Two Generation Approach: A Promising Practice

Barbara Jackson, Ph.D. & Jolene Johnson, Ed.D.  Principal Investigators
Munroe-Meyer Institute, University of Nebraska Medical Center
April 26th, 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

- Improved English Proficiency
- Parenting Skills
- Knowledge of Education

- Less Isolation
- Increased School Engagement
- Increased Community Involvement

- Increased Student Achievement
- College Attendance
- Employment
Family Learning

Learning Community Center of South Omaha
Strategy Implementation

- Interactive Parent/Child Activities
- English For Parents
- Parenting Classes and Workshops
- Educational Navigator
Participants

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

- 55% 0-1 Years
- 28% 1-2 Years
- 17% 2-3 Years
AFTER 180 HOURS OF ENGLISH CLASSES MOST PARTICIPANTS MEET ADVANCED ESL CRITERIA.
PARTICIPANTS REPORTED HIGH LEVELS OF SATISFACTION.

- Educational Navigator: 17 Unsatisfied, 85 Satisfied
- English Teachers: 12 Unsatisfied, 91 Satisfied
- English Classes: 21 Unsatisfied, 82 Satisfied
Comfort Levels with School Increased

N=103
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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Low Quality</th>
<th>High Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>3.30</td>
<td>4.03</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>3.49</td>
<td>4.03</td>
</tr>
<tr>
<td>Supports Emotion</td>
<td>2.55</td>
<td>3.88</td>
</tr>
<tr>
<td>Physical Interaction</td>
<td>2.85</td>
<td>4.44</td>
</tr>
<tr>
<td>Involvement</td>
<td>3.06</td>
<td>4.19</td>
</tr>
<tr>
<td>Child's Agenda</td>
<td>3.11</td>
<td>3.30</td>
</tr>
<tr>
<td>Language Experience</td>
<td>2.55</td>
<td>3.30</td>
</tr>
<tr>
<td>Reasonable Expectations</td>
<td>3.4</td>
<td>3.31</td>
</tr>
<tr>
<td>Adapts Strategies to Child</td>
<td>3.4</td>
<td>4.03</td>
</tr>
<tr>
<td>Limits Consequences</td>
<td>2.78</td>
<td>3.30</td>
</tr>
<tr>
<td>Supportive Direction</td>
<td>3.4</td>
<td>4.03</td>
</tr>
<tr>
<td>Encouragement</td>
<td>2.78</td>
<td>3.30</td>
</tr>
<tr>
<td>Promotes Exploration</td>
<td>2.04</td>
<td>4.03</td>
</tr>
</tbody>
</table>

n=155
Significant improvement was found for both CSP cohorts

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

<table>
<thead>
<tr>
<th>Proactive Parenting</th>
<th>Post Cohort 1</th>
<th>Pre Cohort 1</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.34</td>
<td>5.14</td>
<td>0.20</td>
</tr>
<tr>
<td>Setting Limits</td>
<td>5.13</td>
<td>5.72</td>
<td>0.59</td>
</tr>
<tr>
<td>Supporting Good Behavior</td>
<td>5.34</td>
<td>6.04</td>
<td>0.70</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Proactive Parenting</th>
<th>Post Cohort 2</th>
<th>Pre Cohort 2</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.15</td>
<td>4.92</td>
<td>1.23</td>
</tr>
<tr>
<td>Setting Limits</td>
<td>6.01</td>
<td>4.98</td>
<td>1.03</td>
</tr>
<tr>
<td>Supporting Good Behavior</td>
<td>6.14</td>
<td>5.43</td>
<td>0.71</td>
</tr>
</tbody>
</table>
PARTICIPANTS REPORTED INCREASED LEVELS OF COMFORT WITH INTERACTION IN THE COMMUNITY.
“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
On the statewide English Language Arts (ELA) assessment, LCCSO students had a higher proficiency rate than multiple subgroups.

- Nebraska ALL: 51%
- LCCSO Students: 37%
- Nebraska FRL: 35%
- District ALL: 35%
- District FRL: 27%

N=27
LCCSO students outperformed multiple subgroups on the statewide mathematics assessment (NeSA-M).

- Nebraska ALL: 72%
- LCCSO Students: 63%
- Nebraska FRL: 58%
- District ALL: 53%
- District FRL: 46%

N=27
Student Achievement

**MAP Data**

**Reading**

58% maintained or improved national percentile rank

Average Fall NPR = 39th to Average Spring NPR = 40th

**Math**

54% maintained or improved national percentile rank

Average Fall NPR = 41st to Average Spring NPR = 40th
Early Childhood and Family Engagement

Learning Community Center of North Omaha
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifeskills</td>
<td>58%</td>
</tr>
<tr>
<td>School Success</td>
<td>20%</td>
</tr>
<tr>
<td>Parenting</td>
<td>19%</td>
</tr>
<tr>
<td>Leadership</td>
<td>3%</td>
</tr>
</tbody>
</table>

130 Offerings
Families Engage with their Child’s School

PARENTS PARTICIPATED IN CURRICULUM NIGHTS AT PARENT UNIVERSITY

PARTicipated in parent Conferences
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.
PARENTS MADE SIGNIFICANT IMPROVEMENTS IN BUILDING RELATIONSHIPS (*p* = .04; *d* = 0.472). Fewer parents met program goal in promoting learning and supporting confidence.

### Overall

- Program Goal = 4
  - 14% in 1.0-1.9
  - 38% in 2.0-2.9
  - 48% in 3.0-3.9

### Building Relationships

- 36% in 2.0-2.9
- 64% in 3.0-3.9

### Promoting Learning

- 5% in 1.0-1.9
- 27% in 2.0-2.9
- 43% in 3.0-3.9
- 27% in 4.0-5.0

### Supporting Confidence

- 32% in 1.0-1.9
- 41% in 2.0-2.9
- 27% in 4.0-5.0
Parents demonstrated significant improvements in their parenting strategies and their relationships with their children.

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Parenting</td>
<td>2.58</td>
<td>3.34</td>
</tr>
<tr>
<td>Strategies p&lt;.001; 0.807</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Parent-Child</td>
<td>2.88</td>
<td>4.48</td>
</tr>
<tr>
<td>Relationships p&lt;.001, d=1.603</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Parenting Stress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n=35
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.

- **Fall**: 12% Extremely Elevated Risk, 9% Elevated Risk, 79% Typical
- **Spring**: 6% Extremely Elevated Risk, 13% Elevated Risk, 81% Typical

n=119
Children’s vocabulary improved significantly

Peabody Picture Vocabulary Test (PPVT-1V)
WHAT IT MEASURES: Language outcomes

![Bar chart showing pre- and post-test vocabulary scores with an average midpoint of 100. The post-test scores are higher than the pre-test scores.]

- Pre-test scores range from 80 to 90
- Post-test scores range from 90 to 120

- Average midpoint = 100
- Statistical significance: $p < .001$
- Effect size: $d = 0.562$

$n = 117$
Students made significant gains in school readiness skills.

- **2015-2016**
  - Pre: 89
  - Post: 93
  - n=101 p<.001; d=0.53

- **2016-2017**
  - Pre: 90
  - Post: 94
  - n=111 p<.001; d=0.457

Average Midpoint = 100
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.

- School Readiness: 91 vs. 98
- Social-Emotional: 92 vs. 105
- Vocabulary: 85 vs. 100

National Average = 100

No Parent University n=99
Parent University n=24
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?