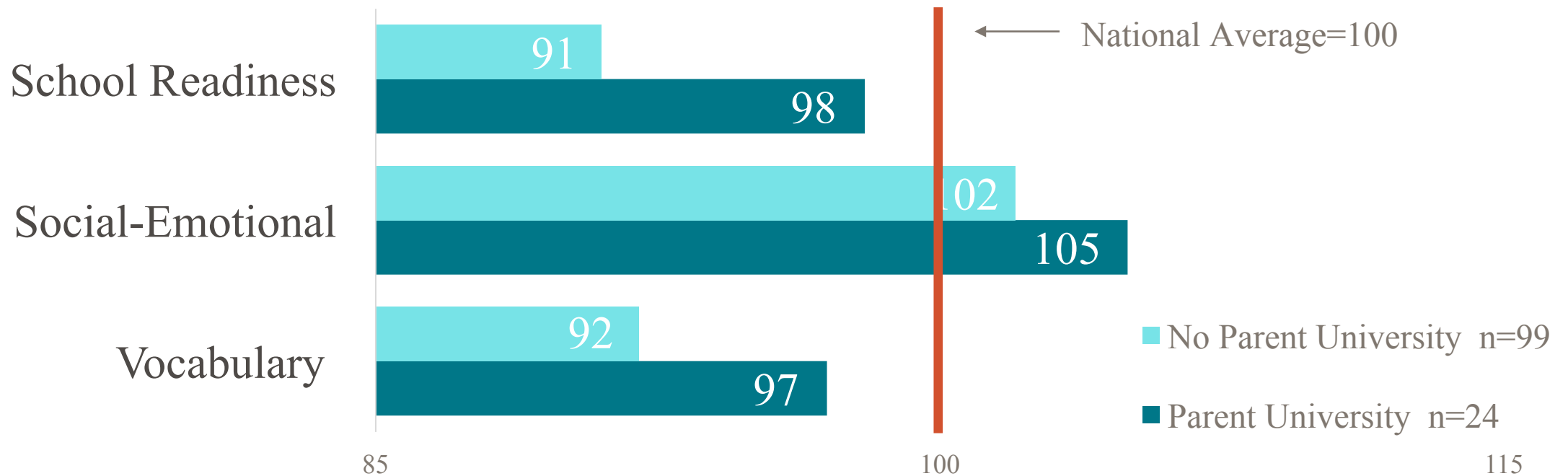


# Students made significant gains in school readiness skills.



# Participation in Parent University makes a difference in child outcomes.

STUDENTS WHOSE PARENTS WERE IN PARENT UNIVERSITY MADE MORE GAINS IN SCHOOL READINESS THAN THEIR PEERS.





**4 years – A consistent pattern of progress.**



# Key Take Aways

- TWO GEN APPROACH CAN MAXIMIZE THE OUTCOMES FOR BOTH PARENTS AND CHILDREN IN POVERTY.
- STUDENTS WHOSE PARENTS WERE IN PARENTING/ADULT LEARNING ACTIVITIES SCORED HIGHER IN SCHOOL READINESS THAN THEIR PEERS.
- STUDENTS WHOSE PARENTS PARTICIPATED IN THE PROGRAM OUTSCORED THEIR COMPARABLE PEER GROUPS ON THE STATE ASSESSMENTS.

# Discussion questions

- *How can information from this study inform or advance early childhood practice?*
- *How can information from this study inform or advance early childhood public policy?*
- *What additional research is needed to inform or advance early childhood practice and/or policy?*
- *How can lessons from practice or policy inform this line of research?*

# Questions



**University of Nebraska  
Medical Center**<sup>SM</sup>

MUNROE-MEYER INSTITUTE