

Recommendations

New York State must uplift whole families through a two-generational approach to education that recognizes that children's success is inextricably linked to that of their parents. Both generations must receive adequate support to integrate into their communities and thrive.

- **Invest \$15.3M in Adult Literacy Education Funding in the FY 2020 Budget:** New York must increase ALE funding by maintaining the FY 2019 \$500K enhancement and supporting additional funding of \$7.5M. Such funding will support high-quality, community-based adult literacy instruction and close the \$8M gap created by the transition to Workforce Innovation and Opportunity Act (WIOA), which is expected to impact lower-level English learners.
- **Invest \$10M in Family Literacy Funding:** New York should fund family literacy programs, a proven two-generational approach that empowers generations of family members to achieve educational goals, family stability, and economic security by supporting a collaborative and mutually reinforcing learning process. A \$10M investment will allow for approximately 32 community-based organizations to expand or launch family literacy programs for roughly 900 families throughout the State and support capacity-building grants for 16 organizations.
- **Expand and Improve Language Access:** New York should increase the quality of and access to translation and interpretation services for immigrant families so that parents can access vital educational programs like Pre-K and be empowered to support their children's success.
- **Expand support for home visiting models** shown to be effective in working with immigrant and refugee families.

Community Need and Opportunity

- **Over 3.5 million** New Yorkers lack English language proficiency, a high school diploma, or both.
- **Nearly half** (43%) of students age 0-8 are dual language learners (DLLs) in New York.
- Of the 970,000 parents in New York, 42% are limited English proficient and 21% have not completed high school.
- Funding to support family literacy programming and other two-generation programs has been consistently cut, and funding for adult literacy has become increasingly insufficient to meet the needs of parents, with the majority of federal pass-through funds through programs like the WIOA focusing exclusively on college and career readiness standards in place of outcomes supporting family literacy, parent engagement, and other critical integration skills.
- Programs intentionally integrating parent/child needs allow immigrant families to break cycles of intergenerational poverty, increase parents' economic mobility, and support children's home language skills, cognitive and socio-emotional development, and educational achievement.
- Home visiting programs are effective in addressing risk factors to the health, development, and future success of children in immigrant families but programs currently lack the capacity to serve these families.