

Family Immigrant Literacy

By

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Literacy Goal:

- To maximize the well being and life options of immigrant students and their families in their U.S. schools and communities.
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Objectives:

- ❑ To learn English.
 - ❑ To be proficient in content areas.
 - ❑ To develop cultural competence in the U.S. context.
 - ❑ To successfully transition from-
 - home to school
 - school to school
 - school to post-secondary education/training/work
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Objectives:

- To strengthen the family & community
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Why focus on immigrants?

□ They are "*Invisible*" at all levels:

■ Federal

■ State

■ District/City

■ School/Agency

■ Classroom

To address the needs of At-Risk students & families we must work at 4 levels:

Child

Family

School

Community

Comprehensive Services for Immigrant Families

- Academic and Non-Academic Needs
 - Of students and their families
 - By School and Non-school agencies
 - On or off-school campus
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Immigrant Family Literacy Goals?

1. Improve English Language Proficiency

2. Skills for survival

3. Skills for advancement

4. Strengthen parent-child, family, & community

What are the elements of an Immigrant Family Literacy Program?

Program Components

Adult Ed

(ESL, GED, Workforce Development, Primary Language Development, etc)

Children's Ed

(Literacy Development, parental involvement)

Parent Ed

(Literacy Development and building on own strengths)

Parent & Child Together

(Interactive literacy & parent as 1st teacher)

What skills do instructors need?

How adults learn

How children and adolescents learn

Literacy Development

ESL/ELD

Primary Language Development

Multiple Literacies

Cultural Competence/Funds of knowledge

Understanding immigrant students

Prior schooling/ academic achievement	Broad Range (high to low)
Self-Efficacy	Strong sense of self & efficacy
Cross cultural experience/education	May be low to high
Family	Intact
Language background	Multiple

Non-Academic Services

- What essential non-academic support services are needed by immigrant students and their families to support their learning?
 - Who provides these services? and, How accessible are these services to immigrant students and their families.
 - What is the most efficient way to identify immigrant students and families in need and to provide them with these services?
 - What is the most effective way to integrate and coordinate delivery of these services to immigrant students and their families?
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Academic Services (cont.)

- ❑ To what extent are immigrant students provided access to the core curriculum classes through their primary language and Specially Designed Academic Instruction in English?
 - ❑ How successful are these classes in developing an immigrant student's content skills? In helping them to complete graduation requirements?
 - ❑ What academic support services are needed to assist immigrant students in developing their English language and content skills and to move them towards completing their graduation requirements?
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Home to School

- ❑ What are the major obstacles to home/school collaboration between immigrant parents and school personnel?
 - ❑ What strategies are effective in overcoming these impediments?
 - ❑ To what extent does the curriculum support linkages between the immigrant students' community and the school?
 - ❑ What strategies have schools developed and implemented to facilitate social and academic integration among students? Faculty?
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School to School

- What are the major obstacles to school/school transition for immigrant students?
 - What strategies are available to help immigrant students transition successfully across formal and informal educational options? How successful are they?
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School/Postsecondary-Work

- What are the major obstacles to school/postsecondary schooling and/or vocational training? To School/Work transition?**
 - What strategies are helpful in addressing these impediments?**
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