Austin Two-Generation Pilot Project Evaluation

Prepared for the United Way of Greater Austin

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ABSTRACT

The project evaluated in this report, the Austin Two-Generation Pilot Project, provided English as a Second Language classes three mornings a week in the spring semester 2015 for adults with children enrolled in two different Austin Independent School District sites: Uphaus Early Childhood Center and Linder Elementary school. The project was designed to gain an understanding of the implementation process and participant experience of a two-generation project in Austin, TX to inform future two-generation project development in the region.

This two-generation pilot project was evaluated using the following means: a review of student goal setting forms, an interview with the ESL teacher, student surveys and focus group transcripts, a classroom observation, student attendance related to a pre- and post-test of student English literacy skills, and a comparison of the spring semester school attendance of the Uphaus children whose parents participated in the project, to the larger group of Uphaus students.

Participants indicated that their primary reason for participating in the program was to help their children with homework and to learn to use a computer for work and finding a job. Parents identified that quality child care services for their younger children were essential to their participation in the program. Parents reported increasing the amount of time they spend reading to their children, listening and talking to their children each day after school, reading the school newsletter, talking with their child's teacher and attending parent events. The majority of participants experienced improvements in listening (77%), pronunciation (61%), speaking (61%), and writing (77%) as a result of their participation in the class.

BACKGROUND

For almost a decade, United Way of Greater Austin (UWATX) Success By 6 (SB6) program has invested in creating a landscape of high-quality care for young children in the Austin, Texas area. In 2012, UWATX led community organizations in the development of a School Readiness Action Plan for Austin, an ambitious three-year plan to increase the percent of children who enter kindergarten school ready. One primary goal in the plan is to expand Austin's two-generation programming. The goal of a two-generation strategy is to break the inter-generational cycle of poverty, moving families toward economic security and stability through education, workforce training, and related support services. Ascend, a policy program of the Aspen Institute, presents a simple working definition for two-generation approaches: Two-generation approaches simultaneously focus on creating opportunities for and addressing needs of both vulnerable parents and children together.

The project evaluated in this report, the Austin Two-Generation Pilot Project, provided English as a Second Language (ESL) classes three mornings a week in the spring semester 2015 for adults with children enrolled in two different Austin Independent School District (AISD) sites: Anita Uphaus Early Childhood Center (Uphaus), a Head Start collaboration site, serving pre-k and kindergarten students and Dorothy A. Linder Elementary School (Linder) serving first- through fifth-grade students.

The project was designed to gain an understanding of the implementation process and participant experiences of a two-generation project in Austin, Texas. This report includes descriptions of the process for selecting a target community and amending the project to meet the expressed need of the target community, the partners involved in the project, and the process for recruiting the adult student participants. This two-generation pilot project was evaluated using the following means: a review of student goal setting forms, an interview with the ESL teacher, student surveys and focus group transcripts, a classroom observation, student attendance related to a pre- and post-test of student English literacy skills, and a comparison of the spring semester school attendance of the Uphaus children whose parents participated in the project, to the larger group of Uphaus students.

INTRODUCTION

In the United States, parents' educational attainment is a strong predictor of children's educational and economic outcomes (Hertz, 2006). Hernandez & Napierala (2014) found that children whose mothers had not completed high school were significantly more likely to live in poverty and they were significantly less likely to perform at grade level in reading or mathematics, to be enrolled in preschool education, or to graduate from high school on time, as compared to children whose mothers had a bachelor's degree.

Past research has often treated mother's education as a fixed character even though many mothers continue their education after the birth of their children. Isaacs and Magnuson

(2011) demonstrated that maternal education level is a strong predictor of children's achievement, while household income demonstrates modest links to measures of children's achievement. The children of more highly educated mothers perform significantly better than children whose mothers have not completed high school. Recent studies have demonstrated that increases in mothers' education are linked to young children's expressive and receptive language skills, but only among mothers with initially low levels of education (Magnuson, K. A., Sexton, H. R., Davis-Kean, P. E., and Huston, A. C., 2009).

While research has repeatedly identified that parents are a significant source of influence in the lives of their children early indications from emerging two-generation approaches highlight the importance of *mutual motivation*: When both parents and children have access to opportunities children can serve as a motivating factor for adults, particularly mothers (Sommer, T. E. et al., 2012). Quality early childhood programs may be a platform for mothers to experience motivation toward their own educational attainment.

TWO-GENERATION PILOT PROJECT

The Austin two-generation pilot project selected the Dove Springs community in Southeast Austin as the geographic area of focus. According to the 2012-2015 SB6 School Readiness Action Plan, Dove Springs contains a high percentage of economically needy households. Sixty-three percent of the households have a combined income of under $50,000/year. Over sixty percent of the residents report speaking Spanish at home and identify themselves as speaking English "less than very well." Thirty-seven percent of the adults in Dove Springs never received a high school degree: a rate three times greater than the average in the city of Austin.

PROJECT DESIGN

The original project design proposed to recruit 20 families with children enrolled at Uphaus to participate in adult education classes. It soon became apparent that a larger population of families needed to be included within the recruitment area. UWATX decided to collaborate with the staff at two AISD campuses to recruit families for the project: Uphaus and Linder. With an initial understanding of community need, UWATX worked with Workforce Solutions Capital Area (WFS) and Austin Community College (ACC) to identify the most appropriate courses to offer. Available funding streams, eligibility requirements, basic skills requirements, job opportunities in the area, and parent interests were all considered. Courses offered through Rapid Employment Model funding were chosen due to the robust incentives and wrap around services and the variety of classes available.

The recruitment process involved presentations at parent coffees, tabling at school events, flyers (Appendix A) and school facebook posts. Interested parents received additional information about the program and completed a brief survey indicating, of the available

classes, which they were most interested in attending (Appendix A). Included in the list of possible options for classes was ESL, GED, nurse's aide, office assistant, child care worker, HVAC mechanic, electrician's helper, plumber's helper, security guard and computer skills. These outreach and screening efforts quickly showed that English skills were the biggest need facing the community. Those who were qualified and eligible for job training had a diverse range of career interests and varying levels of basic skills making cohort development difficult. Given the commitment to a two-generation, cohort approach, this meant an English as a Second Language (ESL) class would not only address the community's greatest need but also maintain the original intent of the project. In response, UWATX was able to partner with the school district's Adult Education program to offer an ESL class at a Linder elementary school.

The ESL class, funded by WFS Capital Area, was offered at the Linder campus. Linder also provided space for other adult education activities, such as Financial Coaching and child care while parents attended ESL classes. The class was offered in the spring semester, 2015, three days a week, Tuesday, Wednesday and Thursday, 8:30-10:30. Child care was provided on a limited basis for families with younger children.

PARTNERS

The partners involved in this two-generation community effort include:

- **Workforce Solutions Capital Area (WFS Capital Area),** the leadership and governing body for the Travis County workforce system, is responsible for the planning, oversight, and evaluation of workforce development activities in the Austin/Travis County area. WFS Capital Area provides funding for the AISD Adult Education and Literacy programs.

- **Anita Uphaus Early Childhood Center (Uphaus)** serves pre-k and kindergarten students. The Early Childhood Department at Austin Independent School District (AISD) collaborates with the Austin Head Start provider, Child Inc., to provide dual enrollment for families who qualify for both Head Start and pre-k at the Uphaus site. The 2013-2014 Texas Education Agency (TEA) Uphaus School Report Card documents that of the 299 students enrolled, ninety-four percent were identified as economically disadvantaged, meaning the students are eligible for free or reduced lunch. Over eighty-five percent of the students in attendance were Hispanic and fifty-six percent were English Language Learners (ELL). The Uphaus Campus Action Plan for 2014-2015 specifies that the campus will increase parent awareness and engagement by providing parent trainings that focus on literacy learning within the home to support literacy learning in the school.

- **Dorothy A. Linder Elementary School (Linder)** serves Grades 1 through 5. Children who attend Uphaus for pre-k and kindergarten enter first-grade at Linder. The 2013-2014 Texas Education Agency (TEA) Linder School Report Card documents that of the 491 students enrolled, ninety-six percent were identified as

economically disadvantaged. Over eighty-six percent of the students in attendance were Hispanic and fifty-three percent were English Language Learners (ELL). The Linder Campus Action Plan for 2014-2015 identifies the offering of ESL classes as a specific improvement strategy.

- **The Austin Project (TAP)**, a 501 (c)(3) non-profit organization, identifies needs and gaps in services and incubates new initiatives to help local organizations and agencies build their capacity to strengthen families, improve education, and promote early literacy. TAP provided early childhood services for younger siblings of the Uphaus and Linder students. Three child care providers offered child care slots for 12 children older than three months in a room adjacent to the ESL classroom on the Linder campus. Child care workers had criminal background checks, were bilingual (English/Spanish) and had experience working with young children. The workers provided care intended to engage the children, meet their physical needs and keep them safe. Parents provided diapers and snacks.

This two-generation pilot project was evaluated using the following means: review of student goal setting forms, interview with ESL teacher, student survey, student focus group, class observation, student attendance related to a pre- and post-test of literacy skills and a comparison of the spring semester school attendance of the Uphaus children whose parents participated in the project, to the larger group of Uphaus students.

Figure 1 presents a timeline of the ESL class activities. Although 55 individuals were recruited to participate in the project, only 22 enrolled and attended the first few weeks of school. Seventeen of the original 22 students who entered the program on January 13th completed the course. Efforts to contact the five students who stepped-out of the class resulted in only one response.[1] The student who responded informed the project that she experienced scheduling conflicts with her work and is now attending an afternoon ESL class. Contact information for three students was no longer accessible and one student refused to speak with the interviewer.

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[1] Adult students who dropout are often actually "stepping-out" – that is interrupting their studies but planning to return (Frank and Gaye 1997) – or attending other programs (Hoffmand and Elias 1999).

Figure 1. ESL Class Timeline

Sept. 2014:
Recruitment
At Linder and
Uphaus
N=55

Jan. 13-20:
Pre-testing of
students
continue
during class
times

April 7:
Survey
N=13

April 29:
Class
Observation
N=9

Jan. 13, 2015:
First day of
class (pre-
testing and
goal setting)
N=22

March 11:
Teacher
interview

April 8:
Focus
group
N=10

May 26:
Last class
(all post-
testing
N=17
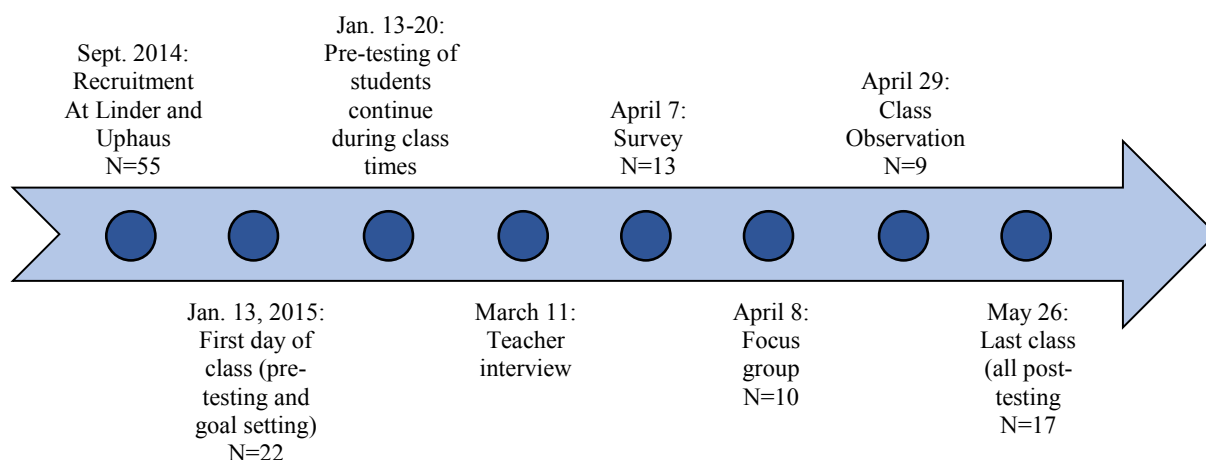
The next section of this report is organized to present each area of data collection, describing the tools used, the process of implementation, and outcomes. The final section of this report presents a summary of findings, and it identifies the lessons learned during the course of the implementation and evaluation of this two-generation model.

RESEARCH TOOLS, METHODS AND DATA

STUDENT GOAL SETTING

The goal setting exercise took place the first day of class. A standardized goal setting form (written in English) developed by Austin Community College (see Appendix B) was used to guide a group goal setting exercise led by the instructor. During the instructor interview, presented in greater detail later in this report, the instructor explained that due to the very basic English literacy level of the group, the specific goal sheet was used as an "aside" tool to guide the exercise. The instructor further explained the process: "We all brainstorm (and I write) on the board all the possible answers and relate it to children, relate it to work, relate it to family, relate it to shopping and talk about it and just try to elicit as many things as possible. And then they write those down (on the goal form)." The goal setting form asked eight questions using a variety of response modalities from short open-ended responses to lists of options for respondents to check. Lists were presented in different formats: some vertical and others horizontal.

Table 1 presents the categories of responses to the question: "What is most important to learn?" Students were asked to rate each item: very important, important, or not important. The majority of the students, 15 out of the 16 students participating in the goal setting exercise, identified, "Helping their children with homework," as a very important goal. English for using a computer for work, to find a job, and for financial reasons had high response rates. Learning English grammar and being able to read stories or a book were also noted. English for emails was most frequently rated as not important.

Table 1. What English is Most Important to Learn?

Category	Very Important		Important	Not Important	N
	Number	Percent			
Helping children with homework	15	94%	1	0	16
Using computers for work	13	93%	1	0	14
Finding a job	11	92%	1	0	12
Money and shopping	11	85%	2	0	13
Passing the citizenship test	11	85%	1	1	13
Using computers for school	11	85%	2	0	13
English grammar	13	81%	3	0	16
Performing well at work	10	77%	3	0	13
Reading stories or books	12	75%	4	0	16
US history and government	9	75%	3	0	12
Using computers for English practice	9	69%	4	0	13
Personal health	9	64%	4	1	14
Going to college	9	64%	3	2	14
Your home	8	57%	4	2	14
Community and volunteering	8	57%	4	2	14
Email	6	50%	3	3	12

The exercise included questions regarding students' current job status and future goals for education and employment. The majority of the students (10) indicated that they were currently unemployed or worked as a housewife, only four identified themselves as employed as a cook, stylist, cleaner, and class room monitor. Further, only three of the ten unemployed indicated they were looking for work. The two most commonly cited "dream jobs" for students were teacher and nurse. The number one future goal of the class was to take more ESL classes followed by receiving a GED and then by obtaining citizenship and changing jobs. One student responded that she wanted to learn English to, "help her children with fights."

Although the total number of respondents was 16, few items were answered by the entire group. The response categories presented in Table 1 ask students to rate each item as very important, important or not important. Only three of the 16 items were rated by all respondents. This trend, seen throughout the goal setting form, raises questions regarding the process of goal setting for this group of English language learners: would the results have been more meaningful if the goal setting form had been presented in Spanish, can the form be reformatted so that the response categories are more visually consistent and include instructions to guide responses? For example the question: "What is the most difficult to learn in English?" received the following responses: listening (8), speaking (11), reading (7) and writing (9), for a total of 25 responses from 16 respondents, yet the question intended for the respondent to select only one response. Further review of individual student responses to this question reveals that some students did select only one response to the question, while others selected two, three or four responses.

The interview with the instructor of the ESL class took place on March 11th, prior to the survey, focus group, and class observation. In preparation for the interview the AISD Community Education Coordinator, the supervisor of the ESL instructor, reviewed the interview tool. The coordinator supported the intent and content of the interview tool. Prior to the interview the instructor was provided with information regarding the interview process, confidentiality and the general topics to be discussed during the interview process.

Two researchers met the instructor at Linder Elementary following the ESL class. The interview began with questions regarding the teachers experience, lesson planning techniques, goal-setting exercises, lesson structure and instructional activities, and ended with specific questions regarding how the instructor focused on English for work, for parenting, for finances, and similar topics related to the two-generational model (Appendix C).

The instructor reported that the class is structured using the Ventures text book, a standards-based ESL series for adult education. She stated that throughout the semester she creates lesson plans that incorporate students' goals and interests, topics not specifically included in the text book.

From the interview, it can be gathered that the instructor, who has 16 years' experience teaching ESL, typically plans lessons in a similar manner for all of her classes. She pulls lessons in sequence from the textbook. Each class will begin with introducing the topic, followed by oral practice exercises in small groups or pairs, then simple reading and/or writing practice. The topics for class exercises are primarily informed from the textbook. The instructor occasionally creates a lesson based on students' goals and interests that they bring up in class. In response to a question about how she plans her lessons and whether lessons are informed more by the textbook or by the class, she responded:

> . . . mostly it's [a lesson] from the book and also from the students, 'Teacher, how do you say this? Teacher, what is this?' And also from the Internet . . . sometimes I just want to present . . . a list. There's a lot of things I want to present as a vocabulary list . . . a topic that they want to know. They like that, for example . . . [I will present] a list of household products, so if their job is cleaning, I will do something like that. . . . I need to study more, to give more lessons about helping their children with homework and teach school vocabulary . . . it's an interesting challenge to see what they need for helping their children with their homework.

Although this class was structured in a manner typical to many other ESL classes, the instructor did introduce a few lesson topics related to students' goals, such as using English to help their children in school or for their specific work environment.

The instructor further described lessons relevant to the goals students' set for themselves in the beginning of class, including lessons to teach communicating with children's teachers and lessons that help parents communicate with their children about school:

> Usually in the beginning [English] level, the only thing we have [related to school] is a note-writing exercise, writing notes to the teacher, to school, 'my son is sick, can you excuse him,' and also about picking up and dropping off, those vocabulary words . . . pretend they're with their child and ask: 'where is my binder? where is your binder? Where is your assignments?' . . . stuff like that, 'backpack' and specific words . . .

Activities related to reading and reading to children included:

> I bring in children's books and have them look through the children's books, look at the pictures. I try to have them emphasize the pictures because usually they're such low-level [readers] they get caught up in trying to decipher the words and it's (sic) doesn't go very smoothly, but I try to get simple enough books that they can at least get the gist, and have them practice, read to each other and well, describe the pictures to each other, really. And talk about, in that context, talk about reading to their children.

Activities related to using English at the workplace or to find a job:

> Yes, they see [getting a job] as a goal . . . I bring in an application and they have to look at the application and [work on an exercise on] how to fill it out . . . Sometimes we look at job listings. . . . how to look at Craig's List and different ways, places to look for a job . . . [learn] about times and schedules and paychecks . . .we have a lot of cleaning people, so [for example] 'what do you want me to do' . . . practice dialog about what they might hear as far as what to clean . . . [lesson regarding the use of] 'should and must and have to,' and these types of grammar [regarding] obligation, 'you have to do this; you must do this.'

Throughout the interview, the instructor identified that, while working through the sequential exercises in the Ventures text book to provide the English language foundation needed for this group of students, she incorporates into lessons specific vocabulary relevant to the students' lives and future goals. There appears to be an opportunity for the adult education profession to create instructional guides or supplements for two-generation model projects.

The ESL instructor assisted with informing and encouraging students to participate in both the survey and focus group. The week before the survey and focus group, the instructor received a flyer to share with students identifying the date and time of the two exercises: following class for an hour and a half on April 7th and 8th (the twelfth week of class). The flyer informed students that breakfast would be served, child care provided and each student who participated in both the survey and the focus group would receive a $25 gift card for a local grocery store.

The survey consisted of five sections of questions related to: Linder child care, Uphaus Early Childhood Center, Linder Elementary School, ESL class, and financial coaching services. The survey questions, originally written in English, were translated into Spanish by a professional with experience providing English-Spanish translation services. Thirteen students completed the survey, although not everyone completed all sections: only those students who had children in the respective child care and AISD school locations completed those sections. For example, eight students had children enrolled at Uphaus; of these eight students, five also had children in attendance at the Linder child care, while four of the eight had children enrolled at Linder, and two of the nine had children attending all three programs. Out of the three sections relevant to the services and enrollment of children, each student could respond to one, two or three sections of the survey. The ESL portion of the survey, to which all students responded, offered students an opportunity to evaluate the degree to which the class was assisting them to meet their goals, as well as questions relevant to students' career, educational, and other personal goals. The financial coaching section was completed by only those participants who accessed the financial coaching available at Linder. UWATX provided a bilingual enumerator to read and clarify questions related to the Release of Confidential Information (Appendix D), read the survey instructions and survey questions (Appendix E), as well as provided clarification for students throughout the process. The ESL instructor was not present during the administration of the survey.

- **Linder Child Care**

  Eight out of the 13 respondents completed this section of the survey. The majority of respondents rated the quality of the on-site child care favorably: at least seventy-five percent indicated the staff made their child feel comfortable and accepted, and had a positive attitude toward their child and family. These same parents reported that their child received a warm welcome into the program, teachers talk with parents daily about their child, and the classroom is clean, orderly, organized and inviting (Table 2).

Table 2. Linder Child Care Services Evaluation
N=8

	Yes		No	
	Response	**Percent**	**Response**	**Percent**
1. Did the childcare staff help your child feel comfortable and accepted when entering the program?	6	75%	2	25%
2. Did the childcare staff help you and your child make a smooth transition into the classroom?	6	75%	2	25%
3. Did your child receive a warm welcome into the program?*	7	88%	0	0%
4. Do you feel the staff have a positive attitude toward your child and family?*	7	75%	0	0%
5. Do the staff warmly greet you and your child each day upon arrival and departure?*	7	88%	0	0%
6. Do the teachers talk with you each day about your child?	6	75%	2	25%
7. Is your child's classroom organized and inviting?	8	100%	0	0%
8. Are there lots of engaging materials for the children?	7	88%	1	13%
9. Is the classroom clean and orderly?	8	100%	0	0%
10. Is the classroom inviting, warm, and engaging?	7	88%	1	0%
11. Are you happy with the quality of the Linder childcare?	6	75%	2	25%

Note: *one response missing

- **Uphaus Early Childhood Center and Linder Elementary School**

  Eight out of 13 respondents completed the Uphaus section and five completed the Linder section of the survey. Of the five students with children enrolled at Linder, four also had children enrolled at Uphaus. This section of the survey attempts to measure if students perceive a change in their participation in selected activities related to their child's education since their enrollment in this ESL class.

  The survey items begin with the question: Has the amount of time you spend doing Uphaus/Linder school and student activities remained the same as before you attended the ESL class, or has the amount of time you spend doing these activities changed? Three response options were presented: less often, the same and more often.

  Table 3 presents responses from Uphaus parents on seven measures related to their participation in their Uphaus child's education. The majority of respondents indicated an increase in: reading to their student at home since attending the ESL classes (63%), listening and talking with their child each day about his or her day at school (63%), reading the materials sent home in their child's backpack (75%), and talking with their Uphaus student's teacher (88%). Half of the parents increased their participation in parent events at Uphaus while only twenty-five percent increased their use of the online AISD Parent Cloud to look at their student's attendance and

grades. Seventy-five percent indicated they use the *AISD Parent Cloud* resource less often or never.

Table 4 presents responses from Linder parents on six measures related to their participation in their Linder child's education. All students reported an increase in their participation in four of the six measures: listening and talking with their child each day about his or her school day, reading the Linder parent newsletter, talking with their child's teacher and attending parent events. The majority (60%) indicated they read to their Linder student at home more often. However, the majority (80%) indicated that they use the online *AISD Parent Connection* to look at their Linder child's attendance and grades less often or never.

Table 3. Uphaus Early Childhood Education Center
N=8

	Less Often		The Same		More Often	
	Response	Percent	Response	Percent	Response	Percent
1. I read to my Uphaus student at home.	2	25.0%	1	12.5%	5	62.5%
2. Listen and talk with my child each day about his or her school day.	0	0%	3	37.5%	5	62.5%
3. I read materials in my child's P.A.N.D.A. Binder.	0	0%	2	25.0%	6	75.0%
4. I read the Uphaus Parent Newsletter.	0	0%	3	37.5%	5	62.5%
5. I talk to my Uphaus student's teacher.	0	0%	1	12.5%	7	87.5%
6. I attend Uphaus parent events.	2	25.0%	2	25.0%	4	50.0%
7. I use the A.I.S.D. Parent Cloud to look at my Uphaus child's attendance and grades.*	3	37.5%	0	0%	2	25.0%

* Two parents responded with the word "nunca" meaning "never."

Table 4. Linder Elementary School
N=6

	Less Often		The Same		More Often	
	Response	Percent	Response	Percent	Response	Percent
1. I read to my Linder student at home.	2	40%	0	0%	4	60%
2. Listen and talk with my child each day about his or her school day.	0	0%	0	0%	6	100%
3. I read the Linder Parent Newsletter.	0	0%	0	0%	6	100%
4. I talk to my Linder student's teacher.	0	0%	0	0%	6	100%
5. I attend Linder parent events.	0	0%	0	0%	6	100%
6. I use the A.I.S.D. Parent Connection to look at my Linder child's attendance and grades.*	3	60%	0	0%	1	20%

* Two parents responded with the word "nunca" meaning "never."

Figure 2 presents a comparison of responses for students with children enrolled at both Uphaus and Linder and students with children enrolled only at Uphaus. Although the number of participants is too small to make any generalizations to the larger groups of ESL students with children in pre-k and elementary schools, it's interesting to note that for this small group of parents with children enrolled at both Linder and Uphaus, the amount of time reported as spent doing Linder and Uphaus school and student activities relevant to their child's education has increased during their participation in the ESL class.

Figure 2. Comparison of Selected Parent Involvement Measures for Uphaus and Linder Parents to Uphaus only Parents
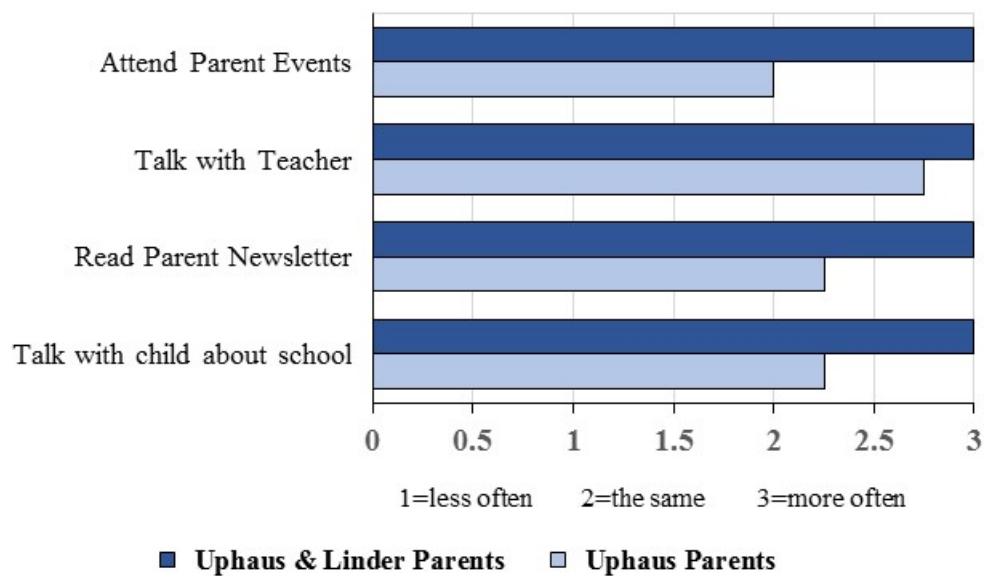
- **ESL Class**

  All 13 respondents completed this section. For the majority of respondents this was their first formal English course. Table 5 presents responses to three selected survey questions:

  ❑ How did you learn English before attending this ESL class?

  ❑ What is the one main reason you are taking this ESL class? and,

  ❑ How much did this ESL class help you toward your one main reason for taking this class?

  Thirty-seven percent report they have studied English in a previous course and thirty-one percent report that they have learned most of their previous English skills from their children. Students report speaking English with their children's teachers as the

number one goal (41%) from the list of responses the survey provided. "To get a job or get a better job," is ranked second (28%) followed by "To communicate better with people in every day interactions," and "To go to job training school." No one indicated a desire to communicate better with coworkers or a boss. The students were split between identifying the class as helping them a little bit (46%) and a great deal (46%) toward their one main reason for taking the class.

Table 5. Selected ESL Student Survey Responses
N=13

How did you learn English before attending this ESL class? (You may choose more than one answer)	
Response	**Percent**
My children	31.3%
Other family and/or friends	12.5%
Other ESL class	37.3%
Watching television	12.5%
Other: "Through my husband and children"	6.3%
What is the one main reason you are taking this ESL class?*	
Response	**Percent**
To get a job or better job than the one I have now.	27.8%
To communicate better with my children's teachers or caregivers.	40.9%
To communicate better with my coworkers or boss.	0
To communicate better with people I interact with every day.	18.2%
To communicate better so I can go to a job training school.	9.1%
Other reason, if so please explain: "Communicate with my children in the future"	4.5%
How much did this ESL class help you toward your one main reason for taking this class?	
Response	**Percent**
Not at all	0
A little bit	46.2%
Somewhat	7.8%
A great deal	46.2%

Note: *Students selected more than one response to this question.

The majority of students indicated improvement in listening (77%), pronunciation (61%), speaking (61%), and writing (77%) as a result of their participation in the class. Fewer than fifteen percent stated they have not improved in these key four areas since enrolling. All students agreed that the lessons were helpful and interesting, and all students reported that they plan to continue studying English.

The question, "Do you speak English more often after taking this ESL class in the following areas: (a) with my children, (b) with other family and friends, (c) at Uphaus school and (d) other public places," offered the following response categories for each item: less often, the same and more often. Over half of the students did not respond to the majority of this question, indicating difficulty with either the question itself, the formatting or the instructions presented. The results of the question are not useful for descriptive purposes.

In addition, formatting issues may have contributed to confusion regarding the final open-ended question of the ESL class section of the survey. In sequence students were asked:

13.   Is this ESL class your first time attending an ESL class?

    Yes (9)   No (4)

    If yes, please answer the next questions:

14.   Did you complete that ESL class?

    Yes (9)*   No (1)   No Response (3)

    *students hand wrote in the date May 14, 2015, the anticipated last class day for this current ESL class.

    If yes, please answer the next question.

15.   What helped you achieve your goal of completing that ESL class?

All 13 students provided brief written responses to question 15 ranging from: simple sentences, "Para aprender ingles," meaning, "To learn English," to "Mis hijos ver el entusiasmo por aprender y comprender el idioma," meaning, "My children see the enthusiasm to learn and understand the language." Interesting that the written responses, although they do not answer the specific question, provide insight into the diverse level of Spanish literacy within the group of students. Some students used phonetic spelling of Spanish words in brief sentences, other students responded with compounded sentences and proper use of the Spanish language.

- **Financial Coaching Services**

Many social service programs across the country are working with families to address both current financial security and to influence the financial behaviors of future generations. This encouraging trend has been at the heart of the growth of both asset-building and two-generation programs (Levere, A., et al., 2015).

Financial coaching at the Linder elementary campus was coordinated by UWATX. ESL students were eligible to schedule appointments with the coach following the ESL class in the same space the ESL class was held. Financial coaching and counseling sessions provided information on how to create and use budgets, manage checking accounts, access credit scores, repair credit, pay off debt, and save.

Ten students completed the questions relevant to their experience working with the financial coach. Responses to the first open-ended question: "What was your main financial goal entering the program?" clustered into three areas: 1) to learn about, manage, and organize their accounts, and budget money, 2) to save money and, 3) to improve or manage credit. One student stated a specific goal, "To save money for a house."

Ninety percent of the students who attended a financial coaching session identified that the coaching helped them toward their one main reason for taking the class, and eighty percent of the students rated their experience, on a scale of 1 to 5, with 1 being low and 5 being high, as a 4 or 5. Ninety percent stated they are interested in participating in future financial coaching services.

Responses to the final open-ended question: "Is there anything you wish your coach would have done differently?" included comments describing the coach as helpful and good at explaining things. Students also commented on the convenience of being able to meet the coach following the ESL class in the ESL classroom. One student did comment that she would have appreciated the coach being focused on her primary goal of buying a house.

STUDENT FOCUS GROUP

The focus group took place on Wednesday, April 8th approximately 12 weeks into the course and the day following the survey. Ten students participated. A bilingual 211 hotline assistant at United Way acted as enumerator and facilitated the focus group. Prior to the focus group activity, the enumerator received a copy of the focus group questions (Appendix F) and provided the translation of the questions. The group had time to respond to six of the eight questions. Questions were designed to gain a deeper understanding of any issues revealed in the survey responses, to prompt discussion regarding the two-generation impact of the program on their lives, and to obtain ideas for improvements to ESL programing and additional insight into student future goals for education and employment. The first two questions were designed to begin the conversation and create an atmosphere for all students to participate. The focus group was recorded by two voice recorders and transcribed by a professional transcriptionist/translator. The instructor was not present: the bilingual enumerator and two researchers were the only administrators present. The following questions were presented to the group and functioned as a guide for the conversation:

- ❏ What did your children say when you told them you were going to school to learn English?

- ❏ What do other people think about you going to school to learn English?

- ❏ What do you and your children need in order to be happy with the day care while you are in class? and What else is important in the quality of care of your children? For instance, having them close by.

- ❏ We know people learn English for different reasons, but we will talk about two. First, to be able to talk to your children, as well as the people who look after them, and second, to secure a better paying job or to learn a trade. In your opinion, what would be the ideal class?

- ❏ How has this experience helped you meet your goals of learning English?

- ❏ Would you like computer classes as well?

The focus group revealed information relevant to the respondent households and the level of support and assistance they receive from family members. One of the students stated that her family speaks only Spanish, "there is no English speaker in my house," while another student stated that she is the only one in the family who doesn't speak English. Some students expressed they felt on an equal footing with their children in terms of English linguistic ability: ". . . for those of us who have kids in pre-k, I sometimes feel that we are learning on the same level, and are learning at the same time." Another parent stated: "My son is in pre-k and he is learning English. . . . He asks me what I learned in school, so I tell him what I learned, and he tells me what he learned in school. We share what we learned with each other."

Students all agreed that child care was the essential ingredient for their success: ". . . if it were not for the child care, we would not be able to come to class." Another student reflected on her efforts to participate in an ESL class that did not offer this support: "I use to go to different classes that did not offer child care, so my son had to stay with me. When he would start crying I would have to get up and walk outside with him."

Having child care physically nearby was also reported as having a positive impact upon their studies: "That [child care] is very important because I am able to concentrate better knowing that they are close by." Having the option of checking on their children during class was also identified as an important aspect of the child care support.

In general students were satisfied with the quality of care their children received, yet some students expressed a desire for more educational activities for their young children: "They do take good care of the children, but I have noticed from previous experience that they need to engage them in some learning exercises. I am aware the ladies are not teachers, but it would be a good idea to . . . teach them as well." Another student stated: "They take good care of them . . . but I would like it if they would teach them the different colors, or what things are."

Throughout the focus group various comments shed light on the struggle some students' experience, as well as the strength of their sense of connectedness to others, as they continue on in their goal to learn English. The following three quotations illustrate some students' experiences of connection with the class and their families through the process of learning English:

> Well I am excited to be learning English because I know I am bettering myself. My husband speaks English, and my children are learning it too, in school, and they get excited when they get homework because I am able to help them with it. I have one child in pre-k, and when I go pick her up she asks me, 'Mommy, how did it go in school? What did you learn today?' Or she begins to ask me how certain things are said. And she will tell me, 'Mommy, you got it right' or 'Mommy, you are trying.' And she is only five years old.

> Everybody [in this class] has the same goal for learning English, so it makes me feel more at ease when I talk to others, especially other Hispanics who know proper English. I have a hard time verbally expressing myself, but I can see how much effort others put into their learning, so it makes me want to put the same effort.

> I am able to help my son with his math homework. And if there is a word that he does not understand, but I know that the teacher has used that word before, I can reference my notes, and help my son to better understand the lessons.

In responses to the question: ". . . what would be the ideal class?" students shared several ideas. Some suggested having all day classes or aligning class hours to match the children's school schedule so they could come to class directly after dropping off their children at school. Others suggested having materials that they could take home to practice, like pronunciation and conversational CDs. Other students expressed interest in having take-home lessons available for students who miss a class so students can catch-up with the group while at home.

Students also indicated that having computers in the classroom and having some lessons on learning how to use the computer, especially in order to learn English, would help with things like searching for a job, checking their school-aged children's grades online, and applying for jobs online.

CLASS OBSERVATION

The class observation tool focused on the lesson for that particular day, instructional activities, teaching approaches (i.e., modelling, lecturing, and student interest-driven

activities), the student reactions, the materials used, and the amount of native language spoken during the class.

The observation took place on April 29th. The researchers sat at the back of the room and remained passive and unengaged during the observation period. Approximately an hour and a half of the two-hour class was observed. The class began promptly at 8:30, with five students present, four additional students entered within the following half-hour for a total of nine students in attendance by 9:00. Late arriving students entered the classroom with no disruption to the lesson. The lesson was not interrupted with greetings and the instructor waited until the class was working in small groups to provide the late student with any information they needed to smoothly join the activity the class was involved in at that moment.

The lesson focus was vocabulary related to ability, mostly in order to apply for or talk about a job. For example, the phrases "I can…"/"I can't" [cut hair, type, cook, etc.] and "I am"/"I was" [a housewife, a cook, a stylist, etc.] and also use of pronouns "she can"/"she can't" were emphasized in oral conversation.

Throughout the lesson, the instructor used a variety of activities such as group work, pair work (pairs were swapped later on to give more practice with a new partner), use of flashcards, round-robin where students share something one by one, and a review of the previous lesson's material. New vocabulary introduced for an exercise was culturally relevant for this specific group of students, and was written on the white board. Sometimes, the teacher pantomimed the action that describes the word, and this practice seemed to engage students more than other practices. The teacher pronounced the new word several times, followed by inviting everyone in the class to repeat the new vocabulary word several times with her. Lessons were briefly introduced and the instructor walked around the room providing additional clarification as needed. Students, in general, responded to this in a cooperative and engaged manner. Some students were hesitant to participate in an exercise requiring them to speak English in front of the whole class. These students received patience from the class and the instructor while they took time to respond and present their part of the exercise. During the pair work, Spanish conversation seemed to be kept to a minimum and students appeared focused on practicing English. The instructor used limited Spanish, only to clarify a grammatical or otherwise confusing point. Speaking, listening, reading, and writing practice were all observed in the hour and a half.

The general classroom atmosphere was positive and students were engaged in activities throughout the hour and a half.

BEST PLUS AND BEST LITERACY TEST PRE AND POST

AISD staff trained to administer the BEST assessments conducted the testing of students using two different instruments: the BEST Plus, an individually administered, face-to-face

oral interview designed to assess English language listening and speaking proficiency, and the BEST Literacy, a measurement of student's reading and writing ability in English. Both tests are nationally recognized tests used to measure English language fluency.

Pre-testing of students took place on January 13th and 14th for the majority of students and continued the following week on January 20th for some. Post-testing took place May 6th for the majority but continued weekly until May 20th. Out of the 18 students who remained active (active students have 12 hours of instruction or more), 16 were both pre- and post-tested using the BEST Plus; only four students took the BEST Literacy post-test. The average attendance of classroom hours for the group of 18 active students was 55.8 hours.

Both assessments are aligned to the National Reporting System (NRS), the outcome-based reporting system for the State-administered, and federally funded adult education program. Table 6 provides the levels of proficiency for the BEST Plus and Best Literacy raw scores and how these scores relate to the student performance NRS levels.

Table 6. Best Plus and Best Literacy Scores and Corresponding NRS Level

Measure	BEST Plus English Comprehension Score	Student Performance NRS Level	BEST Literacy Reading and Writing Score
Beginner	88-400	1-1.9	0-20
Low Beginning ESL	401-417	2-2.9	21-52
High Beginning ESL	418-438	3-3.9	53-63
Low Intermediate ESL	439-472	4-4.9	64-67
High Intermediate	473-506	5-5.9	68-75
Advanced	507-540	6-6.9	76-78

- **BEST Plus**

  For all students involved in the two-generation pilot, the average BEST Plus pre-test baseline score was 329.61 or an NRA level of 1.83. Identifying the mean ability of students as Beginning ESL. The average post-test score was 417.38 or an NRA level of 2.69. Both of these scores place the mean ability of students as Low Beginning. This indicates an increase of approximately one level for the entire class.

  Figure 3 presents the difference between individual student NRS pre- and post-test levels by hours of class instruction. Three students were reported to have a lower oral literacy ability by the post-test. This curious result may be a function of challenges in the administration of the assessment. Due to staffing issues, a different administrator conducted the post-tests. Even though the BEST Plus test is computer based and adaptive, it still requires a human tester to administer it and grade the student's answer based on listening comprehension, language proficiency, and speaking fluency. Different people can grade the same answer differently. This could be a

reason why some students scored higher on the pre-test than the post-test. Therefore, it is possible that student scores are not an accurate reflection of pre-test nor post-test ability.

Figure 3. NRS Pre- and Post-Test Score Changes by Hours of Class Attendance
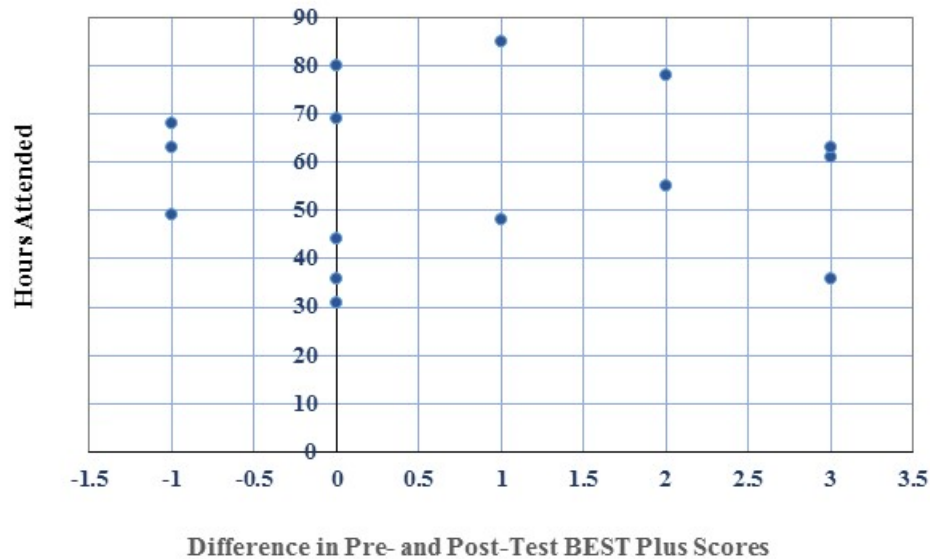
- **BEST Literacy**

    Seventeen students took the BEST Literacy pre-test. However, only four students took the post test. The average baseline line score of the pre-test was 34 and the average NRS Literacy Level was 1.94. This indicates that on average the class level was Low Beginner for reading and writing. Of the four post-tested students, the average baseline score was 54 and the average NRS Literacy Level was 2.75. By the end of the class, the average level for these four students was High Beginning. Three out of the four post- tested students made sizable gains on the BEST Literacy test.

UPHAUS STUDENT ATTENDANCE

Austin ISD provided data to compare the 2015 spring semester average daily attendance for all students enrolled at Uphaus to the average daily attendance of the nine Uphaus students whose parents participated in the ESL class. The 2015 spring average attendance rate for the entire Uphaus student body was ninety-two percent and the average attendance rate for the nine students whose parents participated in the ESL class was ninety-three percent. For the nine students, two had perfect attendance and one student recorded 19 absences with an average number of days absent for the group, 6.6 days.

20

CONCLUSIONS

Gaining proficiency in a new language is influenced by numerous factors, exposure to the new language, number of hours students dedicate to classroom instruction and practice, available opportunities and willingness of students to practice speaking the new language, proficiency in one's native language, and the supports available for students including quality child care and pre-k programs.

The purpose of this study was to increase our understanding of two-generation education programs. Despite the limitations of this study, it provides unique information that can be used to shape future two-generation projects in the Austin area. This section summarizes the main findings of the study and suggests strategies for strengthening future projects.

❖ Roughly two-thirds of the population of the Dove Springs neighborhood identify themselves as Spanish-only speaking. Many of these families are undocumented. Texas workforce development regulations require all certification testing to be done in English and that all participants are legally able to work in the United States. As a result, the majority of parents at Uphaus and Linder were either ineligible or lacked the English skills necessary to participate in workforce development programs.

❖ Survey construction may have been an issue influencing students understanding of the questions asked and response categories. Suggestions for survey revisions include: incorporating clearer instructions into the survey, improving formatting to indicate flow of follow-up questions and constructing response categories in a visually consistent manner. Survey administration can be improved if the administrator has an awareness of the group's native language ability. Perhaps information provided by the instructor prior to the survey administration would allow the enumerator to position herself to be available to offer additional support and clarification to students without requiring that they request the assistance.

❖ The survey and focus group results both provided insight into the students dedication to the education of their children and expressed their intention to improve their English abilities as a means to support, assistance and promote their children's education. Future ESL programs wanting to promote a stronger two-generation model could aim to systematically incorporate into each lesson vocabulary and instruction relevant to the future employment, educational and family goals of the group.

❖ The group of adult learners participating in this study exemplified a community working to improve itself and demonstrated the practice of *mutual motivation* between the adult students and their young children. The group clearly identified that two-generation services provided the support necessary for them to achieve their educational goal and expressed a desire that education begin for their children prior to pre-k participation.

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APPENDIX A.
RECRUITMENT FLYER AND SURVEY

United Way, ACC, and Workforce Solutions have partnered to offer a group of Uphaus parents a free class on the topic of their choice:

- GED
- Nurse's Aide Certification
- Office Assistant Training
- Computer Skills
- HVAC Mechanic Certification
- Electrician's Helper
- English
- Many More!

When and Where?

When: Spring 2015
Where:

- Linder Elementary
- Douglas Landing Apartment Complex

United Way, ACC, y Workforce Solutions se han asociado para ofrecerles a un grupo de padres de Uphaus una clase gratuita sobre el tema de su elección:

-GED

-Ayudante de enfermería

-Asistente de Oficina

-Informática

-Certificación Mecánica HVAC

-Ayudante de Electricista

-Clase de Inglés

-Muchos más!

Cuando y Donde?

Cuando: Primavera de 2015
Donde:

- Linder Elementary
- Apartamentos de Douglas Landing

Tell Us What Class You Would Like to Take...

United Way has partnered with your school to offer parents at the school a class specifically for them. First, we need to know what parents are interested in taking. Once enough parents take this survey we will make a decision on what class to offer. We plan to start the class next spring at Linder Elementary.

After you fill out this survey we will give you a call to go over the program in detail.

If you have any questions please call Willy Raedy at 512-382-4823

*1. Contact Information

Name:

Email Address:

Phone Number:

*2. What language(s) do you speak?

☐ English

☐ Spanish

Other (please specify)

3. What kind of job or type of class are you most interested in? Please select all the classes you would be interested in taking

☐ Nurse's Aid

☐ Office Assistant

☐ Child Care Worker

☐ HVAC Mechanic

☐ Electrician's Helper

☐ Plumber's Helper

☐ Security Guard

☐ English

☐ GED

☐ Computer Skills

Other (please specify)

*4. Would you need childcare to attend if the class was held while your child was at Uphaus?

○ Yes

○ No

A-3

Diganos que clase les gustaría tomar...

Después que terminé esta encuesta, le daremos una llamada para revisar el programa en detalle.

Usaremos esta información para saber en que los padres están más interesados en tomar para decidir cual clase se va ofrecer.

*1. Información de Contacto

Nombre:

Correo de Electrónico:

Número de Teléfono:

*2. Cuáles idiomas habla usted?

☐ Inglés

☐ Español

Otro

3. Por favor, seleccione todas las clases que estaría interesado en tomar

☐ Ayudante de enfermería

☐ Asistente de Oficina

☐ Trabajador del cuidado de los niños

☐ Certificación Mecánica HVAC

☐ Ayudante de Electricista

☐ Guardia de seguridad

☐ Clase de inglés

☐ GED

☐ Informática

Otro

*4. ¿Necesitaría cuidado de ninos para asistir si la clase ocurriere durante el día de Uphaus?

○ Si

○ No

APPENDIX B.
GOAL SETTING FORM

AUSTIN COMMUNITY COLLEGE DISTRICT
ADULT EDUCATION

My Goals in English

Semester: ◯ Fall   Academic Year: _____
◯ Spring
◯ Summer

Name: _____

ACC ID: _____

1. Why do you want to learn English?

_____

_____

_____

2. What is the most difficult to learn in English?

◯ Listening   ◯ Speaking   ◯ Reading   ◯ Writing

3. What English is most important to learn?

	Very Important ☺	Important 😐	Not Important ☹
English grammar	◯	◯	◯
Reading stories or books	◯	◯	◯
Your home	◯	◯	◯
Money and shopping	◯	◯	◯
Personal health	◯	◯	◯
Helping children with homework	◯	◯	◯
Going to college	◯	◯	◯
Email	◯	◯	◯
Finding a job	◯	◯	◯
Performing well at work	◯	◯	◯
Community and volunteering	◯	◯	◯
U.S. history and government	◯	◯	◯
Passing the citizenship test	◯	◯	◯
Using computers			
for English practice	◯	◯	◯
for school	◯	◯	◯
for work	◯	◯	◯

4. What are 3 ways you will practice English outside of class?
   (example: I will read the newspaper for 10 minutes everyday.)

   1. _____
   2. _____
   3. _____

5. Do you work? ○ Yes   ○ No

   My current job is: _____   My dream job is: _____

6. What do you want to do after this class?
   ○ Citizenship
   ○ Get my GED
   ○ Learn more English for college (ESOL classes)
   ○ Get a job
   ○ Change jobs
   ○ Get job training — for what job? _____
   ○ Go to college — to study what? _____
   ○ Other _____

7. Do you have internet / wi-fi access? ○ Personal computer   ○ Mobile phone   ○ No

8. Do you have any concerns about the course?

   _____
   _____
   _____

Student Signature: _____   Date: _____

End of Semester Evaluation

	DoS	Baseline	Progress
Comments:	○ BEST Lit:	_____	_____
	○ BEST+ Oral:	_____	_____

Attendance: _____ %   Participation: _____

Writing Assessment: level _____   score _____

Pre-assessment: _____   Post-assessment: _____

━━━━━━━━━━━ Teacher Level Recommendation ━━━━━━━━━

Literacy: _____

Oral: _____

Teacher Signature: _____   Date: _____

APPENDIX C.
CONFIDENTIAL INFORMATION RELEASE FORMS

Two-Generation Pilot Project Evaluation

Teacher and Staff Consent Form

My signature on the following page of this form indicates that I have read the information provided and have decided to participate in the project titled, "two-generation pilot project evaluation."

Researchers at the Ray Marshall Center for the Study of Human Resources at the University of Texas at Austin in partnership with United Way, are conducting a study to evaluate if a two-generation approach to workforce development and education improve outcomes for both children and their parents.

I agree to the conditions listed below with the understanding that I may withdraw my participation from the project at any time, and that I may choose not to answer any questions that I do not want to answer. I understand my participation is completely voluntary.

1. I agree to participate in a one hour interview to discuss instructional methods used to support two-generation practices and strategies, and to be observed during one class period.

2. I understand that my responses to the interview questions and observations made during the class observation will remain confidential and will only be used for research purposes. Answers to the questions and observations will not be shared directly with AISA, United Way or anyone outside the scope of this research project at RMC. If researchers would like to include in the final report a direct quotation from the teacher interview, the teacher will be contacted to provide direct consent prior to publishing or sharing the final report. With the teachers consent, the interview will be taped for research purposes to assist researcher to accurately capturing teacher responses.

3. I understand this study will produce a final report to assist other education programs in the Austin and larger community, to incorporate two-generation strategies in adult education.

4. I understand there are no risks to me if I choose to participate in this study and that I will be paid my standard hourly rate for my participation.

5. My consent is optional. My decision whether or not to participate will not prejudice my present or future relations with (your institution here), or AISD. If I decide to participate, I am free to discontinue participation at any time without prejudice. I can get information about the project and copies of any surveys or tests used during the study by contacting Cynthia Juniper, Social Science Researcher Associate at the Ray Marshall Center at cjuniper@raymarshallcenter.org.

6. I understand that while this project has been reviewed by AISD and by the principal at my school, AISD is not conducting project activities. You are making a decision whether to participate in this study. Your signature on the following page indicates that you have read the information provided above and have decided to participate in the study. If you later decide that you wish to withdraw

your consent for participation in the study, simply tell me. You may discontinue your participation at any time.

Cynthia Juniper
cjuniper@raymarshallcenter.org

You will be given a copy of this information to keep for your records.

Keep this page for your records

I have read the above information and have sufficient information to make a decision about participating in this study. I consent to participate in the study.

Signature:_____ Date: _____

_____ Date: _____
Signature of Person Obtaining Consent

Signature of Investigator:_____ Date: _____

LYNDON B. JOHNSON SCHOOL OF PUBLIC AFFAIRS

THE UNIVERSITY OF TEXAS AT AUSTIN

Ray Marshall Center for the Study of Human Resources

3001 Lake Austin Blvd., Suite 3.200 • Austin, Texas 78703-4204 • www.raymarshallcenter.org • (512) 471-7891

Consent Form
Participant Questionnaire

Research Project:	Two-Generation Pilot Evaluation
IRB Study Number:	
Principal Investigators:	William Raedy Cynthia Juniper

William Raedy   Cynthia Juniper
William.Raedy@uwatx.org   cjuniper@raymarshallcenter.org
512-382-8613   512-471-7523

The goal of this study is to study the impact of United Way's two-generation approach on parents and their children who are enrolled in an Austin Independent School District adult ESL class and at Uphaus Early Childhood Center, respectively. As part of this assessment, researchers with the Ray Marshall Center for the Study of Human Resources at The University of Texas at Austin are using a questionnaire to gather feedback on participants' experiences in the program. The goal is to use the feedback to improve other two-generation programs over time.

All information gathered from the questionnaire will be kept confidential; your name will not be linked with expressed opinions and will not be shared with staff of AISD, Uphaus, Ray Marshall Center, or any other organization associated with this project. No comment or response you provide will be personally attributed to you in any report or presentation made with the information gathered here today.

The questionnaire will take approximately a half hour to one hour to complete. Completion of the questionnaire is completely voluntary. There is no compensation for participation, nor is there a penalty for not participating. If at any time you would like to stop responding to the survey questions in the questionnaire, you are free to leave.

In addition to the questionnaire information, the Ray Marshall Center will also collect an attendance record of this ESL class from the instructor and an attendance record of the children at Uphaus Early Childhood Center. This information will be used for research purposes only and will not be shared outside of the Ray Marshall Center. Also, the goal-setting forms students in the ESL class completed at the start of the class and results from the test of English speaking, reading, and writing will be collected. Again, this information will be used for research purposes only and will not be shared outside of the Ray Marshall Center. In order to collect the attendance record of the children at Uphaus Early childhood Center, this project needs each participant's Uphaus child's Student ID number. Please provide your Uphaus child's Student ID number here: _____.

If you have any questions about the study, please ask now. If you have questions later, want additional information, or wish to withdraw your participation, please contact one of the principal investigators conducting the study. Their names and contact information are at the top of this page.

If you consent to participate in this focus group, please sign and return the following page.

Thank you for your help with this evaluation effort.

Consent Form
Participant Questionnaire

Research Project:	Two-Generation Pilot Evaluation
IRB Study Number:	
Principal Investigators:	William Raedy Cynthia Juniper
	William.Raedy@uwatx.org cjuniper@raymarshallcenter.org
	512-382-8613 512-471-7523

I hereby give consent to participate in completing this questionnaire for the assessment of the Two-Generation Pilot Evaluation. I understand that my name will be kept confidential and will not be associated with any opinions I may express during the discussion.

Printed name: _____

Signature: _____

Date: _____

ESCUELA DE RELACIONES PÚBLICAS LYNDON B. JOHNSON

LA UNIVERSIDAD DE TEXAS EN AUSTIN

Centro para el Estudio de Recursos Humanos Ray Marshall

3001 Lake Austin Blvd., Suite 3.200 • Austin, Texas 78703-4204 • www.raymarshallcenter.org • (512) 471-7891

Formulario de consentimiento
Cuestionario del participante

Proyecto de investigación: Evaluación piloto de dos generaciones
Número de estudio IRB:
Investigadores principales: William Raedy   Cynthia Juniper
                                William.Raedy@uwatx.org   cjuniper@raymarshallcenter.org
                                512-382-8613   512-471-7523

El objetivo de esta investigación es estudiar el impacto que ha tenido el programa de dos generaciones de United Way en padres e hijos inscritos en una clase de inglés como segundo idioma para adultos en el Distrito Escolar Independiente de Austin y en el Centro de Atención Temprana Uphaus y la Escuela Primaria Linder. Como parte de esta evaluación, los investigadores del Centro para el Estudio de Recursos Humanos Ray Marshall en la Universidad de Texas en Austin están usando un cuestionario para recaudar información sobre las experiencias de los participantes en el programa. El objetivo es utilizar los comentarios de los cuestionarios para mejorar otros programas de dos generaciones en el futuro.

Toda la información recopilada del cuestionario será confidencial. Su nombre no estará vinculado con las opiniones expresadas y no será compartida con el personal de AISD, Uphaus, Linder, el Centro Ray Marshall, o cualquier otra organización asociada con este proyecto. Ningún comentario o respuesta proporcionada aquí será atribuido personalmente en cualquier informe o presentación realizada con la información reunida hoy.

El cuestionario tomará aproximadamente media hora a una hora para completar. El llenado de esta encuesta es completamente voluntario. No hay ninguna compensación por su participación, y no existe una sanción por no participar. Si en algún momento desea dejar de responder las preguntas del cuestionario, puede retirarse.

Si tiene cualquier pregunta sobre el estudio, por favor pregunte ahora. Si tiene preguntas después o requiere de información adicional, o si desea retirar su participación por completo, por favor contacte a uno de los investigadores principales que realizaron el estudio. Sus nombres e información de contacto están en la parte superior de esta página.

Además de la información del grupo de enfoque, el Centro Ray Marshall también recopilará un registro de asistencia de esta clase de ESL y un registro de asistencia de los niños en el Centro de Atención Temprana Uphaus. Esta información será utilizada únicamente con fines de investigación y no será compartida fuera del Centro Ray Marshall. Se recopilarán los formularios de metas de todos los estudiantes de la clase de ESL, además de los resultados del examen de lectura, escritura y expresión oral de inglés. Una vez más, esta información será utilizada únicamente con fines de investigación y no será compartida fuera del Centro Ray Marshall. Con el fin de recopilar el registro de asistencia de los niños en el Centro de Atención Temprana Uphaus, y la Escuela Primaria Linder este proyecto necesita el número de identificación de estudiante de cada participante. Favor de proporcionar el número de identificación de estudiante Uphaus y Linder de su hijo aquí:

_____.

Si da su consentimiento para participar en este cuestionario, por favor firme y entregue la página siguiente.

Gracias por su ayuda en esta evaluación.

ESCUELA DE RELACIONES PÚBLICAS LYNDON B. JOHNSON

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Formulario de consentimiento
Cuestionario del participante

Proyecto de investigación: Evaluación piloto de dos generaciones
Número de estudio IRB:
Investigadores principales: William Raedy   Cynthia Juniper
                                                William.Raedy@uwatx.org   cjuniper@raymarshallcenter.org
                                                512-382-8613   512-471-7523

Por la presente doy mi consentimiento para completar este cuestionario para la Evaluación Piloto de Dos Generaciones. Entiendo que mi nombre será confidencial y no se asociará con ninguna opinión expresada durante la discusión.

Nombre: _____

Firma: _____

Fecha: _____

LYNDON B. JOHNSON SCHOOL OF PUBLIC AFFAIRS

THE UNIVERSITY OF TEXAS AT AUSTIN

Ray Marshall Center for the Study of Human Resources
3001 Lake Austin Blvd., Suite 3.200 • Austin, Texas 78703-4204 • www.raymarshallcenter.org • (512) 471-7891

Consent Form
Participant Focus Groups

Research Project:	Two-Generation Pilot Evaluation
IRB Study Number:	
Principal Investigators:	William Raedy

William Raedy   Cynthia Juniper
William.Raedy@uwatx.org   cjuniper@raymarshallcenter.org
512-382-8613   512-471-7523

The goal of this study is to study the impact of United Way's two-generation approach on parents and their children who are enrolled in an Austin Independent School District adult ESL class and at Uphaus Early Childhood Center, respectively. As part of this assessment, researchers with the Ray Marshall Center for the Study of Human Resources at The University of Texas at Austin are conducting focus groups to gather feedback on participants' experiences in the program. The goal is to use the feedback to improve other two-generation programs over time.

All information gathered during the focus group will be kept confidential; your name will not be linked with expressed opinions and will not be shared with staff of AISD, Uphaus, Ray Marshall Center, or any other organization associated with this project.

Today's discussion will be recorded so that we can more accurately capture and remember what you tell us. The recordings will be coded so that no personally identifying information is associated with them. The recordings will be kept in a secure place and will only be used for research or educational purposes by the investigators. Nothing you say will be personally attributed to you in any report or presentation made with the information gathered here today.

The focus group will last for up to 1.5 hours. Participation in the focus group is completely voluntary. There is no compensation for participation, nor is there a penalty for not participating. If at any time you would like to stop contributing to the focus group, you are free to leave.

In addition to the focus group information, the Ray Marshall Center will also collect an attendance record of this ESL class from the instructor and an attendance record of the children at Uphaus Early Childhood Center. This information will be used for research purposes only and will not be shared outside of the Ray Marshall Center. Also, the goal-setting forms students in the ESL class completed at the start of the class and results from the test of English speaking, reading, and writing will be collected. Again, this information will be used for research purposes only and will not be shared outside of the Ray Marshall Center. In order to collect the attendance record of the children at Uphaus Early childhood Center, this project needs each participant's Uphaus child's Student ID number. Please provide your Uphaus child's Student ID number here: _____.

If you have any questions about the study, please ask now. If you have questions later, want additional information, or wish to withdraw your participation, please contact one of the principal investigators conducting the study. Their names and contact information are at the top of this page.

If you consent to participate in this focus group, please sign and return the following page.

Thank you for your help with this evaluation effort.

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Consent Form
Participant Focus Groups

Research Project:	Two-Generation Pilot Evaluation
IRB Study Number:	
Principal Investigators:	William Raedy Cynthia Juniper
	William.Raedy@uwatx.org cjuniper@raymarshallcenter.org
	512-382-8613 512-471-7523

I hereby give consent to participate in this recorded focus group for the assessment of the Two-Generation Pilot Evaluation. I also consent to the use of the audio recording made from this research for educational purposes. I understand that my name will be kept confidential and will not be associated with any opinions I may express during the discussion.

Printed name: _____

Signature: _____

Date: _____

Centro para el Estudio de Recursos Humanos Ray Marshall

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Formulario de consentimiento
Grupos de enfoque de participantes

Proyecto de investigación: Evaluación piloto de dos generaciones
Número de estudio IRB:
Investigadores principales: William Raedy   Cynthia Juniper
                                 William.Raedy@uwatx.org   cjuniper@raymarshallcenter.org
                                 512-382-8613   512-471-7523

El objetivo de esta investigación es estudiar el impacto que ha tenido el programa de dos generaciones de United Way en los padres e hijos inscritos en una clase de inglés como segundo idioma para adultos en el Distrito Escolar Independiente de Austin y en el Centro de Atención Temprana Uphaus. Como parte de esta evaluación, los investigadores del Centro para el Estudio de Recursos Humanos Ray Marshall en la Universidad de Texas en Austin están llevando a cabo grupos de enfoque para reunir información sobre las experiencias de los participantes en el programa. El objetivo es utilizar los comentarios de las encuestas para mejorar otros programas de dos generaciones en el futuro.

Toda la información recopilada durante el grupo de enfoque será confidencial. Su nombre no estará vinculado con las opiniones expresadas y no será compartida con el personal de AISD, Uphaus, el Centro Ray Marshall, o cualquier otra organización asociada con este proyecto.

El debate de hoy se grabará para que se pueda capturar y lo comentarios con mayor precisión. Las grabaciones se codificarán para que ninguna información de identificación personal se asocie con ellos, y se guardarán en un lugar seguro. Sólo serán utilizados por los investigadores con fines educativos o de investigación. Ninguno de sus comentarios serán atribuidos personalmente en cualquier informe o presentación realizada con la información reunida hoy.

El grupo de enfoque tendrá una duración de hasta 1.5 horas. La participación en el grupo de enfoque es completamente voluntaria. No hay ninguna compensación por su participación, y no existe una sanción por no participar. Si en algún momento desea dejar de contribuir sus comentarios al grupo de enfoque, puede retirarse.

Si tiene alguna pregunta sobre el estudio, por favor pregunte ahora. Si tiene preguntas después o requiere de información adicional, o si desea retirar su participación por completo, por favor contacte a uno de los investigadores principales que realizaron el estudio. Sus nombres e información de contacto están en la parte superior de esta página.

Además de la información del grupo de enfoque, el Centro Ray Marshall también recopilará un registro de asistencia de esta clase de ESL y un registro de asistencia de los niños en el Centro de Atención Temprana Uphaus. Esta información será utilizada únicamente con fines de investigación y no será compartida fuera del Centro Ray Marshall. Se recopilarán los formularios de metas de todos los estudiantes de la clase de ESL, además de los resultados del examen de lectura, escritura y expresión oral de inglés. Una vez más, esta información será utilizada únicamente con fines de investigación y no será compartida fuera del Centro Ray Marshall. Con el fin de recopilar el registro de asistencia de los niños en el Centro de Atención Temprana Uphaus, y la Escuela Primaria Linder este proyecto necesita el número de identificación de estudiante de cada participante. Favor de proporcionar el número de identificación de estudiante Uphaus y Linder de su hijo aquí: _____.

Si da su consentimiento para participar en este grupo de enfoque, por favor firme y entregue la página siguiente. Gracias por su ayuda en esta evaluación.

Centro para el Estudio de Recursos Humanos Ray Marshall

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Formulario de consentimiento
Grupos de enfoque de participantes

Proyecto de investigación: Evaluación piloto de dos generaciones
Número de estudio IRB:
Investigadores principales: William Raedy   Cynthia Juniper
                                William.Raedy@uwatx.org   cjuniper@raymarshallcenter.org
                                512-382-8613   512-471-7523

Por la presente doy mi consentimiento para participar en este grupo de enfoque grabado para la Evaluación Piloto de Dos Generaciones. También doy mi consentimiento para el uso de la grabación de audio de esta investigación para fines educativos. Entiendo que mi nombre será confidencial y no se asociará con ninguna opinión expresada durante la discusión.

Nombre: _____

Firma: _____

Fecha: _____

APPENDIX D.
TEACHER INTERVIEW

Teacher Interview

Goal: To measure the use of instructional methods that support two-generation practices and strategies, including instruction on topics that reflect student's expressed educational, career or life goals, such as;

    a. communicating in English with their children's teachers, caregivers and health providers,
    b. parenting to support their children's academic success, reading to their children, helping with homework and attending parent meetings at school,
    c. pursuing additional education to advance student's economic or career goals.

Purpose: Researchers at the Ray Marshall Center for the Study of Human Resources at the University of Texas at Austin in partnership with United Way, are conducting a study to examine the incorporation of a two-generation education model within the ESL classroom. This study will produce a final report to assist other education programs in the Austin and the larger community to incorporate two-generation strategies in adult education.

Confidentiality: The teacher responses to the interview questions will remain confidential and will only be used for research purposes. Answers to these questions will not be shared directly with AISD, United Way, or anyone outside the scope of this research project at RMC. If researchers would like to include in the final report a direct quotation from the teacher interview, the teacher will be contacted to provide direct consent prior to publishing or sharing the final report. With the teachers consent, the interview will be taped for research purposes to assist researcher to accurately capturing teacher responses.

Questions: These questions will serve as a guide for the teacher interview. Specific answers provided by the teacher may lend the researcher to ask additional questions relevant to the use of strategies to promote two-generation outcomes.

1. Tell us about your role as an AISD adult education instructor? (Probe: How many classes do you teach? What led you to be interested in teaching English to adults? How many years have you been teaching? What sorts of training did you go through to become certified?)

2. Explain how you plan the average lesson for this class? (Probe: How do you pick which topics to teach? How do you decide on the instructional activities?)

3. Did you do any goal setting activities with the students? If so, when in the class sequence did these take place? Can you describe the activity and how it took place?

4. Have you chosen lesson topics and themes based on the student's stated goals from goal setting activity? If yes, what are some of the lessons stemming from these goals that you've taught?

5. Have you taught any lessons on using English to communicate with the teachers and caregivers of the students' children? If yes, did this come from the student's goals? Can you describe how you set up that lesson and incorporated different instructional activities?

6. Have you taught any lessons on using English to communicate with health care providers or doctors? If yes, did this come from the student's goals? Can you describe how you set up that lesson and incorporated different instructional activities?

7. Have you taught any lessons that maybe would help the students read to their children in English or help them with their homework? If yes, did this come from the student's goals? Can you describe how you set up that lesson and incorporated different instructional activities?

8. Have you taught any lessons on using English in the workplace or English to find a job? If yes, did this come from the student's goals? Can you describe how you set up that lesson and incorporated different instructional activities?

9. What percentage of class time is devoted to student talk time (including pair conversations, small group work, role playing, etc.) and what percentage is devoted to teacher talk time (presenting the language, modeling the activity, grammar lessons, etc.)?

10. What sorts of activities make up student talk time?

11. What sorts of activities make up teacher talk time?

12. Do the majority of students attend every class? About how many have stopped attending since the start of the class? Have the students who stopped coming given you any reason why they weren't able to attend?

13. Before agreeing to be the instructor for this class, did you know it was part of a larger pilot project to study two-generational education programs? If not, did you know this before this interview?

14. Is there anything else you would like to share with us about the class?

APPENDIX E.
STUDENT QUESTIONNAIRE

Linder Child Care

If your child attends the Linder Child care, please answer these questions.

1. Did the child care staff help your child feel comfortable and accepted when entering the program?

      Yes   No

2. Did the child care staff help you and your child make a smooth transition into the classroom?

      Yes   No

3. Did your child receive a warm welcome into the program?

      Yes   No

4. Do you feel the staff have a positive attitude toward your child and family?

      Yes   No

5. Do the staff warmly greet you and your child each day upon arrival and departure?

      Yes   No

6. Do the teachers talk with you each day about your child?

      Yes   No

7. Is your child's classroom organized and inviting?

      Yes   No

8. Are there lots of engaging materials for the children?

      Yes   No

9. Is the classroom clean and orderly?

      Yes   No

10. Is the classroom inviting, warm, and engaging?

      Yes   No

11. Are you happy with the quality of the Linder child care?

      Yes   No

Uphaus Early Childhood Center

If you have a student attending Uphaus Early Childhood Center, please answer the following question.

Has the amount of time you spend doing Uphaus school and student activities remained the same as before you attended the ESL classes, or has the amount of time you spend doing these activities changed?

1. I read to my Uphaus student at home.

    Less often   The same   More often

2. Listen and talk with my child each day about his or her school day.

    Less often   The same   More often

3. I read materials in my child's P.A.N.D.A. Binder.

    Less often   The same   More often

4. I read the Uphaus Parent Newsletter.

    Less often   The same   More often

5. I talk to my Uphaus student's teacher.

    Less often   The same   More often

6. I attend Uphaus parent events.

    Less often   The same   More often

7. I use the A.I.S.D. Parent Cloud to look at my Uphaus child's attendance and grades.

    Less often   The same   More often

Uphaus student identification number: _____

Linder Elementary School

If you have a student attending Linder Elementary School, please answer the following question.

Has the amount of time you spend doing Linder school and student activities remained the same as before you attended the ESL classes, or has the amount of time you spend doing these activities changed?

1. I read to my Linder student at home.

>   Less often   The same   More often

2. Listen and talk with my child each day about his or her school day.

>   Less often   The same   More often

3. I read the Linder Parent Newsletter.

>   Less often   The same   More often

4. I talk to my Linder student's teacher.

>   Less often   The same   More often

5. I attend Linder parent events.

>   Less often   The same   More often

6.   I use the A.I.S.D. Parent Connection to look at my Linder child's attendance and grades.

>   Less often   The same   More often

Linder student identification number: _____

ESL Class

1. How did you learn English before attending this ESL class? (You may choose more than one answer.)

    a. my children

    b. other family and/or friends

    c. other ESL class

    d. watching television

    e. other:_____

2. What is the one main reason you are taking this ESL class?

    a. To get a job or better job than the one I have now.

    b. To communicate better with my children's teachers or caregivers.

    c. To communicate better with my coworkers or boss.

    d. To communicate better with people I interact with every day.

    e. To communicate better so I can go to a job training school.

    f. Other reason, if so please explain:

    _____

3. How much did this ESL class help you toward your one main reason for taking this class?

    a. not at all

    b. a little bit

    c. somewhat

    d. a great deal

4. Do you speak English more often after taking this ESL class?

    a. with my children

    Less often   The same   More often

    b. with other family and friends

    Less often   The same   More often

    c. at Uphaus school

    Less often   The same   More often

    d. other public places

    Less often   The same   More often

5. Has your listening improved after taking this course?

       Yes   No   Not Sure

6. Has your pronunciation improved after taking this course?

       Yes   No   Not Sure

7. Has your speaking improved after taking this course?

       Yes   No   Not Sure

8. Has your writing improved after taking this course?

       Yes   No   Not Sure

9. Did you learn interesting things?

       Yes   No

10. Did you learn helpful things?

       Yes   No

11. Overall, how useful are the things you learned in this course?
    a. Most of what I learned in the course will not be useful to me
    b. Some of what I learned will be useful
    c. Most of what I learned will be very useful to me

12. Do you plan to continue studying English in the future?

       Yes   No

13. Is this ESL class your first time attending an ESL class?

       Yes   No

    If yes, please answer the next questions:

14. Did you complete that ESL class?

       Yes   No

    If yes, please answer the next questions:

15. What helped you achieve your goal of completing that ESL class?

Financial Coaching

1. What was your main financial goal entering the program?

2. How much did this financial coaching help you toward your one main reason for taking this class?

   a. not at all

   b. a little bit

   c. somewhat

   d. a great deal

3. Please rate your overall experience in the Financial Coaching, 0 being low and 5 being high.
   .

   1   2   3   4   5

4. Would you like to participate in future Financial Coaching Institutes of other financial coaching programs?

   Yes   No

5. Is there anything you wish your coach would have done differently?

6. Please rate your coach's performance on a scale of 0 to 5, 0 being low and 5 being high.

   0   1   2   3   4   5

Cuidado Infantil Linder

Si su hijo/a asiste al Cuidado Infantil Linder, favor de contestar las siguientes preguntas.

1. ¿Los trabajadores de la guardería le ayudaron a su hijo/a a sentirse cómodo/a y aceptado/a al entrar al programa?

      Si   No

2. ¿Los trabajadores de la guardería le ayudaron a usted y a su hijo/a a tener una transición fácil al salón de clases?

      Si   No

3. ¿Su hijo/a recibió una cálida bienvenida al programa?

      Si   No

4. ¿Siente que el personal tiene una actitud positiva hacia su hijo/a y su familia?

      Si   No

5. ¿Recibe usted y su hijo/a un saludo cordial cada día a su llegada y salida?

      Si   No

6. ¿Los maestros hablan con usted cada día acerca de su hijo?

      Si   No

7. ¿El salón de su hijo/a está organizado y atractivo?

      Si   No

8. ¿Hay suficientes materiales atractivos para los niños?

      Si   No

9. ¿El salón se encuentra limpio y ordenado?

      Si   No

10. ¿El salón es acogedor, cálido y atractivo?

      Si   No

11. ¿Está satisfecho con la calidad del Cuidando Infantil Linder?

      Si   No

Centro de Atención Temprana Uphaus

Si tiene un estudiante que asiste al Centro Atención Temprana Uphaus, favor de contestar las siguientes preguntas.

¿Sigue siendo la misma cantidad de tiempo que pasa en las actividades de Uphaus que antes de que asistió a las clases de ESL? ¿Ha cambiado la cantidad de tiempo que pasa en estas actividades?

1. Le leo a mi estudiante de Uphaus en casa.

   Menos seguido   Igual Más seguido

2. Escucho y hablo con mi hijo todos los días acerca de su día en la escuela.

   Menos seguido   Igual Más seguido

3. Leo los materiales en la carpeta P.A.N.D.A. de mi hijo/a .

   Menos seguido   Igual Más seguido

4. Leo el boletín para padres de Uphaus.

   Menos seguido   Igual Más seguido

5. Hablo con el/la maestro/a de mi estudiante Uphaus.

   Menos seguido   Igual   Más seguido

6. Asisto los eventos para padres de Uphaus.

   Menos seguido   Igual Más seguido

7. Utilizo la cuenta de Parent Cloud de A.I.S.D. para ver la asistencia y las calificaciones de mi hijo/a de Uphaus.

   Menos seguido   Igual Más seguido

Escuela Primaria Linder

Si tiene un estudiante que asiste al Escuela Primaria Linder, favor de contestar las siguientes preguntas.

¿Sigue siendo la misma cantidad de tiempo que pasa en las actividades de Linder que antes de que asistió a las clases de ESL? ¿Ha cambiado la cantidad de tiempo que pasa en estas actividades?

1. Le leo a mi estudiante de Linder en casa.

    Menos seguido   Igual Más seguido

2. Escucho y hablo con mi hijo todos los días acerca de su día en la escuela.

    Menos seguido   Igual Más seguido

3. Leo el boletín para padres de Linder.

    Menos seguido   Igual Más seguido

4. 7. Hablo con el/la maestro/a de mi estudiante Linder.

    Menos seguido   Igual   Más seguido

5. Asisto los eventos para padres de Linder.

    Menos seguido   Igual Más seguido

6. Utilizo la cuenta de Parent Cloud de A.I.S.D. para ver la asistencia y las calificaciones de mi hijo/a de Linder.

    Menos seguido   Igual Más seguido

Clase de ESL (Inglés Como Segundo Idioma)

1. ¿Cómo aprendió el inglés antes de asistir a esta clase de ESL? (Puede escoger más de una respuesta.)

    a. mis hijos

    b. otros familiares y/o amigos

    c. otra clase de ESL

    d. viendo la televisión

    e. otro:_____

2. ¿Cuál es la razón principal por la que está tomando esta clase de ESL?

    a. Para obtener un trabajo mejor que el que tengo ahora.

    b. Para comunicarme mejor con los maestros o cuidadores de mis hijos.

    c. Para comunicarme mejor con mis compañeros de trabajo o mi jefe.

    d. Para comunicarme mejor con la gente que interactúo con todos los días.

    e. Para comunicarme mejor para que pueda ir a una escuela de capacitación de trabajo.

    f. Otra razón, favor de explicar:

    _____

3. ¿Cuánto le ayudó esta clase de ESL para llegar a esa meta principal?

    a. no me ayudó nada

    b. un poco

    c. algo

    d. mucho

4. ¿Habla inglés con más frecuencia después de tomar esta clase de ESL?

    a. con mis hijos

        Menos seguido   Igual Más seguido

    b. con otros familiares y amigos

        Menos seguido   Igual Más seguido

    c. En la escuela Uphaus

        Menos seguido   Igual Más seguido

    d. En otros lugares públicos

        Menos seguido   Igual Más seguido

5. ¿Han mejorado sus habilidades de comprensión auditiva después de tomar este curso?

      Si   No   No estoy seguro/a

6. ¿Han mejorado sus habilidades de pronunciación después de tomar este curso?

      Si   No   No estoy seguro/a

7. ¿Han mejorado sus habilidades de expresión oral después de tomar este curso?
      Si   No   No estoy seguro/a

8. ¿Han mejorado sus habilidades de escritura después de tomar este curso?
      Si   No   No estoy seguro/a

9. ¿Aprendió cosas interesantes?
      Si   No

10. ¿Aprendió cosas útiles?
      Si   No

11. En general, ¿qué utilidad tienen las cosas que aprendió en este curso?
     a. La mayor parte de lo que aprendí en el curso no será útil
     b. Algo de lo que aprendí será útil
     c. La mayor parte de lo que aprendí será muy útil

12. ¿Tiene planes de seguir estudiando inglés en el futuro?

      Si   No

13. ¿Es ésta la primera vez que asiste a una clase de ESL?
      Si   No
      Si respondió si, favor de contestar la siguiente preguntas:

14. ¿Completó la clase de ESL?
      Si   No
      Si respondió si, favor de contestar la siguiente preguntas:

15. ¿Qué le ayudó a alcanzar su meta de completar esa clase de ESL?

Clase de Financiero

1. ¿Cuál es la razón principal por la que está tomando esta clase de financiero?

2. ¿Cuánto le ayudó esta clase de financiero para llegar a esa meta principal?
    a. no me ayudó nada
    b. un poco
    c. algo
    d. mucho

3. Por favor califique su experiencia general en la clase financieras: 1 es baja y 5 siendo alta.

<div align="center">

1   2   3   4   5

</div>

4. ¿Te gustaría participar en otros programas de coaching financiero?

          Si   No

5. ¿Qué puede hacer el instructor para ser un mejor maestro? Identifique los cambios específicos que podría hacer este instructor para mejorar la eficacia de su enseñanza?

APPENDIX F.
STUDENT FOCUS GROUP QUESTIONS

Focus Group Questions

1. What did your children say when you told them you are going to school to learn English?

2. What did other people in your life say when you told them you are going to school to learn English?

3. Quality child care is very important so that parents have confidence their child is well cared for and parents are free of worry when attending class. What do you and your young child need to both be happy with child care?

4. The two main reasons people study English is: to be able to speak English with their children or the people who teach and care for their children, the other main reason, many people study English to get a better paying job or to go to a training class so they can get a better job. Describe a class that would be most helpful for you in achieving your goal of learning English. What would the ideal class be like?

5. Think about this ESL class, how has this class helped you achieve your goals for learning English?

6. Learning to use a computer is very important. What would you like to learn about how to use a computer?

7. What was your favorite thing about this class?

8. Is there anything else we can do to make ESL classes better for the students?

Learning a new language takes time and dedication and you are learning English for the future of your family. It is necessary for your family to learn English, at the same time, always remember that Spanish is the language of the heart of the family and encourage your children to continue to learn and speak Spanish as well as English.

Thank you for participating in this conversation.

APPENDIX G.
ESL CLASS OBSERVATION TOOL

ESL Class Observation Tool: Two-Gen Pilot

Date:
Number of students present:
Time observed (from when to when):

1. What was the lesson that day?.

2. What activities were observed (ex: sentence dictation, pair work, role-plays, etc.)?

3. Which teaching approaches were being used and about how much time did the take (ex: lecture, teacher as facilitator, student-interest driven activities)?

4. What student reactions were observed?

5. What materials were used (ex: textbooks, worksheets, newspapers, real [job applications, bus routes, report cards- anything from real life], etc.)?

6. How much native language was used?

Checklist

Classroom Observation	Yes	No	N/A	Evidence/Description
1. Lesson took students' skills, abilities, interests, and experiences into account				
2. A variety of instructional activities were used to engage different learning styles (auditory, visual, kinesthetic)				
3. Students were provided with ample time to practice speaking and oral communication				
4. Students were provided with opportunities to practice reading and writing				
5. Correction was kept to a minimum; instead teacher modelled correct language				
6. There was a positive relationship between students and the teacher				
7. There was a variety of teaching strategies (pairs, small groups, whole class activities)				
8. Teacher checked for student comprehension at different times throughout the lesson				

NOTES: