

## Section B – Ready, Set, Go!

Having a successful **Get Set Learn** family literacy program requires planning in advance. This section explains how to:

- Hire facilitators for **Get Set Learn**
- Hire child care providers for **Get Set Learn**
- Choose a site
- Promote the program
- Find families to participate
- Have necessary kits with books, educational toys, literacy and math activities and craft supplies
- Room Set Up
- Snacks
- Forms and Usage
- Appendices

### Hire Facilitators for Get Set Learn

Since **Get Set Learn** is a family literacy program that focuses on both parents and their children, facilitators need to have an understanding of both andragogy (the art and science of helping adults learn)(Knowles, 1980) and pedagogy (the art and science of helping children learn). Presently, there is no certification required to be a family literacy facilitator, although many different certifications exist regarding facilitating specific family literacy programs such as “Mother Goose” or “Parents as Partners.”

Ideally, family literacy facilitators should have previous experience working with adults as a facilitator and working with young children as well. Depending on the size of the program, one may need to hire more than one facilitator but only one coordinator is needed. In many cases, the coordinator will also facilitate the class or classes.

This program can be facilitated by a volunteer, however, it should be a very dedicated volunteer who has not only an interest in this program and the participants, but who also has a background in either adult or child literacy. Careful screening would need to be done since the volunteer would be working with children, although not alone.

### Hire Child Care Providers for Get Set Learn

The premise of **Get Set Learn** is to enhance the literacy and math skills of both the parent and the child. Research shows that parents are more likely to attend a program if it is focused on their children rather than themselves. **Get Set Learn** provides literacy enhancement for both children and adults but it focuses on the child in the initial classes. Providing child care on site for parents enrolled in the **Get Set Learn** classes allows parents the opportunity to attend.

In many cases, the sites will have their own child care personnel but occasionally, one may have to hire child care providers. In this case, you need to find individuals who like working with children and who can work unsupervised. It is suggested that one of the child care providers be an Early Childhood Educator (ECE). Once again, careful screening must be done to protect the safety of the children.

It is necessary to provide a safe and nurturing place for the children while the parents are in class. This is why we suggest having at least 2 child care providers available during **GSL**. This makes it safe for the other children if one of the child care providers needs to toilet or change diapers of the children (during the parent/child separate time of the program). In every region, there are appropriate child care ratios to staff. An example of an appropriate ratio would be 1 child care provider for every 5 children aged 3 – 5 and 1 child care provider for every 2 infants.

We strongly encourage you to remind parents to not feel stressed when leaving their children with child care providers. The providers are instructed that if the children are experiencing distress without their parents, the child care providers will come and get the parent to help lessen the anxiety the child is facing. Also, in some cases, children will join the class for a couple of times in order to alleviate their fears. We want this to be a positive experience for everyone and some children take longer to adjust to time without their parent in the child care room.

## Choose a Site

No site is perfect for any program, however, the list in the appendices (see site checklist Appendix 3) gives some ideal points for getting off to a smooth start. You need to decide which of the points you are willing to negotiate and which ones you are not. The points are not in any particular order. Some examples of points to look for in choosing a site include finding a site along a bus route or on an easily accessible intersection. Free parking is helpful for parents who drive to programs. Additionally you will need to look for a stroller accessible site. You will need at least two rooms; one for child care, and one that will accommodate all the parents, children, and activities.



## Promote the Program

To start, you need to create an outreach plan that should include the answers to these questions:

- How will you recruit and contact potential clients?
- How will you register clients (will you do it or will the site do it)?
- What other community agencies can you contact and provide information about your program?
- Who may refer clients to your program?
- What media will be most effective in recruiting clients? (i.e. flyers, cheque inserts, signs at busy intersections, word of mouth, referrals, other venues, etc.)
- To what internal promotion methods do your sites have access?
- Who is going to pay for promotion?
- What other promotional materials can you afford? (i.e. business cards, posters, flyers, newsletters, etc.)

You need to begin your outreach plan by thinking about how people will find out about your program. Then consider how participants will be able to attend, knowing some of the barriers they may face. First, can they read the brochures, posters, cheque inserts, and other printed materials that you produce? You need to make sure that any printed material is written in plain language and does not have too much print on the page.

Do not forget about the sites' internal promotion. Many sites have newsletters that they share with all potential clients and other professionals who may refer. Also, some have sign boards in front of their location that they could use to promote your program. Host coordinators also attend many meetings. Provide the site with flyers and your business cards so that they can promote the program as well.

Media such as public service announcements (PSA's) and newspaper advertisements are other ways to get your message out. You can also write an article for a newspaper or magazine that talks about some of the issues that your clients might be facing; for example, school readiness in their children. The disadvantage with this type of promotion is that it needs to be done well in advance of your program start up date. Also do not forget to invite parents who may not fit the exact clientele but who still may be in need of this type of program. See appendices for sample outreach plan (Appendix 6).

## Using a Variety of Printed Materials

A variety of printed materials are used and each are designed for different audiences. For example, one brochure targets participants; another targets professionals who may refer. For examples, see the appendices following this section (Appendices 4 and 5). Ensure that you have listed the benefits to the clients, times and dates of program, costs, locations, and phone number. Since the program primarily targets clients on Ontario Works or welfare, the cheque insert is the most effective form of advertising. A one-page cheque insert is sent to clients, one month before the programs start (Appendix 5). All of the registration is done by the coordinator, not the sites, using a telephone screening tool to determine suitability and need of literacy skill enhancement (see Appendix 7). You are then able to ensure that you have the correct numbers of parents and children for the capacity of the rooms at the sites.

## Time of Day and Days of Week Offered

Next, offer the program at a time of day that your clients can attend. If you are providing child care, you can offer it through the day, before school age children are home. This allows parents to focus on their pre-school age children. Since **Get Set Learn** is offered twice weekly, we have found that it is more effective to offer it at the same time on both days, however, we have had 2 different times on occasion. One time we offered the program on a Tuesday and Wednesday. This program had excellent attendance as the parents did not forget to attend the second time in the week. In most cases though, we offer it on a Monday/ Wednesday or a Monday/Thursday. This allows families a day or two to do the homework and get ready for the next class.

## Transportation

It is important that you find a site where families already congregate. At Project READ, we have had the most success whenever our sites are on a bus route. We also offer bus tickets to all families who need them. This is provided by our funding partner. Some clients will walk, some will drive, and some will take the bus. Free parking is important or reimbursement of parking fees. As facilitator, you want to ensure that there are as few barriers to participation as possible for your participants. This is why it is important to be located in a place where families already frequent.

## Find Families to Participate

Where will you find families to participate in your program? Often when beginning a new program, agencies neglect to allow time to develop expertise to fully promote the program and recruit prospective families. In order to introduce the program for the first time, you will need to employ many different ways of promotion. See Outreach Plan in appendices (Appendix 6). A few places to look for families include:

- Community fairs
- Child health fairs
- Libraries
- Word-of-mouth (Past participants)
- Referrals from professionals from other agencies
- Churches
- Door-to-door distribution of flyers (Low income housing)
- Any place where families gather

## Have Necessary Kits with Books, Educational Toys, Literacy and Math Activities, and Craft Supplies

There are 4 kits necessary to run the **GSL** program for 8 weeks. The kits are thematic and have appropriate books for reading during a “circle” or “learning time” as well as math and literacy toys and activities that will enhance the learning experience for the children.

The 4 kits are:

- ABC Kit
- Colours/Shapes Kit
- Animals Kit
- Numbers Kit

**You will find the kit contents as well as additional information on how to use the kits in Section C.**

## Room Set Up

There are a number of ways to set up the room during the Parent Learning Time and the PACT (Parent and Child Together) Time. You must find the way that will work the best for your families. In all cases, it is necessary that all families will be able to see the facilitator. You could have the families sitting around tables facing each other ensuring that there are not any families sitting with their backs to the facilitator. The other way to do this is to have the tables situated in a “U” shape. This also ensures that no families will have their backs to the facilitator. The facilitator stands or sits near the white board so that any words can be quickly and easily recorded for all to see.

## Snacks

Providing nutritious snacks for both children and their parents is an important part of the **GSL** curriculum. Sometimes families who participate in **GSL** classes have not eaten and it is therefore necessary to have nutritious foods available. As a facilitator, you are in a position to influence the choices your families make regarding food choices. Things that influence what families (both parents and children) like to eat are:

- Taste of food
- Influence of others
- Advertising
- Family influence
- Ease of eating the food
- Knowledge regarding nutritious food choices

Some children arrive at the **GSL** classes hungry. Since they have high energy levels and may need more calories than are provided in meals, provide them with healthy choices so that they can choose a healthy snack. Some snacks to include in **GSL** classes:

- Raw vegetables or fruit such as carrots, apple slices, orange slices, watermelon, strawberries, raspberries, bell peppers, bananas or dried fruit
- Yogurt
- Applesauce
- Cheerios
- Crackers and cheese
- Bran muffins

Include water and 100% juice for a beverage. Do not provide any other choices for beverages. The families are apt to choose these beverages if they are the only ones provided. Encourage your families to choose a variety of the snacks you provide in order to get all the necessary nutrients. You can incorporate talking about Canada's Food Guide in a later class. For more information regarding making healthy food choices check out: [kidshealth.org/parent/nutrition\\_fit/index.html](http://kidshealth.org/parent/nutrition_fit/index.html)

## Forms and Usage

In the appendices, directly following this information, you will see twelve forms that are used in **Get Set Learn**. These include all of the forms used in **GSL** except for the evaluation forms. Those forms are found in Section C, "Evaluations." This section will list each form and describe how it is used.

The first two appendices, Sample Job Posting for **GSL** Coordinator and Facilitator as well as Child Care Provider are to be used as is or modified and posted when you are looking for personnel for **GSL**.

You can post these job descriptions in the paper, via an email distribution list, as well as listing it on your website. You can add or take information out of these job descriptions to suit your need.

Next, the "Site Checklist," Appendix 3 is to be used when looking for a new site to host **GSL**. Again, you may add to or take out certain things as they pertain to your program. All of these forms are to be used as a guideline only. They are meant to be adapted to your own program. If you find that the site you are looking at has a lot of checks in the "No" column, you may want to look for another site. We have found that the most important items for us include:

- Has the site demonstrated a need and demand for a **GSL** program?
- Is the site willing to offer you space at times/days that are convenient for your participants?
- Is the site a location already accessed by families?
- Does the site have stroller access and parking for strollers inside?
- Is the site close to a bus route?
- Does the site have more than one room available for **GSL** usage?

Next, the "Sample Brochure for Caseworkers" Appendix 4 is sent to all possible referral partners. You will add your own logos to this template as well as your information, or change it altogether. We have included this brochure so that you have an idea of what we use for promotion. We also have a brochure for participants with the necessary information. We leave this at all of the sites. We make sure that this is sent to sites 1 – 2 months before the classes begin.

The "Sample Cheque Insert for OW Clients" Appendix 5, is what we include in all the OW clients cheques. We send this out 1 – 2 months before the classes begin. We have found that this is our best form of advertisement!

Next, the "Sample Outreach Plan," Appendix 6 is included so that you have an idea of how to promote your **GSL** program. This is to be used as a guideline.

The next appendices, "Release of Information Form," and "Caseworker Form," are to be completed at the first class. The "Caseworker Form" is sent to the caseworker so that they know the parent is enrolled in the **GSL** classes. It also provides information on which of their clients requires bus tickets. The "Release of Information Form" is used to give the facilitator the "okay" to share information regarding attendance and bus ticket use with caseworkers.

The next two appendices are used for internal documentation. The "Bus Tickets Form" is used to track which families used bus tickets each class. These tallies are kept and reported on in the final report. The "Attendance Sheet" is used to track attendance for the participants. It is our practice to phone all participants before the first class begins in order to remind them about the class. Also, if a participant misses a class, we phone them to find out the reason for their non-attendance. This lets them know that we care about them and often encourages them to come back to class.

Finally, the last appendix, "Certificate of Participation" is given to all families at the end of the course. We list the children first, and then the parents name. You can include whatever information you want on the "Certificate of Participation." The most important thing to remember is to spell each persons' name correctly.

## Appendices

Appendix 1 - Sample Job Posting – GSL Coordinator and Facilitator

Appendix 2 - Sample Job Posting – Child Care Provider

Appendix 3 - Site Checklist

Appendix 4 - Sample Brochure for Caseworkers

Appendix 5 - Sample Cheque Insert for OW Clients

Appendix 6 - Sample Outreach Plan

Appendix 7 - Release of Information Form

Appendix 8 - Transportation Supports Agreement

Appendix 9 - Caseworker Form

Appendix 10 - Bus Tickets Record

Appendix 11 - Attendance Sheet

Appendix 12 - Certificate of Participation



## Appendix 1

# Sample Job Posting: Get Set Learn Family Literacy Coordinator and Facilitator

### Goal:

To coordinate, facilitate, and evaluate various program delivery locations of the **Get Set Learn** family literacy program for parents receiving Ontario Works.

### Tasks and Responsibilities: Coordination, Preparation, and Outreach:

- Coordinate all aspects of the program including recruitment of participants, lesson and activity planning, materials preparation, evaluation design and reporting
- Research, gather and assemble all materials for program delivery
- Develop outreach materials for the program for distribution to staff at social services and other community agencies
- Work in cooperation with social services staff to solicit OW client referrals from caseworkers
- Distribute public service announcements and media releases as needed
- Participate in outreach activities and public events as needed to attract participants

### Facilitation, Assessment and Evaluation:

- Develop and facilitate family literacy lesson plans for an 8 week program twice weekly based on **Get Set Learn** Curriculum provided
- Develop at home learning assignments for parents and children to work on in-between sessions based on **Get Set Learn** Curriculum provided
- Implement pre and post assessments to document learning progress of participants
- Implement program evaluation tools including feedback from all key stakeholders including host sites, caseworkers, child care workers, participants, others
- Prepare and distribute final program report outlining all findings and results including any future program delivery recommendations

### Qualifications:

- Minimum of 2 years experience in adult literacy instruction
- Post secondary education or equivalent experience in adult education, early childhood education, or library science
- Prior experience in family literacy facilitation is preferred
- Knowledge of early literacy development is preferred
- Thorough knowledge of principles of adult learning
- Experience working with families from diverse communities
- Knowledge and experience with program evaluation
- Good interpersonal skills and knowledge of conflict resolution
- Excellent communication skills, both written and oral
- Excellent computer skills including MS Word, internet use, Excel
- Access to reliable transportation a necessity
- Have or be willing to obtain CPR and First Aid
- Have an understanding of community outreach and networking
- Ability to speak and understand English
- Ability to adapt curriculum to suit the needs of the clients
- Knowledge of child development
- Comfort and experience working with children
- Ability to access various community resources

## Appendix 2

# Sample Job Posting: Get Set Learn Child Care Provider

### Goals:

To look after children aged birth to 6 while their parents are involved in a program and to support and enhance the learning of the children. The child care provider may plan for a children's program, but it is not necessary.

**Tasks and Responsibilities:** Set up and take down of room as required:

- Set up and take down the child area, fifteen minutes before the program begins and ends
- Ensure that the children are kept safe while in your care
- Assist with the **Get Set Learn** program when parents and children are together with the facilitator to ensure smooth transition to child rooms
- Assist with the snack as required

### Qualifications:

- ECE diploma preferred
- Knowledge of stages of child development
- Familiarity and comfort with changing diapers and toileting young children
- Basic First Aid and CPR preferred
- Knowledge of working with children from diverse backgrounds
- Ability to work well without supervision
- Ability to speak and understand English

## Appendix 3 Site Checklist

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the site stroller accessible?
<input type="checkbox"/>	<input type="checkbox"/>	Is the site close to a bus route?
<input type="checkbox"/>	<input type="checkbox"/>	Does the site have parking?
<input type="checkbox"/>	<input type="checkbox"/>	Does the site have more than one room (i.e. one parent room, one or two children's rooms)?
<input type="checkbox"/>	<input type="checkbox"/>	Is the site a location already accessed by families?
<input type="checkbox"/>	<input type="checkbox"/>	Are the rooms big enough for the number of families you can accept?
<input type="checkbox"/>	<input type="checkbox"/>	Are washrooms close to the rooms used?
<input type="checkbox"/>	<input type="checkbox"/>	Are there changing facilities onsite?
<input type="checkbox"/>	<input type="checkbox"/>	Is the site willing to utilize their internal promotional methods to help promote the <b>Get Set Learn</b> program?
<input type="checkbox"/>	<input type="checkbox"/>	Can you store your supplies in the rooms used? Are they secure?
<input type="checkbox"/>	<input type="checkbox"/>	Does the site have media equipment such as a VCR for your use?
<input type="checkbox"/>	<input type="checkbox"/>	Is there a library onsite or close to this facility?
<input type="checkbox"/>	<input type="checkbox"/>	Is the site willing to offer you space at times and days that are convenient for your participants?
<input type="checkbox"/>	<input type="checkbox"/>	Has the site demonstrated a need and demand for a <b>Get Set Learn</b> program in the community or neighbourhood?



## Appendix 4



# FREE PROGRAM

for your client and their child



### Why should you refer your client?

- Both your client and child will have fun
- Your client will learn how to help his/her child succeed in school
- Your client will improve his/her reading, writing, and math skills
- Your client will gain more confidence in his/her parenting skills
- Your client and child will get healthy snacks
- Your client will meet other parents
- You will receive an attendance report upon completion of program

### Location and Times

Early Years Centre  
123 Anyplace Road  
Timbuktu, ON  
March 26 – May 24, 2007  
Monday and Thursday  
1:00 – 3:00 pm



## Appendix 5 Get Your Child and You Ready for School.



**FREE PROGRAM**

Bus Tickets provided



**"Get Set Learn"**  
**2007**

**16 fun classes – 8 weeks**

*Childcare and snacks provided*

**Cambridge** Wed am 9:30am–11:30 Fri pm Mar28th-May23th  
Our Neighbourhood Association, 87 City St

**Kitchener** Mon /Thurs 1:00–3:00 pm Mar 26th - May 24th  
Early Years, 15 Hello Dr

**Kitchener** Mon/Wed 9:30–11:30am Mar 26th -May 23rd  
Park Community Centre, 50 Anywhere St

**Call Lola at (519) 222-0000 to register.**



Region of Waterloo

Presented By:



## Appendix 6

### Sample Outreach Plan

#### Goal

To have 30 families in total participating in *Get Set Learn* at 3 locations for Sept - Dec 2008.

Idea	Timeline	Who is Responsible	Costs
<b>Find Locations</b> <ul style="list-style-type: none"> <li>Visit and interview locations</li> <li>Complete site checklist</li> </ul>	June - Aug 2008	Coordinator	Gas/Mileage
<b>Recruitment of clients</b> <ul style="list-style-type: none"> <li>Cheque insert</li> <li>Brochure/flyers/posters</li> <li>Meetings with Public Health Nurses and other professionals</li> <li>Site internal promotional methods (list here)</li> </ul>	Aug 27 Sept 1 - 15 Aug/Sept July - Sept	Coordinator Coordinator and Facilitators Coordinator and Facilitators Coordinator and sites	\$500 per 10,000 \$300 for 20 posters/75 brochures per site No cost to program
<b>Awareness of program</b> <ul style="list-style-type: none"> <li>Meetings with stakeholders</li> <li>Child Health Fair</li> </ul>	June - Sept 2007 Aug 2008	Coordinator Coordinator and Facilitators	Gas Display board and business cards (\$100)
<b>Registration of Clients</b>	Sept - all month	Coordinator	\$75 includes phone line, registration sheets, and mail out confirmation
<b>Report</b> <ul style="list-style-type: none"> <li>Include observations regarding what worked well</li> </ul>	Dec	Coordinator and Facilitators	Printing Costs

## Appendix 7



### Get Set Learn Release of Information Form

I, \_\_\_\_\_

Print Name

agree to attend all 16 classes of the **Get Set Learn** program. I also allow Project READ Literacy Network to release information to my caseworker and to contact my caseworker. I agree that my information can be used for the purposes of data collection but shall remain confidential.

\_\_\_\_\_

Caseworker Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

I also agree to allow Project READ Literacy Network to use pictures taken of me and my child for promotional purposes only.

Yes

No





## Appendix 8



### Get Set Learn Transportation Supports Agreement

I, \_\_\_\_\_  
Name

Born on \_\_\_\_\_  
Birthdate

Will require bus tickets to get to and from the **Get Set Learn** classes.

I agree to use the bus tickets provided by the Region and given to me by the Program Facilitator for the sole use of getting to and from the classes.

I understand that if the bus tickets are misused in any way, I will no longer receive transportation supports and will have to find my own way to get to and from classes.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date





## Appendix 9

### Get Set Learn Caseworker Form

To: \_\_\_\_\_ Fax#: \_\_\_\_\_

Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Location of  
Class: \_\_\_\_\_

The above client has been pre-screened, registered, and is attending the **Get Set Learn** program. This client has signed an agreement to attend **Get Set Learn** classes and a release of information will be forwarded to you regarding attendance.

This client requires bus tickets to get to and from the program.

Yes

No

**We have provided the bus tickets on your behalf.**

**This advice requires no action from you.** It is for information only. Please do not hesitate to contact me if you require any further information. Call me at 518-000-0000.

Sincerely,  
Lola Coordinator,  
Project READ Family Literacy Coordinator

## Appendix 10



### Get Set Learn Bus Tickets Record

Date: \_\_\_\_\_

Site: \_\_\_\_\_

Name	Number of Tickets Given	Staff Initials

## Appendix 11 Attendance Sheet Spring 2008

Name	Bus Tickets	Allergy	Caseworker	Mar 26	29	Apr 2	5	12	16	19	23
Aha, Fatumeh Phone:	Yes		Henry Caseworker	✓	✓		✓	✓	✓	✓	
Moos, born 2005											
Nice Lady, Amanda Phone:	Yes		Kim Caseworker	✓		✓	✓	✓		✓	✓
Chloe, born 2003											
Cable, Anna Phone:	Yes	Peanuts	Cathy Caseworker	✓	✓	✓	✓		✓	✓	✓
Aidan, born 2004											
Caesar, Jadranka Phone:	No		Nadine Caseworker	✓	✓	✓	✓	✓	✓	✓	✓
Natasha, born 2003											
Lady, Leila Phone:	No		Joy Caseworker	✓		✓	✓	✓			✓
Shayan, born 2006											
Lady, Natasha Phone:	No		John Caseworker	✓		✓		✓	✓		✓
Sally, born 2004											
Joe, born 2005											
Nice Lady, Wendy Phone:	Yes		Wilma Caseworker	✓	✓		✓	✓		✓	✓
Howard, born 2006											



This certifies that

Name

participated in Get Set Learn, 2008.