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Learning Together! ¡Aprendiendo Juntos! An Innovative Tutoring Program for Low-wage Janitor, Garment, and Domestic Worker Children

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Learning Together! ¡Aprendiendo Juntos!

An Innovative Tutoring Program for
Low-wage Janitor, Garment, and Domestic
Worker Children

Evaluation Report 2019

About the UCLA Labor Center

For almost fifty years, the UCLA Labor Center has created innovative programs that offer a range of educational, research, and public service activities within the university and in the broader community, especially among low-wage and immigrant workers. The Labor Center is a vital resource for research, education, and policy development to help create jobs that are good for workers and their communities, to improve the quality of existing jobs in the low-wage economy, and to strengthen the process of immigrant integration, especially among students and youth.

About the UCLA Center for Mexican Studies

The UCLA Center for Mexican Studies is dedicated to organizing and sponsoring graduate student and faculty research on Mexico, faculty and student exchanges with Mexican universities, and Mexico-related events at UCLA. The Center promotes collaborative and bilateral research on Mexican social, cultural and economic issues, relations between the U.S. and Mexico, and Mexico's prominent place in global affairs.

Parents'
Alliance

EMPOWERING THRU EDUCATION





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Introduction

Why create an innovative tutoring program for low-wage janitor, garment and domestic worker children?

Low-wage immigrant workers sustain and nurture Los Angeles; they care for our children, disabled family members and the elderly, they sew the fashion garments that hang on local retail racks and they keep our homes, office buildings, schools and public spaces clean. Los Angeles is the US capital of garment production, employing over 45,000 workers in the fast fashion garment production industry. Labels like Lucky Jeans, 7, Forever 21, and other brands are sewn in subcontracted manufacturing shops across the region by a largely immigrant female workforce. Los Angeles is also home to one of the largest domestic worker labor markets in the country. Approximately one million households employ immigrant nannies, housekeepers and caretakers in California. Latinx night shift janitors are the primary workforce cleaning Los Angeles' banks, skyscrapers and office complexes across the metropolitan region. Yet these workers struggle to make ends meet and to find quality educational programs for their children.

Immigrant nannies, housekeepers, and caretakers struggle to make ends meet and to find quality educational programs for their children.

Worker centers that represent domestic and garment workers and non-profit organizations that support low-wage union workers like janitors have emerged to meet the needs of a fast growing yet often invisible, exploited workforce and their families. Worker centers are mediating organizations that support workers who are not members of a collective bargaining unit or who have been legally excluded from coverage by U.S. labor laws (Fine, 2016). In addition, worker centers and worker rights organizations spend much of their time advocating for basic labor rights like being paid the minimum wage, receiving overtime pay, or making sure

lawful breaks are protected. At the same time, these centers also serve as trusted spaces where immigrant workers can receive support services that nurture their community and family.



Janitor, garment and domestic workers and their children are vulnerable members of our city, with many households earning incomes well below 200% of the national poverty line. These circumstances force families to live in areas where their children attend under-resourced schools with little access to quality day care or afterschool programs. This project is grounded in the expertise of two leading worker centers; the Garment Worker Center (GWC), IDEPSCA (Instituto de Educación Popular del Sur de California)- Mujeres en Acción and a non-profit worker education program, the Building Skills Partnership, that provides services to janitors and their families. We also supported the Koreatown Youth and Community Centers in areas where many low-wage worker children live. For over a decade, the UCLA Labor Center has partnered with these organizations on various research and social justice initiatives such as campaigns to end wage theft, advocacy initiatives for fair and just working conditions, and the "Fight for \$15" to increase the California minimum wage.

Participating Organizations



The Garment Worker Center (GWC) is a 501(c) (3) worker rights organization whose mission is to organize low-wage garment workers in Los Angeles in the fight for social and economic justice. GWC addresses the systemic problems of wage theft, unhealthy and unsafe working conditions, and the abusive and inhumane treatment faced by workers on-the-job.

The Institute of Popular Education of Southern California (IDEPSCA)

is a nonprofit community based organization whose purpose is to promote self-determination in the Latino community in Southern California politically, culturally, and economically using popular education methodology. They promote the development of collective solutions to community problems. Their mission is to contribute towards the transformation of creating a more humane and democratic world through the use of popular education. Specifically, their goal is to organize and educate low-income community members who want to resolve problems in their own communities.



Building Skills Partnership (BSP) represents a unique non-profit collaboration between the janitors' union, commercial building owners, janitorial employers, client companies and community leaders. Founded in 2007, BSP is a statewide organization that works towards its mission to improve the quality of life for low-wage property service workers and their families by increasing their skills, access to education and opportunities for career and community advancement.



**KOREATOWN YOUTH+
COMMUNITY CENTER**

The Koreatown Youth and Community Center (KYCC) was established in 1975 to support a growing population of at-risk youth in Los Angeles. Today, KYCC is the leading multiservice organization in Koreatown, supporting children and their families in the areas of education, health, housing, and finances. The mission of KYCC is to serve the evolving needs of the Korean American population in the greater Los Angeles area as well as the multiethnic Koreatown community. KYCC's programs and services are directed toward recently immigrated, economically disadvantaged youth and families, and promote community socioeconomic empowerment.

Few educational programs, however, position low-wage workers from a vantage point of strength, where they are the agents who navigate, access and critique the education resources and networks in their communities. Low-wage parent workers who work between 50-60 hours a week tell us that there are limited accredited after-school or community-based programs in their neighborhoods to support their work schedules and their major aspiration—ensuring that their children receive a quality education and attend college.



Our parent worker education model is developing an active cadre of janitor, garment and domestic worker parent leaders who in turn train fellow worker parent peers about accessing community resources such as libraries, museums, financial institutions, and other specialized programs. To participate fully in these parent engagement programs, parents requested that their children receive quality educational support while parents engage in leadership and advocacy skills building courses. We believe building inter-

generational alliances with worker parents and their children at their trusted workers centers and unions is an innovative approach for educational advancement for both parents and their school-aged learners.

Ultimately, this project aims to offer worker parents the necessary tools and skills to influence their children’s learning through parent worker to parent worker engagement to impact policy makers, schools, and community organizations. In order for parents to be able to participate in our parent engagement learning cycle, the *Learning Together!* tutoring program was conceived, developed and put into practice by the UCLA Labor Center with tutor scholarships from the UCLA Center for Mexican Studies, the Institute for Mexicans Abroad and the Parent Alliance.

We believe building inter-generational alliances with worker parents and their children at their trusted workers centers and unions is an innovative approach for educational advancement.

What is innovative about our approach?

Janitor, domestic and garment worker families...primarily from Mexico, El Salvador, Guatemala, and Honduras, struggle to find quality after-school programs with professional tutoring services for their children.

Building strong parent, community, workplace, and school relationships is at the core of academic success for immigrant workers' children. In the summer of 2017, the UCLA Labor Center, the UCLA Center for Mexican Studies, the Garment Worker Center (GWC), the Institute for Popular Education of Southern California (IDEPSCA) and the Building Skills Partnership agreed to support a quality after-school tutoring program for janitor, garment and domestic children as a compliment to the Parent Worker Project.

We took the lessons learned from a previous cohort of janitor parents whose children participated in a series of age-appropriate science lessons while their parents took educational advocacy classes. From years of engaging with low-wage workers, the coordinators of this project understand that parents face a host of challenges such as long work hours, language barriers, and economic instability that make it difficult to access and participate in traditional school-based programs.

Our innovative weekly tutoring model aims to support worker's children at their local worker centers or union while parent leaders participate in a variety of adult education workshops. Janitor, domestic and garment worker families in this project, primarily from Mexico, El Salvador, Guatemala and Honduras, struggle to find quality after-school programs with professional tutoring services for their children.

Our model provides direct intervention to low-wage working families at their trusted worker center or union through a tutoring program led by UCLA undergraduate and graduate students who are trained and supervised by educational experts.

Our model provides direct intervention to low-wage working families at their trusted worker center or union through a tutoring program led by UCLA undergraduate and graduate students who are trained and supervised by educational experts. Our tutoring program offers school-based support while also creating safe, convenient, trusted and nurturing spaces for youth and their parents at their union or worker center. As a result, we have witnessed increased academic achievement amongst the youth, strengthened communication amongst parents, children and tutors, and an increase in managing and mitigating stress and the development of strong and positive academic role models with low-wage working families through their children.

The Educational Context for Latinx Children from Low-wage Families

Over the past two decades, there has been a demonstrated achievement gap between Latinx students and their peers (Blake et al., 2016). Scholars demonstrate that Latinx students are at an increased risk of dropping out of high school and are more likely to underperform on nation-wide standardized tests (Santiago et

al, 2014). While the current achievement gap for Latinx students has moderately decreased, the gap between these students and other ethnic groups remains wide (Rios-Ellis et al., 2015). For example, the high school dropout rate for Latinx students in the US decreased from 32% in 2000 to 12% in 2014 but this rate is still higher than the national dropout rates for other ethnic groups (Krogstad, 2016). Similarly, the rate of Latinos age 18-24 who were enrolled in a 2- or 4- year college had increased from 22% in 1993 to 35% in 2014 but college-enrolled Latinx populations remain significantly lower than other ethnic groups (Krogstad, 2016).

To effectively provide Latinx immigrant working families and their children with quality, culturally appropriate programming, it is critical that we understand the social context in which educational achievement occurs at school and in the home. We must also explore and affirm the aspirations parents have for their children's education and how these learners are excelling or struggling in school. Our intention is to build on the strengths of parent workers and their children in trusted learning spaces by training them to question their lack of access to academic resources, working with them in their first language, Spanish, and advancing their English language proficiency. We are also very aware of the need to mitigate cultural alienation by respecting their work obligations, acknowledging their unstable financial resources, supporting their emerging knowledge of the U.S. educational system, and recognizing that they face very vulnerable immigration status situations (Gándara & Fee, 2018).

To effectively provide Latinx immigrant working families... with quality, culturally appropriate programming,

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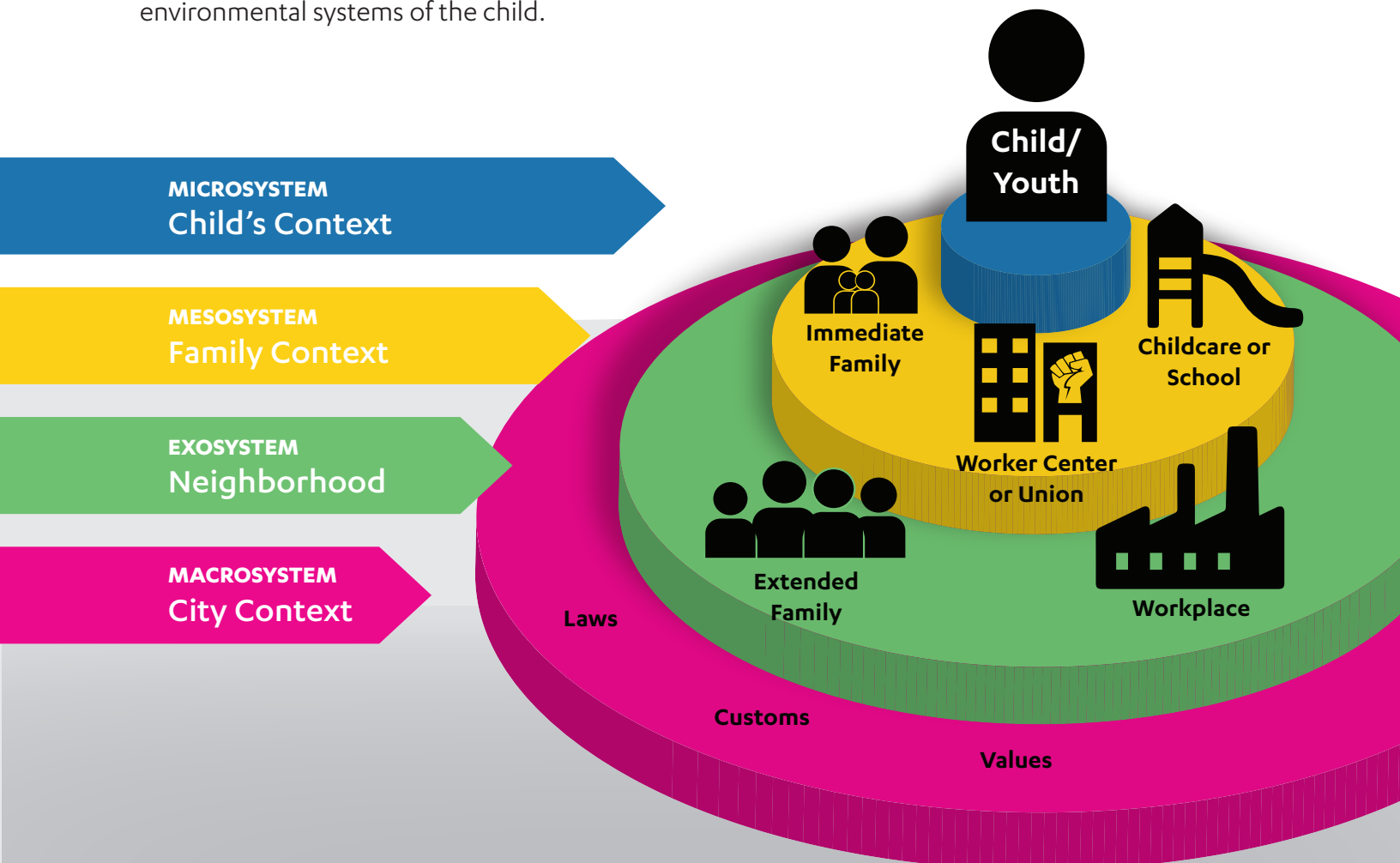
Systems that Impact Child Learning and Development

Children learn and thrive within a complex network of environments and systems. To best partner with low-wage working families and their children, our tutoring project viewed the child at the center of a constellation of systems regulated by a series of roles, norms and codes

that shape child's physical and cognitive growth (Bronfenbrenner, 1994).

1. **The Microsystem:** the immediate environment where the child interacts such as the family, classroom and after school program;
2. **The Mesosystem:** when two or more microsystems interact such as a child's home and school life;
3. **The Exosystem:** external to a child's experience but influential nevertheless such as, a child's parent's workplace, the media, or the school board decisions;
4. **The Macrosystem:** the larger socio-cultural context that drives expectations about how children should be taught, cared for and the activities children should engage in at various points in development (Bronfenbrenner, 1994).

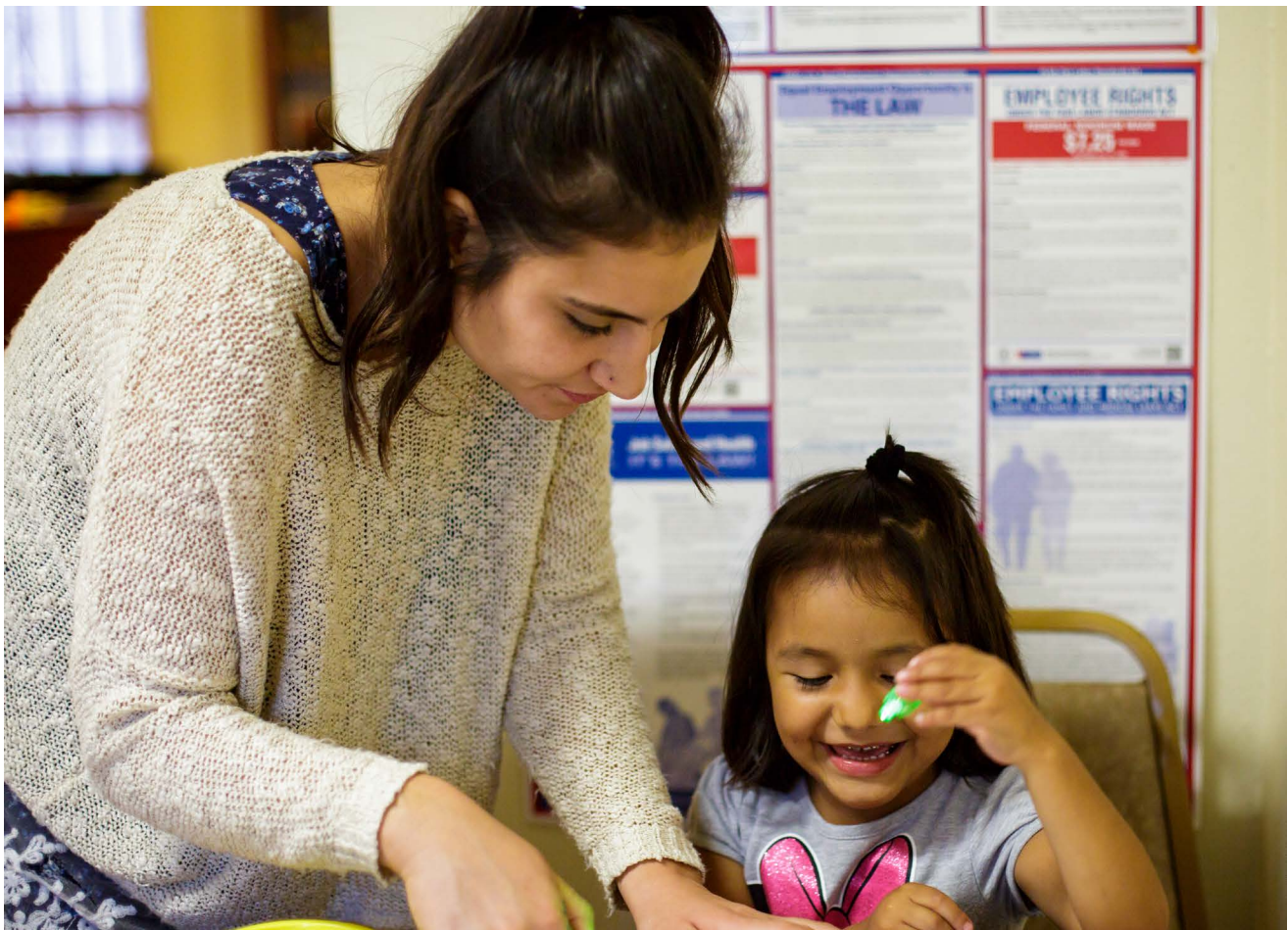
Through this framework, we believe we can better understand the social interactions of the children of working parents and the disparities occurring in and between the different environmental systems of the child.



Learning Together! Parent Worker Project-Tutoring Program Conception

The tutoring program with janitor, garment and domestic worker families described in this report builds upon the work and lessons learned from a previous UCLA Labor Center and W.K. Kellogg Foundation funded project with janitor parents and their children from

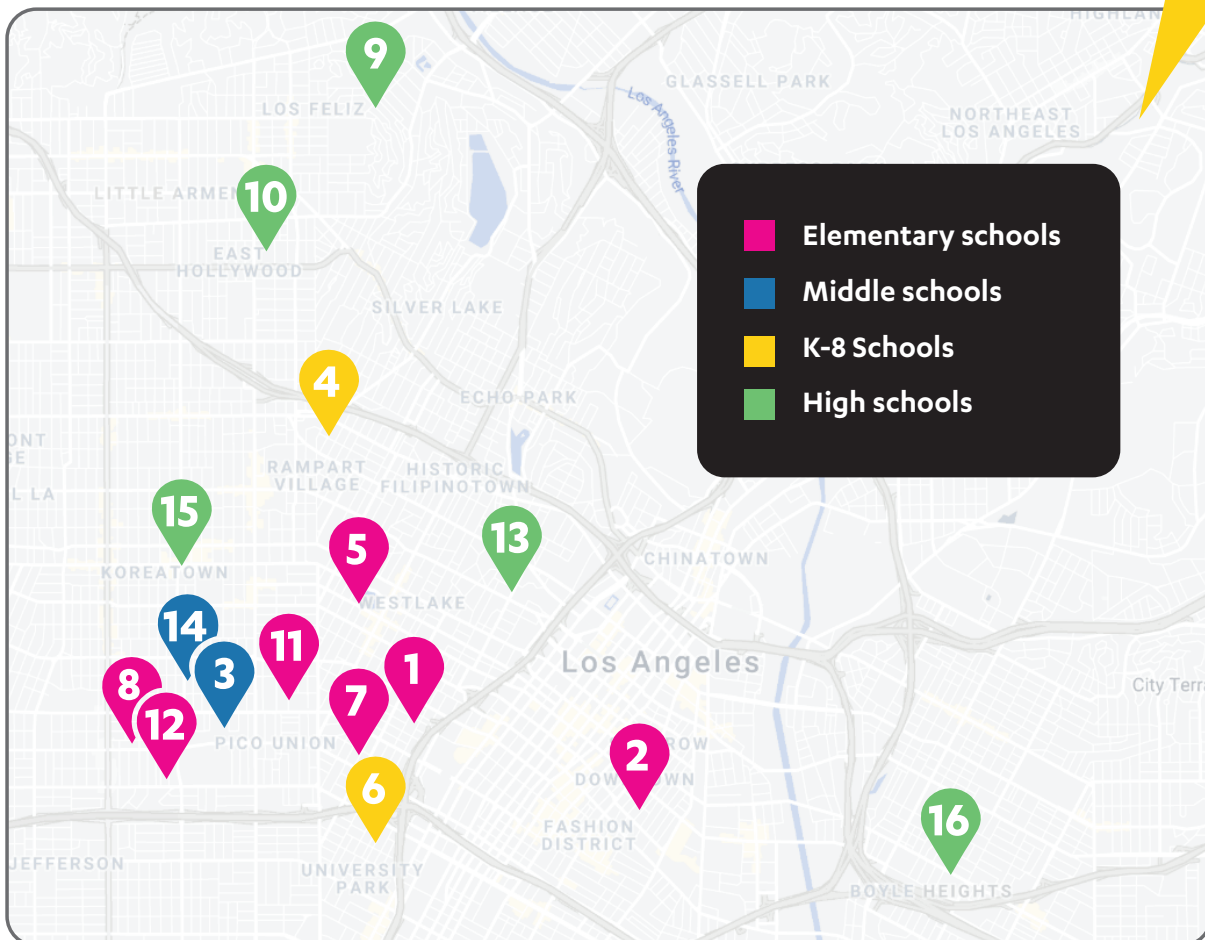
SEIU-United Services Workers West. Learning Together! tutoring program was developed in collaboration with the UCLA Center for Mexican Studies, the Parent Alliance and the UCLA Labor Center. This program offered 15 UCLA undergraduate and graduate students \$2,400 scholarships for 2 consecutive 12 week tutoring sessions during the 2017-2018 academic year. Their weekly participation in worker center and union tutoring sites with low-income children aimed at decreasing the academic achievement gap for Latinx youth in the Pico Union and Garment District in Los Angeles. Through a rigorous selection process, a committee selected the most qualified tutor-students, from a range of backgrounds and educational disciplines. The tutoring program worked in partnership with 4 organizations: Building Skills Partnership (BSP), Garment Worker Center (GWC), Instituto de Educación Popular del Sur de California (IDEPSCA), and Koreatown Youth and Community Center (KYCC).



Communities Served

Over the course of our one year program, we have serviced many different schools and neighborhoods.

- 15 UCLA tutors
- 40 students ages 5-18 (grades K-12)
- 16 LAUSD elementary, middle and high schools
- 1 parochial school
- All in the Westlake, Pico Union and South LA neighborhoods



1. 10th Street Elementary School
2. Ninth Street School
3. Berendo Middle School
4. Camino Nuevo Charter Academy
5. Charles White Elementary School
6. Downtown Value School
7. Equitas Academy Elementary School
8. Hobart Blvd Elementary School
9. John Marshall High School
10. Los Angeles City College
11. Leo Politi Elementary School
12. Los Angeles Elementary School
13. Miguel Contreras Learning Complex
14. Monsenor Oscar Romero Charter Middle
15. Robert F. Kennedy Community Schools
16. Bishop Mora Salesian High School



Program Design

Recruitment Strategies

Several recruitment strategies were employed to generate interest and draw a robust cohort of tutors. Through UCLA programs and departments, we promoted the tutoring and scholarship opportunity to students as an innovative model to improve educational opportunities for low-wage immigrant families and communities. Dissemination included: the distribution of flyers, emails through the UCLA Labor Center and Center for Mexican Studies lists, discussions and presentations at organizations on campus. An online application was required including a personal essay, student transcripts, and letters of recommendation. Fifteen final candidates were selected and awarded a \$2,400 scholarship for participating in the first 12-week program from October 2017- February 2018 program. A second tutoring cycle awarded 12 tutors another \$2,400 scholarship to continue tutoring youth for 12 weeks from March-June 2018. Students were required to tutor at one of the worker center or union sites, one day per week for 3-5 hours which included travel, tutoring, lesson preparation and student assessment time.

Tutor Recruitment Procedure

All tutor applicants were required to submit an application packet including their resume, personal statement (highlighting any subject areas of expertise), unofficial copy of transcripts, and academic/professional letter of recommendation. The selection committee thoroughly reviewed all applications and selected 15 scholarship tutor awardees. Most of the student tutors were first-generation university students from similar low-income immigrant communities. Their personal lived experiences allowed tutors to connect on many levels with the working families and their children.

Application Requirements

- 1) Unofficial copy of transcripts
- 2) Copy of financial aid letter
- 3) A Copy of Fall 2017 class schedule
- 4) Single-spaced one-page statement of areas of expertise (i.e. math, government, science, college prep, reading, writing) and description of how you would prepare, organize, and implement a tutoring session with a LAUSD K-12 child/youth and parent in a subject area you are proficient in. This could include a subject like algebra or history or it could be about preparing for college applications if the student is older.
- 5) One academic or professional letter of recommendation
- 6) Commitment to participate in orientation (October 6, 2017) and final presentation session (December 2017)



“This was a wonderful opportunity to reconnect with my community, help an undocumented student, and gain teaching experience. It was invigorating to be around parents fighting for their rights. My father has worked in the garment industry and I felt deeply connected to the space and the struggle.”

Deisy Del Real, Ph.D. Candidate, GWC Tutor



Tutor Cohort

A total of 15 UCLA undergraduate and graduate students were recruited for the tutoring program. To be eligible for this UCLA Center for Mexican Studies/Labor Center tutoring program scholarship, students were required:

- Of Hispanic/Latinx origin
- Commute to tutoring sites in downtown Los Angeles on weekday afternoon or Saturdays
- Preferably be a bilingual, Spanish-English speaker to support English-language-learner tutee engage with monolingual parents at worker center or union

The UCLA students were not required to have extensive tutoring experience, however experience and interest in tutoring, mentoring and teaching were considered in the application process. Undocumented and DACA recipients were also eligible and encouraged to apply.



Tutor Placement

Tutors were placed in one of four organizations based on their level of education, tutoring experience and the organization’s needs (ages of children and learning needs). All of the tutors demonstrated high educational competency on 1 or 2 subject areas. Tutors were not only matched with students based on their academic subject strengths but also other categories such as social interests, gender, and familiarity with the child’s school, neighborhood, first language or country of origin.

Tutors were assigned tutoring sites based on...



From research, we know that fostering relationships and building trust amongst tutors and tutees are key to learner success. The UCLA tutors in this program became skilled at creating solid bonds with their tutees. Although it is common to use the term “tutor” for one-on-one subject specific instruction, “tutoring” does not truly capture the broad range of skills addressed during tutoring sessions. Our unique holistic approach used research-based practices that enhanced the tutees’ learning. UCLA tutors identified their tutees strengths and interests through intake forms and conversations . They also found out about and addressed underlying challenges that tutees considered barriers to their achievement in a specific subject.



“From this experience, I learned that it is important to help children from working families realize that they can achieve their goals. Sometimes as immigrants or children of immigrants we have other things that we worry about other than school and it is helpful when someone tells you that you are capable of realizing your goals. Sharing my story is one of the best tactics.”

Alein Haro, UCLA Master in Public Health, BSP Tutor

“I learned more about the students strengths and weaknesses in writing. Now that I am more aware of their individual differences, I can center a session that helps each with their individual weaknesses.”

Lizeth Rios, UCLA senior, KYCC Tutor

“A powerful learning moment I experienced was when a student shared with me that they wanted to go to school but they didn’t think they could and by the end of the tutoring weeks they shared that they felt like they were capable.”

Mario de Leon, UCLA International Development Studies, IDEPSCA Tutor

Through a full-day orientation, conducted by the Labor Center’s educational experts, tutors were trained on how to identify gaps in academic foundation skills, study habits, processing working memory, executive function weaknesses, inability to sustain attention in class to name a few. During the orientation, tutors discussed case scenarios where they identified and analyzed how learning breakdowns may occur and how tutors can support students to strengthen their skills in those areas using strategies customized to the individual needs of the tutee.



Tutor Orientation and Training

Prior to entering the field, tutors participated in a mandatory one-day orientation training focused on a specialized tutoring manual developed by the UCLA Labor Center educational coordinator and director. This manual compiled the best tutoring practices based on months of research of other quality national tutoring programs. Many of the students had some mentoring or tutoring experiences and few did not, but all the participants demonstrated an intense commitment to working with immigrant families and their children.

During the orientation, the educational coordinator reviewed the comprehensive materials compiled in the tutoring manual binder. Tutors were required to review the materials provided in the manual as a collective tutoring approach. In the orientation, tutors were coached about the tutoring philosophy as well as given background information about each site organization. (BSP, IDEPSCA, GWC, and KYCC administrators and leaders came to the orientation to present their organization’s mission and their aspirations for the tutoring program).

Tutors were encouraged to consult with the UCLA Labor Center tutor administrator and coordinator when problems arose, to request additional support with lesson development or materials. The training involved demonstrating proven teaching methods and evidence-based strategies from various projects that were evaluated as successful. The training coordinator reviewed all the manual materials and shared weekly tutoring documentation requirements. Tutors were required to set up regular weekly supervision meetings either in person or via phone or email with the tutor coordinator.

In addition, tutors had access to a shared google folder that contained tutoring resources. The folders were organized by school level: elementary School, middle School, high School, and college preparation. Each folder contained the Common Core state standards for English

Tutoring philosophy

Organization background info

Lesson planning

Requesting support

Weekly supervision meetings

Documenting tutoring sessions



CONTEXT



SUPPORT



Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the standards”). These subject represent the next generation of K–12 standards designed to prepare students for success in college, career, and life by the time they graduate from high school.

College preparation resources that included: test-taking tips, SAT preparation, resume tips, undocumented/AB-540/DACA resources, and financial literacy.

Tutors were required to develop unique lesson plans for their weekly session. These lesson plans focused on the educational needs of the tutee, specific questions posed by the tutee, and their parent and the tutor coordinator. Each tutor worked with a maximum of three tutees at a time, but one-on-one tutoring was also highly encouraged at some sites during the Fall and Winter academic terms.

Google drive folder
of tutoring resources

College preparation
resources

Evidence-based
teaching methods



TOOLS



Sessions:

1.5 hr–2 hrs/week
12 week period

Each tutee was required to participate in 10 out of 12 sessions. We expanded tutoring services for a second stage of tutoring (with tutor scholarships) and tutees received continued academic support for the rest of the academic year. Attendance was recorded at every tutoring session and coordinators called parents every week to remind them about the sessions. Tutors tracked session outcomes and documented student needs and successes. Each week tutors followed a planned lesson format aimed at creating learning returns, building rapport with the learner and developing a culture of learning and nurturing at each site. Below we have provided a sample of this session structure. Tutors built their lessons around this structure while making sure there was always time for snack, conversation, question time and free time.

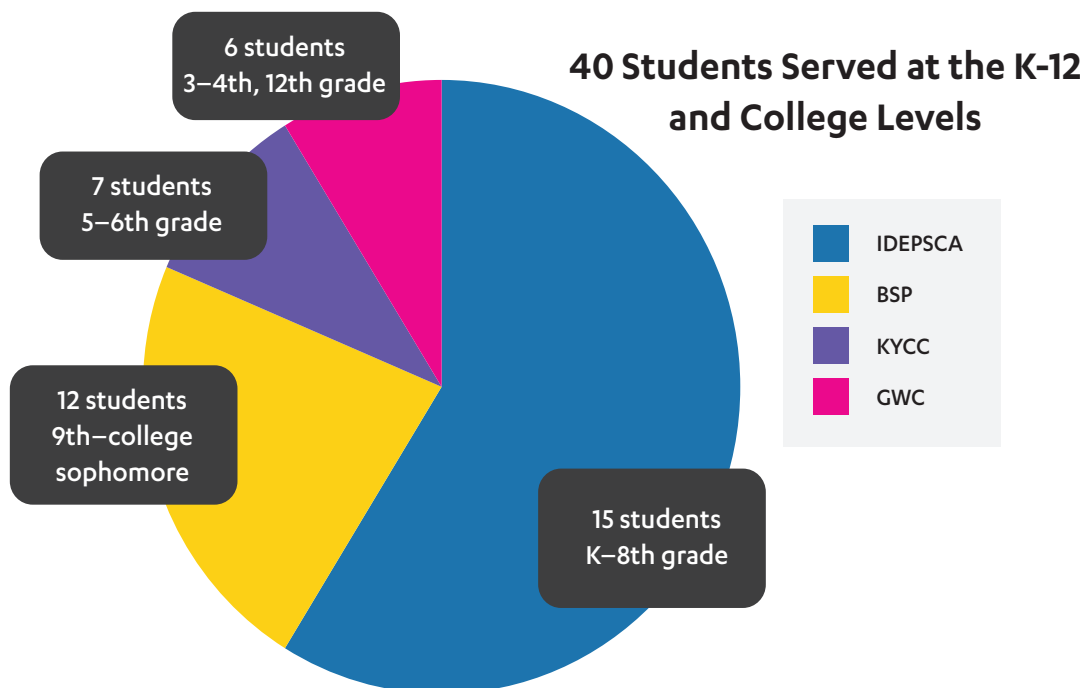
The Tutoring Program

Tutee Learner Snapshot



Each of the four organizations dedicated staff time to recruiting parent members' children to participate and formally commit to attending the tutoring sessions at their respective worker association site. UCLA Labor Center program coordinators facilitated outreach support and helped each organization set up their tutoring rooms with educational materials, (workbooks, paper, pens, crayons, glue, maps, atlas etc.) weekly supplies of snacks, pencil cases and personal learning supplies for each tutee (pencils, pens notebooks, folders, sharpeners, highlighters ect.). An organization staff person was assigned to manage the office space on the days tutors held their session yet at times tutors also helped with setup and breakdown of the space as many organizations were short on staff capacity.

A total of 40, K-12 learners received a year of intense quality tutoring through this program. Student learners ranged from ages 5–18 and received over 24 weeks of direct tutoring (2- 12 sessions) as well as a field trip to UCLA and 2 tutee achievement recognition celebrations with their families at each site.



Daily Tutoring Structure

Student learners ranged from age 5–18 and received over 24 weeks of direct tutoring.

15 minutes

Snack time and rapport-building with tutee



5 minutes

Review previous homework



10 minutes

Discuss current assignments and any challenges



45 minutes

Homework support



5 minutes

Log of accomplishments





Theory of Change and Mission

Building Adult Capabilities and Leadership to Improve Child Outcomes

Despite the social and economic challenges within low-wage working families, nurturing a family-community environment with a healthy, strong and caring foundation is a priority identified by janitors, garment and domestic worker parents to ensure that their children thrive in their development. Such a foundation consists of healthy relationships with their families, caregivers and peers but also extends out to adults in other programs who demonstrate that they are invested in their development. Families who are

faced with a cumulative burden of risk factors, see this impact reflected on the development of the child's learning outcomes, behavior and health.

In order to support families facing multiple adversities and at times overwhelming social and financial situations, strengthening adult capabilities to interact with their children is fundamentally important. Through the creation of programs directed at sustaining healthy family relations and support systems, we believe training parents as advocates to create and demand nurturing environments for their children at home, in their schools and within their community institutions is critical to improving low-income family outcomes. Programs like the Parent Worker Project and *Learning Together!* also support parents in understanding and navigating the complex U.S.

educational system. Active skill-building with adults involves coaching, training and practice, but also requires organizations to have high expectations of parents and a deep belief that they fully care for their children and want to see them succeed. We also recognize that parents themselves continuously want to learn and grow as human beings.

Parents themselves continuously want to learn and grow as human beings... and [have] their voices be heard and respected

In order to enhance economic, social and health stability within working class families, programs like the Parent Worker Project must prepare parents so their voices can be heard and respected. This means providing wrap around support services—including tutoring for their children—to encourage parents to become leaders in their communities and to use their strengths as the building blocks for developing new strengths and skills in their fight for social and economic justice.

Community organizations like worker centers and unions that build and affirm the capacities and leadership skills of parent workers, are modeling new forms of parent engagement. To accomplish this, centers must creatively invest resources in training programs, skills practicum sessions, participant stipends, transportation supports, day care and quality tutoring programs for their children. We believe that in order to build quality parent leaders, their children need to be nurtured and cared for in intergenerational learning environments that promote full human capital development.

Children are the future pillars of our communities and have the right to access equitable quality educational opportunities alongside their parents. Social and educational change for working families demands multi-faceted, creative approaches where worker associations, parents, community leaders, schools and other community entities work together to implement change at a local, state and federal level.

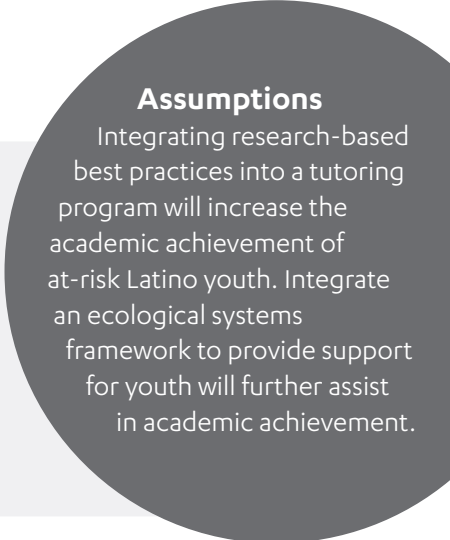


Theory of Change



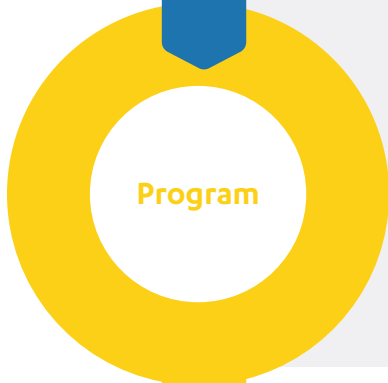
Mission: Struggling students who receive weekly tutoring for ten weeks in the Fall, Winter, and Spring semester will improve their English and Math at their grade level.

- Funding
- Staff
- Materials
- Facilities
- Curriculum
- Transportation
- Community partners



Assumptions

Integrating research-based best practices into a tutoring program will increase the academic achievement of at-risk Latino youth. Integrate an ecological systems framework to provide support for youth will further assist in academic achievement.

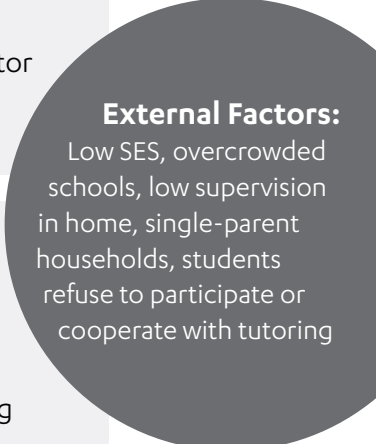


Activities

- Intake assessment
- Tutor orientation
- Tutor/student matching
- 24 Tutoring sessions
- Student tutor plan development
- Weekly tutor supervision at UCLA

Participants

- 40 Participants
- 15 Tutors
- # Hours tutoring
- # Persons trained
- 1 Training coordinator

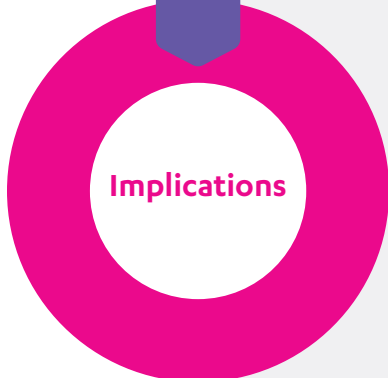


External Factors:

Low SES, overcrowded schools, low supervision in home, single-parent households, students refuse to participate or cooperate with tutoring



- 70% of program participants will demonstrate improvement on program-based assessment of English and Math skills from Fall to Spring
- Increase academic grades in English and Math
- Provide a positive role model and a safe space for learning
- Increase stress management
- Strengthen familial bonds and academic support
- Strengthen communication skills



- Improving community well-being and collective efficacy
- Decrease truancy
- Higher rates of graduation
- Higher rates of college attendance
- Increase motivation for learning
- Increased pro-social community involvement and behavior
- Increase civic engagement in community assets
- Decrease achievement gap for Latino/a youth

Tutoring Impact

We evaluated our project utilizing 3 key indicators:

- 1** Feedback from tutee learners and their parents
- 2** Partner responses from worker center staff, tutors, and program coordinators
- 3** Overall model and program execution assessment



Academic need was tracked by conducting a pre-needs assessment that was given to parents, the results yielded a high need for English language arts and math and numeracy K-12 tutoring support within all four organizations.



"I learned that many times the families of the children cannot provide the proper homework support because they have limited English skills and may have had very little education, so the tutoring support we provided was much needed in the community. It allowed us to bridge an educational gap and support the children's learning needs."

Elizabeth Machado, UCLA Senior, Idepsca Tutor

"Learning that my student's grades went up, and it was because of the work that he did, not just my tutoring. A powerful learning moment I experienced was when a student shared with me that they wanted to go to college but they didn't think they could and by the end of the tutoring weeks they shared that they felt like they were capable."

Chris Chavez, UCLA Junior, Idepsca Tutor

"This program makes a positive difference for all people involved. The tutees received help in all their academic needs. We fostered a college-going environment where students were able to share their feelings and aspirations. Helping the student with homework support them for that day or week. But talking with students about college seems to be invaluable because some of these students did not have a college counselor at their school and most will be first generation college students so to be exposed to current students at UCLA was a rare experience that this program provided."

Jose Mendez, UCLA Sophomore, BSP Tutor

Additionally, tutor performance was evaluated through weekly reflection field notes and check ins with staff and project director to reflect on academic impact on tutees, their rapport and communication style between tutee and tutor, and tutee personal connection with tutor.

“Something that I have learned from my tutor focused on derivatives as well as a deeper understanding about math.”

Building Skills Partnership, 11th grader

“Something that I learned from my tutor was ways to start looking for scholarships...”

Garment Worker Center, 12th grader

The project also measured how the tutoring experience impacted tutors. Tutors completed a post-tutoring evaluation where they were asked for their feedback on the program and their reflections and personal experiences as tutors. The evaluations were divided in four categories: ability, communication, attitude, and reliability.



“The program not only made an impact on the students, but it also left an impact on me and my experiences.”

Evelyn Larios, UCLA MSW, GWC Tutor

“I learned how to work with younger students, but also with their parents and community members. I learned there’s a lot of teamwork in education.”

Karina Valdez, UCLA Senior, Idespca Tutor

“From this experience, I learned that it is important to help children in working families realize that they can achieve their goals. Sometimes as immigrants or children of immigrants we have other things that we worry about things other than school and it is helpful when someone tells you that you are capable of realizing your goals. Sharing my story is one of the best tactics.”

Alein Haro, UCLA Master in Public Health, BSP Tutor

Through the one-year program we also received feedback from parents and staff about the impact that the tutoring program has had on their children and worker organizations. Parent workers and organization talked about how this program has created a more welcoming, safer and positive learning environment for children of janitors, domestic workers, and garment workers at their union and worker centers.

“My daughter really wants to get better at reading, she wants to show her tutor that she can read a chapter book, this is all new since the program began.”

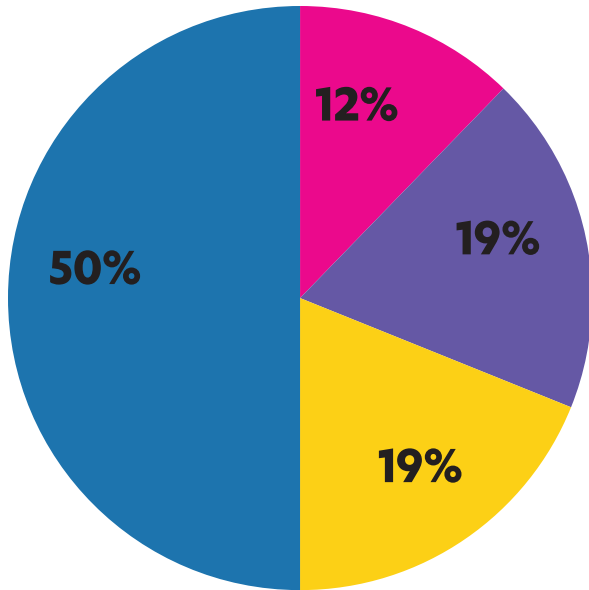
Garment worker parent

“The most powerful moment was seeing how the parents were very grateful every time their kids were done with their homework...”

Jose Mendez, UCLA Senior, BSP Tutor

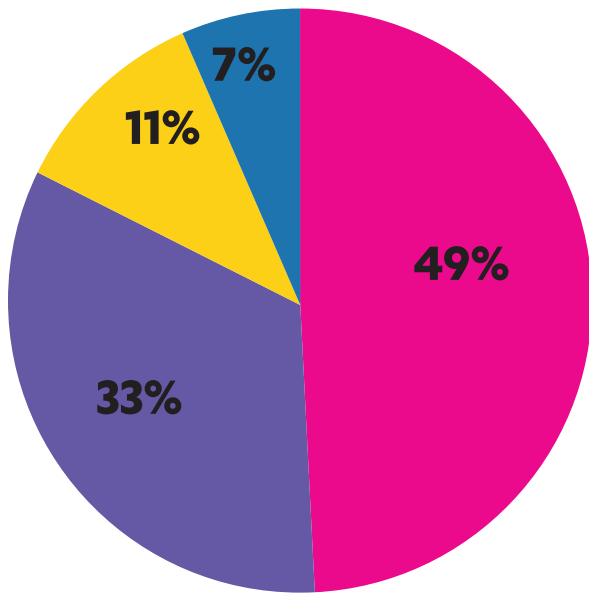
“This was a wonderful opportunity to reconnect with my community, help an undocumented student, and gain teaching experience. It was invigorating to be around parents fighting for their rights. My father has worked in the garment industry and I felt deeply connected to the space and the struggle.”

Deisy Del Real, UCLA PhD Candidate ,GWC Tutor



Sessions provided tutees with more than tutoring

- Positive environment
- Advice
- Community
- College Prep



What tutees hope to gain from tutoring

- Other
- Overall grade improvements
- Improvements in English
- Improvements in math

Project Implications

This project has local, state and national implications toward building an informed and critical parent base for education reform. By training and promoting parent leaders and advocates in LA to engage their fellow parent constituents and their children at all stages of their K-12 educational development, we envision parent workers making policy recommendations to their local school board, at state and national conferences, and with policy and educational think tank stakeholders. We believe policy makers are deeply interested in supporting innovative programs that solve some of the most pressing problems that vulnerable low-wage worker populations face. By developing active networks supported by their unions, worker centers and community and school stakeholders, we foresee parent worker leaders playing a critical role in educational reform efforts in Los Angeles and in California.

This project also intends to develop a strategic coalition made up of key stakeholders such as local schools, early education and after school centers, government and worker advocates, unions and library associations who will advocate and advance policy for quality education for low-wage worker families. This is a long term goal of the partner organizations even after the completion of the programs funding cycles. At the state level, we plan to share our parent worker leadership model with worker center and service union members in other parts of California. In addition, we believe that by involving employers and workforce investment boards in the dialogue about effective parent worker educational programming in conjunction with K-12 tutoring, we envision a shift in not only worker children's educational outcomes but also an opportunity for public education reform. Through this dialogue, we plan to expand awareness about low-wage worker family needs and leverage critical labor conditions improvements in precarious garment, domestic and janitorial industries.

Conclusion

In conclusion, we believe the program offered positive impacts from many points of view. We found that to develop a robust quality tutoring project that meets the multiple needs of low-wage working families, requires detailed preparation, staff capacity, tutor orientation and training, tutor support and monitoring, lesson planning and evaluation. Through this project we were able to develop a baseline experience for replication. This reflection has allowed us to think about further projects where we can leverage university, community and foundation resources to communities typically excluded from quality tutoring and after-school experiences at their parents' trusted unions or worker centers. Some challenges we faced included overall staffing capacity, coordination and logistics challenges where students from UCLA had to travel to Pico Union and South LA. In addition, at times each organization was challenged with other competing program priorities related to defending the rights of low-wage immigrant workers and their families in this very difficult and complicated national political climate.



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