

Chapter 1 Family Literacy

SECTION ONE: WHAT IS FAMILY LITERACY?

This chapter includes discussion about what family literacy is and what forms it has taken. Excerpts and references to legislation that govern family literacy are provided. You will also find print and web resources for further exploration.

Overview

Before examining the concept of family literacy, we must understand what it means to be a literate adult today. In the 1998 Adult Education and Family Literacy Act, the US Congress defines adult literacy as “an individual’s ability to read, write, and speak in English, compute and solve problems, at levels of proficiency necessary to function on the job, in the family, and in society.” With this definition, the traditional emphasis on reading, writing and speaking English and on computation skills has shifted to the application of these skills in the workplace and community and the use of information to solve problems.

For the past 30 years, parent involvement in children’s education has been expanding. School programs like Reading Is Fundamental (RIF) and Title I, which were originally designed for school-age children, have incorporated programs for families. Head Start demonstrated that parents’ participation produced greater school success than programs without parent involvement. The PACE/Kenan project in Kentucky developed a successful model for teaching literacy skills to both parents and children, in which content skills were supplemented by parent education and parent-child activity time. Barbara Bush, then the President’s wife, founded a national foundation to promote family reading through which parents improved their own skills while helping their children. The International Reading Association created a commission to study family literacy from a broad perspective and to disseminate information on the way literacy is used in families, on parent involvement initiatives, and on intergenerational literacy initiatives. The federal legislation for family literacy, based on the Kentucky model and shepherded by Representative William Goodling from Pennsylvania, ushered in Even Start in 1988.

It is not surprising, then, that *family literacy* means different things to different people. *Family literacy* refers to the interactions of parents and children using language—talking, playing, exploring, limiting, soothing, explaining, encouraging, and nurturing. With the support of the adults in his or her life, a child learns to navigate his or her world with the help of language, acquiring limits and self-control, making choices and solving problems, communicating needs to others, developing emotional ties to parents and siblings, and responding to the print environment surrounding him or her. In recent decades, the locus of *emergent literacy* has shifted from learning to read in the first grade to preschool interactions in the home environment and from the first-grade teacher to the parent as first teacher.

A second use of the term *family literacy* applies to the federally funded programs developed to support intergenerational education for at-risk, low-literacy families—programs such as Head Start, Even Start, ABLE, and Title I. The legislation authorizing these programs contains a uniform definition of *family literacy* that entails four components:

- adult basic education to improve basic skills, prepare for the General Educational Development certificates (GED), and to learn workplace skills that leads to economic self-sufficiency
- early childhood education for preschool and school-age children to help them prepare for success in school and life experiences
- parent education in which parents and caregivers discuss parenting practices and the importance of literacy experiences in the home
- parent and child together time (PACT) for adults and children to practice literacy activities together.

While improving their reading, writing and math skills, parents have an opportunity to practice language strategies with their children in areas such as storybook reading, discipline, and play and exploration. These skills are integrated into units arising from family issues, citizenship, and workforce readiness.

Parents, children, and communities benefit from family literacy programs. Not only do individual literacy skills of parents and children improve but social skills increase and families place higher values on education. Parents' expectations of their children change as they learn more about the continuum of child development. Parents become more involved in their children's schools as they better understand new educational approaches and recognize the important role they have as partners with teachers in their children's education.

For more information on the research about benefits of family literacy programs see *Family Literacy: Who Benefits* at <http://literacy.kent.edu/Oasis/Pubs/WhoBenefits2003.pdf>

Family literacy, whether spontaneous or promoted by formal programs, is a process of incorporating the spoken and written word into meaningful activities within the family unit. This becomes the legacy of language practices that passes from one generation to the next.

Legislation

Legislation that defines and funds family literacy programs is found in the following governmental agencies and departments:

U.S. Department of Education

Elementary and Secondary Education Act (ESEA) Programs (No Child Left Behind)

Title I, Part A

Reading First (Title I, Part B, Subpart 1)
Early Reading First (Title I, Part B, Subpart 2)
Even Start, Migrant Even Start and Indian Even Start (Title I, Part B,
Subpart 3)
Even Start Statewide Family Literacy Initiative Grants
Education of Migratory Children (Title I, Part C)
Comprehensive School Reform Demonstration (Title I, Part F)
State and Local Technology Grants (Title II, Part D, Subpart 1)
Ready to Learn Television (Title II, Part D, Subpart 3)
Grants and Subgrants for English Language Instruction (Title III, Part A)
21st Century Community Learning Centers (Title IV, Part B)
Local Innovative Education Programs (Title V, Part A)
Community Technology Centers (Title V, Part D, Subpart 11)
Indian Education (Title VII, Part A)
Native Hawaiian Education (Title VII, Part B)
Alaska Native Education (Title VII, Part C)
Adult Education and Family Literacy Act (Workforce Investment Act, Title II)
Federal Work-Study Program (Higher Education Act)

Bureau of Indian Affairs

Family And Child Education (FACE) Program

U.S. Department of Health and Human Services

Head Start, Early Head Start, Migrant Head Start, and Indian Head Start (Head Start Act)

Community Services Block Grant (Community Services Block Grant Act)

Temporary Assistance for Needy Families (TANF) (Title I, PRWORA)

U.S. Department of Housing and Urban Development

Neighborhood Networks Program

Resident Opportunity and Self-Sufficiency Program

U.S. Department of Commerce

Technology Opportunities Program

State Sources

Departments of Adult Education and Early Childhood Education

Departments of Human Services, Social Services and Labor

State Library Programs

Source: Handout from presentation "Tips for Advocacy," Tony Peyton, NCFL, Ohio ECE Conference, Nov. 2004.

Federal Web Sites for Legislative Information

The White House <http://www.whitehouse.gov>

United States Senate <http://www.senate.gov>

United States House of Representatives <http://www.house.gov>

U.S. Department of Education <http://www.ed.gov>

Federal Register http://www.archives.gov/federal_register/

Thomas <http://thomas.loc.gov/>

State Web Sites for Legislative Information

Ohio Government <http://www.ohio.gov>

Ohio House of Representatives <http://www.house.state.oh.us>

Ohio Senate <http://www.senate.state.oh.us>

Ohio Legislature with bill search <http://www.legislature.state.oh.us>

Ohio Department of Education <http://ode.state.oh.us>

Definitions

The legislative definitions of literacy can be found in several different bills.

The National Literacy Act of 1991

Literacy is an individual's ability to read, write and speak in English and compute and solve problems at levels of proficiency necessary to function in the job and in society, to achieve one's goals and to develop one's knowledge and potential.

Even Start Family Literacy

It is the purpose of this part to help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program to be referred to as *Even Start*. The program shall:

- (1) be implemented through cooperative projects that build on existing community resources to create a new range of services
- (2) promote achievement of the National Education Goals and
- (3) assist children and adults from low-income families to achieve challenging state content standards and challenging state student performance standards.

(Federal definition in the Even Start legislation, Part B, Title I of Elementary and Secondary Education Act).

H.R. 1385, passed by the House in 1997

The term *family literacy services* means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

- A) Interactive literacy activities between parents and their children.
- B) Equipping parents to partner with their children in learning.
- C) Parent literacy training that leads to economic self-sufficiency.
- D) Appropriate instruction for children of parents receiving parent literacy services.

Several states have developed definitions for family literacy.

Ohio Family Literacy Task Force, 1997

Families are the center of our communities. Parents are their children's first and most influential teachers. Family literacy is an approach to intergenerational learning focused on the whole family and the whole person within the family. This approach builds on the family's culture and traditions. Family literacy can range from parent (and/or other significant adult) and child interaction to more intense, comprehensive programming. Comprehensive family literacy program delivery involves the integration of four components: adult literacy and employability skills; developmentally appropriate early childhood and/or school-age educational assistance; parent education and support; and positive adult and child interaction.

The primary goals of comprehensive family literacy programs are:

- to help parents become economically self-sufficient
- to improve basic literacy skills of parents, other significant adults, and children
- to increase parents' involvement in their children's education
- to enhance children's development, school readiness, and school success
- to enhance parenting (and/or caregiving) skills
- to enhance parent (and/or other significant adult) and child relationships

Family literacy programs are unique to each community. Using existing resources, local organizations collaborate to provide the integrated learning and support services that promote literacy and lifelong learning skills for family success.

Massachusetts Family Literacy Consortium

Family literacy is coordinated learning among different generations in the same family which helps both adults and children reach their full personal, social, and economic potential.

Office of Adult Education, Colorado Department of Education, 1992

Family literacy is an approach to intergenerational learning focused on the family. It acknowledges family and culture as the foundation of learning for the child. Family

literacy recognizes the parent as the child's first teacher and the literacy of the parent as crucial to the development of the literacy of the child. Family literacy provides instruction to enrich the home environment through interactive, intergenerational learning that models, supports, values and promotes literacy and lifelong learning skills.

Oregon definition (adopted in 1994)

In Oregon, family literacy is a family-focused integrated program of adult, parent and childhood education. It is a collaboration of aligned partners that focuses on the family developing literacy skills together to empower individuals to live with competence in their communities. Family literacy provides and includes basic skills for adults, parenting support and education, common components and broad outcomes, flexible design based on community needs and resources, efficient and flexible use of resources.

A national organization involved in family literacy contributed this definition.

International Reading Association Family Literacy Commission

Family literacy encompasses the ways parents, children, and extended family members use literacy at home and in their community. Family literacy may be initiated purposefully by a parent, or may occur spontaneously as parents and children go about the business of their daily lives. Family literacy activities may be initiated by outside institutions or agencies. These activities are often intended to support the acquisition and development of school-like literacy behaviors of parents, children, and families.

(1994). *Family literacy: New perspectives, new opportunities*. Newark, DE: International Reading Association.

The LINCS Family Literacy Collection Home Page

<http://literacy.kent.edu/Midwest/Familylit/whatis.html>

The family constitutes a context of informal education, a base from which members seek formal education, and should provide a supportive environment for learning. Literacy has a dramatic effect on the dissemination of ideas and the ability of families to adopt new approaches, technologies and forms of organization conducive to positive social change. Often affected by early school leaving or dropping out, literacy is a prime conditioner of the ability of families to adapt, survive and even thrive in rapidly changing circumstances....

(U.N. Statement on Family Literacy)

Family literacy is an umbrella term often used to describe a wide array of programs involving family members and literacy activities. The nature and intensity of services can span a wide range, from once-a-month library reading events to programs that offer daily, direct educational services to both parents (or caregivers) and children.

We apply the term to comprehensive programs that: 1) work with at-risk families, 2) have broad goals, 3) offer multifaceted services that meet educational and other-than-educational needs of both parents and children, and 4) provide intensive, long-term program services.

National Center for Family Literacy

The goals of a comprehensive family literacy program focus primarily on the adults in the program. Research supports the premise that changes in the attitudes and behaviors of parents will affect changes in their children. While individual programs may vary, the goals of most family literacy programs include the following:

- to enhance the educational level of parents or provide English language instruction.
- to help parents gain the motivation, skills, and knowledge needed to become employed or pursue further education or training.
- to enhance the parenting skills of adult participants.
- to enable parents to become familiar with and comfortable in school settings.
- to increase the developmental skills of preschool children and to better prepare them for academic and social success in school.
- to enhance the interaction(s) between parents and children through planned, regular joint activities. (p. 5)

(1997). *The Family literacy answer book*. Louisville, KY: Author.

Barbara Bush Foundation for Family Literacy

Family literacy programs are characterized by literacy and parenting education for adults, pre-reading and other literacy activities for children, time for parents to use their newly acquired skills with their children.

Many education scholars have also articulated definitions of family literacy.

This definition includes, but is not limited to, direct parent-child interactions around literacy tasks: reading with and/or listening to children; talking about and giving and receiving support for homework and school concerns; engaging in other activities with children that involve literacy (such as cooking, writing notes, and so on). Equally important, however, are the following, often neglected, aspects of family literacy work:

1. Parents working independently on reading and writing. On the most basic level, just by developing their own literacy, parents contribute to family literacy; as parents become less dependent on children, the burden shifts and children are freer to develop in their own ways.
2. Using literacy to address family and community problems. Dealing with issues such as immigration, employment, or housing through literacy work makes it possible for literacy to become socially significant in parents' lives; by extension it models the use of literacy as an integral part of daily life for children.
3. Parents addressing child-rearing concerns through family literacy class. By providing mutual support and a safe forum for dialogue, parents can share and

develop their own strategies for dealing with issues such as teenage sex, drugs, discipline, and children's attitudes toward language choice.

4. Supporting the development of the home language and culture. As parents contribute to the development of the home language and culture, they build the foundation for their children's academic achievement, positive self-concept, and appreciation for their multicultural heritage. By valuing and building on parents' strengths, the status of those strengths is enhanced.

5. Interacting with the school system. The classroom becomes a place where parents can bring school-related issues and develop the ability to understand and respond to them. They can explore their attitudes toward their own and their children's school experiences. They can assess what they see and determine their responses, rehearse interactions with school personnel, and develop support networks for individual and group advocacy.

Auerbach, E. (1989). Toward a socio-contextual approach to family literacy. *Harvard Educational Review*, 59, 165-181.

Primarily, two frameworks may inform the design of family literacy intervention models. Some programs focus on helping the family support the development of skills and behaviors required in the children's classroom, leading to parent-child activities that follow a school-based model of literacy acquisition. Other programs aim to extend emerging literacy skills by embedding learning within families' everyday literacy practices and interactions, even if their purposes or circumstances are different from those of formal school-based learning contexts.

(p. 9)

Gal, I., & Stoudt, A. (1995, September). Family achievement in mathematics. *NCAL Connections*, pp. 9-10.

Family literacy is not about changing people; it is about offering choices and opportunities for families. Parents come to family literacy programs with rich histories and experiences that should be honored and used in program development. Family literacy learning is a matter of "small wins." Family literacy is about providing context, resources, and opportunities for families to demonstrate what they already know and can already do. Family literacy programs MUST respond to parents' needs and interests. Family literacy is about power.

Neuman, S.B. (1997, November). *Family literacy: A social constructivist perspective*. Presented at the meeting of the College Reading Association, Boston.

Family literacy programs differ from traditional adult literacy programs in that they are designed to maximize the probability that adults who receive literacy education will actually succeed in transferring aspects of their new beliefs, attitudes, knowledge, and skills intergenerationally to their children. (p. 24)

Sticht, T. G. (1995, November/December). Adult education for family literacy. *Adult Learning*, 23-24.

Although not definitions in the strict sense, this information may be useful as you work to help others understand the family literacy concept.

Emerging research studies assert that children's motivation to succeed in school is influenced by the educational achievement of their parents. Cognitive science stresses the impact of the family and social environment on cognitive development and literacy acquisition of children. Parental involvement in their children's schools influences student achievement, attendance, motivation, self concept and behavior. Parents who read to their children, have books in their home, exhibit a positive attitude toward school and establish high achievement goals for children tend to have higher achievers than parents who do not.

Fact Sheet: Family Literacy. U.S. Department of Education, Office of Vocational and Adult Education.

A salient finding from two decades of research on early childhood intervention programs is that, aside from the influence of a child's own years of education, the variable that has remained most consistently influential in children's educational achievement has been parental education levels. Briefly, what has been discovered is that, as a general trend, the more highly educated the parents, the greater will be the success in providing primary education to children.

Van Fossen, S., & Sticht, T. (1991). *Teach the mother and reach the child.* Washington, DC: Wider Opportunities for Women. p. 3.

Nearly 13 million children live in poverty, more than 2 million more than a decade ago. At least one of six children has no health care at all.

At least 100,000 children are homeless in America on any given night.

Each year 500,000 young people drop out of school.

Dropouts are 3.5 times more likely than high school graduates to be arrested; 6 times more likely to become unwed parents.

Every year, approximately 1 million teenage girls become pregnant.

The percent of all births to single teens increased 16 percent from 1986 to 1991.

Stallings, Jane A. (April 1995) American Educational Research Association. *School-Linked Comprehensive Services for Children and Families.* AERA President's remarks. pp. xi-xii.

The family literacy concept makes explicit what has been implicitly understood, and recognizes the family as an institution for education and learning and the role of parents as their children's first teachers. The starting point for the development of human resources within a culture is the family. Families provide an intergenerational transfer of language, thought, and values to the minds of their newborn infants and throughout the formative years of their children's lives. Families provide initial guidance in learning to use the cultural tools that will be valued and rewarded within the culture. Families interpret the culture for their children, and they mediate the understanding, use, and value placed on the cultural tools for learning and education, of which the capstone tools are language and literacy. (p. 24) Due to the

intergenerational transfer of cognitive skills, including language and literacy, an investment in the literacy education of adults provides “double duty dollars.” It improves the educational level of adults and simultaneously improves the educability and school success of the adults’ children. (p. 24)

Better-educated parents send children to school better prepared to learn, with higher levels of language skills, and knowledge about books, pencils, and other literacy tools needed for school and life. Better educated mothers have healthier babies, smaller families, children better prepared to start school, and children who stay in school and learn more. (p. 24)

Sticht, Thomas G. (1995, November/December). Adult education for family literacy. *Adult Learning*, pp. 23-24.

Long-term National Center for Family Literacy follow-up studies found the following:

1. Fifty-one percent of adults participating in family literacy programs earned their GED or the equivalent.
2. Forty-three percent became employed, compared with 14% before enrolling.
3. Thirteen percent enrolled in higher education or training programs and another 11% continued in GED programs.
4. Twenty-three percent of those who were on public assistance when they enrolled are now self-sufficient.

National Institute for Literacy. *Fact sheet: Family literacy*. Washington, DC: Author.

Family Literacy Web Resources

<http://www.nald.ca/>

Canada’s National Adult Literacy Database has a Family Literacy resource section, which provides many materials that can be downloaded. Some of the items available on this site include guides, handbooks and magazines. Scroll down and locate the link titled Family Literacy Materials to locate the resource section.

<http://www.cal.org/caela/>

The Center for Adult English Language Acquisition, supported by the Center for Applied Linguistics, Abt Associates, American Institutes for Research (AIR) and World Education, provides workshops, technical assistance, research information, and a web site with resources for EL Civics, health literacy, best practices, and fact sheets about English language learning.

<http://main.edc.org>

Educational Development Center (EDC) contains several online resources such as publications, articles, and Web pages on Adult and Family Literacy.

<http://www.floridatechnet.org/FamLiteracy/guide/>

Florida Family Literacy Resource Guide Website: This comprehensive website is jam-packed with excellent resources.

<http://www.ed.psu.edu/goodlinginstitute/>

Specializing in family literacy research, The Goodling Institute directs the searcher to 1) an annotated bibliography of family literacy research alphabetized by author and identified by category; 2) an agenda of research issues; 3) professional development courses at Penn State; and 4) the Center for the Book with lesson plans and book lists.

<http://www.cal.org/>

The National Center of Applied Linguistics offers information and materials around language and cultural issues from K-12 to adult.

<http://www.ncsall.net>

The National Center for the Study of Adult Learning and Literacy (NCSALL) site highlights research, publications, teaching and training (Circle Study Guides), and issues of *Focus on Basics* publications that can be downloaded free of charge.

<http://literacy.kent.edu/>

Ohio Literacy Resource Center contains many resources for family literacy, three of which are: *Family Literacy Resource Notebook* <http://literacy.kent.edu/Oasis/famlitnotebook/>, The LINCS Special Collection on Family Literacy, <http://literacy.kent.edu/Midwest/FamilyLit/>, and Eureka!, <http://literacy.kent.edu/eureka/>, searchable database of books, teaching strategies, web sites, and lesson plans. The *Family Literacy Resource Notebook* contains information for family literacy providers and organizations who are interested in learning more about family literacy.

<http://www.eric.ed.gov/>

Digests, fact sheets, and monographs going back to 1966 are now available on the Education Resources Information Center (ERIC) site.

<http://www.nifl.gov/lincs/search/search.html>

The Literacy Information and Communication System (LINCS) has a search capability with five options: Materials, both research and curricular; Global for web sites in the LINCS network; America's Literacy Directory; List for archived discussion on NIFL online discussion groups; and Grants. To join a discussion group/list for family literacy and for technology related issues go to http://www.nifl.gov/lincs/discussions/subscribe_all.html. To join one or both, enter your name, e-mail address and select the discussion groups/lists you are interested in.

<http://www.famlit.org/>

The National Center for Family Literacy: "A non-profit organization supporting family literacy services for families across the United States through programming, training, research, advocacy, and dissemination." The policy and advocacy link provides legislation information.

SECTION TWO: WHAT DOES FAMILY LITERACY LOOK LIKE?

Family literacy describes a variety of activities that range from a parent reading and discussing a story with a child to a formal program with many coordinated services to help both adults and their children. Many organizations offer activities involving parents and children without realizing that they are involved in family literacy. For example, some hospitals and clinics utilize waiting rooms as a place to convey oral and printed information on nutrition, health, and hygiene for parents and their children while providing toys and books for the children. These are family literacy activities that could become a program with the addition of a defined goal and some leadership direction. No two programs look alike. Family literacy takes place in libraries, community centers, workplace sites, and jails as well as in school classrooms. In order to recognize family literacy in its many forms, descriptions of several programs are included in this chapter with information on how to contact them for more details.

Proliteracy

Proliteracy, formed by the merger of two national tutoring programs—Laubach and Literacy Volunteers of America—has incorporated family literacy components in some local programs.

Information about Proliteracy can be found at <http://www.proliteracy.org>.

Volunteer-based Programs

Project: LEARN of Summit County offers one-on-one tutoring, small-group classes, and computer-assisted education. Classes include reading, writing, math, life skills, computers, workplace skills and family literacy. During 2003, Project: LEARN, which has been in existence since 1984, had 175 active volunteer tutors who worked with more than 450 students in small group classes and one-on-one tutoring. Project: LEARN is funded by the United Way and other grants, gifts, and donations. It serves the functionally non-literate—those adults whose literacy skills are assessed at below a fifth grade level. Project: LEARN programming is free of charge. Students are asked to purchase books at cost if payment is not a hardship.

Project: LEARN attempted to incorporate the families of learners in a family literacy component called L.I.F.T. (Literacy Involves Family Togetherness). Students brought their children aged 3-12 to class with them, and a special area was set up in the Project: LEARN center. The children participated in facilitated learning activities while their parents were tutored. After tutoring, parents joined the children for PACT (Parent and Child Together) activities. They were also given activities to do at home.

Unfortunately, the L.I.F.T. program did not last long. One reason was space limitations. The exuberant children were distracting to the tutoring lessons going on in the same area. Another reason was a lack of funding for a facilitator. (The project had originally been set up by VISTAs—Volunteers in Service to America.)

To contact Project: LEARN of Summit County call 330-434-9461 or visit

<http://www.projectlearnsommit.org/>

Reading Is Fundamental

Though family literacy can be defined in many ways, the clearest “picture” one could draw would be one of a parent and child reading together. Reading is Fundamental (RIF) is a national reading program begun in the 1960s that delivers free books to children (infancy through high school) who are hard to reach: those in hospitals, immigrant labor camps, homeless shelters, and other crisis facilities. But RIF operates in traditional settings such as libraries and schools as well. Besides free books, RIF provides programs and activities designed to promote reading as fun and enjoyable, because one of its primary goals is to help children become lifelong readers. From their many years in the field, RIF workers have come to know the importance of involving parents in their children's reading. Since RIF programs are run by local volunteers, they are tailored to meet the needs of the local community.

To learn more about the Reading Is Fundamental program visit their website at:

<http://www.rif.org>

Schools

F.Li.P. (Family Literacy Project) was a successful family literacy program implemented at Forest Creek School in Texas. To promote reading as a family, a weekly goal was set. Infants and preschoolers were included. Families received points for the number of minutes they read aloud with each other every week. A record sheet was filled out and sent in to the school each month, and celebrations were held at school to acknowledge the number of minutes read by all.

Communities

The Secretary of State in Illinois started Family Reading night in conjunction with Family Literacy Month in November. In November one day is set aside for family reading activities. More information about *Family Reading Night* along with suggestions for activities can be found at:

http://www.cyberdriveillinois.com/departments/library/whats_new/frn.html

Correction Facilities

Even though inmates are usually separated from their families, innovative family literacy programs have begun to appear in penal institutions. Georgetown University sponsors a family literacy program for inmates of the District of Columbia known as the D.C. Family Literacy Project. The project helps incarcerated parents develop the literacy of their children through enhancing their own literacy-building and parenting abilities. Parents learn new ideas in child development and family literacy -- such as reading to children, storytelling, expressive arts and crafts, and put them into practice

during special family visits. The project is a collaboration among the Georgetown University Law Center, the D.C. Public Library, and the D.C. Department of Corrections. The use of children's books allows parents a chance to bond with their children in a pleasant environment of song and story. They also experience personal success in reading, sometimes for the first time. To learn more about the D.C. Family Literacy Project go to: http://141.161.16.100/clinics/dcstreet/fam_literacy.html#goals

Bringing Family Literacy to Incarcerated Settings: An Instructional Guide
<http://www.nald.ca/fulltext/hudson/bringing/cover.htm>

The significant pieces of the Albany City School District model were the development of a life skills/parenting class and a structured time for incarcerated parents to be together with their children. The activities that occur during the family's time together have a literacy theme and are appropriate to the learning level of both parent and child. Additionally, New York State was a recipient of a federal Even Start Family Literacy Women in Prison grant. This two-year grant funded a family literacy program at the Bedford Hills Correctional Facility. The program integrated the typical Even Start components of adult literacy, early childhood education and parenting education. Participants engaged in a 30-hour-a-week program for a six-month period. The women spent three hours daily on their own adult education, and another three hours on parenting, early childhood education, and children's literature. The Bedford Hills program provided transportation each week for children and other family members to visit the mothers, read, play, and do age-appropriate learning activities together in a colorful, pleasant playroom. Four inmates and one civilian teacher/manager taught the educational and parenting programs. The four inmate teachers, who had excellent credentials but no previous teaching experience, were trained in teaching techniques and curriculum development. A corps of civilian volunteers from the surrounding area augmented the teaching staff in order to provide a low student/teacher ratio. Student interests drove the instruction with materials provided according to students' decisions—books, magazines, and newspapers.

Although direct federal funding ended, the project has obtained alternative funding to continue. Two existing Even Start Family Literacy Partnerships (Sodus-Lyons Even Start and Yates-Ontario Even Start) expanded their projects to the incarcerated setting. For more information, contact Bedford Prison Ministry
247 Harris Road
Bedford Hills, NY
Tel: 914-241-3100

Doctor's Offices

Born to Read

Many state and local libraries have expanded their programming to include parents and children together. Libraries in Ohio (and beyond) offer partnership and collaboration to support family literacy. It is evident that reaching at-risk parents, most of whom are not library users and may not be able to read themselves, is difficult. As

a response to this challenge, the Association for Library Service to Children (ALSC), produced a program called Born To Read.

<http://www.ala.org/ala/alsc/alscresources/borntoread/bornread.htm>

This program, started in 1995, endeavors to bring together health care providers and librarians to reach out to new and expectant parents to help break the cycle of low literacy. The hope is that together, health care providers and librarians can help parents improve their reading skills, impress upon them the importance of reading to their children, and promote awareness of the health and parenting resources available in libraries.

Reach Out and Read

The Reach Out and Read (ROR) program (<http://www.reachoutandread.org/>) began in Boston in 1992. ROR involves pediatricians, other professionals, and nonprofessional members of the community in supporting parents to lay the foundations for literacy during their children's first years of life. ROR uses the pediatric office or clinic to bring together young families, pediatricians, volunteers, and children's books. Distinctive features of the program include volunteers who look at books with children in pediatricians' waiting rooms. Pediatricians talk with parents about the importance of reading aloud and give each child a new, developmentally and culturally appropriate children's book at each visit to the doctor's office.

Libraries

Library staff dedicated to helping children and adults offer a large variety of services and programs that promote family literacy. Public libraries are accessible, familiar, welcoming sites for family literacy activities.

Many libraries have some type of reading program in place, as do some schools and other community organizations. Reading programs are very creative and can easily be adapted to the individual community. Some, for example, might have a story hour in both Spanish and English. Most use some type of incentive to get children to read, and more are attempting to get adults involved. Traditionally, many children's reading programs involve only the children. But the push for family literacy has prompted many libraries to expand their efforts to include the family.

Local libraries are broadening their literacy efforts as well. The West Hill Branch of the Akron/ Summit County Public Library expanded the library's Summer Reading Club to a Family Reading Club. The library has also created several "intergenerational" literacy activities. One was called *Grandpair of Readers*, in which children were given a kit of literacy activities to do with their grandparents. They received stickers for tasks completed and prizes were given. *Family Book Bingo* was a similar literacy program for children and their parents. The library's story hour was also moved to retirement communities in order to expose seniors and children to each other.

The historic Stinson Memorial Library located in deep southern Illinois designed and delivered multicultural intergenerational literacy experiences for the residents of

Union County. In 1993, the library district applied for and received grant funding for Project CLEARR (Community Literacy Experience: Accessing the Riches of Reading). The goal was to assist those “displaced breadwinners” in strengthening their family life while improving their job and literacy skills. CLEARR supported these activities:

- Provided a bilingual literacy coordinator to the targeted families.
- Formed an advisory council comprised of academic, social service, education, and community agencies.
- Developed strategies to recruit and retain participants.
- Establish a first-step, high-interest, low-difficulty vocational collection.
- Held family reading events that engaged local craftspeople, artisans, professionals, trades people, and business owners to present workshops on the knowledge, skills, and vocabulary needed in their occupations.

Project CLEARR hosted vocational workshops in the library and at business locations. The workshops focused on the words and phrases common to each occupation presented. Project staff developed a glossary of terms that would enable participants to understand and access further employment in these lines of work. Terms and definitions appeared on large signs in English and Spanish, were used during workshops, and were provided to participants in workshop materials. Workshops attempted to engage full family participation. Sometimes, the children attended a story hour on a related topic in one part of the library, while the adults attended the workshop in another. For instance, the children read the story of Paul Bunyan and his mighty ax while the adults were learning “How to Make a Chair from a Tree.” Themes ranged from interviewing skills to money matters, from basket-making as a home-based business to the art of stained glass.

The regular attendance averaged 40 adults with a few workshops drawing as many as 70 participants (both English and Spanish-speaking). Families connected on the important issues of jobs, education, and literacy enrichment. Displaced workers enjoyed learning with their spouses and children, and children enjoyed sharing a learning experience with their parents.

Carnegie Library of Pittsburgh

This library has sponsored several innovative and successful family literacy projects. Three are described below.

Beginning With Books

Into the children’s room of a branch library burst lively boys, ages 7, 8, and 9, and their youthful mother. Alex’s face lights up as he catches sight of a tall, grinning man across the room, the volunteer who has been his reading partner for 2 years. John’s response to his volunteer reader is more restrained, but he soon is happily choosing books from the shelves for tonight’s READ TOGETHER time. Thomas, the youngest, stops to pet the live rabbit by the librarian’s desk. But when a third volunteer, his reader, pulls a copy of Zelinsky’s *Rumpelstiltskin* out of her canvas bag, he is happy

to settle down and listen to the story, one of his favorites. Once the boys are occupied, their mother goes to another part of the library to meet with her literacy tutor for 90 minutes. This scenario has been repeated twice a week for 3½ years. The mother had enrolled in an adult literacy program, in part to be able to help her boys with their schoolwork, but before READ TOGETHER was established by Beginning with Books in 1987, her frequent cancellations of tutoring sessions had led one tutor to quit. Now that she can bring her boys with her and knows that they are having valuable experiences with books and literacy-related activities, she rarely misses a session. “My boys won’t let me cancel,” she says, laughing. “They’re always asking me, ‘Is today liberry day?’” Her own reading skills are rapidly improving, her tutor reports, and her sons, two of whom had repeated first grade, are now all enthusiastic readers. The oldest son’s volunteer reported that at one session, when he suggested they play a game, Alex kept saying, “Just one more story.”

Another mother has been bringing her son and daughter, now 6 and 4, and her 8-year-old niece to READ TOGETHER for 2 years. The data analyst Air Force Reserve captain who reads to the niece marvels over the improved language skills of the formerly withdrawn child. The mother reports that the 6-year-old has cracked the literacy code. “We used to spell things we didn’t want him to understand,” she recently said. “Can’t do that anymore. He figures out the words.” At a party for READ TOGETHER families and volunteers held in the library’s community room, her younger child ignored the cake and entertainment and instead kept urging her volunteer to take her across the hall to the children’s room so they could read stories.

Gift Book Program

The initial goal of the Gift Book Program was to get the very best children’s books into the hands of parents of babies, toddlers, and preschoolers—parents who had little money to spend on books and were unlikely to visit book-stores or libraries—and to give them the facts about the importance of reading to children. The decision was made to work through an agency that was already serving such families and so the county health department, whose well-baby clinics provide free health care to many families of extremely limited means, was selected. A grant in 1984 from the Pennsylvania Humanities Council, matched by local foundations, allowed the program to reach 1,000 families in the clinics with packets of four first-quality picture books and individual counseling on reading to children. Parents were also urged to borrow books from the public library. A six-month follow-up survey of 394 families showed a significant increase reported in time spent reading to children (the number reporting daily read-aloud sessions rose 22% as compared to a pre-program questionnaire) and in time spent by children looking at books alone (56% were reported as looking at books several times a day, up from 21% before receiving the books). Library use remained miniscule among this population, however. More than a few, when answering the question “Do you borrow library books for your children?” replied, “No, we have our own books.” As a result, the gift packet was modified to contain three books and an attractive coupon to be redeemed for a fourth book at any branch of the Carnegie Library of Pittsburgh. In addition to the Health Department, the

program now works with homeless shelters, a food bank, day care centers, Head Starts, teen parenting programs, and other agencies that serve low income families. An evaluation study that compared a small group of kindergarten children who had received book packets at the age of one with a matched control group showed that children who had received the books were now more likely to ask their parents to read to them every day (81% vs. 64% of the control group), and their parents were more likely to do so (55% vs. 21%). The study concluded that participants provided more literacy experiences in the home for their children, visited the library more often, and provided more reading materials. Moreover, the children whose parents had received the gift packet were perceived by their teachers as having higher reading ability than children of parents who did not receive the packet.

Raising Readers

A different model of family literacy programming is supplied by Raising Readers Parent Clubs, run by Beginning with Books. At each weekly club meeting, members receive an appealing book (usually hardcover) and are encouraged to spend 15 minutes a day or more reading to their children. The why, how, and what of reading aloud are discussed, with the parents learning from each other as well as from the group leader. The new book is always read aloud, which increases the confidence of those with poor reading skills, and a typical read-aloud session with a preschooler is modeled. No rigid formula or list of do's or don'ts is presented. Instead, parents are urged to be responsive to their children's reactions. The clubs usually meet in schools, community agencies, day care centers, libraries, and at many other sites. When the group meets in a library, a tour of the children's room is arranged for the first meeting. Parents eagerly sign up for library cards after the tour, and most take home each week not only the gift book, but also library books that have been displayed and described at the club meeting.

Here are a few additional suggestions for educators, many of them developed and used successfully by teachers:

- Distribute packets of appealing paperback storybooks at kindergarten orientation or at parent conferences and share with parents information on how regular listening to stories benefits their children. If publicized in advance, the packets will serve as an incentive for parents to come out for these important meetings.
- Recruit high school volunteers to read to children in the school library during parent meetings. This free child care and enrichment will improve parent attendance. Ask a teacher or librarian knowledgeable about sure-fire children's books to conduct a training session for the volunteers on the basics of reading aloud and choosing appropriate books.

More information about the Beginning with Books program can be found at <http://www.beginningwithbooks.org/> and in these articles:

Friedberg, J. B. (1989). Making today's toddler tomorrow's reader. *Young Children*, 44, 13-16.

Friedberg, J. B., & Segel, E. (1990). The land where the wild things are: Programs of Beginning with Books. United States Board on Books for Young People Newsletter, 15, 26-27.

Jongsma, K. S. (1990). Intergenerational literacy. *The Reading Teacher*, 43, 522-523.

Locke, J. L. (1988). Pittsburgh's Beginning with Books project. *School Library Journal*, 34(6), 22-24

McIvor, M. C. (Ed.). (1990). *Family literacy in action: A survey of successful programs*. Syracuse, NY: New Readers Press.

Segel, E. (1986). Pushing preschool literacy: Equal opportunity or cultural imperialism? *Children's Literature Association Quarterly*, 11, 59-62.

Segel, E., & Friedberg, J. B. (1991). The search for irresistible first books. *CBC Features*, 44, (unpaged).

Segel, E., & Friedberg, J. B. (1991). Widening the circle: The Beginning with Books model. *The Horn Book Magazine*, 67, 186-189.

From "Is Today Liberry Day?" by Elizabeth Segel and Joan Brest Friedberg in *Language Arts*, Vol. 68, Dec. 1991, pp. 654-657.

Community Center Programs

Community Center programs are as various as the communities that provide them. Funding involves collaboration among many agencies and coordination of many services. Such centers become ideal sites for incorporating family literacy since adults and children are already attending.

Job Skills for Employment Purposes (Dayton)

With sponsorship from the Miami Valley Child Development Center <http://www.mvcdc.org/index.html>, Dayton opened a computer laboratory for Head Start parents and community residents who want to prepare to take the GED. Called the Job Skills for Employment Purposes (J.S.E.P.), the lab uses computer software in the areas of literacy (GED prep), life skills, and job skills. Life skills provides information on the personal demands and requirements to find and keep a job. The job skills portion simulates job-training situations in order to prepare for full-time employment. Instructors offer individual assistance and recruit Head Start parents into the program. Most parents use the lab while their children are in the Head Start classes.

Early Childhood Family Education (Wayzata, Minnesota)

The mission of the Early Childhood Family Education (ECFE) Program is to promote healthy self concepts among family members through shared activities for parents and children, parent education, and support. The Family Learning Center also is the location of the office of the Learning Readiness program, which offers learning opportunities to 4-year-olds from families in need to give the children opportunities for greater success in school. ECFE classes are a semester long (about 13-14 weeks)

and are designed for parents and their preschool children to interact in enjoyable, age-appropriate activities. Parent discussion time focuses on learning about the ages and stages of child development, gaining information regarding specific topics, and finding support from others in this complex area of parenting. Special events and field trips for families are also sponsored. Other ECFE services include a lending library, home visits, an information packet for parents of newborns, and collaboration with other programs (Women, Infants, and Children; Single Parent classes at the YMCA; and parenting classes with childcare held in conjunction with GED and ESL classes). In-person registration for ECFE is held in August and January on a first come-first served basis. Registration for Learning Readiness is held throughout the year on a space-available basis.

For more information call (763) 745-5200 or visit the ECFE web page at:

http://www.wayzata.k12.mn.us/ces/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=5&MMN_position=10:4

Parents As Teachers (PAT)

The primary goal of Parents as Teachers

<http://www.patnc.org/site/pp.asp?c=eqLNKTNGE&b=132797>

is to empower parents to give their children the best possible start in life. Parents as Teachers (PAT) is a home-school-community partnership designed to provide all parents of children (before birth to kindergarten entry) the information and support they need to give their children the best possible start in life.

Wayne County Parents as Teachers, an early-learning program for parents of children age birth through 3, is a program of Adult and Community Education. Each month, parents attend parent education get-togethers and participate in home visits. Parents as Teachers' certified parent educators, trained in child development and home visitation, go to each family's home on a regular basis. By far the most popular aspect of PAT, the personal visit allows the parent educator to individualize and personalize the Parents as Teachers program for each family and child. It provides the opportunity to support parents in using the child development and child rearing information specific to their own child within their own family. Parents are helped to understand what can be expected from a child at each stage of development. Appropriate parent-child learning activities are also a part of the visit. The parents' role in their child's literacy development is emphasized through use of appropriate children's literature at each personal visit and group meeting. Developmental screenings, which begin at 12 months, serve two purposes: to reassure parents when the child is developing on target, and to identify problems early to assist parents with appropriate interventions. In addition, parents are encouraged to observe and monitor the child's development on an ongoing basis. A bi-monthly newsletter contains articles of interest to parents of infants and toddlers, community events, and toddler book reviews from local libraries. Twice monthly the weekly Drop-in-and-Play Group becomes a "theme party" for moms and little ones, with toddler literacy activities highlighted. Collaboration with the Health Department adds a nutrition component to

the party and allows it to count as an education meeting for Women, Infants, and Children (WIC) moms.
For further information call 330.263.8960.

Even Start Programs

Even Start

Elementary and Secondary Education Act of 1965, Title I, Part B, subpart 3, P.L. 107-110 as reauthorized by the No Child Left Behind Act of 2001.

Projects provide for early childhood education, adult literacy (adult basic and secondary-level education and instruction for English language learners), parenting education, and interactive parent-child literacy activities for participating families, often through partners, such as government agencies, colleges and universities, public schools, Head Start programs, and other public and private community-based groups. Projects operate year-round and provide staff training and support services such as child care and transportation, when unavailable from other sources, to enable participation in core education activities. These activities include basic education for children from birth to kindergarten, supplementary education for school-age children through age 7, and basic and secondary education for parents of those children.

Six percent of the annual appropriation is set aside for family literacy grants for migratory worker families, the outlying areas, Indian tribes and tribal organizations. In addition, the Department must award one project in a women's prison. Up to 3 percent is reserved for national evaluation and technical assistance. The remaining federal funds are allocated by formula to states, based on their relative shares of Title I, Part A, funds. State education agencies make competitive subgrants to partnerships of local education agencies and other organizations, giving priority to proposals that primarily target areas with large numbers of most-in-need families or to projects located in empowerment zones or enterprise communities. The statute also requires that subgrants be equitably distributed among urban and rural areas and that local projects assume an increasing share of program costs each year.

For more information, see:

<http://web99.ed.gov/GTEP/program2.nsf/18cda90e9c314dfb8525644400514f31/359c6c651d69fed852563bc00540517?OpenDocument>

Two different models are described below.

The goal of Canton City Schools' Even Start program is to break the intergenerational cycles of poverty and under-education through an integrated approach focusing on (1) improving basic literacy, numeracy, and employability skills of parents; (2) promoting children's developmental growth through early childhood education; and (3) empowering parents to promote their child(ren)'s cognitive, social/emotional, language, and physical development. Families come to school together at their neighborhood elementary schools. Parents ride school buses or are given passes for the city bus service when necessary. The adults attend 30 hours a week in their own

classrooms within the elementary buildings. Public preschool for 3- and 4-year-olds is also located within the elementary buildings. Neighborhood child care centers transport children under age 3 to and from the schools and provide developmentally appropriate programming for these children. Canton's Even Start program is built on existing school district and community resources. The school district's community education department provides career assessment and academic/workforce development education. Title I provides enhancement of services for the children and parent/child learning activities from the Parent Resource Center. The Department of Job and Family Services assists with recruitment of families and funds child care and wrap-around care for children under age 3. The local newspaper donates free papers for learning activities. Community business partners help motivate students, fund incentives and awards, and provide shadowing opportunities for parents to explore careers. Students from Malone College acquire field experience hours while assisting in Even Start classrooms. Columbia Mercy Medical Center provides health screenings and information and is the host site for job shadowing experience. The Ohio State Extension Service provides nutrition and homemaking lessons.

In response to welfare reform, Canton's Even Start is focusing on work-based education. In Ohio, welfare recipients must participate 30 hours weekly. The first 20 hours must be work or job readiness activities. The remaining 10 hours may be additional work or adult education. Parents participate in real work experiences in and around the elementary school's community. The development of SCANS (Secretary's Commission on Achieving Necessary Skills; (see <http://wdr.doleta.gov/SCANS/>) skills is emphasized during these work experiences. Academic skills are taught in context, as they are needed for the students to fulfill their roles as parent, worker, and community member. As parents acquire new skills in one role they learn to apply them in other roles; for example, parents improve communication skills within their family and transfer these new skills to the workplace. Because the primary work sites are their children's schools, parenting and PACT are easily integrated into work experiences.

Each student develops an Individual Career Plan, which identifies a realistic initial job, future career goals, and a plan for reaching those goals. The process begins with a 10-hour career assessment done by Canton City Schools Adult Vocational Education Department and funded by DJFS. The work-based learning activities and career development activities including mentoring, job shadowing, career exploration, and development of a career passport, are all designed to assist the student in preparing to attain and maintain the initial employment.

Parenting is an important program component. Locating the adult class in the elementary school helps the parents, who may have negative memories from their own school days, become comfortable in the school setting. The parents provide positive role models for their children who see them attending school each day, doing homework, and reading. The children also benefit as their parents become more involved at their school. Each parent contacts his/her child's teacher to see what

concepts need to be reinforced at home. Before the parents leave class, they use classroom parenting resources to plan a short activity to do with their child that evening, thus promoting positive parent/child interaction and helping the child succeed at school.

For more information call 330-438-2559 or go to:

<http://www.ccsdistrict.org/Adult/ABLE/>

Northwest Even Start serves families in the Northwest School District in Scioto County in southern Ohio. The program is offered in collaboration with several agencies: Northwest Local Schools, Northwest Adult Basic and Literacy Education (ABLE), Scioto County Head Start, Scioto County Early Childhood Program (serving special needs children), OSU County Extension Office, Scioto County Department of Job and Family Services, and others.

Northwest Even Start serves approximately 40 families per year. Classes are offered 2 days per week, 9:00 a.m. to 2:00 p.m. and 5 p.m. to 9 p.m., at the Northwest Family Resource Center (NFRC). Children attend early childhood classes (Head Start, Even Start, or Preschool Program) while their parents attend adult education (Northwest ABLE) classes. Parents also participate in parenting education and spend time playing and working with their children. Because Northwest School District is a large rural district with no public transportation, Northwest Even Start once offered classes through a mobile classroom: a 34-foot RV, which had both an adult and an early childhood classroom. Families seldom had to travel more than one mile to receive services. All families receive monthly home visits from the parent educator. From August through May, field trips and group meetings are important parts of the program. During the summer months, the staff meets with families twice per month. The summer program consists of home visits, special group activities, and field trips. Call 740-372-2812 for more information.

Title I

Before 1994, Title I was used primarily for pull-out programs and math and reading remediation for children attending high-poverty-level schools. After 1994, “schoolwide” Title I programs were combined with other federal educational funds to upgrade the school’s entire educational program and to promote parent involvement. Title I funds may be used for children from preschool age to high school, but most of the students served (65 percent) are in grades 1 through 6; another 12 percent are in preschool and kindergarten programs. Title I funds can also be used to extend family literacy services to any child in a school, regardless of age. Currently, Title I includes both schoolwide and targeted assistance programs. Special committees (including parents) decide how the Title I budget will be spent in a particular school. As a result, the emphasis of Title I has changed from one of remediation to prevention, thereby encouraging the funding of preschool programs and stressing the role of the parent in a child’s education.

To read more about Title I visit

<http://www.ed.gov/policy/elsec/leg/esea02/index.html>

For more information on Title I Part A go to
<http://www.ed.gov/programs/titleiparta/index.html>

While some of the programs described below may no longer be in existence, they serve as examples of the innovative ways Title I funds can be used.

At Barr Elementary School in Canton, Title I funds are used to operate a preschool for children ages 3 to 5 and all-day kindergarten. The developmental preschool serves both children with special needs and children who qualify according to low family income. The 3- to 5-year-olds attend half days either morning or afternoon. The preschool is free to parents who otherwise would not be able to afford preschool or daycare. As part of the program, parents are encouraged to participate in their child's learning. The goal is to establish a rapport with new parents who might have had a bad experience with schools. Teachers stay in close contact with parents and stress involvement in their child's learning. A weekly newsletter is sent home with the children so that parents know what they're learning in the classroom. Activities are sent home for children to do with their parents. Parents are invited into the classroom for other activities throughout the year, such as the "Teddy Bear Tea." Telephones are available in the classroom so that parents can reach the teachers or children at any time. Teachers and parents discuss developmental milestones. In addition, the program offers two home visits a year, which also alert staff to families who may need more services. Also, an assessment at the beginning of the school year determines what other needs the family may have (e.g., ABLE for parents, medical needs). The extended day developmental kindergarten serves children who have been identified with developmental delays. Parents bring their children in for assessment before the school year begins, and children are placed according to their developmental levels. The goal is to enable children to catch up with their peers by the time they reach first grade. The morning curriculum in the developmental kindergarten stresses motor skills. Then, for those who need it, the afternoon session includes an intensive language arts curriculum. The parents are urged to become as involved as possible in the program. The school holds family events, such as Family Math Night. Calendars and newsletters are sent home to let the parents know what's going on at the school. This program, by itself or combined with other preschool programs, is very successful at enabling children to work at grade level by the first grade.

Parent and Child Day in the Silver St. Elementary preschool classroom in Marion, Ohio is designed to provide parents and children with a unique educational experience. The day's schedule includes a variety of activities for preschoolers and their parents. The day begins with a special parent-child activity. Parents converse with their children and practice various strategies to help their children think, grow, explore, and play. Some of the activities include playing games, reading books, making books, doing art projects, decorating pumpkins, making gingerbread houses, singing songs, going on "treasure" hunts, and eating snacks. Each year several field

trips are planned to the local library, Y.M.C.A., neighborhood parks, Columbus Zoo, and COSI. After the parent and child activity, the children spend the rest of the day participating in the regular preschool activities. The parents attend a parenting class that lasts about 45 minutes. They discuss discipline, child development, readiness for school, learning styles, school curriculum, and anything else that might be of interest to the group. Occasionally, guests speak to the parents about a range of topics from positive ways to discipline children to making healthy, creative snacks. Parents receive take-home literature (brochures, parent magazines, and pamphlets) about the topics. Also, every week parents receive a new book to take home and share with their children. During the remaining 2 hours of the day, parents can participate in an educational class of their own or do volunteer work in the school. Basic literacy instruction is available for those who want to improve their reading and writing skills. For those who have not graduated from high school, GED preparation is offered. Some parents use this time to pursue other academic interests. For example, some parents come to brush up on skills to be better able to help their children with homework. Others use the time to become better prepared to begin various job training programs and classes. Parents who do not attend the adult education option can participate in volunteer activities for the preschool classroom or school. Parents can work in the office, help in the classroom, or assist in many other projects throughout the school where volunteer help is much appreciated.

Springfield City Schools Title I Parent Resource Center provides comprehensive services and resources to support participation, address parenting issues, and encourage self improvement. The school-family partnership is strengthened through offerings which include:

- a sense of 'place' so that families know they are welcome and expected to be active participants in the education of their children
- a lending library so that families have access to reading materials to use in the home
- teacher-designed games in reading, language arts, and math that families request, keep, and play with their children to reinforce skills and concepts that have been taught in the classroom
- self-help pamphlets and brochures on parenting and involvement in their children's education
- scheduled workshops so parents can share and learn strategies for effective parenting
- field trips with their children to actively engage in learning experiences together
- referral services to connect families with other school and community programs to meet their needs.

Through collaboration, the Center also serves as both a place and a resource for transitional programming and activities to assist families as the children prepare to enter kindergarten. So that Title I families can access and thereby benefit from existing services, practically all Center services and programs are available at children's schools. This is made possible by administrators, teachers, home-school facilitators, and family/community volunteers who recognize that parental presence,

support, and active engagement are essential to a positive and dynamic educational environment.

At Buhner Elementary, a schoolwide Title I program in Cleveland, teachers hold parent conferences off-campus in places that are closer to families' homes. The school also sponsors Block Parent Meetings for families who cannot attend school events because they live on the outskirts of the community and lack transportation. Block meetings, which are scheduled every 2 to 3 months in a parent's home or a nearby library, address parent concerns and offer an opportunity to share school-related information. Attendance is typically 18 to 20 parents. The principal reports a continuing increase in parental attendance at school functions since the program began.

Teachers, administrators, and the Title I coordinators of the Kirby Road Primary School in Cincinnati developed an innovative parent involvement program that won an Ohio's Best Practices Award. They wanted to overcome parents' beliefs that they were not in full partnership with their children's teachers and to dispel parents' feelings of unfamiliarity with new methods and technology. The parent involvement program includes five ongoing activities.

- The very successful Kirby Readers Book Loan Club is managed by the parent coordinator. The books are purchased with Title I funds with the primary goal of offering quality children's literature for students to borrow for use at home. Students can select books at their own independent reading levels. Parents sign a contract to enroll their child and read at home with their child. They often visit the parent center to select books. Classroom teachers encourage students to join the club by establishing reading requirements and offering incentives for completion of books. After completing a book, club members enter the title and date in a log. Once the log is filled with titles, each student receives a prize. Monthly flyers sent home with first-grade and second-grade students invite parents to visit the school and to spend quality time with their children. Students are eager to share a favorite book with parents. After reading, they share refreshments. Door prizes are given away to lucky students.
- The homework club meets 2 days a week and gives students extra help and reinforcement of new concepts presented in class. Four instructional assistants meet with students on Tuesdays and Wednesdays for 1 hour after school. A classroom teacher coordinates the club, monitors attendance, and orders supplies and other resources. Parents review completed homework, sign the assignments, and provide encouragement.
- Technology classes for parents and students are used to enhance parental involvement in the school and to expose parents to new modes of learning. Monthly flyers advertise the after-school technology classes for parents and children. Parents get basic training in word processing while students work on developmentally appropriate word processing programs. Also, parents borrow donated computers for use at home.

- Parent discussion groups are coordinated by the building principal. Parents were surveyed for specific topics of interest. The principal researches selected topics and plans a brief presentation before opening the meeting for discussion. The meetings are held in the early evenings, and parents are notified via flyers and telephone invitations.

Targeted, at-risk, first and second grade students at Westview Elementary School in Zanesville receive reading/language arts instruction in a unique Title I inclusion program entitled Partners in Literacy (PIL). This program unites the local community in sharing with parents and schools the responsibility for educating their children in the areas of reading and writing. Each day during the hour block for language arts instruction, two parent/ grandparent volunteers arrive at the classroom. Those with jobs have requested that their employers schedule their lunch time during their volunteer time, so they are able to participate regularly. Others make up their volunteer time at the end of their work days. The volunteers are trained by the Title I reading teacher and classroom teachers in the evening. A list of trained substitute parent volunteers is distributed so that volunteers can arrange for substitutes in cases of emergencies. The students in each classroom are divided into four instructional groups while the volunteers are present. The classroom teacher works with one group of students, and the Title I teacher works with an at-risk group. A third group works with the “homework” volunteer, who listens to each child read the book in which teacher instruction was given on the previous day. The volunteer records any significant information and checks to see that reading and writing homework assignments are completed. The fourth group is at a listening center in which quality literature has been recorded (often by a student or parent volunteer). The volunteer at this center calls one student at a time to work on his/her designated sight-word list. The parent volunteers exchange groups at 15-minute intervals, eventually working with all four groups. The classroom teacher gives guided reading and composition instruction to two groups in 30-minute intervals while the Title I reading teacher does likewise with two groups of at-risk students. At the end of the hour session, a parent volunteer announces and gives a star reward ticket to an “All-Star Reader,” a student that put forth great effort and was cooperative and respectful. In exchange, the entire class thanks the volunteers for their dedication and assistance. The partnership of parents, Title I teacher, classroom teacher, and students has enhanced, enriched, and reinforced learning for all students in a positive, engaging, and motivating atmosphere. Ohio University and Muskingum College frequently send students preparing to be teachers to observe, teach, and learn in this collaborative setting. This Title I team-based innovation involves parents in a responsible meaningful way, which promotes ownership of literacy education.

Family Literacy in ABLE

Adult Basic and Literary Education (ABLE), operated with state and federal funds, offers classes to adults who want to improve their basic reading, writing, and math skills and who want to prepare for their GED. Some ABLE programs have expanded to include family literacy activities.

Sponsored by ABLE in Sandusky, the ACT Program (Adult and Child Together) offers free summer learning camps. Adults and children (ages 6-11) enroll in one of the following: Computer Camp allows experience with basic word processing and calculation; Math Camp provides hands-on activities in addition, subtraction, multiplication, and division; Science Camp introduces simple concepts through discovery activities; Food Camp stresses good eating habits and healthy snacks; and English Speaking Camp focuses on practical conversation for home, meals, and shopping.

Washington Local ABLE in Toledo offers a Kindergarten Readiness Program for 4- and 5-year-olds and their parents. The free classes are offered once each semester with 90- minute sessions on six consecutive Saturdays. The series is designed to introduce children to a school environment and help them prepare for kindergarten. The program focuses on small and large motor control, math and reading readiness, and social development. As a part of each class, the child selects an activity to complete with his or her parent. Parents complete a kindergarten readiness survey at the first and last meeting in order to monitor their children's progress in school readiness. Parents also enjoy the time they spend with their children. The classes provide an opportunity to see how their children interact with other children and adults.

Family Literacy in Head Start

Head Start and Early Start

Head Start and Early Head Start are comprehensive child development programs for children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families. The Head Start grantee and delegate agencies provide a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; and parent involvement. In addition, the entire range of Head Start services is responsive and appropriate to each child's and family's developmental, ethnic, cultural, and linguistic heritage and experience.

Administered by the Department of Job and Family Services, the Head Start Program has provided comprehensive child-development services to low-income families since 1964. Since 1984, a special emphasis has been placed on promoting literacy and basic education for the parents and children in the program. Since 1992, the Head Start Family Literacy Initiative has called upon every grantee to recognize family literacy as a priority. Head Start's Promotion of Family Literacy serves three basic roles:

- (1) Increasing the Head Start families' access to materials, activities, and services essential to family literacy development (e.g., acquiring children's books for the home, and promoting family participation in a story hour for young children at a neighborhood center);

- (2) Supporting parents in the role of being their child's first teacher by providing the encouragement and specific direction to Head Start families; and
- (3) Assisting parents as adult learners to recognize and address their own literacy needs.

Adapted from *Promoting Family Literacy Through Head Start*, published by U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families.

For more information on Head Start visit <http://www.acf.hhs.gov/programs/hsb/> or the National Head Start Association <http://www.nhsa.org/>

Books, paper, pencils, backpacks, and Bookmobiles are some of the services, items, and materials that are used as tools to promote literacy in the Council on Rural Service Programs' Head Start classrooms. Many activities support the literacy focus. Librarians read to the children in some classrooms throughout an eight-county service area, and the Bookmobile makes a regular monthly stop at others. On field trips to local libraries, the children listen to stories and select books to take back to the classroom. Dictated follow-ups are another part of the field trip experience. Favorite classroom recipes are often written on large sheets of paper and posted nearby the activity area to enhance the cooking experience.

As part of the Reading is Fundamental (RIF) Program, children take books home several times throughout the year. Every classroom has a quiet area with a wide variety of books. Carpet, bean bag chairs, and pillows invite the young reader. Books are also often found in other areas of the classroom, e.g., about trucks in the block and truck area, phone and recipe books in the dramatic play and housekeeping areas. The listening center contains a tape recorder, headphones, and books with corresponding tapes. Reading to the children is part of the everyday routine and takes place at circle time as well as spontaneous times throughout the day. Writing centers encourage the children to use paper and pencils to begin the first steps towards writing. Other materials in the writing center include markers, tablets, rulers, stamp pads and stamps, hole punchers, hole reinforcements, old typewriters, letter and number stencils, and an abundance of paper. Children take home a writing backpack filled with materials such as paper, pencils, markers, glue, staplers, scissors, yarn, old magazines, and so forth. The backpacks contain a letter to parents suggesting ideas for working with their children on a project. Teachers encourage parents to offer feedback about the family projects. The children share the stories and books that are the result. Some classrooms have established a lending library. Teachers often invite guest readers to the classrooms so children hear and see other people reading. Some of the guests have been the mayor, the fire chief, the D.A.R.E. officer, and a large number of parents. The Head Start home visitor encourages parents to read to their children and visit the local library. For additional information, contact:

Council on Rural Service Programs

<http://www.corsp.org/>

Central Office

Miami County

201 RM Davis Parkway Suite B

Piqua, Ohio 45356

Phone: 937.778.5220

Fax: 937.778.8970

E-Mail: Corsp@CORSP.org

RSVP & Gateway Programs

Darke County

116 East 3rd.

Greenville, Ohio 45331

Phone: 937.548.8002

Fax: 937.548.2664

http://www.corsp.org/programs_offered.htm

Chapter 2 Who's Doing Family Literacy

The agencies and organizations in this annotated "directory of directories" provide services that enable family literacy programs to function smoothly. Some are family literacy providers and funders like Even Start and Parents As Teachers. Some contribute information for a single component of a program like the national standards developed by Equipped For the Future or the training in collaboration developed by For the Common Good.

The lists may be used in many ways. In addition to containing information on family literacy programming, the lists may suggest potential collaborators who serve similar populations or have similar service goals. Other organizations like Special Education Centers may offer specialized professional training for a family literacy staff. The majority of the agencies in this chapter have websites that you can explore for more information or to get current contact information. The web addresses are included as part of the information about the agency.

The chapter is divided into two sections: "National" and "Ohio."

Note: If you have information, especially at the local level, to add to future supplements of *The Family Literacy Resource Notebook*, please contact The Ohio Literacy Resource Center 1-800- 765-2897; Research I Bldg., 1100 Summit St., PO Box 5190, Kent State University, Kent, OH 44242; olrc@literacy.kent.edu

NATIONAL ORGANIZATIONS

U.S. Government Offices

U.S. Dept. Of Education

The home page of the vast site for the U.S. DOE with links to vocational and adult education; information about legislation, statistics, grants, budgets, research reports, evaluation, and noteworthy practices can be found here.

600 Independence Ave., SW
Washington, DC 20202-7240 <http://www.ed.gov>

Office of Vocational and Adult Education

Phone: (202) 205-5451, Fax: (202) 205-8748
<http://www.ed.gov/about/offices/list/ovae/index.html?src=mr>

The Office of Elementary and Secondary Education (OESE)

This office includes program offices that provide financial assistance to state and local educational agencies for maintenance and improvement of both public and private preschool, elementary, and secondary education. For more information about any of these programs, see <http://www.ed.gov/about/offices/list/oese/programs.html>

Even Start

Even Start is a federally-funded family literacy program administered by states to improve the educational opportunities of low-income families.

For more information, see

<http://www.ed.gov/about/offices/list/oeses/sasa/esprograms.html>

Even Start Family Literacy Program

Visit the archived text of the 1998 National Evaluation of the Even Start Family Literacy Program.

600 Independence Avenue, SW

Washington, DC 20202

Phone: (202) 260-0991, Fax: (202) 260-7764

<http://www.ed.gov/pubs/EvenStart/index.html>

Head Start

Head Start and Early Head Start are comprehensive child development programs for children from birth to age 5, pregnant women, and their families.

For more information about the Head Start Program visit

<http://www.acf.hhs.gov/programs/hsb/index.htm>

Title I Part A of the Elementary and Secondary Education Act

This program provides financial assistance through State educational agencies (SEAs) to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

For more information on Title I Part A go to

<http://www.ed.gov/programs/titleiparta/index.html>

Office of Educational Research and Improvement (OERI)

The OERI functions of research, statistics, best practices and models has been incorporated into The Institute of Education Sciences (IES); however, information archived before 11/5/02 can be found on this site.

U.S. Department of Education

555 New Jersey Ave, NW

Washington, DC 20208

<http://www.ed.gov/offices/OERI>

Office of Special Education and Rehabilitative Programs

Concerned with identification and early intervention, the Office of Special Education and Rehabilitative Programs provides support for individuals, parents, and school districts in the areas of special and vocational education and research.

U.S. Department of Education

600 Independence Ave, SW

Switzer Building, Room 4613

Washington, DC 20202

<http://www.ed.gov/about/offices/list/osers/index.html>

Partnership for Family Involvement in Education

The Partnership for Family Involvement in Education addresses issues, provides information, expands professional development, and offers opportunities for sharing and networking.

U.S. Dept. of Education Information Resource Center

<http://www.ed.gov/pubs/whoweare/index.html>

U.S. Dept. of Labor

The U.S. Department of Labor site contains information on job training, employment, and the labor market.

200 Constitution Ave., NW, Rm. N5637

Washington, DC 20210

Office of Research and Demonstration

Phone: (202) 219-7674, Fax: (202) 219-5455

<http://www.doleta.gov/>

U. S. Department of Health and Human Services

Administration for Children and Families

U.S. Department of Health and Human Services

The Administration for Children and Families (ACF) is a federal agency funding state, territory, local, and tribal organizations to provide family assistance (welfare), child support, child care, Head Start, child welfare, and other programs relating to children and families.

<http://www.acf.dhhs.gov>

Child Care Bureau

The Child Care Bureau enhances the quality, affordability and availability of child care for all families.

U.S. Department of Health and Human Services

Administration for Children and Families

Office of Public Affairs

370 L'Enfant Promenade, SW

Washington, DC 20202

<http://www.acf.hhs.gov/programs/ccb>

Head Start Bureau

Head Start promotes the economic and social well-being of low-income, refugee, and migrant families and those with disabilities through integrated services across agency boundaries.

U.S. Department of Health and Human Services

Administration for Children and Families

Office of Public Affairs

370 L'Enfant Promenade, SW

Washington, D.C. 20202

<http://www.acf.hhs.gov/programs/hsb/>

The following nongovernmental organizations and agencies are more resources for family literacy.

Foundations

These are national foundations that provide grants to adult and family literacy programs.

Barbara Bush Foundation for Family Literacy

The Barbara Bush Foundation supports the development of family literacy programs in which parents and children can read and learn together.

1002 Wisconsin Avenue, NW

Washington, DC 20007

Phone: (202) 338-2006, Fax: (202) 337-6754

<http://www.barbarabushfoundation.com>

Dollar General Literacy Foundation

The Dollar General Literacy Foundation, which is dedicated to the advancement of literacy, provides grants to non-profit organization in their market areas.

P.O. Box 1064

Goodlettsville, TN 37072-1064

(615) 855-5201

<http://www.dollargeneral.com/community/dgliteracy.aspx>

John S. And James L. Knight Foundation

The Knight Foundation offers grants in three categories: journalism, communities served by their newspapers, and a venture fund.

2 South Biscayne Blvd., Ste. 3800

Miami, FL 33131

Phone: (305) 980-2600, Fax: (305) 908-2698

<http://www.knightfdn.org>

Kiwanis International Headquarters

A community service organization, Kiwanis supports projects benefiting children and young adults.

Program Development Division

3636 Woodview Trace

Indianapolis, IN 46268

(800) 879-4769

<http://www.kiwanis.org>

Staples Foundation for Learning

The Staples Foundation funds community grassroots organization and maintains charity partnerships with national organizations to provide educational and growth opportunities.

500 Staples Drive, 4 West

Framingham, MA 01702

<http://www.staplesfoundation.org/>

Starbucks Foundation

The Starbucks Foundation funds programs that promote youth leadership through the power of literacy and respect for diversity in communities where Starbuck employees live and work.

P.O. Box 3824

Seattle, WA 98134

Phone: (206) 748-8602, Fax: (206) 447-3028

<http://www.starbucks.com/aboutus/foundation.asp>

Target Foundation

The Target Foundation provides grants to support education in areas served by Target stores.

http://target.com/target_group/community_giving/index.jhtml

United Way of America, Inc.

The National United Way acts as a go-between for philanthropic corporations and government, works to activate community resources, and supports welfare-to-work transition.

701 North Fairfax

Alexandria, VA 22314-2045

Phone: (703) 836-7112, Fax: (703) 683-7840

<http://national.unitedway.org/>

The Wallace Foundation

Formerly the Reader's Digest Foundation, the Wallace Foundation encourages learning and enrichment through educational leadership, student achievement, after-school learning, and participation in arts and culture.

Two Park Place Ave.

New York, NY 10016

Work Phone: (212) 251-9800, Fax: (212) 679-6990

<http://www.wallacefoundation.org/>

Special Needs

These agencies provide information and resources for families who have members with special needs.

American Foundation for the Blind

Since 1921, the American Foundation for the Blind—to which Helen Keller devoted her life—has been eliminating barriers that prevent the ten million Americans who are blind or visually impaired from reaching their potential.

(800) 232-5463

www.afb.org

International Dyslexia Association

(Formerly Orton Dyslexia Society)

The International Dyslexia Association provides information to help individuals, families, and communities and facilitates an online forum for discussion.

8600 LaSalle Rd., Ste. 382

Baltimore, MD 21286

Phone: (800) 222-3123, Fax: (410) 321-5069

<http://www.interdys.org>

Learning Disabilities Association of America

Both professionals and families benefit from the research, advocacy, teacher training, and information about disabilities disseminated by the Learning Disabilities Association of America.

4156 Library Road

Pittsburgh, PA 15234

Phone: (412) 341-1515

<http://www.ldanatl.org>

National Adult Literacy & Learning Disabilities Center

The National Adult Literacy & Learning Disabilities Center's project Bridges to Practice can be found on the National LINCS site. The Coordinated Campaign for Learning Disabilities and WETA, the PBS station in Washington, D.C. sponsors LD Online with information for parents, kids, teachers, and professionals.

LD Online

2775 South Quincy Street

Arlington, VA 22206

<http://www.ldonline.org>

National Association of Developmental Disabilities Councils (NADDC)

The National Association of Developmental Disabilities Councils supports councils and provides a consumer and family-centered system of services.

1234 Massachusetts Avenue, NW, Suite 103

Washington, DC 20005

<http://www.nacdd.org/>

National Center for Learning Disabilities

To accomplish their mission of providing opportunities for people with disabilities to succeed in school, work, and life, the National Center for Learning Disabilities advocates to protect and strengthen their rights, posts information for parents and professionals, and supports research in effective learning techniques.

381 Park Avenue South, Suite 1420
New York, NY 10016
(888) 575-7373, Fax: (212) 545-9665

<http://www.ld.org>

The National Dissemination Center for Children with Disabilities (NICHCY)

NICHCY is a central source of information on: disabilities for infants, toddlers, children, youth; IDEA and No Child Left Behind legislation; statistics; and researched-based educational practices.

P.O. Box 1492
Washington, DC 20013-1492

<http://www.nichcy.org/>

National Library Service for the Blind and Physically Handicapped

The National Library Service for the Blind and Physically Handicapped works directly with cooperating libraries to provide such services as free Braille transcription and accessibility to music scores and instructional music.

Library of Congress
1291 Taylor Street, NW
Washington, DC 20542

<http://lcweb.loc.gov/nls>

Workforce/Service

AFL-CIO

Contains information on current issues and provides site guides and resources.

815 16th St., NW
Washington, DC 20006
Phone: (202) 637-5000, Fax: (202) 637-5058

<http://www.aflcio.org/>

Center on Education and Work

The Center on Education and Work enhances the quality of career-related learning for individuals in schools, colleges, and the workplace.

School of Education
University of Wisconsin- Madison
1025 West Johnson St., Rm. 964
Madison, Wisconsin 53706-1796
Work phone: (608) 263-3696, Alternative phone: (800) 446-0399

Fax: (608) 262-9197
<http://www.cew.wisc.edu>

AmeriCorps

AmeriCorps is a network of national service programs that engage more than 50,000 Americans each year in intensive service to meet critical needs in education, public safety, health, and the environment.

1201 New York Ave., NW
Washington, DC 20525
(202) 606-5000
TTY: (202) 565-2799
<http://www.americorps.org/>

Corporation for National Service

The Corporation for National Service, including SeniorCorps and AmeriCorps, provides opportunities for Americans of all ages and backgrounds to participate in community service.

1201 New York Avenue, NW
Washington, DC 20525
<http://www.cns.gov>

Corrections/Legal

CEGA Services, Inc.

Contact Center, Inc.

CEGA Services, Inc. consult on criminal justice and human services nationally and internationally.

P.O. Box 81826
3900 Industrial Ave., N
Lincoln, NE 68501
Phone: (402) 464-0602, Fax: (402) 464-5931

Correctional Education Association (CEA)

CEA is a professional organization for educators and administrators who provide services to students in a correctional setting.

8025 Laurel Lakes Court
Laurel, MI 20702
www.ceanational.org

American Bar Association

The American Bar Association site includes information on law education, initiatives to improve legal services, and resources for the public.

740 15th St., NW, 11th Fl.
Washington, DC 20005

(202) 662-1024, Fax: (202) 662-1032
www.abanet.org

Health

Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention protect health and safety by providing information, health promotion and education, and disease control.

4770 Buford Highway, MS K -57
Atlanta, GA 30341-3724
(404) 488-4744, Fax: (404) 488-4727
<http://www.cdc.gov>

National Institutes of Health

The National Institutes of Health is the steward of medical and behavioral research for the Nation. It is part of the U.S. Department of Health and Human Services.

Bldg. 31, Rm. 10A31
Bethesda, MD 20892-3100
(301) 496-6631, Fax: (301) 402-4945
<http://www.nci.nih.gov>

Parents

National Coalition for Parent Involvement in Education

The National Coalition for Parent Involvement in Education fosters home-school-community relationships by advocating for the participation of parents in their children's education.

3929 Old Lee Highway, Suite 91-A
Fairfax, VA 22030-2401
(703) 359-8973, Fax: 703-359-0972
<http://www.ncpie.org/>

National PTA

A national non-profit child advocacy agency, National PTA encourages parent and public involvement in schools and assists parents develop skills in raising children.

330 N. Wabash, Suite 2100
Chicago, IL 60611-3690
(312) 670-6782, Fax: (312) 670-6783
<http://www.pta.org/>

Parents as Teachers

The goals of the Parents as Teachers program are:

- Increase parent knowledge of early childhood development and improve parenting practices
- Provide early detection of developmental delays and health issues
- Prevent child abuse and neglect
- Increase children's school readiness and school success

Parents as Teachers is a *national* model, but at the same time is a *local* program. PAT fits as a component of larger programs such as Even Start, Head Start, and family resource centers, or it can be the early childhood cornerstone for programs that ultimately grow into a broader array of family education and support offerings.

To find PAT programs in your area, click on "Find a Program" on their website.

(314)- -432-4330, Fax (314) 432-8963

E-mail: info@parentsasteachers.org.

<http://www.patnc.org>

Parent Information and Resource Centers (PIRC)

PIRCs work closely with parents, educators and community organizations to strengthen partnerships so that children can reach high academic standards.

<http://www.ed.gov/programs/pirc/index.html>

Adult Literacy

Adult Literacy and Technology Network

The Adult Literacy & Technology Network is a national effort dedicated to finding solutions for using technology to enhance adult literacy.

<http://www.altn.org/>

American Association for Adult & Continuing Education

The American Association for Adult and Continuing Education is dedicated to enhancing the field of adult learning.

www.aaace.org

Commission on Adult Basic Education (COABE)

COABE advances national and international adult education and literacy opportunities through leadership training, publications, and professional development.

1320 Jamesville Ave.

Syracuse, NY 13210

(315) 426-0645, Fax: (315) 422-6369

<http://www.coabe.org>

Institute for the Study of Adult Literacy

Part of the College of Education at Penn State, the Institute for the Study of Adult Literacy advances adult literacy through research and outreach to expand accessibility to literacy and works with The Goodling Institute for Research in Family Literacy on program development, instructional materials, assessment, and evaluation.

Pennsylvania State University

102 Rackley Building

University Park, PA 16801

(814) 863-3777

<http://www.ed.psu.edu/isal/>

National Adult Education Professional Development Consortium

The National Adult Education Professional Development Consortium provides a database of outreach and technical assistance, discussions, and education information to registered members.

444 North Capitol St., NW, Ste. 706

Washington, DC 20001

(202) 624-5250, Fax: (202) 624-8826

<http://www.otan.dni.us>

National Center on Adult Literacy

The National Center on Adult Literacy in the University of Pennsylvania Department of Education, disseminates information on research, technology and distance learning, staff development and training, curriculum, and policy.

University of Pennsylvania

3910 Chestnut St.

Philadelphia, PA 19104-3111

(215) 898-2100, Fax: (215) 898-9804

<http://www.literacy.org/>

National Center on the Study of Adult Literacy & Learning (NCSALL)

NCSALL engages in research and professional development and disseminates publications such as Focus on Basics, Focus on Policy, and Study Circle Guides.

Nichols House, Harvard University

Graduate School of Education

Cambridge, MA 02138

(617) 496-0516, Fax: (617) 495-4811

<http://www.ncsall.net/>

National Institute for Literacy

Federally funded, NIFL strengthens literacy across the lifespan by promoting leadership, coordinating literacy services, and disseminating information through LINCS regional centers; Partnership for Reading, Equipped for the Future, Bridges to Practice, and a Literacy Directory can be found on the site.

800 Connecticut Ave., NW, Suite 200
Washington, DC 20006-2712
HOTLINE: 1 (800) 228-8813
(202) 632-1500, Fax: (202) 632-1512
<http://www.nifl.gov>

Proliteracy Worldwide

A merger of Laubach Literacy and Literacy Volunteers of America, ProLiteracy uses its unique methodology to provide training, technical assistance, and targeted local grants to support tailored programs that combine literacy with economic self-reliance, health, education, peace, human rights, and environmental sustainability projects.
1320 Jamesville Avenue
Syracuse, NY 13210
(888) 528-2224, Fax: (315) 422-6369
<http://www.proliteracy.org>

English Speakers of Other Languages

Center for Adult English Language Acquisition (CAELA)

CAELA works on policy and legislation issues related to adult education and literacy, promotes English language learning and academic achievement, and publishes the ELL Toolkit.

Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
(202) 429-9292
<http://www.cal.org/>

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA)

Under Title III of No Child Left Behind, NCELA collects analyzes, synthesizes, and disseminates information about language instruction for limited English proficient students and children.

The George Washington University
Graduate School of Education and Human Development
2121 K St. NW Suite 260
Washington, DC 20037
EMAIL: askncela@ncela.gwu.edu
PHONE: (202) 467-0867 • (800) 321-6223
FAX: (202) 467-4283 • (800) 531-9347
<http://www.ncela.gwu.edu/>

Teachers of English to Speakers of Other Languages

Membership-only resources and conference information for Teachers of English can be found on this site.

1600 Cameron St., Ste. 300
Alexandria, VA 22314
(703) 836 0774, Fax: (703) 836-7864
<http://www.tesol.edu/index.html>

Postsecondary

American Association of Community Colleges

The American Association of Community Colleges is the primary advocacy organization for the nation's community colleges.

One Dupont Circle, NW
Washington, DC 20036-1176
(202) 728-0200, Fax: (202) 833-2467
<http://www.aacc.nche.edu>

American Association of University Women

The American Association of University Women advocates for equity for all women and girls through fellowships and grants, research, policy efforts, and diversity initiatives.

1111 Sixteenth St. N.W.
Washington, DC 20036
(800) 326-AAUW, Fax: (202) 872-1425
<http://www.aauw.org/>

Early Childhood

Children's Literacy Initiative

The Children's Literacy Initiative works to increase children's literacy skills and to foster a love of reading through professional development for pre-K through 3rd grade teachers.

2314 Market St.
Philadelphia, PA 19103
Work Phone: (215) 561-4676, Fax: (215) 561-4677
<http://www.cliontheweb.org/index-main.html>

Early Childhood Technical Assistance Center

The NCCIC is a national clearinghouse and technical assistance center linking parents, providers, policymakers, researchers, and the public to early childcare and education information.

301 Maple Avenue West, Suite 602
Vienna, VA 22180

(800) 616-2242, Fax: (800) 716-2242

<http://www.nectac.org/>

The Sesame Workshop

The Sesame Workshop provides educational content for television, radio, books, magazines, interactive media, and outreach.

One Lincoln Plaza

New York, NY 10023

(212) 875-6088

<http://www.sesameworkshop.org>

UNICEF

This United Nations organization promotes health, education, equality and protection to children around the world; those affected by lack of immunizations, by HIV, and by national crises like droughts, famine, and floods benefit from programs.

3 United Nations Plaza

New York, NY 10017

<http://www.unicef.org>

Libraries and Book Programs

American Library Association (ALA)

A national study of family literacy programming in public libraries found that public libraries play a significant role in family literacy. The diverse offerings include programming for both parents and children, special collections of materials, and outreach to special populations. The study also found that libraries often provide these services in partnership with other community organizations.

Office for Library Outreach Services

50 East Huron Street

Chicago, IL 60611

(800) 545-2433

<http://www.ala.org>

American Poetry & Literacy Project

The American Poetry & Literacy Project is a national, non-profit organization created to champion the idea that poetry should be made accessible to all Americans.

588 Broadway, Suite 604

New York, NY 10012-3210

(212) 274-0343

www.poets.org/aplp

Books and Beyond

Books and Beyond is a reading incentive program created specifically to improve children's attitudes toward reading and to foster a love of books.

(858) 755-3823
Fax: (858) 755-0449
Email: info@booksandbeyond.org
<http://www.booksandbeyond.org/bbinfo.html>

Center for the Book

The Center for the Book promotes books, reading, libraries, and literacy.
Library of Congress
101 Independence Ave., SE
Washington, DC 20540-4920
(202) 707-5221, Fax: (202) 707-0269
<http://lcweb.loc.gov/loc/cfbook/>

Pizza Hut's Book It! Program

Pizza Hut's Book It Program promotes reading with pizza certificates as rewards for classes signed up for the project.
P.O. Box 2999
Wichita, KS 67201
(800) 426-6548
<http://www.bookitprogram.com/>

Reading Is Fundamental, Inc. (RIF)

A non-profit children's literacy organization, RIF promotes interest in reading with resources for kids, parents, and educators.
1825 Connecticut Avenue, NW
Suite 400
Washington, DC 20009
(877) RIF-READ or (202) 673-0020
Email: contactus@rif.org
<http://www.rif.org/>

U.S. National Commission on Libraries & Information Science

This Commission recommends policy to the President and Congress concerning libraries and information services, statistics and surveys, and policy; the Freedom of Information Act (FOIA) is located here.
1110 Vermont Ave., NW, Ste. 820
Washington, DC 20005-3522
(202) 606-9200, Fax: (202) 606-9203
<http://www.nclis.gov/>

Education

American Council on Education

The American Council on Education is the major coordinating body for all the nation's higher education institutions.

One Dupont Circle, NW

Washington, DC 20036

(202) 939-9300

<http://www.ACENET.edu>

General

Educational Resources Information Center (ERIC)

ERIC, recently consolidated from previous clearinghouses, manages an extensive database of journal and non-journal education literature.

(800) LET-ERIC (538-3742).

<http://www.eric.ed.gov/>

Federal Citizens' Information Center

The Federal Citizens' Information Center answers questions about the federal government and consumer information about recalls, scams, and frauds.

Pueblo, CO 81009

<http://www.pueblo.gsa.gov/>

Other

Illinois Literacy Resource Development Center

Funded through the Office of the Secretary of State, The Illinois Literacy Resource Development Center helps agencies and individuals improve literacy skills to enhance the roles of parent, worker and citizen through grants for tutor training, family literacy, and workplace literacy.

209 West Clark Street

Champaign, IL 61820

(217) 355-6068

<http://www.ilrdc.org>

International Reading Association

The professional organization for those teaching reading to all ages, IRA promotes advocacy and outreach internationally, nationally, and regionally.

Public Information Office

800 Barksdale Road

P.O. Box 8139

Newark, DE 19714-8139, USA

(302) 731-1600, Fax: (302) 731-1057

<http://www.reading.org>

Lift Missouri

Missouri's Literacy Resource Center has on-line resources for family literacy including *Show Me Family Literacy: Missouri's Guide for Establishing Family Literacy Programs*.

<http://literacy.kent.edu/~missouri/resources.html>

National Alliance of Urban Literacy Coalitions

The National Alliance of Urban Literacy Coalitions, a trade association of local coalitions, functions as a clearinghouse for best practices and disseminates resources, information, and technical assistance to coalitions.

5433 Westheimer, Suite 1001

Houston, TX 77056

(888) 269-4902 Fax: (713) 961-4775

<http://www.naulc.org/about.htm>

National Center for Family Literacy

The National Center for Family Literacy provides professional development, program development, promotes policy and advocacy, and sponsors the Family Literacy Alliance.

Waterfront Plaza, Suite 200

325 West Main Street

Louisville, KY 40202-4251

(502) 584-1133, Fax: (502) 584-0172

<http://www.famlit.org>

National Governors' Association

The National Governors' Association promotes best educational practices to assist states in developing and implementing programs that work.

444 North Capitol St., NW, Ste. 267

Washington, DC 20001-1572

(202) 624-5394 Fax: (202) 624-5313

<http://www.nga.org/>

New Readers Press

Publishes a wide variety of materials to use with adult literacy students.

Phone: (800) 448-8878

www.newreaderspress.com

Newspaper Association of America Foundation

The Newspaper Association of American Foundation encourages students to acquire and value information in newspapers and news media.

1921 Gallows Rd.

Vienna, VA 22182

(206) 748-8602, Fax: (703) 620-1265

<http://naa.org/foundation/>

Public Broadcasting Service

Operated by public TV stations, PBS supports lifelong learning by exploring news, history, arts, science, technology through PBS Kids, PBS Parents, PBS TeacherSource, and PBS Campus.

1320 Braddock Pl.

Alexandria, VA 22314-1698

(703) 739-5265, Fax: (703) 739-7506

<http://www.pbs.org>

SER-Jobs for Progress National, Inc.

A private, non-profit corporation, SER addresses employment and economic concerns, education, and inequities among Hispanics and other underrepresented groups in America.

1925 W. John Carpenter Fwy. #575

Irving, TX 75063

(972) 650-1860, Fax: (972) 650-1860

<http://ser-national.org/>

Wider Opportunities for Women

Through national and local Washington, D.C. programs, Wider Opportunities for Women helps women learn to earn in order to seek education and prepare for jobs that provide income to overcome poverty.

1001 Connecticut Avenue NW, Suite 930

Washington, DC 20036

(202) 464-1596, Fax: (202) 464-1660

<http://www.wowonline.org/>

OHIO ORGANIZATIONS

Ohio Department of Education

Listed below are the offices of the Ohio Department of Education that can provide support and resources for family literacy programs.

Center for Students, Families, and Communities

Provides leadership and oversight to the Early Education and Care Community.

Office of Early Learning and School Readiness

This office administers programs that support the educational experiences of young children to prepare them to learn, read, and succeed in school. Programs in this office include Early Childhood Education, Early Learning Content Standards, Even Start, and Head Start.

(614)466-0224

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=39&ContentID=11728&Content=16735>

Even Start

Because the federal requirements are general, communities develop Even Start programs to meet their unique needs. Each program is different. Because integration of components is stressed, innovative teaching and case management attracts and keeps participants.

(614) 466-0224

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=468>

Coordinators of Even Start programs are an excellent source of information about family literacy. You can find contact information for Ohio Even Start coordinators at

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=468&ContentID=7216&Content=27409>

Head Start State Collaboration Office

The purpose of the collaboration project is to create a visible collaborative presence at the State level that can assist in the development of significant, multi-agency and public-private partnerships. The project coordinates federal, state and local policy to support an efficient, effective and coordinated early care and education system within a continuous improvement model by facilitating activities with the governor's office, key state departments and early childhood agencies, associations and advocacy groups.

(614) 466-0224

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=470&ContentID=1950&Content=17537>

Licensing for Preschool Programs and School-Age Child Care (SACC)

The Ohio Department of Education (ODE) and the Ohio Department of Job and Family Services (ODJFS) are responsible for licensing preschool and school-age child (SACC) programs in Ohio.

(614) 466-0224, Fax: 614-728-2338

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=803>

Office of Literacy

The office supports high-quality reading instruction in the classroom, literacy support and other interventions as well as the encouragement of literacy activities away from school to ensure that all Ohio students are proficient readers.

(614) 995-2245 or (888) 644-6732

Email: Literacy.Improvement@ode.state.oh.us

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=40&ContentID=7667&Content=29971>

Lau Center

The Lau Center is a resource center for English as a Second Language, Bilingual, and Multicultural Education. The mission of the Lau Resource Center is to assure equal access to high-quality learning experiences and standards for students with limited English proficiency in the state of Ohio.

(614)466-4109

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=890&ContentID=3310&Content=28131>

Office of Safe and Supportive Learning Environments

This office provides services, programs and products that focus on addressing student, family and community factors that improve learning climates in schools and, consequently, improve learning for all students.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=890&TopicRelationID=431>

Family, Community Involvement

Adult Ed: Collaborate with adult educators to develop curriculum about parent-teacher conferences and parents' advocacy for their children's needs.

Child Ed: NA

Parent Ed: Provide information for parents who desire to know how to support their children's learning in the home and at school.

Family Rel: Provide assistance to school planning teams that work to support children's learning in the home and at school.

(614) 644-8863

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=431&TopicRelationID=1161>

The Office for Safety, Health, and Nutrition

This office assists educators in improving the conditions for learning through a variety of child and adult nutrition programs as well as programs that contribute to positive learning environments.

(614) 466-2945, Fax: (614) 752-7613

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=31&TopicRelationID=841>

Office for Exceptional Children

This office provides leadership, assistance, and oversight to school districts and other entities that provide differentiated instruction for students with disabilities, gifted students, and students with limited English proficiency.

(614) 466-2650, toll free: (877) 644-6338, Fax: (614) 752-1429

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=31&TopicRelationID=840>

Ohio's Special Education Regional Resource Centers (SERRC)

Ohio Special Education Regional Resource Centers (SERRC) assist educators and families in the development and delivery of specially designed instruction aligned with Ohio's academic and early learning content standards. They also assist districts and agencies in complying with federal and state laws/regulations to ensure the full participation of children and youth with disabilities in the school community.

Adult Ed: Offer learning opportunities, linkages with other agencies and support groups, library and resource materials, individual problem solving opportunities, and assessment materials for ages birth to 22.

Child Ed: Offer workshops and other learning opportunities along with technical assistance to Head Start, community-based organizations, early childhood special education programs, etc.; link with other agencies that support families; link with groups that provide other resources such as technology and materials; support parents with information, resources, and advocacy; offer technology connections including a website; offer direct assessment of children including recommendations for parents and teachers for intervention.

Parent Ed: Provide training and technical assistance along with consultation to parents of children at risk or with disabilities; link parents to parent support groups; loan books and materials to parents at no cost; work with parent advisory councils; help parents to access technology resources and/or communication devices and provide training in their use.

Family Rel: (see above - note problem solving and consultation opportunities)

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=981&ContentID=13865&Content=27629>

Center for School Finance

Includes ODE offices of Finance and Management Services, Grants Management, Simulation Data, Pupil Transportation, Fiscal Services, School Choice
(614) 387-2202, Fax: (614) 466-8700

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=17&TopicRelationID=32>

Office of Grants Management

The grants program provides funding programs for schools and districts for pre-defined purposes with the expectation of meeting specific service or performance standards. Grants include Adult Basic and Literacy Education and Homeless students.

(614) 752-1483, Fax: (614) 728-1042

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=4&TopicRelationID=81>

Center for School Improvement

This center includes ODE offices of Educational Reform, Federal Programs, Field Relations, Quality Assurance, Alternative Education, Chartered Nonpublic Schools and Non-chartered, Non-taxed schools

(614) 466-5834, Fax: (614) 995-3869

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=23>

Office of Federal Programs

This office provides leadership and technical assistance to help school districts make the best use of their personnel, fiscal, materials and training resources derived through federal programs. Included are the Homeless Children and Youth program and Title I Migrant Education.

(614) 466-4161, Fax: (614) 752-1622

Adult Ed: Support adult education programs, vocational education programs, GED prep, and Even Start.

Child Ed: Support Title I, Head Start, Public Preschool, Even Start, Preschool Special Ed., Vocational Child Care Training, and School-Age Child Care Programs.

Parent Ed: Support Parents as Teachers, Parenting Skills Classes, Ohio's Parents for Success, Head Start, GRADS, Public Preschool, Even Start, Family Ties, and Parent Mentor programs.

Family Rel: Support Family and Consumer Sciences programs and Head Start

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=31&TopicRelationID=25>

Career - Technical and Adult Education

Education programs and services that prepare youth and adults for a broad range of careers that require varying levels of education, from high school, apprenticeships and postsecondary certificates to college and university degrees.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=2>

Adult Education

Long- and short-term technical skills training and educational programming targeted to labor market needs

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&opicID=2&TopicRelationID=152>

Adult Basic and Literacy Education (ABLE)

ABLE provides educational opportunities for adults who lack a foundation of literacy skills needed for success in their roles as citizens, workers, and family members. ABLE programs are held in public schools, learning centers, community-based centers, homeless shelters, correctional institutions, colleges, work sites, and institutions for the disabled. These programs provide free instruction in basic literacy, workplace literacy, family literacy, English as a Second Language (ESL) instruction, and preparation for the General Education Development (GED) test. Ohio's ABLE Program provides free services to persons who (a) have less than a 12th-grade education or its functional equivalence, and (b) are not subject to State compulsory school attendance law.

(614) 466-5015

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=152&TopicRelationID=155>

To find ABLE and Family Literacy programs in Ohio go to <http://literacy.kent.edu> and click on "Find a Program Near You."

Family Literacy

Research confirms that comprehensive family literacy programs offer an effective, long-term approach to breaking the interrelated cycles of poverty and low literacy skills.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=155&ContentID=8301&Content=24271>

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=468&ContentID=7224&Content=23209>

Adult Workforce Education

This office supports labor-market driven, postsecondary education and training, including career guidance/counseling, assessment, financial aid, job placement and transitional services as well as customized training and specialized services for employers.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=152&TopicRelationID=156>

Family and Consumer Sciences

Adult Ed: Offer programs on a variety of topics including family life education, transitions, child care, employability skills, and displaced homemaker

Child Ed: Child care programs for teen parents.

Parent Ed: Offer parenting courses in schools; fund GRADS programs in over 80% of Ohio school districts with emphasis on parenting skills; some GRADS programs form partnerships with other programs such as Even Start and Parents as Teachers.

Family Rel: Offer family involvement activities including Grandparent Support Groups; form partnerships for parent/child interaction component.

(614) 466-3046

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=166&TopicRelationID=1120>

Other Helpful Resources on the ODE Website

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=1229>

In addition to the Ohio Department of Education, other departments of state government offer programs and resources that can be helpful for the providers and participants of family literacy programs in Ohio.

Ohio Department of Job and Family Services

The Ohio Department of Job and Family Services was formed by the merger of the Department of Human Services and the Bureau of Employment Services. It develops and oversees programs that provide health care, employment and economic assistance, child support, and services to families and children.

(614) 466-6282, Fax: (614) 466-2815

<http://jfs.ohio.gov>

Family Resources

Information on ODJFS programs including adoption/kinship/foster care, child care, child support, protective services, financial assistance, health care, food stamps, and links to other sites for information on food banks, clothing, shelter and transportation.

<http://jfs.ohio.gov/families/index.stm>

Office for Children and Families

The Office for Children and Families is responsible for state level administration and oversight of programs that prevent child abuse and neglect; provide services to abused/neglected children and their families (birth, foster and adoptive); license foster homes and residential facilities; license child care homes and facilities; and investigate allegations of adult abuse, neglect and exploitation.

(614) 466-1213, Fax: (614) 466-6185
<http://jfs.ohio.gov/ocf/index.stm>

Office of Child Support

Dedicated to improving the lives of Ohio's children by looking for ways to make the program easier, more effective, and more customer-friendly for their clients. Some of those ways are initiatives using technology to enhance how parents can make and receive payments in a safer and faster way.

(614) 752-6561, Fax: (614) 752-9760
<http://jfs.ohio.gov/Ocs/index.stm>

Office of Family Stability

Provides customer-focused products and services to maximize the independence and productivity of Ohio's vulnerable citizens, in order to strengthen Ohio's communities. Programs include Ohio Works First, Disability Financial Assistance, Refugee Cash and Refugee Social Services, and Food Stamps.

(614) 466-4815, Fax : (614) 752-7193
<http://jfs.ohio.gov/ofam/index.stm>

Job Seeker Resources

Assistance with career counseling, education and training, researching labor market information, preparing a resume, searching job listings, assistance with finding a job, and information on unemployment compensation.

http://jfs.ohio.gov/jobs/job_seekers/index.stm

Education and Training

Assistance is available to Ohioans as they find their first, next or better job. There are many support services offered throughout the state. Job resources, including links to Adult Basic Literacy Education and Apprenticeship Programs are available.

Apprenticeship Program: (614) 644-0370, Fax: (614) 466-7912
http://jfs.ohio.gov/jobs/job_seekers/education_and_training/index.stm

Office of Workforce Development - Support Services Bureau

Within the Support Services Bureau is Workforce 411

<http://www.ohioworkforce411.gov/> a one-stop website for jobseekers to view job postings, find Ohio's One-Stop offices, see "Hot Career Opportunities," and more.

<http://jfs.ohio.gov/OWD/TaxCreditServices.stm>

Special Assistance

Offers help with clothing, child care, and transportation to enhance employability.

http://jfs.ohio.gov/jobs/job_seekers/special_assistance/index.stm

Ohio Department of Health

The Ohio Department of Health has a variety of programs to assist adults and children, some of which are listed below. For a complete listing of ODH programs go to <http://www.odh.state.oh.us/odhPrograms/odhPrograms.aspx>
<http://www.odh.state.oh.us/>

Bureau for Children with Medical Handicaps (BCMh)

The mission of the Bureau is to assure, through the development and support of high quality coordinated systems, that children with special health care needs and their families obtain comprehensive care and services which are family-centered, community-based, and culturally sensitive.

(614) 466-1547, Fax: (614) 728-3616

E-mail: BCMh@odh.ohio.gov

<http://www.odh.ohio.gov/odhPrograms/cmh/cwmh/bcmh1.aspx>

Child and Family Health Services Program

The goal of the CFHS Grant Program is to eliminate health disparities, improve birth outcomes and

improve the health status of women, infants and children in Ohio.

(614) 466-5332, Fax: (614) 564-2433

E-mail: bcfhs@odh.ohio.gov

http://www.odh.ohio.gov/odhPrograms/cfhs/cf_hlth/cfhs1.aspx

Family Planning Services.

This office provides women's health care and reproductive health care services to individuals as a means to exercise responsible, personal choice in determining the number and spacing of their children. These family planning clinics are the entry point into the health care system for the young and the low-income, and for many clients, these services are considered to be their primary care.

<http://www.odh.ohio.gov/odhPrograms/cfhs/famv/familyv1.aspx>

Child and Adolescent Health

The goals of this office are to improve access to child and adolescent health care services, improve childhood immunization rates, reduce childhood lead poisoning, reduce the percentage of children who are overweight, ensure that social/emotional health needs of children and adolescents are met, and reduce the rate of infant mortality.

<http://www.odh.ohio.gov/odhPrograms/odhPrograms.aspx>

Ohio Childhood Lead Poisoning Prevention Program

This program provides funding, public and professional education, public health lead investigations, case management, data collection and analysis. The program addresses the needs of lead-poisoned children from birth through 72 months of age. The program assists family members, medical care providers and other community members to reduce and prevent lead

poisoning. Greatest emphasis is placed upon children from birth through age 36 months.

(614) 728-9454, Fax: (614) 728-6793

E-mail: BCFHS@odh.ohio.gov

http://www.odh.ohio.gov/odhPrograms/cfhs/lead_ch/leadch1.aspx

Child Passenger Safety Program

The statewide Child Passenger Safety Program provides child safety seats to eligible low income families in all Ohio counties targeting the high risk population of children aged birth to 8 years old. The overall goal of this program is to increase the availability of child safety seats for needy families in all Ohio counties and increase the educational efforts on the proper use and correct installation of child safety seats. (800) 755-GROW(4769), Fax: (614) 644-7740

E-mail: BHPRR@odh.ohio.gov

<http://www.odh.ohio.gov/odhprograms/hpr/cpsafe/cpsafety.aspx>

Children Injury Prevention Program

The health department funds 20 local health department programs designed to prevent childhood injuries. These community projects focus on promoting behavioral changes targeting high risk populations, enhancing educational efforts and increasing the use of safety devices to protect children such as child safety seats, bike helmets and smoke detectors.

(614) 466-2144, Fax: (614) 644-7740

E-mail: BHPRR@odh.ohio.gov

<http://www.odh.ohio.gov/odhPrograms/hpr/childinj/childinj1.aspx>

Dental Health Program

This program provides information and resources including free educational materials to promote good oral health for families with young children.

<http://www.odh.ohio.gov/odhPrograms/ohs/oral/oral1.aspx>

Early Intervention Programs - Help Me Grow

Help Me Grow provides prenatal services and newborn home visits along with information about child development. The program helps families with young children connect with resources they need. The program provides service coordination and ongoing specialized services to those families that are eligible. Help Me Grow also provides services to children birth through age 3 with disabilities so that children have access to and receive needed intervention services. Help Me Grow provides Ohioans with a number of helpful information packets. <http://www.ohiohelpmegrow.org/>

(614) 644-8389

<http://www.odh.ohio.gov/odhPrograms/ei/ein/earlyint1.aspx>

Healthy Child Care Ohio Program

This is a collaborative effort of health care professionals, child care providers and families working in partnership to improve the health of children in child care settings.

The campaign is based on the principle that families and child care providers can promote the healthy development of young children in child care and increase access to comprehensive and coordinated health care services.

(614) 644-8389, Fax: (614) 728-9163

E-mail: BEIS@odh.ohio.gov

http://www.odh.ohio.gov/odhPrograms/ei/ch_care/childcare1.aspx

Immunization Programs

The goal of ODH's Immunization Program is to reduce and eliminate vaccine-preventable diseases including hepatitis, diphtheria, tetanus, pertussis, invasive Hib disease, polio, measles, mumps, rubella, varicella, and influenza among the state's adults and children. The program offers technical support and education, administers grant funds to improve immunization levels, and provides a variety of vaccines to local health departments and physician offices free of charge.

(614) 466-4643, (800) 282-0546 (Ohio only), Fax: (614) 728-4279

Email: Immunize@odh.ohio.gov

<http://www.odh.ohio.gov/odhPrograms/idc/immunize/imminindex1.aspx>

Medical Specialty Clinic Program for Children

The Specialty Clinic Program provides access to pediatric specialists for children in medically underserved areas of Ohio. Children are pre-screened or referred to determine if they are in need of a specialist's services. Clinics are typically held in local county/city health departments; however some may be held in speech and hearing centers, rehabilitation centers or hospitals.

(614) 466-5332, Fax: (614) 728-6793

E-mail: BCFHS@odh.ohio.gov

<http://www.odh.ohio.gov/odhPrograms/cfhs/medspec/medspec1.aspx>

Women's Health Program

The purpose is to improve the health status of Ohio women. The main objectives are to: identify issues that affect women's health, develop and implement programs to address the identified issues, serve as a source of information regarding women's health, and act as an advocate for women's health concerns within state government and throughout the state.

http://www.odh.ohio.gov/odhPrograms/hpr/wom_hlt/sadvwhlth.aspx

Women, Infants, and Children (WIC)

WIC helps eligible pregnant and breastfeeding women, women who recently had a baby, infants, and children to age 5 who are at health risk due to inadequate nutrition or due to a medical condition. WIC provides nutrition education; breastfeeding education and support; supplemental, highly nutritious foods; referral to prenatal and pediatric health care and other maternal and child health and human service programs (examples: Head Start, Medicaid, and Food Stamps).

(614) 644-8006, Fax: (614) 564-2470

Email: OHWIC@odh.ohio.gov

<http://www.odh.ohio.gov/odhPrograms/ns/wicn/wic1.aspx>

Department of Aging

The Ohio Department of Aging serves more than 2 million older Ohioans and helps mature adults live active, healthy and independent lives through a variety of programs.

Adult Ed: STARS program (Seniors Teaching and Reading to Students), AAA program (Area Agencies on Aging) provides nutrition and counseling services to elderly (perhaps grandparents who provide care for young children).

Child Ed: STARS program provides volunteers as tutors/mentors to elementary school children.

Parent Ed: AAA program could provide multiple services for grand-parents who care for young children.

Family Rel: NA

(800) 266-4346

www.goldenbuckeye.com

Dept. of Alcohol & Drug Addiction Services (ODADAS)

ODADAS plans, initiates and coordinates an extensive system of services designed to prevent substance abuse and treat Ohio's addicted populations. The Department coordinates the alcohol and other drug services of state departments, the criminal justice system, law enforcement, the legislature, local programs and treatment/prevention professionals.

Adult Ed: Offer conferences and workshops, Ohio Violence Prevention Process, Drug-Free Workplace Program, Drugs Don't Work in Ohio.

Child Ed: Drug-free programs funded for preschools, Head Start, Ohio Violence Prevention Program, community centers, DARE, youth mentoring programs, and television broadcasting.

Parent Ed: Offer parent component to Safe & Drug-Free School Grants for Head Start, DARE, community centers, Ohio Violence Prevention Program, youth mentoring programs, teen pregnancy prevention programs; have funds for television programs, residential programming and facilities.

Family Rel: Offer Employee Assistance Programs, television programs, workshops, and trainings.

(800) 788-7254

<http://www.odadas.state.oh.us>

Department of Mental Retardation and Developmental Disabilities (MR/DD)

The Ohio Department of Mental Retardation and Developmental Disabilities (ODMRDD) is responsible for overseeing a statewide system of supports and services for people with mental retardation or other developmental disabilities and their families.

Adult Ed: Offer ABLE Set-Aside Grant in Developmental Centers, work training programs, staff development trainings (including such topics as team training,

collaboration, leadership skills, how to involve families, family support, general disabilities issues, and self determination issues).

Child Ed: Offer Early Intervention and Preschool components at county level, Foster Grandparent Program, and Medicaid funding.

Parent Ed: Offer parent component to Early Intervention and Preschool component at county level, Family Resources Services Program at county level, training and technical assistance.

Family Rel: Offer Project Capable at county level; have developed a family-centered planning process.

(877)464-6733

<http://odmrdd.state.oh.us>

Department of Rehabilitation and Corrections

This department oversees prisons and jails, partners with communities to promote citizen safety and victim reparation, and works to rehabilitate prisoners.

Adult Ed: Offers ABLE classes, GED prep, Literacy Unit/Tutor Training, vocational training, apprenticeship training, high school options, Title I, special education classes, library services, parenting classes, pre-natal classes, displaced homemaker classes, single parenting classes, Project Learn.

Child Ed: Offers Prenatal Program and parenting classes

Parent Ed: Offers Prenatal Program, parenting classes, Work and Family Vocational Program.

Family Rel: Offers Work and Family Vocational Program, Positive Solutions Curriculum, pamphlets on family issues, counseling services

(614) 752-1159

www.drc.state.oh.us

Children of Incarcerated Parents: Breaking the Cycle Program

This program assists offenders and their families in reuniting and strengthening family relationships. Increased programming opportunities in and out of prison and the development of "family reentry plans" will help guide the offender and his or her family upon release into the community.

(614) 752-1797

<http://www.drc.state.oh.us/CoIP/coip.htm>

Department of Youth Services

The Ohio Department of Youth Services is the juvenile corrections system for the state of Ohio. DYS is statutorily mandated to confine felony offenders, ages 10 to 21, who have been adjudicated and committed by one of Ohio's 88 county juvenile courts.

During their stay with DYS, youth are engaged in programming that is designed to address their criminological and behavioral needs. Each DYS facility also operates a year-round school that offers general curriculum as well as vocation opportunities.

Adult Ed: Services include clinical, developmental, educational, medical, substance abuse, and sex offense counseling.

Child Ed: NA
Parent Ed: Services include educational, clinical, and medical.
Family Rel: (see Adult Ed list)
(614) 466-4314
Email: webmaster@dys.state.oh.us
<http://www.dys.ohio.gov/>

Rehabilitation Services Commission

RSC is Ohio's state agency that provides vocational rehabilitation (VR) services to help people with disabilities become employed and independent. It also offers a variety of services to Ohio businesses, resulting in quality jobs for individuals who have disabilities.
(614) 438-1200
<http://www.state.oh.us/rsc/>

The following nongovernmental organizations and agencies provide more Ohio resources that may be helpful for family literacy programs.

Ohio Parents and Teachers (PTA)

The Ohio PTA is an association of volunteers seeking to unite home, school and the community in promoting the education, health and safety of children, youth and families.
(614) 781-6344, Fax: (614) 781-6349
e-mail: oh_office@pta.org
www.ohiopta.org

Ohio Parent Information and Resource Center

Ohio PIRC provides parents, families, students, educators, and communities with information, resources, and training as mandated by the No Child Left Behind Act.
(888) 647-4729
<http://www.ohiopirc.org/>

Learning Disabilities Association of Ohio

LDA's mission is to create opportunities for success for all individuals affected by learning disabilities and to reduce the incidence of learning disabilities in future generations.
(937) 325-1923
http://www.ldanatl.org/state_chapters/state_info.asp#OH

Prevent Blindness Ohio

This organization offers vision screening programs and low-cost vision clinics for adults as well as children. It also provides educational materials to elementary school age children for making informed decisions about eye health care.
(614) 464-2020
Email: info@pbohio.org
<http://www.preventblindness.org/Ohio/>

State Partners Group

An interagency group formed to discuss ways that state agencies and local providers can support the One-Stop system in Ohio. This group is an outgrowth of Ohio's "For the Common Good" State Team. For the Common Good was a statewide project that facilitated the formation of local interagency linkage teams throughout Ohio focused on improving services to at-risk youth and adults. A state-level team was formed to facilitate the local linkages. The members of the teams represented adult basic education, vocational education, departments of job and family services, postsecondary education, alcohol and drug addiction services, and community action agencies. A few of the local teams are still operating. For information about the Common Good Project visit the Common Good website at <http://literacy.kent.edu/CommonGood/index.html>

Resource Center Network (RCN)

Ohio ABLE enhanced the State Office capacity to provide professional development to the field through the Resource Center Network. The Ohio Resource Center Network consists of the state resource center and four regional centers. The mission of the Network is to support the ABLE system to enhance student achievement
GOAL I: To provide quality professional development in the form of training, resources, and technical assistance.

GOAL II: To support research and development efforts related to ABLE

Goal III: To provide leadership through collaboration, advocacy, and communication.

The Ohio Resource Center Network maintains a calendar of professional development events for each region and for the state

<http://www.ohioable.org/calendar.html>

<http://www.ohioable.org/>

Ohio Literacy Network (OLN)

OLN's mission is to:

- Promote public awareness of adult literacy issues and needs,
- Function as an advocate for adult learners and organizations,
- Serve as a clearinghouse for exchange of literacy information.

The OLN maintains an on-line directory of Ohio adult and family literacy programs which is searchable by location or type of program and contains information about the programs as well as contact information. The directory can be found at

http://ponderas.iserver.net/oln/files/resourcesmodule/@random463b7d0bb316d/1178303805_olndir.htm?PHPSESSID=1e7fb3eddd17e8f96697193bbab8f183

(800) 228-7323

<http://www.ohioliteracynetwork.org>

The Ohio Literacy Resource Center (OLRC)

The Ohio Literacy Resource Center provides support, training and resources for the people who work in the field of Adult Basic and Literacy Education in the state of

Ohio. An example is Eureka! a free searchable on-line resource with lesson plans, teaching strategies, and book suggestions. <http://literacy.kent.edu/eureka/>
(330) 672-2007, Fax: (330) 672-4841
e-mail: olrc@literacy.kent.edu
<http://literacy.kent.edu>

The Ohio Association for Adult and Continuing Education (OAACE)

Ohio's oldest and largest adult continuing education professional organization, OAACE's mission is "To represent and serve the providers of adult education." OAACE sponsors an annual statewide conference for ABLE practitioners in addition to a variety of other activities.
(866) 996-2223
E-mail: oaace@oaace.org
<http://www.oaace.org/>

The Ohio Family Literacy Statewide Initiative

was one of five federal grants to states to promote family literacy and staff development. Begun in the spring of 1997, the grant contained two spheres of activity, a Policy Makers Seminar and Retreat and Partnership Training. The Project Coordinator worked in Columbus to develop linkages at the state level among departments and agencies involved in services to families. The Ohio Literacy Resource Center worked on a subcontract of the project to develop regional resource teams and technical assistance, including the initial development of this resource notebook.

The Policy Makers Seminar and Retreat met to explore the concept of family literacy and to discuss the resources and challenges that affect family literacy programming.

A Family Literacy Task Force, composed of representatives of the agencies attending, was charged with working with the Project Coordinator to finalize a definition of family literacy and to implement the recommendations of the Retreat

The Partnership Training, part of the grant housed at the Ohio Literacy Resource Center, completed five major projects. A family literacy needs assessment survey was designed and mailed http://literacy.kent.edu/Oasis/Pubs/OH_familit_survey.pdf, and the results were analyzed. Four Regional Resource Teams were recruited and trained. They, in turn, implemented regional projects. The OLRC created a family literacy web site with resources and published and distributed The Family Literacy Resource Notebook in paper and online.

Community Colleges

The OACC focuses on issues affecting Ohio community and technical colleges, and through dialogue with trustees and presidents, adapts solutions to fit the social, educational, and political landscape in the state.

Adult Ed: ABLE programs, GED prep, Basic Skills Refresher, ESL programs, workplace literacy programs, pre-employment training programs (partnerships may be formed with Ohio Department of Education, County Department of Job and Family Services, Ohio Department of Development Ohio Industrial Training Program, Ohio Board of Regents Productivity Improvement Challenge Program, local school district, local businesses, etc.).

Child Ed: One-year Child Development Certificate training.

Parent Ed: NA

Family Rel: On-campus day care centers for students' children.

(888) 533-6222, Fax: (614) 221-6239

E-Mail: info@ohiocc.org

<http://www.ohiocc.org/>

The Ohio Board of Regents' Students and Families page

(614) 466-6000, Fax: (614) 466-5866

http://regents.ohio.gov/students_families.php

Family Service Council of Ohio

this council enhances family living and family serving systems in Ohio by actively advocating for/with families; monitoring and disseminating information on state legislative and administrative policies, programs and services that influence families; and facilitating the exchange of information pertinent to strengthening family life in Ohio.

Adult Ed: NA

Child Ed: NA

Parent Ed: Provide experts for family life and family development programming

Family Rel: Provide local and national experts for family-focused program development; facilitate workshops, trainings, and model development for family-focused programs; analyze family advocacy and family impact issues.

(614) 461-1476, Fax : (614) 461-0204

E-mail: FSCO@fsco.org

<http://www.fsco.org/>

Ohio Association of Child Caring Agencies (OACCA)

The Ohio Association of Child Caring Agencies is a state-wide network of public and private child and family serving agencies.

Adult Ed: Lobby legislative bodies and sponsor advocacy events related to child, family, health, welfare reform, and foster care issues; newsletters and updates on issues for member agencies and legislators (support programs primarily).

Child Ed: NA

Parent Ed: Provide training for foster care families.

Family Rel: Operate family resource centers; collaborate with ADOPT Ohio and Protect Ohio; act as advocates for families and children in legislative issues.

(614) 461-0014, Fax : (614) 228-7004

<http://www.oacca.org/>

Ohio Family and Children First

This is a partnership of state and local government, communities and families that enhances the well-being of Ohio's children and families by building community capacity, coordinating systems and services, and engaging and empowering families. This cross-systems initiative makes connections with programs and services affecting all four components of family literacy. Targeted result indicators focus on 1) early childhood, 2) family stability, 3) school success, and 4) wellness. The targeted population is families and children. Family literacy is/could be a targeted focus for local councils' goals. The Initiative has a programmatic emphasis on prevention and early intervention and an administrative focus on streamlining government operations and promoting local flexibility. OFCF has eight key initiatives and collaborations: Local Council Support, Help Me Grow, Partnerships for Success, Parent Leadership Training Institute, Wellness, Ohio Learning First Alliance, Family Stability Incentive Fund, and Local/State Partnerships.

(614) 752-4044, Fax: (614) 752-9453

www.ohiofcf.org

Ohio Head Start Association, Inc.

The association offers support for professional development through training and technical assistance for Head Start administrators, staff and parents.

Adult Ed: Provide staff training; facilitate agreements between Head Start programs and local colleges and universities for credentials and certificates.

Child Ed: Offer center-based and home-based collaborations for day care; facilitate the State Education Roundtable.

Parent Ed: Provide state level trainings for staff development; facilitate parent meetings, classroom volunteerism, and parent involvement.

Family Rel: Facilitate state level Parent Roundtable, home visits, and involvement of extended family; provide training materials.

Note: Head Start legislation now mandates a family literacy component in every program

(937) 435-1113, Fax: (937) 435-5411

www.ohsai.org

The Ohio State University Extension

OSU Extension is a dynamic educational entity that partners with individuals, families, communities, business and industry, and organizations to strengthen the lives of Ohioans.

Adult Ed: Offer multiple resources at varying reading levels including curricular materials, brochures, fact sheets, and bulletins on such topics as budgeting, better living, nutrition, using a calendar, balancing work and home life, money management, health, food safety, life skills, and so forth. Over 800 publications are available on CD called Ohioline as well as online. Speakers and materials are available at Extension offices in every county.

Child Ed: Offer over 200 projects in youth development; collaborate with USDA for nutrition education program; facilitate teen programs such as car safety and smokeless tobacco program.

Parent Ed: Offer multiple programs and resources including Practical Education for Parenting Program (PEP), Positive Parenting Newsletter, Child Care Provider Curriculum, Family Life Newsletter and website, and Mentoring Moms Program.

Family Rel: Offer programs such as Divorcing Parents, Family Communications, and Single Parent Family Camps.

(614) 292-4481, Fax: (614) 292-4706

www.ag.ohio-state.edu

Information and Referral (I&R)

This is a unique process of assessment and information-giving that enables people to make informed decisions about accessing community resources. The Ohio Council of Information & Referral Providers (OCIRP) is leading an effort to implement 211 Ohio statewide. Once it is established, 211 will be a simple, easy-to-remember number to call for help or access to human services. For a list of agencies by county, visit

<http://www.211ohio.net/local.htm>

<http://www.211ohio.net>

State Library

The State Library of Ohio offers Federal LIBRARY SERVICE AND TECHNOLOGY act funds to libraries for projects that fit to the following criteria:

- Programs which provide services to youth in poverty, as defined by the federal government.
- Programs which provide services to a specific, targeted population in the library's service area.

The grants are open to libraries partnering with Early Childhood agencies in their communities or other child-serving organizations, including family literacy programs. A family literacy tip sheet is included for libraries interested in writing such a grant.

<http://winslo.state.oh.us/publib/lstafamilit.html>

For more information on this funding program or Family Literacy in Ohio's Public Libraries, contact Ruth Metcalf, Library Consultant, State Library of Ohio, (614) 644-6910 or rmetcalf@sloma.state.oh.us

Adult Ed: Offer facilities for literacy tutoring.

Child Ed: Offer Ohio Reading Program and Youth Services website. Local libraries offer Story Hour and other reading activities.

Parent Ed: Offer parenting and "lapsit" programs; offer literacy/early childhood education information to parents through the "Born to Read" collaborative project between libraries and pediatricians; produce "Ohio Children's Book Review"; collaborate with parent-driven agencies such as OAEYC.

Family Rel: Offer Ohio Reading Program, Youth Services website, and Daycare Teacher Training through "Best Literacy Resources."

(614) 644-7061

http://winslo.state.oh.us/services/LPD/tk_famlit.html

Ohio Ready To Read Initiative.

The State Library of Ohio and the Ohio Library Council have created the Ready To Read Initiative to help address the early literacy needs of Ohio's youngest citizens. This far-reaching initiative will work with state and community organizations to provide the resources and training necessary so that children will be literacy-ready when they start Kindergarten.

<http://winslo.state.oh.us/newsletter/may07news.html#mnews>

Public Libraries

The local public library has long been a promoter of reading for children and their families. Libraries across Ohio offer many programs to support literacy in all of its many varied forms. Over the last decade, libraries have changed their methods to put forth this message. They have collaborated with other agencies via special story times and grants that offer kits with books, cassettes, and toys together. These partnerships are designed to stimulate cooperation between agencies and involve the whole family in the fun of reading and sharing. They also offer a view of what the library has to offer for parents, children, and teachers who work with young children.

Literacy Coalitions

Several communities in Ohio have literacy coalitions that serve as referral and clearinghouse agencies for literacy requests.

ASHTABULA COUNTY LITERACY COALITION

The coalition exists to improve, expand, and coordinate services to meet the literacy needs of Ashtabula County. It serves as the network which provides comprehensive services to adults throughout the county. Services provided include

- Literacy information, speakers, referral services
- Family literacy information, speakers, referral services, materials
- GED, basic skills, and ESL classes
- Volunteer tutors and tutor training workshops
- Workplace education and career development programs
- Comprehensive services via a network of member organizations and service providers

(440) 576-6015 x254

CLARK COUNTY LITERACY COALITION

The coalition's members are dedicated to improvement and self-sufficiency of adults in Clark County.

- Trains adult literacy volunteer tutors
- Trains tutors that assist in family literacy
- G.E.D. classes
- Instruction in reading, writing, and math
- Programs for families

- Instruction in life and employment skills
- Computer assisted learning
- Employment services
- Individual literacy tutoring for adults
- Classes and tutoring in English For Speakers Of Other Languages (ESOL)
- Teaching Children to Read using the Stevenson Method
- PICK-A-Pack (Parents Increasing Children's Knowledge)
- Preparation to enter a G.E.D. class

(937) 323-8617

<http://www.clarkcountyliteracy.org/>

CLEVELAND READS

(FORMERLY GREATER CLEVELAND LITERACY COALITION)

Cuyahoga County

To serve as the Greater Cleveland central resource and advocate for youth, adult and family literacy.

- Operates a Literacy Hotline (216-436-2222)
- Recruits and trains volunteer tutors
- Presents "Raising Real Readers" workshops for parents
- Develops "Book Kits for Kids," reading tools for tutors
- Maintains a Community Literacy Council
- Offers staff development workshops for non profit organizations
- Advocates for literacy issues at the local, state, and national level
- Creates public awareness about the importance of literacy

(216) 436-2223 Email: ClevelandReads@uws.org

<http://www.clevelandreads.org/>

LITERACY NETWORK OF GREATER CINCINNATI

A nonprofit organization that serves as the contact center for literacy programs in the tri-state area. Service area includes eight counties: Hamilton, Clermont, Butler, and Warren in Ohio; Kenton, Campbell, and Boone in Kentucky; and Dearborn in Indiana.

- Recruiting students, tutors and other volunteers for literacy programs
- Providing tutor training for volunteers and staff
- Recruiting and training Cincinnati Reads volunteers to work 1-on-1 with kindergarten through 4th grade students struggling with reading
- Assisting with the formation of new workplace and community literacy programs
- Providing a regional literacy resource center
- Advocating for legislation to provide funding for literacy Promoting literacy to the community
- Serving as a coordinating body for over 60 literacy programs that operate in 100 different sites in the tri-state area

(513) 621-7323

<http://www.lngc.org/>

LITERACY COALITION OF DELAWARE COUNTY

- Individual tutoring for adults who wish to learn to read or improve their literacy skills.
- Individual tutoring for ESOL (English for Speakers of Other Languages). (As conversation partners)
- Family literacy activities, such as The Summer Reading Program and The Ventures Program.
- Partnership with ABLE/GED in helping adult learners improve basic skills.

(740) 363-1993 x2217

<http://www.delawareareacc.org/literacy.htm>

AUBURN VOCATIONAL SCHOOL

Lake County

- One-on-one Tutoring - "each one teach one" method of instruction.
- GED - Ohio High School Equivalence Diploma
- ESOL (English For Speakers of Other Languages)
- Family Literacy Program - "Teach the parent, reach the child."
- Work Place Basics Programs focus on the basic skills necessary to perform current or future jobs.

(800) 544-9750

PROJECT: READ

Montgomery County

Through Project READ, over 35 literacy and basic skills providers, 83 schools and tutoring sites in Montgomery, Greene, and Preble counties, and over 55 businesses and community partners are committed to building literacy in the Miami Valley.

- GED classes
- Ohio Reads
- One-on-One tutoring
- ESOL
- Family Literacy
- Work Place Basics
- Learning Links

(937) 512-5201

<http://www.project-read.org>

PORTAGE COUNTY LITERACY COALITION

The Literacy Coalition offers Portage County adults and their families appropriate literacy instruction through volunteer tutors or small classes, literacy information, speakers, and referral services.

- GED preparation
- Basic skills in math, reading, and writing
- English as a Second Language (ESL)
- Family literacy services

- Workplace literacy programs
- Volunteer tutors and tutor training

(330) 297-4418

<http://www.pocolit.org/>

LITERACY UNITED

Union County

A local coalition of organizations and individuals that provide and support Adult Basic and Literacy Education programs and associated activities in Marysville and Union County

(937) 644-2796

<http://www.hagertys.org/BEAR/2005/Literacy.html>

Chapter 3

How Do We Get Started?

This chapter contains resource material to help new family literacy programs plan. Much of this information was gathered from existing programs--mostly in Ohio. Some of this information relates to Even Start, but those planning less comprehensive efforts may find sections of this chapter valuable. Two related themes are found in all of these resources: partnerships and planning. Moreover, we believe you will find no recipes within. We have provided important questions to consider, but each community group must find its own answers.

We know that behavior is guided by assumptions. Family literacy programs are grounded in important beliefs about families and learning. Here are a few of them:

- The family unit is the appropriate focus if we plan to influence the attitudes, values, and expectations communicated in the home.
- Families are culturally and individually diverse; this diversity is healthy and enriches the community.
- Literacy has a strong intergenerational effect; it exists on a continuum.
- All families have strengths.
- Change takes time; it is a gradual process. It is more meaningful and lasting if the community as a whole participates in the change.

Before beginning a family literacy program, you should examine your own beliefs because they will affect your attitudes toward parents and children as well as your teaching style, content, and methods. Sometimes program staff realize well into their first program year that their team has been operating under different assumptions about the mission of their program, the needs of families, the proper role of teachers, etc. We encourage you to set aside time before you open your doors to examine and discuss the assumptions that underlie your work with families. You may want to use the list above as a starting point for staff discussion.

Don't try to do it alone. First you need a team of teachers and the support of your school or agency. Teamwork is vital to family literacy. You'll need each other to plan integrated activities across the components; share responsibility for Parent and Child Together Time, parent group meetings, and recruitment activities; observe and assess individuals and families; solve problems; and maintain the community collaboration you need for a successful program. And that is your second important need: a collaborative group that represents the agencies and organizations in your community that have a stake in the welfare of families. Integrated services require strong, effective collaborative networks. Build your collaboration in the planning stages of your program. Public schools, colleges and universities, libraries, social service agencies, local government, churches, businesses, and other organizations all have parts to play. Links with local businesses are especially important to facilitate the next steps for parents: job training and employment. Input from business can make your curriculum more workplace-relevant and responsive to the specific needs

of the local economy. Similarly, you will want to connect with colleges and universities to help parents make the transition to further their education.

The Family Literacy Answer Book. Louisville, KY: National Center for Family Literacy. (Used with permission)

An Overview of Planning Issues

Focus on Families: Putting a Program Together

by Nancy Padak and Tim Rasinski

It makes sense to think of families as educational units, and research supports this contention <http://literacy.kent.edu/Oasis/Pubs/WhoBenefits2003.pdf>

Because of this potential, many groups have recently initiated family literacy programs. But because family literacy is a complex educational effort, those who begin programs are often not aware of the start-up problems they may encounter. This is unfortunate, since many problems are typical and can be solved during planning, thus ensuring a smoother beginning and a more enduring program. We conducted a study (Rasinski & Padak, 1993) to learn about the initiation process for Even Start Programs in Ohio. These federally funded family literacy programs are located in urban, suburban, small city, and rural areas. All of the programs were relatively new when this study was conducted; the oldest began in 1989.

We surveyed Program Directors for these Even Start programs to identify the difficulties they encountered during the beginning stages of their programs and the solutions they developed. Below we summarize the processes these programs used to get started. We also report the problems they encountered. Finally, we detail the suggestions or advice that personnel from these programs offer to others beginning family literacy programs.

We asked Project Directors to rate the ease they experienced in starting their projects, using a 1 (very easy) to 5 (very difficult) scale. The mean rating for the projects was 3.7, suggesting that, in general, Project Directors believed that they experienced significant challenges and difficulties in initiating their programs. The challenging nature of program initiation was also evident when we asked Project Directors to describe the tasks and procedures they undertook to get their programs started. Some experienced more frustration than others, of course, but even though the programs differed in many ways, we found considerable overlap in the types of activities that were seen as essential to successful initiation. These included:

- selecting, hiring, and training staff members;
- selecting and preparing sites;
- purchasing equipment and essential materials;
- coordinating and networking with other agencies;
- introducing the program to the community;
- defining responsibilities of the program, especially when there was potential overlap with other agencies;
- identifying and recruiting families for the program.

These tasks were especially daunting because programs were not, in many cases, adequately staffed; if staff were in place, they were typically not trained to address these issues. The lack of previous experience or a model upon which the programs could base their own actions and decisions was a further complication. We also asked about significant problems that the projects encountered as they initiated their programs and about how those problems were overcome. Overall, projects reported a variety of very practical problems, including site and staff selection; staff orientation and training; coordinating with and gaining the cooperation of related agencies, especially local school districts; finding appropriate materials; and recruitment and retention of parents, including provisions for transportation and child care.

When we compared these problems with the start-up tasks that the projects described, we noticed that nearly every task was perceived as problematic. This is another indication that getting a family literacy program started is a challenging endeavor.

The programs dealt with these problems, even those that they could not satisfactorily resolve, forcefully and with initiative and imagination. For example, trouble finding space led some programs to look elsewhere; some even changed the nature of program delivery so that families could be served in their homes. When site accessibility was a problem, programs sought ways to provide transportation. One of the most important solutions was to develop as early as possible a clear vision of what the program was about, who it served, and in what ways. Programs then organized themselves very quickly to realize that vision and to address problems in an informed and rational manner.

Finally, we asked the existing programs what advice they would offer to those just beginning their projects. The following summarizes their suggestions:

- Collaborate with other family literacy projects and personnel
- Meet frequently to clarify expectations and brainstorm solutions to problems.
- Seek resources from other programs, state agencies, universities, etc.
- Seek mentors among established programs. Collaborate within your own program.
- Meet frequently; work at creating a cohesive team; commit yourselves to functioning as a team.
- Make communication among team members a priority; make sure everyone knows what everyone else is doing.
- Organize staff; assign specific tasks and responsibilities.
- Find resource people (e.g., social workers, school personnel) who can assist if needed.
- Work together to find additional funding for family literacy efforts. Collaborate within your community.
- Decide with whom and how your program should collaborate. Convince these persons/agencies of the importance of family literacy programs, in general, and your particular project goals.

- Invest time in establishing these collaborative relationships early in your project.
- Work to make these relationships strong and flexible.
- Communicate frequently with these agencies. Seek their advice.
- Advertise your program to the local community through the media, flyers, talks, etc.
- Be realistic about program goals.
- Decide the number of families and the age range of children that can realistically be served.
- Realize that delays and unanticipated problems are inevitable and that program start-up will take a great deal of time and energy, usually more than originally planned. Don't get discouraged. Develop a plan for addressing unanticipated concerns.
- Hire staff as quickly as possible. Be aware of both formal and informal qualifications for staff (See Chapter 7).
- Create a staff development plan that offers long-term support. Obtain help from others.
- Develop goals and objectives to guide the program.
- Develop a system to ensure that program goals are addressed. Continually review to be certain that progress is being made. Keep a paper trail documenting progress.
- Plan recruiting strategies carefully and early. Involve other agencies.

Initiating a family literacy program is extremely challenging. It requires the completion of many diverse and seemingly unrelated tasks, often with a limited or insufficiently trained staff. Establishing and nurturing connections within and among family literacy programs is one key to successful initiation. Vertical connections to the state for the purpose of support are vital. Similarly, establishing early and strong connections with potential families to be served can ensure that the program addresses family needs.

Horizontal connections are also critical to successful program initiation. These include connections with well-established family literacy programs and with related agencies in the community that can help with pragmatic needs and concerns.

Family literacy programs have incredible potential for improving the educational development of adults and children. The time spent carefully planning the initial phases of these projects will help ensure the early and continuing success of these programs.

Rasinski, T., & Padak, N. (1993). *Initiating Even Start Programs* (Occasional Paper #1). Kent, OH: Kent State University.

OLRC Publication #030 0200 0005. February, 1994.

The research reported here was supported by a grant from the Ohio Department of Education, Division of Federal Assistance (Project #062976-EV-SD-94).

The Even Start Initiative: An Overview

This section is intended for groups who are considering developing an Even Start program in their communities. The information provided comes from local Even Start program personnel and the State Even Start Consultant. First, we provide an overview of Even Start. Next we answer questions and offer suggestions about collaboration, recruitment, transportation, and food services--areas new programs frequently wonder about. We conclude with some general questions that groups may wish to consider before submitting their applications and several sources for further information. According to law, Even Start (ES) programs are “intended to improve educational opportunities of the Nation’s children and adults by integrating early childhood education and adult education for parents into a unified program... The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services.” (PL 100-297, Sec. 1051). If you would like to read the ES legislation, see a) the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988; <http://www.thomas.gov/cgi-bin/bdquery/z?d100:HR00005:@@D&summ2=m&TOM:/bss/d100query.html> b) the National Literacy Act of 1991 <http://www.nifl.gov/public-law.html> ; c) the Improving America’s Schools Act of 1994 <http://www.ed.gov/legislation/ESEA/index.html> and d) the William F. Goodling Even Start Family Literacy Programs legislation <http://www.ed.gov/policy/elsec/leg/esea02/pg6.html>

Eligibility

Parents and children participate in ES as family units. In general, families qualify when a) parent(s) are eligible for adult basic education (they lack a high school diploma or equivalent academic skills) or are in high school and b) children are younger than age eight.

ES must provide integrated programming in early childhood education, adult basic education, parenting education, and opportunities for parents and children to interact in literacy-related activities. Therefore, ES focuses on the family rather than just parents or children. Some instruction must occur during home visits. ES goals are to:

- help parents become full partners in the education of their children.
- assist children in reaching their full potential as learners.
- provide basic education and literacy training for parents.

ES funding to states is based on their proportion of Title I Basic Grant funds. ES programs are four-year demonstration projects, awarded through a competitive grant process. The statute sets minimum funding for individual programs with the federal portion of a program’s total budget diminishing over the years of the award. Local programs are expected to take on more of the fiscal burden for the program as the federal share lessens.

Planning Suggestions

- Take time to find out what already exists in your community; try to find ALL the providers of certain services. See if your area has a child care collaborative, such as a Unified Child Service Plan, or a Family Council. Check with ODE or

the Ohio Literacy Network (adult education), human services, Departments of Job and Family Services, health department, MRDD, public library, hospitals, public housing authority, vocational schools, etc.

- Get people together to talk. Don't assume this is already happening. Ask about existing collaboratives. Read your county's Unified Service Providers Plan.
- Keep the focus during planning on families, not on agencies.
- Keep the focus during planning on pulling existing services together rather than creating a new program.
- Conduct a needs assessment and/or survey of existing services related to family education. Use ES funds to fill in gaps and provide coordination.
- Start by discussing what services can be provided. Initially, at least, disregard decisions about who will assume fiscal responsibility for the project.
- Find out about (and join) collaborative groups already operating in the community, especially those related to any aspect of ES programs. Possibilities include Family and Children First Councils and Common Good Linkage Teams.
- Look for partners who can offer what your families need (e.g., transportation, housing, counseling, vocational training).
- Keep it simple. Start small and grow. Begin with partnerships that are highly likely to be successful.
- Good contacts: ABLE and other adult education providers (such as Proliteracy programs), ECE programs (such as Head Start and public preschools), social service providers, county departments of job and family services, YMCA/YWCA, hospitals, colleges/ universities, vocational schools, K- 12 schools (especially those with Title I school wide projects), boards of MRDD, mental health services. Some needed services are obvious, but many coordinators of established programs say they wish they had involved mental health services earlier.

Effective Partners/ Partnerships

- Willingness to commit resources in a very specific written agreement. (Be certain agency heads will honor the commitments made by their representatives.)
- Willingness to meet for planning and for ongoing management.
- Willingness to provide funds, services, or other assets that will benefit the project. Even Start is the second funder. The partners are the first funders of the family literacy program.
- Willingness to develop and work to implement a program with a clear sense of mission for the four-year period.

Elect a leader as soon as the planning group is formed; then select a fulltime coordinator ASAP. Ideally, the coordinator will be involved in planning the program.

Co-applicants, sitting on a management team, should be jointly responsible for recruitment, management, and coordination of all aspects of the project. The

coordinator should ensure that collaborative efforts are tracked and that all ES components are followed.

The fiscal agent should be the agency where the coordinator is housed and one accustomed to dealing with grants; analyze the structure and mission of all interested agencies to make this decision.

The coordinator should be a “people person” who has the respect of the team. S/he also needs good organizational skills and follow-through ability. Good teachers are not always good “hustlers”; go for the hustler. The goals of the coordinator are:

- to ensure that the project is carried out according to plan.
- to facilitate all aspects of the project: daily management, recruitment, program implementation and design, cooperation among agencies, staffing, evaluation, budgeting, making decisions, keeping all informed.
- to promote the program throughout the community, particularly with social service agencies.
- to act as program representative within agencies and the community.
- to seek new opportunities for services, recruiting, funding, etc. (see chapter 7 for staff job descriptions)

When recruiting students for the program:

- Start with existing pools: adult education, Head Start, public preschool, county Department of Human Services, early childhood education programs, K-2 teachers, WIC clinics, hospital neonatal units, churches.
- Work one-on-one, face-to-face.
- Use students as recruiters and speakers.
- Create events and share them faithfully with local media.
- Make a recruitment plan that involves all staff and follow through on it.
- Make recruitment a top priority for all staff by including it in written job descriptions.
- Follow up on referrals and let the person who made the referral know what the outcome was.
- Recruit honestly. Make the program meet student’s needs. If ES isn’t an appropriate placement, recommend another program to the student. (see chapter 8 for more information on participant recruitment and retention)

Transportation

- Locate programs as near as possible to the population to be served. If possible, locate all services in one site to minimize need for transportation.
- Use bus tokens or passes; public school, Head Start, or church buses or vans.
- Use ES money to lease buses or vans.
- Coordinate your reimbursement policies and procedures with other state/ federal programs.

Meals

- Include food in your budget. It is a great motivator.
- Buy a small refrigerator and crock pot. Buying and preparing food is a great learning activity.
- Check into buying food from your school district's food services.
- Ask local food stores and restaurants to make donations.
- Apply to a local food bank for membership. (Schools do not qualify, but other co-applicants may.)
- Serve healthy snacks during half-day sessions rather than full meals.

Parents under 20 are entitled to free food through the U.S. Department of Agriculture. (See Government Offices, U.S. Government in your yellow pages.)

<http://www.fns.usda.gov/wic/>

Day Care

- Contract with existing providers (Head Start, public preschools, nonprofits, YMCA/YWCAs) or supplement existing programs.
- Try to locate the parents' class in (or near) the children's school.
- Learn about licensing requirements before developing your own child care facility.

Questions to consider before applying for a grant

- What are community needs, and how can ES help address them? What are community assets, and how will ES build on them?
- Is true collaboration possible in this community among these agencies?
- To what extent does the program fit with school district and community goals? Do the agency heads and/or building principals really want a family literacy program?
- Are we willing to comply with ES regulations?
- Who will provide the core components? Where? When? Where will ES offices be located? Who will develop policies and procedures to implement ES federal guidelines?
- Where will matching funds come from?
- How will the curriculum reflect learners' interests? How will successful students be different from when they began the program?
- Are there barriers (e.g., transportation, child care) to successful implementation?
- How many families can we realistically serve? What age(s) of children should we target?
- As a demonstration project, how will we demonstrate that ES dollars are being used effectively and are adding value to existing educational services?
- Visit an existing ES program, ideally one that is similar to what you have in mind. Contact the Office of Family and School Partnerships for visitation sites.

For general information about family literacy, contact the Ohio Literacy Resource Center
olrc@literacy.kent.edu

For more information about ES, contact
The State Coordinator
Ohio Department of Education
Office of Early Learning and School Readiness
25 S. Front St., MS 305
Columbus, OH 43215
(614) 466-0224

Turning Points

In the paper “Turning Points in Even Start Programs: Occasional Paper #4” by Nancy Padak and Tim Rasinski of Kent State University, Even Start program coordinators described what they considered to be the activities that led to a sense of security and unified purpose. The advice that follows, which is drawn from the results of this study, may give direction to new projects on what they might expect to experience in getting established and what sorts of activities seem to push fledging programs out of the nest.

- (1) Craft a mission statement that will give planners a sense of purpose. Make it so meaningful that in difficult times partners can return to it and be reminded of why they developed a family literacy program in the first place. Usually, this simply means remembering that the program is to serve families.
- (2) Develop with cooperating agencies firm, written agreements outlining exactly what each agency will contribute and receive from the overall project. Too often, program planners collect general letters of support and then find themselves trying to specify working relationships at the same time they are trying to hire staff, recruit, order equipment, and so on. Save time and effort by getting specific agreements first.
- (3) Secure a site based not only on convenience but also, maybe more importantly, on the commitment of the building administrator. An administrator who will sell your program to parents walking down the hallway and who will enlist the support of his or her building staff will move your project months ahead of the administrator who does not recruit and who lets other building staff complain about having to share space with Even Start. Again, get a written agreement as to the commitment of space.
- (4) Clarify with cooperating agencies that provide staff (most likely ABLE and preschool programs) what kind of persons are needed to make a holistic approach to serving disadvantaged families succeed. And clarify that the Even Start coordinator needs the right to reject instructors who cannot effectively work in a family literacy setting.
- (5) Start up! Don't wait until everything is perfectly in place. The program will experience periods of stumbling, and they might as well be encountered sooner as later. Jump in and start serving families.

- (6) As staff are hired, ask them about their attitudes toward instructional issues that can make Even Start sink or swim. What do they believe about assessment, about how adults learn to read, about methods of instruction, about the use of workbooks, about the use of real-life materials, about willingness to plan instruction as a team, about the purpose and value of home visits? Staff who cannot agree on most of these matters and who are not flexible will keep the program from moving forward - and will keep coordinators awake at night.
- (7) Don't start from scratch in recruiting families. Go to ABLE classes, Title I parent meetings, Head Start parent meetings; send notices by way of public school and Head Start children. And as you recruit, be clear about what Even Start provides and expects from participants. There is no value in recruiting families who do not want the entire Even Start package. Also think about ways to introduce parents gradually into the program by first introducing them to the components they do want (most frequently, GED preparation) and then adding the other components once they have a sense of commitment. If families are not successfully recruited fairly quickly, staff becomes demoralized.
- (8) Staffing patterns in Even Start can be complicated - adult educators, parent educators, early childhood educators, child care aides, some working at a central location and some working in homes, some hired by Even Start and some working for cooperating agencies. Insist that staff experience training as a team and plan some instruction together as a team. This expectation has to be communicated to cooperating agencies and to staff being interviewed, and it needs to be included in those written agreements mentioned above. Some projects spend months in frustration because staff did not have a shared sense of purpose.
- (9) Give parents ownership in every way possible. Involve them in developing and carrying out recruitment plans. Ask them to write orientation materials. Ask them to provide orientation to new families. Ask them what they would like to learn about their children, about parenting, about health, about job preparation, about other training opportunities. Examples of what can result include Barberton where parents attend a weight reduction class, Kettering where families remodeled an old house, Cleveland where parents mobilized for playground improvement at their elementary school, Canton where parents selected and shopped for the computers to purchase for their classroom. Obviously this requires the flexible staff referred to above, staff who can stand back and watch the parents go. Giving parents ownership fosters commitment and steady attendance. The program grows and staff are energized.
- (10) Remember that the federal legislation says that the applicant is a PARTNERSHIP. Even Start does not belong to a single agency. Figure out and write down how agencies will function in a partnership. Make decisions as partners. Hire staff as partners. Solve problems as partners. Evaluate the program as partners.

Family Literacy Program Development: Issues to Consider

Understanding the Population

- Who are the people to be served?
- What are their needs around family support issues?
- What are their literacy needs?
- What key community and agency leaders can help define the needs to be served?
- How are the potential learners involved in expressing their concerns and needs about parenting and family life?
- What information is needed about the community and the issues it faces?
- How have issues of language and culture been addressed?

Program Design and Development

- How will family needs be met most effectively?
 - Direct or indirect programming for parents
 - Direct or indirect programming for children
 - Combined parent/child programming
- What age children will be served?
- How are funding priorities and constraints addressed and met?
- What are specific program goals and objectives? Anticipated outcomes?
- How are learners involved in program planning?
- How will learners' initial needs, strengths, and goals be assessed?

Staffing Issues

- How does program staffing address family and cultural backgrounds of learners?
- What kind of professional development opportunities are needed and made available--in child development/parenting skills, adult literacy, emergent literacy, and cultural awareness/multicultural education?

Community/Agency Involvement and Collaboration

- How are ongoing relationships maintained with community partners, agencies?
- How are family literacy programs and services integrated with the delivery of other family and social services?

Curriculum Development

- Scope: determining program components
- What will be included for parents?
 - Literacy instruction?
 - Parenting skills?
 - Employment-related skills?
 - Support of children's learning?
- What will be included for children?
 - Emergent literacy instruction, support?
- Structure
 - Home-based vs. site-based?
 - What activities are for parents and children together vs. separately?
- Language and culture

- How are learners' native languages and cultures incorporated into the curriculum?
- How are learners' family cultures and patterns incorporated into the curriculum?
- What family and cultural resources are utilized as instructional materials?
- How are the strengths, wisdom, and history of the family valued and integrated into the learning process?
- Collaboration among learners and program staff
 - What opportunities are available for sharing successes, concerns, learnings, and problem solving?
 - Is a sense of community fostered among the learners and teachers?
 - What roles are played by adults, children, and program staff? What kinds of opportunities are there for flexible roles?

Outcomes

- What kinds of learner and program outcomes are expected?
- How are they evaluated? Measured?

Source: National Center on Adult Literacy. (1995). *Families and literacy: Making sense of the issues*. Philadelphia: Author.

Planning for Diversity: Discussion Grid

Brainstorm with colleagues to fill in the cells

	How can needs of adults, as they themselves define them, be identified and addressed?	How can native language and culture be supported? How can tradition and change be integrated?	How can channels for inter-generational transmission of knowledge be restored and/or nurtured?	How can community be fostered among learners and practitioners who serve them?
1. Early childhood education				
2. Adult education/ English as a second language				
3. Parent time				
4. Parents and children together				

How to add family literacy to your program. Syracuse, NY: Literacy Volunteers of America

Checklist: Learners' Lives as Curriculum

- Have community leaders and key players been identified for adult learners you wish to serve?
- Are these leaders invited to teach you about the needs, concerns, and interests of adult learners?
- Are adult learners given ways to express their concerns and interests about parenting and about family life?
- Does the program have bilingual personnel or volunteers to talk to adult learners in the languages they know best?
- Do language teaching materials reflect the concerns that adult learners raise?

- Are narratives about learner experiences collected and used in the language and literacy classrooms?
- Do adult learners have an opportunity to discuss how they did things in their country (or region) of origin?
- Do they have an opportunity to learn about new ways and new resources in the United States?
- Do adult learners have an opportunity to evaluate for themselves, in discussion with peers, which strategies for living to keep, and which strategies to change?
- Do teachers and administrators have information about parenting, schooling and discipline in adult learners' countries or regions of origin?
- Is acquisition of parents' native languages and understanding of places of origin encouraged for children?
- Are parents' native languages used or demonstrably valued in the program?
- Is there an opportunity in the educational curriculum for adult learners to remember and document the past?
- Is there an opportunity for children in the program to hear about or imagine what life was like in their parents' countries (or regions) of origin?
- Does the program use folk tales, oral history, proverbs, or other media for transmitting native cultural values?
- Do family members or community elders play any part in the program?
- Do adult learners in this program have an opportunity to share experiences with one another?
- Is there any opportunity for collective problem-solving among adult learners?
- Are the learnings and reflections of adult learners shared with others?
- Do practitioners have an opportunity to discuss successes, concerns, and insights on a regular basis as part of the job (i.e., on paid staff time)?
- Is time built for team-building and fun, both for learners in the classroom and for practitioners at work?
- Are the learnings and reflections of program personnel made available, in some form, to share with others?

How to add family literacy to your program. Syracuse, NY: Literacy Volunteers of America.

Overview of First-Year Tasks

A sample overview of the work to be accomplished in the family literacy project's first year. Note that this is a program with volunteer tutors not teachers. You may need to adapt it for your program.

Task	Month												On-Going
	1	2	3	4	5	6	7	8	9	10	11	12	
Needs Analysis/Community Survey	X												
Plan Project/Evaluation		X	X										
Get Support of Board, Staff, Tutors		X											
Network with Appropriate Agencies		X	X										X
Set up Detailed Budget		X											
Secure Funding/Resources			X	X	X	X	X	X	X	X	X	X	X
Secure Family Literacy Coordinator				X									
Student Recruitment/ Orientation					X	X	X	X	X	X	X	X	X
Tutor Recruitment/ Orientation					X	X	X	X	X	X	X	X	X
Tutor Workshop					X			X			X		X
Match Tutors and Students					X			X			X		X
Tutoring Sessions					X	X	X	X	X	X	X	X	X
Student Follow-up						X	X	X	X	X	X	X	X
Evaluation of Program						X	X	X	X	X	X	X	X
Regrouping/New Cycle										X		X	X

Source: *How to add family literacy to your program*. Syracuse, NY : Literacy Volunteers of America

Name the Family Literacy Project

When your family literacy project is on its way, it must have a name. The name should both attract attention and appeal to potential students. Many believe that it's probably best to leave the term "literacy" out of the name; the word implies an educational program and may turn off potential students. Yet, in omitting the term "literacy," you may attract to the program parents and caregivers who have high literacy skills. Be prepared to accommodate them in your plans or direct them to more appropriate programs in the community. Remember that even adults who read well may not know how to engage children in the reading experience or understand its importance. In general, it's better to over-recruit than under-recruit. Some key words to consider in choosing a name are "Families", "Reading", "Children", "Books", and so forth. "Family

Reading Circle,” “Grow Your Own Readers,” “Family of Readers,” and “Parents as Teachers” are four names that parents/caregivers may find appealing. One program was called “PARTY Plan” for “Parents Are Reading to Youth.” Another was named “RAFT” for “Reading Aloud is Fun Together.” Be certain to pick a name that will clearly distinguish you from other family literacy projects in your area.

Adapted from: *How to add family literacy to your program*. Syracuse, NY: Literacy Volunteers of America.

More resources for getting started:

[Show Me Family Literacy](#)

<http://www.lift-missouri.org/resources/smfl/smfl.html>

This is Missouri's guide for establishing family literacy programs but could be used by anyone interested in starting or improving a program. Chapters on program planning, each of the four components, evaluation, and more are included.

www.nald.ca/CLR/pgtfl/cover.htm

Developed by the Family Literacy Action Group (F.L.A.G.) of Alberta, Canada in the mid-90's, this plan for starting a family literacy program is still extremely helpful.

www.floridatechnet.org/FamLiteracy/guide/

The State of Florida Division of Workforce Development funded this illustrated *Families As Educators* guide. A family of bears helps you navigate easily through the process of establishing a family literacy program with tips for parents included.

Chapter 4 Collaboration

Just as the three rules for success in business are location, location, and location, the formula for success in family literacy is collaboration, collaboration, and collaboration. This chapter describes the characteristics of true collaboration along with the benefits and challenges.

In the recent past, families received community services from a variety of sources—local welfare departments, school systems, legal systems, health departments, libraries, and so forth. Often each agency or organization required different enrollment forms and procedures. This arrangement resulted in duplication of services and personnel on the part of agencies and in time-consuming confusion for families.

The current trend is to view the family as a unit. Agencies that serve similar client populations or similar client needs collaborate to provide integrated services to an entire family. Ideally this approach is more cost effective and less fragmented. Sometimes the reverse is true, however, and the reduction in funding forces agencies to collaborate on consolidated services.

The National Literacy Act of 1991, Even Start and Head Start legislation, and the No Child Left Behind Act have been catalysts for collaboration in education, especially family literacy programs. Programs like Head Start, Title I, and Even Start are required by legislative authorization to work together to develop components of literacy programs.

Collaboration, therefore, has become the first step in program development. However, each of the organizations involved has its own regulations, reporting requirements, forms, and funding sources. Moreover, each individual representative has his or her own values and desired leadership role. How do the many stakeholders arrive at a shared vision, common goals, shared fiscal responsibilities, and a plan of action? This process often requires considerable time and effort and a willingness to relinquish some autonomy or turf. Successful collaboration results in more targeted, effective services than a single agency could accomplish alone.

Cooperation

Collaboration is often confused with other forms of agency interaction— cooperation and coordination. Usually cooperation describes a relationship of sharing information, such as client referral. It does not involve making joint decisions or providing services together.

Coordination

Coordination refers to a more highly developed association in which organizations have informal agreements about program development and in-kind contributions but do not, as a rule, involve commitment of money.

Collaboration

The term collaboration is reserved for organizations that contribute money, personnel, and components of programming to create a new entity. The agencies involved sign formal agreements to provide for goal-setting, problem-solving, areas of authority, and financing.

The National Network for Collaboration

The National Network for Collaboration (see <http://crs.uvm.edu/ncco/>) expands the kinds of linkages among community organization into five categories: networking, cooperation or alliance, coordination or partnership, coalition, and collaboration. The following chart depicts the purpose for working jointly, the structure of the networking, and the processes typical of the interaction.

COMMUNITY LINKAGES—CHOICES AND DECISIONS

Levels	Purpose	Structure	Process
Networking	<ul style="list-style-type: none">• Dialog and common understanding• Clearinghouse for information• Create base of support	<ul style="list-style-type: none">• Nonhierarchical• Loose/flexible link• Roles loosely defined• Community action is primary link among members	<ul style="list-style-type: none">• Low key leadership• Minimal decision making• Little conflict• Information communication
Cooperation or Alliance	<ul style="list-style-type: none">• Match needs and provide coordination• Limit duplication of services• Ensure tasks are done	<ul style="list-style-type: none">• Central body of people as communication hub• Semiformal links• Roles somewhat defined• Links are advisory• Group leverages/raises money	<ul style="list-style-type: none">• Facilitative leaders• Complex decision making• Some conflict• Formal communications within the central group
Coordination or	<ul style="list-style-type: none">• Share resources to address common	<ul style="list-style-type: none">• Central body of people consists of	<ul style="list-style-type: none">• Autonomous leadership but

Partnership	<ul style="list-style-type: none"> issues Merge resource base to create something new 	<ul style="list-style-type: none"> decision makers Roles defined Links formalized Group develops new resources and joint budget 	<ul style="list-style-type: none"> focus is on issue Group decision making in central and subgroups Communication is frequent and clear
Coalition	<ul style="list-style-type: none"> Share ideas and be willing to pull resources from existing system Develop commitment for a minimum of 3 years 	<ul style="list-style-type: none"> All members involved in decision making Roles and time defined Links formal with written agreement Group develops new resources and joint budget 	<ul style="list-style-type: none"> Shared leadership Decision making formal with all members Communication is common and prioritized
Collaboration	<ul style="list-style-type: none"> Accomplish shared vision and impact benchmarks Build interdependent system to address issues and opportunities 	<ul style="list-style-type: none"> Consensus used in shared decision making Roles, time, and evaluation formalized Links are formal and written in work assignments 	<ul style="list-style-type: none"> Leadership high, trust level high, productivity high Ideas and decisions equally shared Highly developed communication

From: "Collaboration Framework . . . Addressing Community Capacity" 1996 by National Network for Collaboration , 219 FLC, Box 5016, Fargo, ND 58105-5016, Phone: 701/ 231-7259, nncoinfo@extension.umn.edu
<http://crs.uvm.edu/nncollab/framework.html>

Levels of Collaboration

Collaboration also occurs at a variety of levels from national, state, or corporate to the local community to the program site. For example, Even Start has federal regulations and evaluation, a state coordinator who handles proposals and oversight, and a local education agency that has partnerships with other agencies. The following chart shows key elements of collaboration at these 3 levels.

The policies and regulations determined at the top level (3) provide incentives for collaboration and identify and facilitate technical assistance, joint evaluation, and available money. Collaboration at this level is often mandated. At the community level (2), directors of agencies or their representatives want to maintain the integrity of their programs in the

collaboration process. They need to communicate well within their agencies and to have the authority to speak for their agencies. Collaboration at the program level (1) concerns the flexibility of staff in its team efforts and the incorporation of the input from participating families.

Key Elements of Collaboration in Support of Family Literacy

Levels	Members	Characteristics	Structures	Resources Committed	Facilitative Activities
LEVEL 3 State and/or corporate	State Directors of: Adult Education; Title 1; Head Start; Even Start; State Librarian; Corporate Director of Public Relations; Other appropriate designees	Systems orientation; Mandates or encourages local Collaborations; Initiates or implements state policies; Networks with multiple agencies; Formal written agreements; Formal leadership; Quarterly meetings (or less frequently)	Agencies maintain separate identities and missions; Targets overlapping client groups; Delegates representative to make decisions; Requires written Agreement; Maintains line relationships with Level 2	Supports technical assistance and/or consultant; Dedicates state and federal monies; Provides incentives for Participation; Sponsors shared training events; Provides resources and collections on family literacy	Initiates interagency collaborative policy agenda; Issues joint plans for RFP format, process; Initiates joint program evaluation; Arranges joint funding and funding cycle; Conducts informational and Bidders' Conferences; Disseminates information; Arranges for training; Communicates with Level 2
LEVEL 2 Local community	Local Directors of: Adult Basic/ESL Education; Title 1; Head Start; Local Library; Community agencies;	Service area orientation; Initiates or responds to mandate to collaborate; Initiates or implements local community policies; Networks with	Gain of new group identity and focus on shared mission; Targets overlapping client groups; Individual decisionmakers from various	Supports representative to Collaborative; Dedicates a portion of funds and resources; Responds to initiatives for participation; Publicizes	Develops, administers, maintains collaboration; Develops shared mission for joint Planning; Conducts joint training: needs Assessment;

	Other appropriate designees	local agencies; Formal written agreements; Collegial leadership; Monthly meetings (or more frequently)	agencies; Requires written Agreements; Maintains line relationships with Levels 1 and 3	activities of collaboration and focus on family literacy; Arrange for joint training; Supports joint referrals; Distributes resource materials	Writes funding proposal; Disseminates information; Develops job criteria for staff; Communicates with Levels 1 and 3
LEVEL1 Program site	Teachers of: Adult Basic/ESL Education; Title 1; Head Start; Adult services and children's librarians; Volunteer tutors; Home visitors; Parents and children	Implements new or combined program; Implements, revises, suggests site policies Implements collaborative instructional practices; Formal or informal Agreements; Team-based case management; Weekly or daily contact	Identification as team members with shared mission; Serves diverse client group; Team-based decision making; Informal agreements within written framework; Maintains line relationships with Level 2	Supports team-based staff; Provides program space; Provides Incentives to client families; Publicizes activities; Attends joint training; Uses joint referrals	Conducts team-based case management program; Implements shared mission; Conducts joint training, curriculum design, and joint instruction; Implements center and home-based program special events; Involves parent participation; Communicates infrequently with other Levels

Adapted from Nickse, R. & Quezada, S. (1993). Community collaborations for family literacy handbook. New York: Neal-Schuman.

What Determines Who Collaborators Should Be?

Sometimes collaboration is partially determined by the regulations or legislation of the funding agency. For example, the standards for Head Start stipulate that programs “provide, either directly or through referrals to other local agencies opportunities for . . . assisting parents as adult learners to recognize and address their own literacy goals.”

A good place to begin thinking about possible partnerships is to determine the needs of the families in the program. The next step is to explore possible partnerships with agencies that can meet those needs. Literacy Volunteers of America (LVA; now ProLiteracy) developed this list of possible collaborators for family literacy.

Adult Basic Education Programs
Boards of Education
Booksellers
Boy Scouts/Girl Scouts
Churches/Church-Related Social Services (e.g., Catholic Social Services)
Civic Groups (e.g., Rotary, Kiwanis, Altrusa, ZONTA)
Community and Four-Year Colleges/Universities
Corporations
Corrections Facilities
Day Care Centers
Employment Commissions
Even Start Programs
4-H Clubs
Head Start Programs
Health Services
Hospitals/Clinics
Housing Authorities
Humanities Councils
Job Training Programs
Libraries
Newspapers/Radio and TV Stations
Parks and Recreation Departments
Parent Teacher Associations/Organizations
Professional Organizations
Reading Councils
Retired Senior Volunteer Program
Schools (through Title I or Even Start)
Senior Citizen Centers
Service Organizations (e.g., Junior League, Jaycees)
Social Groups (e.g., American Legions, VFWs)
Social Services (Aid for Dependent Children; Women, Infants and Children)
Unions
United Way
Volunteer Centers, Voluntary Action Agencies
Women's Shelters
Workplaces/Local Businesses
YMCAs/YWCAs

What Does Your Program Offer Others?

In addition to thinking about which community organizations can contribute needed services, family literacy programs should examine what they can offer others. Good collaborations function by mutual benefit. For example, Head Start needs to serve the literacy goals of parents/ caregivers and Adult Basic and Literacy Education (ABLE) wants to enroll adult students. Here are two samples of ways you can explore possible partnerships within your community.

Northeast Regional Support Team of the Family Literacy Initiative/Partnership Training Project

Family Literacy Survey: Northeast Region of Ohio

The term "family literacy services" refers to services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate any number of the following activities:

- A. Interactive literacy activities between parents and their children;
- B. Equipping parents to partner with their children in learning;
- C. Parent literacy training that leads to economic self-sufficiency.
- D. Children's programming (Birth to 12 years old).

Would you please share with us a brief description of family literacy activities or programs currently in place in your community with which you are familiar'?

Please identify and describe exemplary family literacy programs in your county?

Building a family literacy program takes partnership of many different agencies, each providing different components. Would you be interested in partnering to support a family literacy program?

YES _____ NO _____

If yes, what resources might your agency be able to provide?

- | | |
|-------------------------------|--------------------------------------|
| _____ Human Resources | _____ Transportation |
| _____ Facilities (site/space) | _____ Meals |
| _____ Recruitment | _____ Child Care |
| _____ Curriculum | _____ Parenting Classes |
| _____ Training | _____ Children's Educational |
| _____ Publicity/Marketing | _____ Programming |
| _____ Technical Assistance | _____ Adult Basic Literacy Education |

Are you interested in support services to implement/expand/improve your current family literacy services?

YES _____ NO _____ If yes, please indicate area(s) of need.

- | | |
|-------------------------------|----------------------|
| _____ Human Resources | _____ Transportation |
| _____ Facilities (site/space) | _____ Meals |
| _____ Recruitment | _____ Child Care |

_____ Curriculum
_____ Training
_____ Publicity/Marketing
_____ Technical Assistance

_____ Parenting Classes
_____ Children's Educational
_____ Programming
_____ Adult Basic Literacy Education

14. If you presently have a family literacy program in place, what materials and resources does your organization currently have and/or use?

Contact Person: _____ Phone: _____
Agency: _____ FAX: _____
Address: _____ E-mail: _____

Please return this completed survey form by (*Date*) to: (*Address*)

Thank you for your assistance in filling out this questionnaire. We will share the compiled results with you once all questionnaires are returned and processed.

Mock Grant - Writing Activity

The Southwest Regional Team of the Ohio Family Literacy Statewide Initiative developed a mock grant-writing activity. Representatives from county organizations that provided services to families met to brainstorm possible linkages and then create a mock grant proposal for a family literacy program. Although the activity was designed to promote an understanding of family literacy as a concept, the process is valid for developing partnerships for a real program.

Written Agreements and Evaluating Partnerships

Once individual organizations have worked out who will contribute what to the program, it is important to obtain written agreements from them. The formal statements should include the shared mission, goals, and outcomes of the project as well as the following:

- a detailed description of services to be provided
- the designation of leadership roles, names, and responsibilities
- a specific account of sources of funding, financial responsibilities, including in-kind contributions
- the inclusion of channels of communication with a schedule of times and types of meetings
- the procedures for conflict resolution, and
- a specified time period of the agreement and the conditions for renewal.

Family literacy program personnel can use these formal statements to assess the extent to which collaborations are effective. For example, Ravenna Even Start (now Family Literacy Works at Even Start) uses a 2-column chart to compare an agency's promised services to those provided during a given program year. Members of the Even Start Advisory Council, which consists of chief collaborators, also complete a survey each year. The charts and survey responses are analyzed to evaluate the health of the collaborations and to plan for future work together. An example of the chart and a copy of the survey are provided below.

Sample of Collaboration Chart

Support Letters/Services	Support Services
<p>Maplewood Area Joint Vocational School</p> <ul style="list-style-type: none"> - Provide one certified teacher for adult education (ABLE) - Train volunteers as needed - Provide materials for the adult basic education component and books for resource/library - Participate in staff development activities with Even Start personnel - Work to coordinate adult literacy education and parenting education at preschools - Provide an Adult Education Assistant as needed (ABLE) 	<ul style="list-style-type: none"> - Adult Ed Director on ES Advisory Council. - ES Adult Ed instructor 12 ½ hours/ week. - ES Adult Ed instructor 10 hours/ week. - Participated in staff development workshop: “Lifeskills 2000.” - Participated in staff development workshop: “Technology - the Tools to Improve Recruitment and Retention.” - Adult Ed Instructor from the Small Business Resource Program, spoke to ES parents. - Adult Educator provided 2 workshops on “Job Preparation” for ES parents.
<p>Portage County Children’s Center</p> <ul style="list-style-type: none"> - Provide referrals - Provide behavioral health care services for children and families - Provide consultation to staff and parents 	<ul style="list-style-type: none"> - Director is member of ES Advisory Council. - Provided consultations - ES parents received services
<p>Portage Metropolitan Housing Authority</p> <ul style="list-style-type: none"> - Make referrals to the program as they work with disadvantaged residents - Distribute Even Start registration information to families applying to be on waiting list for housing 	<ul style="list-style-type: none"> - Director on ES Advisory Council. - Referral of adults - ES family in Renaissance Place. - ES family participating in Self-Sufficiency Program

assistance	
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Family Literacy Works at Even Start Partner Survey

Name _____ Title _____

Agency _____ Date _____

Please use a scale of 1-5 for items 1-5: 1 = a great deal; 5 = not at all.

1. My knowledge about Even Start Rating _____
2. The degree to which Even Start is helping parents Rating _____
3. The degree to which Even Start is helping preschool children Rating _____
4. The degree to which Even Start is helping families Rating _____
5. The degree to which Even Start is helping the community Rating _____
6. How did you learn about the Even Start project?
7. How does your agency assist the Even Start project?
8. What are the strengths of the Even Start project partnership?
9. What suggestions can you provide for strengthening the Even Start project partnership?
10. Please provide any additional comments.

Three “I’s” of Collaboration

In workshops drawing on her experience in Canton Even Start, Jane Meyer proposes three “I’s” of a collaboration plan: identify, infiltrate, and integrate.

Identify possible collaborators

- Look for existing publications listing community agencies
- If none exist create your own
- Develop a system for organizing agency information
- Ongoing—agencies are always changing

Infiltrate

- Get to know agency personnel (leaders and line workers)
- Understand goals of partner agencies
- Know funding of partner agencies

- Understand political context of partner agencies
- Know what outcomes will be viewed as successful
- Networking tips: be available and friendly; reach out more than half way; take business cards with you; send notes; share newspaper clippings; ask others for ideas; join networking groups (or start your own); don't give up!

Integrate

10 Building Blocks for Collaboration

- Needs and interests (win-win situation)
- Time
- Energy (give key roles to people who enjoy reaching out and taking action)
- Communication
 - a. Be open and honest about what is expected
 - b. Talk regularly about progress and problems
 - c. Be prepared to hear different opinions
 - d. Respect partners' rights, goals, and political imperatives
- Resources (must be worth the investment for each participant)
- Organizational factors
 - a. Agencies are the framework, but people do the work
 - b. Details can make or break a relationship
- Control (Be willing to relinquish personal control and assume more risk. For people and organizations needing stability and specificity collaboration is difficult.)
- Perceptions
 - a. Be willing to view the world from the standpoint of others.
 - b. Have realistic expectations of partners.
- Leadership (Need strong leaders who express an enthusiastic, positive example of collaborating.)
- Personal traits (especially patience, persistence, and a willingness to share.)

Once collaboration with other agencies has been explored, the directors or their representatives meet to determine the vision, goals, fiscal responsibilities, and plan of action. However, family literacy introduces people who may not have worked together before to discuss emotional issues that trigger different values and beliefs.

Values in Conflict and Collaboration

Even Start is built on the value systems of individuals and organizations. Collaborations are built on the recognition of and respect for all involved.

Experienced educators know that any staff meeting, any phone call, any decision about how to spend money may spark disagreements. Differences of opinion come with the educational territory—everyone values the idea of quality education and service, but people may differ on how to achieve it. The complexity of sorting out values, beliefs, assumptions, and opinions that underlie program operations is especially true for Even Start programs.

The philosophy of Even Start encourages collaborators to... strive for innovation in how a program works to meet family needs.... Even Start introduces partners who may have been strangers before—such as social and educational services. This collaboration movement thrusts the various beliefs and assumptions of organizations and individuals into the same arena for consideration and, potentially, conflict.

Competing values are present even in what might seem the most straight-forward circumstances, like providing transportation. Some might believe that parents should bear some of the responsibility for getting themselves to the program activities; others might believe it's critical to extend every effort to help all families participate. Imagine the personal values which surround the issue of child care for siblings, another Even Start concern. One of the hardest things to accept in Even Start is that everyone has strong opinions and many of the assumptions about priorities in Even Start come from different perspectives and experiences.

Diverse program elements in which different values come to the forefront can be found in almost any issue in Even Start, including:

- who should be served
- logistics such as schedules, location, and transportation
- service choice and priorities
- initiating collaboration with other service providers

The presence and persistence of value-laden issues [are] not ... problems [that need solutions; they are] simply a fact of Even Start life. Even Start programs can begin on the right foot by recognizing that the program is by nature value-rich, which is as much a strength as a potential source of disagreement. Even Start developers who accept this characteristic of the program will more likely find ways to channel and organize diverse ideas, preferences, needs, energies, and enthusiasm into a shared investment in the program.

Adapted from one of a set of 10 Even Start Family Literacy Focus Papers developed by Parents in Education, RMC Research Corporation, Portsmouth, New Hampshire and distributed through the Chapter 1 technical assistance system.

A Collaboration Checklist

What factors are helping or hindering your collaboration efforts?

Many factors work to make or break collaborations. Here are two lists to help you get a sense of which factors might be at work in your collaborative relationships in Even Start. Which ones are present in your program? Which ones might need the most work? The following lists detail factors that help or hinder collaboration:

Positive

Factors which help collaboration

- Perception that the collaboration is needed

- Benefits outweigh the costs
- Positive attitudes
- Consensus between administrators and staff
- Players see each other as valuable sources/resources
- Ability to maintain program identity, prestige, and power
- Reward system for staff who reinforce the collaboration
- Accessibility to other organizations
- Positive evaluations of other organizations and their staffs
- Similarity or overlap in resources and goals
- Common commitment to families (parents and their children)
- Common definitions, ideologies, interests, and approaches
- Perception of partial interdependence
- Good history of relations
- Standardized procedures across organizations
- Occupational diversity of staff that is complementary
- Leaders favor the collaboration
- Chances for regular contact and exchange of information
- Existence of boundary-crossing roles
- Compatibility or similarity of organizational structures

Negative

Factors which can hinder collaborations

- Vested interests of program or other agencies
- Perception of threat, competition for resources or clients
- Perception of loss of program identity
- Perception of loss of prestige or role as “authority”
- Lower service effectiveness
- Alienation of some families
- Inability to serve new families who would be drawn to the program
- Differing leadership styles
- Differing professional background of staff
- Disparities in staff training
- Different priorities, ideologies, outlooks, or goals for families
- Lack of a common “language”
- Staff members don’t favor the collaboration
- Negative evaluations of other organizations
- Imperfect knowledge of other agencies in the community
- Poor history of relations
- Costs in terms of resources or staff time outweigh benefits
- Lack of communication among higher-level staff
- Bureaucracies that inhibit internal, external communication

- Centralization of authority, “red tape”
- Little staff time devoted to boundary-crossing roles
- Differences in priorities, goals, tasks
- High staff turnover
- Other organizations have little to offer

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Stakeholder Mapping

The Process

Every organization is influenced by groups and individuals from both inside and outside of the organization. These groups and individuals are stakeholders. They believe that they have a legitimate stake in the organization because it affects their lives in some way. Examples of stakeholders of private corporations and public organizations are suppliers, customers, owners, creditors, competitors, trade and professional associations, employees, contractors, special interest groups, clients, and government agencies.

Stakeholders may engage in collective behavior that has a significant impact on the organization, yet stakeholders' individual control varies with their power and position in relation to the organization. Stakeholders may enhance or inhibit organizational performance, support or oppose organizational objectives, and aid in or block desired organizational change. They are the primary human factor in management and planning.

Most organizations are aware of their obvious stakeholders and only become aware of others when they cause trouble. Corporations tend to be most aware of customers, stockholders, and competitors. Public agencies tend to be most aware of clients, funding sources, and overseeing agencies.

Strategies must be built on more than routine interactions with obvious stakeholders. Anticipating the possible reaction of all stakeholders is important. The constellation of potential support, opposition, and indifference provides important information to assess policy and design strategy for those who may provide the greatest support or opposition.

Stakeholder Mapping is a method to assess the possible impact of all stakeholders given a set of objectives or a specific plan of action. It broadens the view of the organization and increases the opportunities for dealing with all stakeholders. This can prevent the familiar phenomenon of putting out unexpected fires as they develop from various dissatisfied groups. It is a method for managing change.

The following are steps designed to facilitate a full and systematic consideration of stakeholders and their potential impact on the organization.

Step 1: State the Organizational Objectives

Stakeholder Mapping may be used to explore general issues about the potential impact of stakeholders on the organization or specific support or opposition to an objective or planned

change. The group doing Stakeholder Mapping should agree about the mission, goals, and objectives of the organization for the general assessment. For the more specific assessment they should agree on a set of statements to describe the nature of the specific objective or planned change. Stakeholders' possible reactions to these are at issue in this work. The best way to ensure this agreement is to list these objectives or descriptions on a flip chart. Discussion will help to clarify ambiguous issues and surface group values and individual objectives. Nominal Group Technique is an excellent process for doing this in a more formal way.

Step 2: Brainstorm Stakeholders

At the far left of a sheet list all stakeholders. This is best done by brainstorming. Stakeholders should be identified as specifically as possible, by name or title or by groups. Use separate designations for groups that have both supporters and opponents. For example if superintendents are stakeholders and divided in terms of impact, you might list them as two groups, one for and one against.

Step 3: Characterize Their Attitude Towards Organizational Objectives or Planned Change

At this preliminary stage, it is most useful to sweep through the list fairly quickly and examine the issues through the eyes of the particular stakeholder group. How do organizational objectives affect their objectives? It may help to characterize briefly their situation at present, contrast it with their situation after any planned change, and then consider the impact. In general, personal values (security, power, survival, status, achievement) will dominate organizational values (efficiency, effectiveness) in influencing stakeholders' attitudes. It is important to construct a realistic assessment of stakeholder motivations. If there is no information, the group should attempt to collect it informally through discussions with stakeholders or more formally with research techniques.

Scale: ++ = strongly favor
+ = favor
0 = neutral
- = oppose
-- = strongly oppose

It often helps to have each person ballot separately prior to discussion to determine group agreement.

Step 4: Identify Their Power With Respect to the Adoption and/or Implementation of the Issue

Power has been subdivided into two areas: adoption and implementation. A Governor or cabinet member may be extremely powerful with respect to adoption and have little influence over actual implementation. Clients may be very important with respect to implementation, but they may also form a powerful lobby group and influence adoption. Community groups and professional associations may also become powerful lobby groups. Internal stakeholders, e.g., groups of employees, may be very powerful with regard to implementation.

For both categories, the following scale may be used:

- ++ = very powerful
- + = powerful
- 0 = not powerful

Step 5: Conditions - Who Influences Whom

Stakeholders increase their influence by forming coalitions. As a quick way of examining possible coalitions, list who influences the stakeholder and who the stakeholder influences. Some will be symmetrical, e.g., a Governor may influence a department head and in turn be influenced by his or her advice. Others will be asymmetrical, e.g., a judge may influence a probation officer but not the reverse. Either jot names in the spaces provided or code the stakeholders' list with numbers or letters and use the symbols.

(Step 4 and Step 5)

Adoption	Implementation	Who Influences Who	Who Do They Influence

Step 6: Rethink Solutions to Increase Implementation Chances

The previous five steps have resulted in a quick summary of the stakeholders, their positions, power, and coalitions. The next step involves examining various subsets of the stakeholders. First, look at the persons or groups who are strongly opposed and powerful. Are there alternative policies, practices, or implementation strategies that could decrease opposition without alienating support? The value of the stakeholder map is that you can quickly assess the effects of possible changes by scanning the list.

Examine the group that favors the change but is not particularly powerful. Try to create ways to enhance their power (by organizing, information sharing, etc.)

Step 7: Strategies

After the above steps, the group will have a good picture of key opponents and supporters and will have considered a number of options and their possible affect on stakeholders. This information can now be assembled to construct strategies to enhance organizational objectives. The best strategies will induce the most cooperative behavior from the most powerful stakeholder groups. Opposition from powerful groups may be reduced by modifying objectives or planned change if this does not compromise important organizational values. If conflict seems inevitable, the stakeholder list provides important information regarding potential supporters, opponents, and coalitions. If stakeholder motivations have been considered carefully (Step 3), strategies will be constructed on a solid foundation.

Role playing of discussion with stakeholders and simulation of possible strategies are powerful ways to explore the implications of various strategies. You may also want to use other techniques, such as Force Field Analysis (see http://literacy.kent.edu/eureka/strategies/force_field_analysis.pdf), which allows viewing the situation at issue as a problem consisting of a system of social forces. Strategies involving internal stakeholders may be aided by the use of Responsibility Charting or Role Negotiation.

Problem Framing

It has often been said that a "problem well stated is a problem half solved." The manner in which you present and define a problem situation can constrain or enhance you in developing the set of alternative actions for resolving it. Therefore, a careful "framing" of the problem situation can greatly aid you in clearly differentiating "symptoms" from underlying "causes."

Problems are always embedded in a web of multiple forces and potential outcomes, each with several contingent implications for action. Typically these forces or outcomes imply cause-effect relationships that are frequently not tested; that is, problems often reflect what you believe and perceive to be causes and effects. How others see the problem is often ignored. Problem framing allows you to specify the complex components of a problem.

Problem framing can occur by answering the following questions:

1. In just a few words, what is the problem situation?

Step 1. Place your problem in the center of a blank sheet of paper.

2. What caused this current problem situation? How did the situation come about? Are causes related to each other? In what ways?

Step 2. This set of questions is asking you about your perceptions of the "sources" of the current situation. Rarely is a situation the result of only one preceding event, so several sources may be identified. Connect such sources to the problem situation with arrows.

Now ask these same questions about each of the sources identified. You should find several new sources; some of these may be interrelated and/or reinforcing of one another.

Continue this process of identification and connection until you have exhausted your perceptions of the situation.

3. What is the current situation of the problem? That is, what do you expect to be the results of the current situation? How are these results related to each other? Do these results influence the sources of the current situation?

Step 3. As in Step 2, identify current or possible "outcomes" from this situation. Connect these with arrows, paying particular attention to how they are related to each other and how "outcomes" may lead back to or reinforce "sources" on the other side of the sheet.

Communication Among Collaborators

Once the group of collaborating agencies agrees to meet to create a new or expanded program, issues of group dynamics and communication should be the next focus. The Ohio State University Extension Service publishes a series called **Building Coalitions** consisting of 17 booklets to help guide a group through the process of developing trust and cohesion. The booklets are available online at <http://ohioline.osu.edu/bc-fact>.

Training Seminar

Belmont County Even Start

The Belmont County Even Start and their evaluator developed a training seminar for interagency collaboration. Included here are forms that community groups may find helpful in developing effective partnerships.

Assessing the Community: Identifying Key Individuals and Settings

As a group, identify the key settings (neighborhoods, groups, organizations) and individuals (politicians, community leaders, constituents, and stakeholders) in your community. Indicate if each is a direct or indirect influence on the issue of family literacy. You may want to contact these people to join your partnership.

Who/What	Direct Influence	Indirect Influence
Settings:		
Neighborhoods _____		
Local Schools _____		
Local Government _____		

Public Agencies _____		
Foundations _____		
Community Based Organizations _____		
Interest Groups _____		
Similar Partnerships _____		
Other _____		
Individuals:		
Agency Directors _____		
Community Leaders _____		
Constituents _____		
Local Government Officials _____		
Key Private Individuals _____		

Source: Community Collaborations for Family Literacy Handbook, 1993

Method of Decision Making

	Disadvantages	Advantages
<i>Decision by Authority Without Discussion</i>	One person is not a good resource for every decision; advantages of group interaction are lost; others may not be committed to implementing the decision; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.	Applies more to administrative needs; useful for simple, routine decisions; should be used when decisions must be made quickly, when group members expect the designated leader to make the decision, and when group members lack the skills and information to make the decision any other way.
<i>Expert Member</i>	Difficult to determine who the expert is; no commitment to implementation; advantages of group interaction are lost; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.	Useful when the expertise of one person is so far superior to others' that little is to be gained by discussion; useful when the need for others' action in implementation is slight.
<i>Average of Member's Opinions</i>	Not enough interaction for group members to gain from each other's resources and from the benefits of group discussion; no commitment to implementation; unresolved conflict and controversy may damage group effectiveness in the future.	Useful when it is difficult to get group members together to talk, when the decision must be made quickly, when member commitment is unnecessary for implementation, and when group members lack the skills and information to make the decision any other way; applicable to simple routine decisions.

<i>Decision by Authority after Discussion</i>	Does not develop commitment to implement the decision; does not resolve controversies and conflicts; may create situations in which group members either compete to impress the designated leader or tell the leader what they think he or she wants to hear.	Uses the resources of the group more than previous methods; gains some of the benefits of group discussion.
<i>Majority Control</i>	May alienate the minority, which damages future group effectiveness; relevant resources of many group members may be lost; full commitment to implementation is absent; full benefit of group interaction is not obtained.	Can be used when time is insufficient for decision by consensus or when consensus isn't necessary, and when complete member commitment is unnecessary for implementation; closes discussion on issues that are not highly important for the group.
<i>Minority Control</i>	Does not utilize the resources of many group members; does not establish widespread commitment to implementation; unresolved conflict and controversy may damage future group effectiveness; not much benefit from group interaction.	Can be used when everyone cannot meet to make a decision, when time pressures force delegation to a committee, when only a few members have any relevant resources, and when member commitment is not needed to implement the decision; useful for simple routine decisions.
<i>Consensus</i>	Takes a great deal of time and energy and a high level of member skill; time pressure must be minimal.	Innovative, creative, and high-quality decision; all committed to implementation; uses all members' resources; enhances the future decision-making ability of the group; useful in making serious, important, and complex decision to which all members are to be committed.

Conflict Reduction Pointers

- Separate the people from the problem.
- Be soft on people, hard on the problem.
- Focus on interests, not on positions.
- Explore interests. Avoid having a bottom line.
- Invest in options for mutual gain.
- Develop multiple options to choose from.
- Make the decision later.
- Use objective criteria.
- Try to reach a result based on standards independent of will.
- Reason and be open to reason.
- Yield to principle, not pressure.
- Determine your best alternative to a negotiated agreement.

Adapted from Fisher, Roger and William Ury. *Getting to yes*. Penguin Books, New York, NY, 1981.

Guidelines For Reaching Consensus

In consensus decision-making, the group works for a solution everyone can "live with." In other words, the group works toward substantial agreement, not necessarily unanimity. There is no majority vote.

1. Not every agreement will meet with complete approval. Work for agreements everyone can at least live with.
2. Individuals need to accept responsibility, both for listening and for being heard. Everyone should be able to speak and should not block or squelch others' opinions.
3. View differences of opinion as a help, not a hindrance, to good decision-making.
4. Agree only to solutions that you can support at least somewhat. Don't change your mind just to reach agreement and avoid conflict.
5. Avoid arguing just for the "fun of it" or to "win."
6. Avoid techniques such as majority vote, averaging, or trading.
7. Try to base your decisions on objective criteria or some rationale.
8. It helps if each member of the group monitors the process and makes suggestions when the group isn't progressing.
9. It is okay to try to reduce tension through humor or taking a break as long as meaningful disagreements are not ignored.

Adapted from *Alternative Environmental Conflict Management Approaches: A Citizens' Manual*. The Environmental Conflict Project, School of Nationwide Resources, University of Michigan, 1986.

Communication Guidelines

Effective Speaking

1. Speak with the intention of being fully understood—openly sharing your ideas, feelings, and values.
2. Speak only for yourself. Do not speak for the listener or other persons. If you want to comment on what others feel or believe, preface your remarks with "I believe that" or "It seems to me that . . ."
3. Send your message in short "packages."
4. Do not personally attack the listener.
5. Avoid statements of blame. Do not blame the listener or others for your feelings and needs.
6. Avoid provocative statements and language that you know will irritate the listener. Do not grandstand, filibuster, or exaggerate the meanings of your message.
7. If the listener becomes argumentative or emotional, do not react in kind. Keep the discussion on a rational level. Focus on the problem, not the behavior of the person.
8. Identify areas where you agree and areas where you disagree.
9. When making a proposal to the listener, think about how he or she will react to it. Try to propose something acceptable to both of you.

Effective Listening

1. Listen with attention and stay mentally alert.
2. Listen without judging until you have heard the complete message. Do not interrupt, agree or disagree with, give advice to, or criticize the speaker.
3. Listen for the whole idea before reacting to parts of the message.
4. Let the speaker know you understand his/her point of view by rephrasing the message in your own words. If needed, ask the speaker to repeat or clarify.
5. Remember that thinking is faster than talking. Patience with the speaker is important.

6. Remember that accepting each other's messages does not mean you have to agree with each other or compromise.
7. If you are afraid you might forget your thoughts, write them down.

Formal Dispute Resolution Process

Formal agreements are the "back-up system" for collaboration. All parties who may be involved in a dispute shape these agreements. Typically the formal agreement includes

- guidelines for initiating the process,
- time lines,
- clearly defined roles (*who does what when*),
- emergency and non-emergency procedures, and
- provision for outside mediator or legal action if process fails.

Formal agreements can be legal documents and are usually signed by the parties involved in the process.

Keys to Good Meetings

1. Good agenda planning:

- Content—Think ahead about topics to be discussed and decisions to be made at that meeting.
- Process—Think ahead about how each topic or decision could best be handled. Is a report needed to start things off? Do certain concerns need to be brought out? What action or next step might be needed? Be ready to make suggestions.
- Time—Think ahead about how long each topic or decision might take. Estimate the minutes for each part of each topic—report, proposal, questions, discussion, decision, next steps, etc. If you can't get everything accomplished during the meeting, leave something out or be prepared to suggest what to postpone.
- Write the agenda on a large wall chart or provide copies for everyone at the meeting.

2. Good facilitation (directing the meeting):

- Decide who will facilitate (lead or direct) the meeting, then let them do it. Good meetings have good leaders.
- The facilitator must give good direction to the meeting. Like a traffic cop, he or she must say when to start and when to stop. The facilitator's job is to help the group get done what it wants to do in good time.
- Group members must participate in the meeting and cooperate with the facilitator's direction and with each other. If someone wants something to happen differently, she or he must say so and suggest a change, but must be willing to go along with the rest of the group's wants.

Planning the Agenda

Meetings should start with the facilitator welcoming everyone. Sometimes people will share news of personal events or other items of interest to the group, and then the facilitator will post the agenda chart or pass out copies of the agenda and go over what is planned for the meeting. He or she should ask if the group is willing to follow the suggested agenda, or if they want to make any changes. If changes are wanted, make them right then, so the meeting can go ahead with everyone in agreement about what will happen.

A typical agenda will include the following:

- Welcome, short personal sharings
- Review suggested agenda—group agrees or changes it
- Short reports, announcements—brief questions or discussion
- Discussion of main topic or topics, i.e., planning a project
- Review decisions and assignments made
- Announce the next meeting date and main agenda items
- Evaluate the meeting—what was good, what could have been better

If there are several agenda items, these items could be listed in the order of their importance, or bigger items can be alternated with smaller easier items to give a change of pace. Big items need to be broken into parts.

Estimate times for each item and each part of the bigger items and put these on the written agenda so everyone can see them. This helps everyone know when they need to be brief. The facilitator should help the group stick to the times by announcing once in a while how the time is going. Another member of the group may also watch and announce the time. If the group needs more time on something, then something must be postponed, or the group must agree to extend the meeting.

More Pointers

A good facilitator . . .

- . . . plans the agenda and times carefully.
- . . . starts and ends the meeting on time.
- . . . directs the group through the agenda.
- . . . keeps everyone on the subject being discussed.
- . . . encourages everyone to speak.
- . . . DOES NOT TALK VERY MUCH!
- . . . interrupts long talkers.
- . . . stops distracting side conversations.
- . . . stops arguments or fights.
- . . . asks helpful questions.
- . . . summarizes discussions from time to time.
- . . . reminds people of the subject and purpose when needed.
- . . . helps the group reach decisions.
- . . . STAYS OUT OF THE DISCUSSION!

A good participant . . .

- . . . follows the facilitator's directions or suggests another way.
- . . . listens carefully to others.
- . . . thinks for herself or himself.
- . . . says honestly what he or she thinks.
- . . . asks questions when needed to understand better.
- . . . speaks as briefly as possible so everyone can talk.
- . . . accepts being interrupted.
- . . . makes helpful suggestions.
- . . . helps start and end on time.

Summary

Collaboration entails different degrees of involvement with a variety of agencies. The composition of the partnership reflects the services clients need. At the organization level, collaboration works best when it is mutually beneficial. At the implementation level, it works best when the staff invests in the relationships with partners. If collaborators are involved in the identification of objectives and outcomes of evaluation and the different staffs share training, a program has overcome the problems of turf.

Seven Key Points To Remember About Collaboration

1. Collaboration is not an easy, quick, fix-all solution to societal problems.
2. Collaboration should not be a program's ultimate goal but rather a tool used to serve families.
3. Interagency collaboration is time-consuming and process-intensive and should only be used when the benefits of collaboration are large.
4. Collaboration, in and of itself, does not guarantee that the program will be client-centered.
5. Institutions do not collaborate - people do. Time must be provided during the work day and workers must be rewarded for their participation and effort in the program.
6. Creative solutions must be encouraged, developed, and nurtured.
7. Collaboration must be engaged in holistically. This requires carefully conceived, extensive collaborative activities involving real services.

Adapted from *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services* by Charles Bruner, 1991, The Education and Human Services Consortium, 1001 Connecticut Avenue NW, Suite 310, Washington, DC 20036-5541

Collaboration Resources

Online Resources

Assessing Your Collaboration: A Self-Evaluation Tool
<http://www.joe.org/joe/1999april/ent.html#tt1>

Building Coalitions
<http://ohioline.osu.edu/bc-fact/>

Collaboration, Cooperation, and Partnerships
http://www.hudrivctr.org/apmg/apmg_06.htm

Collaboration in Adult ESL and Family Literacy Education
<http://www.ericdigests.org/1995-2/family.htm>

Commitment Comes in All Shapes and Sizes
<http://www.c-pal.net/profiles/synthesis.html>

Community Partnerships Toolkit
<http://www.wkkf.org/pubs/custompubs/CPtoolkit/cptoolkit/>

Creating Sound Minds and Bodies: Health and Education Working Together
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/01/92.pdf

Developing Collaborative Partnerships
<http://www.cete.org/acve/docgen.asp?tbl=pab&ID=71>

Educational Partnerships: Strategies for Success
<http://www.wested.org/cs/we/view/rs/508>

Head Start and Even Start: Greater Collaboration Needed on Measures of Adult Education and Literacy
<http://gao.gov/> (Search for Report # GAO-02-348)

Integrated Services, Cross-Agency Collaboration, and Family Literacy
<http://www.ed.gov/pubs/FamLit/integ.html>

Meeting the Collaboration Challenge: Developing Strategic Alliances between Nonprofit Organizations and Businesses
http://www.leadertoleader.org/knowledgecenter/collab_challenge/challenge.html

National Network for Collaboration: Training Manual
<http://crs.uvm.edu/nnco/cd/tablecon.htm>

A Practical Guide to Family Literacy
<http://www.nald.ca/CLR/partner/contents.htm>

Producing Human Services: Why Do Agencies Collaborate?
<http://www.jcpr.org/wp/WPPProfile.cfm?ID=240>

Reflecting on Essential Elements for Comprehensive Family Literacy: A Workbook
<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=468&ContentID=7224&Content=23209>

Service Integration: A Twenty Year Retrospective
<http://www.oig.hhs.gov/oei/reports/oei-01-91-00580.pdf>

Sustaining Community-Based Initiatives
<http://www.emro.who.int/cbi/PDF/CBI/Sustaining%20Community%20Based%20Initiatives.pdf>

Together We Can
<http://www.togetherwecan.org>

Print Resources

Available for loan from ORLC 1-800-765-2897

Project Keystone: Building Literacy Coalitions in Ohio Literacy Resource Center
Publication Date: 1989
Sponsored by the State Library of Ohio

Community Collaborations for Family Literacy Handbook
Publication Date: 1993
By: Shelley Quezada and Ruth S. Nickse

Building Villages To Raise Our Children: Collaboration
Harvard Family Research Project
Cambridge, Massachusetts 02138
Phone: 617-495-9108

Building Villages To Raise Our Children: From Programs to Service Systems
Harvard Family Research Project
Cambridge, Massachusetts 0215 8
Phone: 617-495-9108

Chapter 5 Funding Family Literacy Programs

This chapter contains three sections. The first provides general information about funding sources for family literacy, both public and private. The second section offers tips for writing successful grants. The final section is a compilation of resources for locating the “facts and figures” that often convince funders of the need for your project.

SECTION 1: FUNDING SOURCES AND INFORMATION

Funding Sources

These programs support family literacy efforts. You can check their websites for more information.

Barbara Bush Foundation for Family Literacy

The Barbara Bush Foundation awards \$650,000/year. The application form is on-line. Annual deadline for applications is in September.

<http://www.barbarabushfoundation.com>

Head Start

The U.S. Department of Health and Human Services Administration for Children and Families WWW site provides information about funding through Head Start.

www.acf.hhs.gov/

National Institute for Literacy

The NIFL funds different initiatives annually.

www.nifl.gov

Ohio Department of Education

Visit this site to find out about Even Start, public preschool, and other state-sponsored initiatives.

www.ode.state.oh.us

United Way of Ohio

The United Way of Ohio seeks to improve the quality of life for individuals through public policy development, advocacy, and support. They have grants available.

www.ouw.org

Funding Information–On-Line

These on-line resources provide general information about writing grants and about possible funders.

The Association of Fundraising Professionals

This group aids in research and fundraising issues. Both the Resource Center and the Hot Topics List are useful.

www.afpnet.org/resource_center

Charity Channel

This site has information of interest to nonprofits, including news, a chat room, and the availability of consultants.

www.charitychannel.com

The Council on Foundations

This site provides information about state and federal grants and private funding. Useful tips about fundraising are provided. The site also links to Yahoo and other funding search engines.

www.cof.org

The Foundation Center

This Center disseminates current information on foundation and corporate giving through its national offices in New York City and Washington, DC, regional offices, including one in Cleveland, and a network of cooperating public libraries, including many in Ohio. Nonmembers have access to useful information.

<http://fdncenter.org>

Fundsnet Services

Funders are organized by community sources, interest areas, and state. Suggestions for improving grant writing skills are also provided.

www.fundsnet services.com

Grants and Funding

Sponsored by the Thompson Publishing Group, this site works from a grant seeker's and grant manager's perspective. Here you will find information about legislation for nonprofits and new topics of interest, among other useful information.

www.grantsandfunding.com

Grants Hotline

This site advertises foundations and companies who are currently looking to fund projects in a particular area.

www.grantshotline.com

Grantsmanship Center

Training, publications, information about federal and state grants, and community funding information are available.

www.tgci.com

Grantsmart.org

This site is primarily by and for nonprofits. You can search for funders using name, location, or assets.

www.grantsmart.org

Grantswriter.com

The site is designed primarily to support training of grants writers; an online bookstore is also available.

www.grantwriters.com

Guidestar

This is a national database of nonprofits. You can register your nonprofit and receive notification about possible funders. You can also search the database for funders by name or interest area.

www.guidestar.org

The Internet Nonprofit Center

Designed primarily for nonprofits, this site's fundraising information is especially useful.

www.nonprofits.org

Management Library for Profits and Nonprofits

This is a free library that has useful links for starting out, fund raising, grant writing, and tips on using the Internet. A huge list of foundations is also available.

<http://www.managementhelp.org>

National Even Start Association

Here you will find an alphabetical listing of dozens of foundations that offer support for family literacy programs.

http://www.evenstart.org/links_grantmaker.htm

National Institute for Literacy

Through LINCS, you can search for funders by topic.

<http://www.nifl.gov/cgi-bin/lincs/search/gsearch/dbsearch.cgi>

Ohio Grantmakers Forum

This organization works to provide training, networking opportunities, research, and legislative monitoring for Ohio's grant making community. You can become a member, but even if not, some useful information is available.

www.ohiogrntmakers.org

The Society of Research Administrators

Here you will find links to private and government funds, general resource information about grants administration, and policy information.

www.srainternational.org

Funding Information—Books

The following books are available through OhioLink. You may check out any title through a college or university library near you.

- Barbato, Joseph, & Furlich, Danielle. (2000). *Writing for a good cause*. New York: Simon & Schuster.
- Brown, Larissa, & Brown, Martin. (2001). *Demystifying grant seeking*. San Francisco: Jossey-Bass.
- Burke, Jim, & Prater, Carol Ann. (2000). *I'll grant you that*. Portsmouth, NH: Heinemann.
- Burke, Mary Ann. (2002). *Simplified grantwriting*. Thousand Oaks, CA: Sage.
- Carlson, Mim. (2002). *Winning grants step by step*. San Francisco: Jossey-Bass.
- Clarke, Cheryl. (2001). *Storytelling for grantseekers*. San Francisco: Jossey-Bass.
- Ferguson, Jacqueline, Drake-Major, Laurel, & Gershowitz, Michael. (1999). *The grantseeker's answerbook*. Gaithersburg, MD: Aspen.
- (1999). *Finding the funds*. Madison, WI: Institute for Academic Excellence.
- Karges-Bone, Linda. (2000). *The grant writer's guide*. Torrance, CA: Good Apple.
- Miner, Jeremy, & Miner, Lynn. (2003). *Funding sources for community and economic development*. Westport, CT: Oryx.
- Miner, Lynn, & Miner, Jeremy. (2003). *Proposal planning and writing*. Westport, CT: Greenwood Press.
- New, Cheryl, & Quick, James. (2003). *How to write a grant proposal*. Hoboken, NJ: John Wiley and Sons.
- Orlich, Donald. (1996). *Designing successful grant proposals*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Quick, James, & New, Cheryl. (2001). *Grantseeker's budget toolkit*. New York: John Wiley and Sons.
- Reeds, Kitta. (2002). *The Zen of proposal writing*. New York: Three Rivers Press.
- Yuen, Francis, & Terao, Kenneth. (2003). *Practical grant writing and program evaluation*. Pacific Grove, CA: Thompson/Brooks/Cols.

Funding Information—Excerpts From Federal And State Initiatives

These brief excerpts speak to the role of family involvement and family literacy in state and federal programs: Title 1 of the No Child Left Behind Act, federal and state Even Start, Adult Basic and Literacy Education, and Ohio's Public Preschool programs.

No Child Left Behind (the Elementary and Secondary Education Act)

From "Public Law Print of PL 107-110, the No Child Left Behind Act of 2001" (available online at <http://www.ed.gov/legislation/ESEA02/pg2.html#sec1118>)

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will –

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall –

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part,

transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children –

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the school wide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC

ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall –

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress; and
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care

costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY- In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

Even Start—Federal Information

<http://www.ed.gov/policy/elsec/leg/esea02/pg6.html>

Program: Even Start Family Literacy Programs (CFDA # 84.213)

Authorization: ESEA Title I, Part B, Subpart 3

Eligible Applicants: State Educational Agencies

Program Purpose and Description: Even Start is an education program for the Nation's low-income families that is designed to improve the academic achievement of young children and their parents, especially in the area of reading. Researchers, teachers, and administrators alike now acknowledge the vital importance of high-quality early childhood education for all children. Young children who have good vocabularies and who are taught early reading skills before they start school are more likely to become good readers and to achieve academic success throughout their school careers.

Education experts also acknowledge that parents play a critical role in the language and intellectual development of their children. Children who have parents who talk and play with them and who read to them have an important advantage. And, parents who themselves are competent readers are more likely to have good jobs and be able to help their own children in school.

Even Start provides educational services for the family, parents and children alike, so that adults and their children will be able to take advantage of and benefit from the tremendous opportunities available to them in this Nation. Even Start offers promise for helping to break the intergenerational cycle of poverty and low literacy in the Nation by combining four core components which make up family literacy: early childhood education; adult literacy (adult basic and secondary-level education and/or instruction for English language learners); parenting education; and interactive literacy activities between parents and their children.

Even Start supports family literacy services for parents and children, primarily from birth through age seven, and has three related goals:

- to help parents improve their literacy or basic educational skills;
- to help parents become full partners in educating their children; and
- to assist children in reaching their full potential as learners.

The term "family literacy services" is defined in section 9101(20) of the ESEA as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family

The Department awards formula grants to State educational agencies that, in turn, make competitive discretionary grants to partnerships of local educational agencies and community-based organizations for Even Start Family Literacy projects. Each State receives funding based on the relative proportion of funds it receives under the Title I Part A allocation formula. States hold grant competitions and make subgrant awards. The statute specifies that each Even Start subgrantee in its first through eighth year of operation receives a minimum of \$75,000 per year, except for one subgrantee per State that may receive less. The minimum subgrant size of \$75,000 per year is reduced to \$52,500 for recipients in the ninth and succeeding years.

Generally, to be eligible for Even Start, a family must have a parent who is eligible to participate in an adult education program under the Adult Education and Family Literacy Act or who is within the State's compulsory school attendance age range, and has one or more children under eight years of age. Projects must serve eligible families who are most in need of services, and provide high-quality, intensive research-based instructional programs for adults and their children, including some instruction through home-based services and joint activities for parents and children. Projects are required to form cooperative relationships to use, rather than duplicate, existing community resources.

Legislation

[Title I, Part B, Subpart 3](#) - William F. Goodling Even Start Family Literacy Programs
The [Child Nutrition Reauthorization Act of 1998](#) (P.L. 105-336) reinstated categorical eligibility for pre-kindergarten Even Start participants participating in the Child and Adult Care Food Program (CACFP), beginning October 1, 1998. For additional information, please see the official memorandum, <http://www.ed.gov/programs/evenstartformula/childnutritionmemo.doc> [27K], from the Director of the [Child Nutrition Division, U.S. Department of Agriculture](#).

Guidance and Regulations

- Regulations governing the Even Start Family Literacy Program can be found on at the Department's website at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> Title 34 CFR Parts [75](#) (for Direct Grant Programs), or [76](#) (for State Administered Programs, and [77](#), [80](#), [81](#), [82](#) and [85](#) and <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Draft Policy Guidance for the William F. Goodling Even Start Family Literacy Programs, Part B, Subpart 3 of Title I of the Elementary and Secondary Education Act (ESEA), February 2002, is available in MS Word [197K] at <http://www.ed.gov/policy/elsec/guid/evenstartguidance02.doc>

Resources and Related Sites

- Contact Lists
State Coordinators and Federal Program Administration Contacts List
<http://www.ed.gov/about/offices/list/oese/sasa/escontacts.html#state>
- Reports
Publications on the Even Start Family Literacy Program
<http://www.ed.gov/about/offices/list/oese/sasa/esres.html>
 - Synthesis of Local and State Even Start Evaluations
 - National Evaluation of the Even Start Family Literacy Program: Evidence from the Past and a Look to the Future, 1998
 - National Evaluation of the Even Start Family Literacy Program: 1994-1997 Final Report

Even Start—Ohio available online at

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=468>

Program Description

Even Start is a comprehensive family literacy program designed to break the cycle of poverty and low literacy skills by improving the educational opportunities of low-income families with young children. This program integrates the four components of early childhood education, adult basic and literacy education, parenting education, and parent-child together time in a unified whole in order to:

- Help parents become full partners in their children’s education
- Help children reach their full potential as learners
- Provide literacy training to parents

The Even Start program design is based on the premise that all four components build on one another and that families most in need of educational support receive all four educational services in an intensified and unified program in order to achieve lasting change.

The four components of this comprehensive program are provided by collaborative partnerships among community agencies and programs already in existence. Even Start funding is used to support coordination of the program components and to add support services that will enable families to participate.

Eligible participants in an Even Start program are parents and their children, ages birth through seven. Parents must be eligible for participation in the federal and state Adult Basic and Literacy Education (ABLE) program under the Workforce Investment Act Title II or within compulsory school age attendance so long as an LEA provides (or ensures availability of) the basic education component.

Historical Perspective

Even Start, a federally-funded educational program, was authorized originally in the late 1980’s through Part B of Chapter I of the Elementary and Secondary Education Act. The Even Start Family Literacy Programs statute as of December 31, 2000, includes amendments made by the Literacy Involves Families Together (LIFT) Act, as enacted by P.L. 106-554, the Consolidated Appropriations Act, 2001. The No Child Left Behind Act of 2001 reauthorized the William F. Goodling Even Start Family Literacy Program for six more years. This program remains a demonstration program with a continuing goal to develop new and innovative approaches to the Even Start comprehensive family literacy model.

Current Programs

For a Directory of current Ohio Even Start programs, click here:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=468&ContentID=7216&Content=34083>

Funding

Eligible applicants for Even Start sub-grants are a local education agency (LEA) and a public agency other than an LEA, an institution of higher learning, a public or private nonprofit organization other than an LEA, or a nonprofit community-based organization other than an LEA. Co-applicants may include more than the minimum number of two. Throughout the life of the project, the concept of partnership is to be demonstrated through joint management and decision making. While fiscal responsibility lies with a single entity, the project is considered the responsibility of all members of the partnership.

Funding is for a 26-month period within a four-year cycle. Funding not designated for programs within four-year cycles is awarded annually on a competitive basis. Applications are available each spring, and awards are made in July.

Adult Basic and Literacy Education—Ohio

From the State of Ohio Program Plan for Adult Basic and Literacy Education for the Period July 1, 2000 - June 30, 2004, pp. 10-11 (available online at <http://literacy.kent.edu/Oasis/ode/programplan00-04.pdf>):

3.1 Description of Allowable Activities (2) Family literacy services

Local family literacy services and related activities which provide sufficient intensity and duration of time to allow for sustainable changes in a family will be planned and offered. The following considerations will be integrated into the design of the services and activities:

- a. Interactive literacy activities between parents and their children
- b. Training for parents regarding how to be the primary teacher for their children and full partners in their children's education.
- c. Parent literacy training that leads to economic self-sufficiency.
- d. An age-appropriate education to prepare children for success in school and life experiences.

Family literacy services will be planned and conducted by agencies receiving funds from this Title as well as their partner agencies and organizations. Partners involved in co-sponsoring family literacy services will operate from a written plan designed to connect related activities and to provide learning experiences of sufficient intensity to change intergenerational patterns associated with low levels of literacy. Co-location of services may facilitate service integration but other service delivery models may be acceptable.

Ohio's Public Preschools

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=467>

Description

The mission of the Office of Early Childhood Education is to ensure that all children enrolled in programs under the jurisdiction of OECE are provided a quality, comprehensive program in a safe environment. Quality programming is needs-driven rather than program-driven and based upon local community needs and involvement. As such, programs focus on the children and the families being served and are culturally sensitive to their unique needs.

Public Preschool monies are designated for school districts in the development and continuation of preschool programs for income eligible 3 and 4 year old children and their families. These funds assist in paying for comprehensive child development services in the following areas:

- Early Childhood Development and Health Services
- Family and Community Partnerships
- Program Design and Management

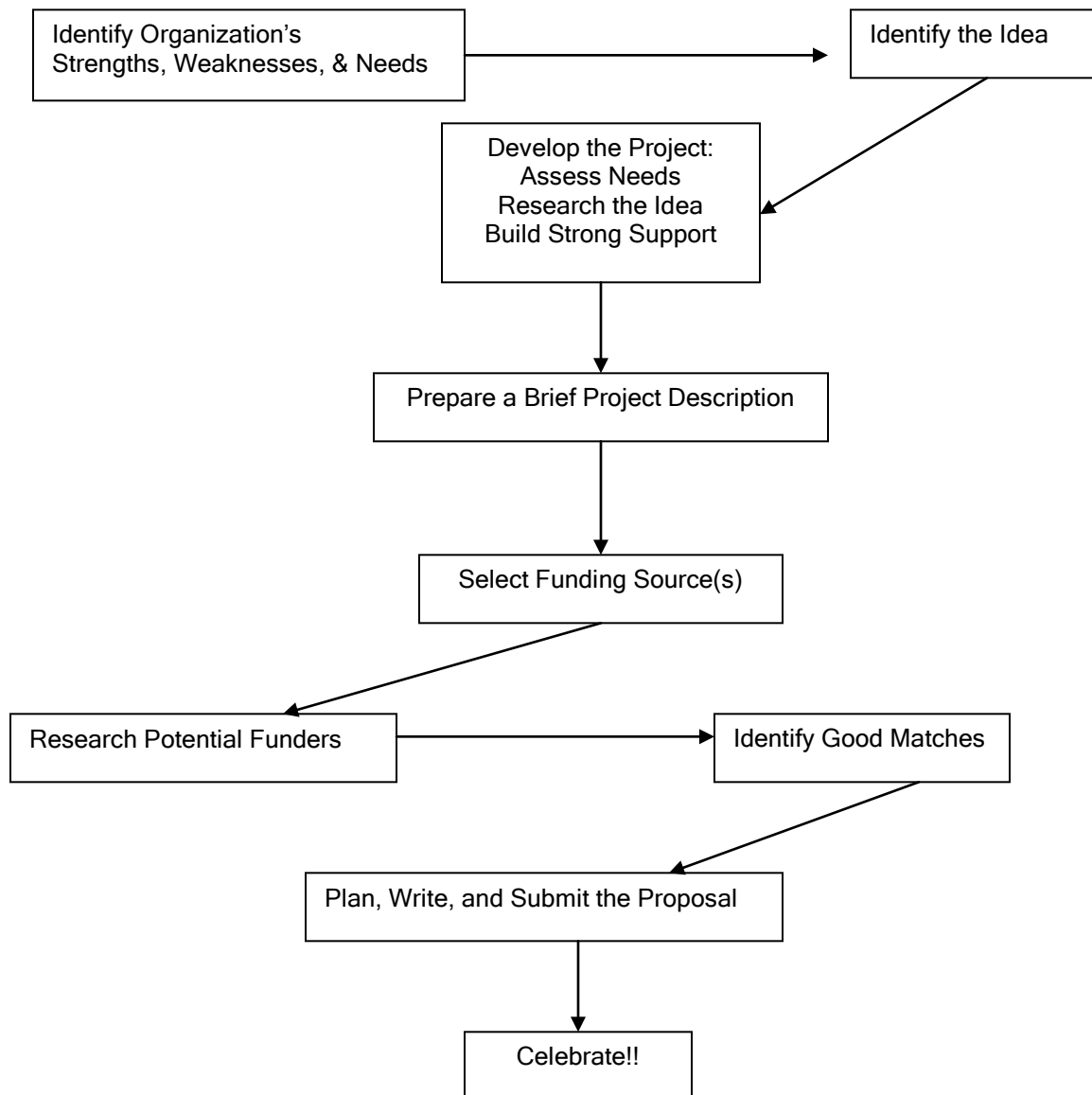
A school district may contract with a Head Start agency, chartered nonpublic school, or a licensed child day-care provider to provide a preschool program. Children eligible for services under this program must be between the ages of 3 and not age eligible for kindergarten. The funded number of children must come from families who earn no more than 185 per cent of the federal poverty level. Children from families whose income is 100 per cent or below the poverty level attend tuition free. Children from families whose income is between 101 and 185 per cent of the poverty level attend on a prorated tuition basis. Once a program has reached the funded number, age appropriate children from families whose income is above 185 percent of the poverty level on a full tuition basis may be enrolled.

SECTION 2: TIPS FOR WRITING SUCCESSFUL GRANTS

Nancy Padak
Ohio Literacy Resource Center
Kent State University

Proposal writing is a skill that can be learned. The overall process is depicted in the model provided below. The rest of the information in this section is organized as a series of tips, first about general information and then about the specific sections often required in grant applications. A bibliography that contains additional information concludes this section.

Model for Proposal Development



Adapted from Hall, Mary. (2003). *Getting funded: A complete guide to proposal writing* (4th ed.). Portland, OR: Continuing Education Press.

General Tips

- Contact the funding source to request information and copies of successful efforts. (Note: Any proposal that is funded with public money is in the public domain.) Study annual reports and lists of previous projects. Make notes about anything that seems to be particularly important to the funder. Look for good matches, both philosophically and in terms of funded projects. If possible, study successful grant applications. What do they have in common? What formatting ideas can you use in your own effort?
- Groups often (and in the case of family literacy, should) collaborate in the development of ideas for funding. Group proposal writing, however, is generally complicated. Select one or two people from the planning group to take responsibility for drafting the proposal. Others in the group can read and respond to drafts.
- Contact the program officer (or grants contact person) early in the process. If possible, confirm eligibility requirements and deadlines. Get as much advice as the officer is permitted to give. Follow funding guidelines exactly as you develop the proposal. For example, some funders require letters of inquiry, which they use to invite certain groups to develop full proposals. Many governmental agencies ask for “Intent to Submit” documents some time prior to the due date for the actual application.
- Find ways to make your proposal timely. Find out what’s “hot” and use these issues in the development of your proposal. Remember that few agencies wish to fund “business as usual,” so also find ways to make the ideas in the proposal seem fresh and innovative. You may find the following figure helpful in matching your strengths with funders’ goals and practices.

Matching strengths with the funders' goals and practices.

The Funding Source

What types of projects has it funded?
What is the range of dollars given to projects?
What types of subjects does it avoid?
What other restrictions (e.g., geography) apply?

Yourself

What type(s) of expertise do you have?

What limitations do you have?

What personal characteristics make you especially well-suited for this project?

Your Institution & Community

What special resources (including human resources) are available to support this project?

What special needs does your institution/community have?

Source: Hensen, K. (1995). *The art of writing for publication* (p.181). Boston: Allyn & Bacon.

- Do your homework. Use ERIC or other online resources to facilitate your search for information that is relevant to the project. Make careful notes about the resources you use because you may want to use them again in the future.
- Keep the audience in mind as you write. The people who review the proposals will not know your community, the participating agencies, or even the acronyms we use as short-cuts in communicating. In the case of foundation requests, the reviewers may not be educators. Ask someone who does not know your program to read the proposal to check its clarity.
- Make the proposal easy to read. The best proposals are clear, concise, and free of jargon. Use active sentences. Pay attention to formatting issues such as margins, headings, tables, outlines, etc. Proofread very carefully; a sloppy proposal sends a subtle message about the project that you probably don't want funders to receive.
- Address all questions or criteria mentioned in the application. Neglecting to do so may cost you review points. Whenever possible, use funders' language as you draft.
- Follow all instructions exactly. Do not exceed page limits. Make sure that the proposal is complete and assembled properly.
- Save all proposals, even unsuccessful ones, so that you can use parts of them for future efforts.
- If you're not funded, don't give up. Instead, take advantage of opportunities to learn more about grant writing, and try again. Request feedback about unsuccessful efforts. Look objectively at this information to learn about ways to strengthen your proposals.
- The list below shows common reasons that proposals are not funded:

Common Reasons Grant Proposals are Rejected

Mechanical Reasons

1. Deadline for submissions was not met.
2. Guidelines for proposal content, format, and length were not followed *exactly*.
3. The proposal was not *absolutely clear* in describing one or several elements of the project.
4. The proposal was not *absolutely complete* in describing one or several elements of the project.
5. The author(s) took highly partisan positions on issues and thus became vulnerable to the prejudices of the reviewers.
6. The quality of the writing was poor—for example, sweeping and grandiose claims, convoluted reasoning, excessive repetition, or unreasonable length.
7. The proposal document contained an unreasonable number of mechanical defects that reflected carelessness and the author's unwillingness to attend to detail. The risk that the same attitude might attend execution of the proposed study was not acceptable to the reviewers.

Methodological Reasons

8. The proposal was completely traditional, with nothing that could strike a reviewer as unusual, intriguing, or clever.
9. If applicable, the proposed method of study was unsuited to the purpose of the research.

Personnel Reasons

10. As revealed in the review of the literature, the author(s) simply did not know the territory.
11. The proposal appeared to be beyond the capacity of the author(s) in terms of training, experience, and available resources.

Cost-Benefit Reasons

12. The proposed study was not an agency priority for *this* year.
13. The budget was unrealistic in terms of estimated requirements for equipment, supplies, and personnel.
14. The cost of the proposed project appeared to be greater than any possible benefit to be derived from its completion.

Adapted from: Locke, L., Spirduso, W., & Silverman, S. (1993). *Proposals that work* (3rd ed., p.163). Newbury Park, CA: Sage.

Common Sections in Proposals

The format for your proposal will be specified by the funding agency. However, most proposals contain the sections mentioned below.

Summary or Abstract

- This is the first thing reviews will read, so catch the reader's attention.
- Tell what the project is about, why it is important, and how and with whom it will be implemented.
- Be very concise.

Introduction

- To the extent possible, address the funder's interests.
- Describe the participating organizations. Show that, collectively, you have the capability to implement the project successfully. Use documented evidence of past successes, if possible. You may also want to use quotes from participants, agency heads, or well-known persons (Kiritz, 1997).
- Call attention to the unique aspects of the project or approach you are proposing.

Statement of the Problem/ Need For Services

- Convince the reader of the importance of the project.
- State the general problem your project will address. Use facts to back up your assertions. Describe the problem with local data. Make comparisons with national data to put your situation into context (Kiritz, 1997).
- Show how acute the problem is in the geographic area to be served by the project. Describe your target population, including their characteristics and number.
- Describe services already available. Tell how your project will serve unmet needs. Also tell how you will coordinate efforts with existing services.
- If necessary, conduct a needs assessment. Here are five ways to do so (adapted from Quezada & Nickse, 1993, p. 82):

Active listening: Find members of the target group or those who work with the group and discuss needs. Do not manipulate the conversation but rather record all answers and clarify responses to questions.

Questionnaires: Pose brief yes/no questions to request information, gather opinions, or assess attitudes. The questionnaire can be self-administered or administered in person to members of the target group or those who work with them. For mailed questionnaires, expect a return of about 30 percent.

Observation: Observe the target group at a community site. Record what is seen or heard, but do not interact with patrons, staff, or others. Look for certain behaviors and make note of them.

Checklist: Draw up a list of items directly or indirectly related to needs characteristic of the target group. Ask people to identify significant needs.

Formal or structured interview. Ask specific questions of all respondents. Record and summarize responses.

- Demonstrate the benefits of your project. Ideally, these benefits should be economic as well as social.

Goals or Objectives

- Goals and objectives tell the funder what you will accomplish. They define the outcomes for the project. They serve as guiding statements of purpose.
- Make sure each goal or objective is tied directly to the needs established in the previous section.
- Make sure that together, the goals and objectives address all aspects of the program.
- Make sure each goal or objective lists a single construct. Reduce the amount of overlap between individual goals/ objectives.

Plan of Operation

- The plan specifies how the goals or objectives will be met. Answer these questions about the project: who? what? when? where? and how? Show how the project will address the needs you specified earlier.
- List personnel, resources, and activities. For a family literacy program, issues to address might include recruitment, induction, types of services and how they will be provided, coordination with other available services, transition services for families who leave the program, etc.
- If not requested elsewhere, work a timeline into the plan. This shows the funder that you have thought carefully about how the project will proceed.
- A chart like the one below may help you develop the plan for the project. List objectives and activities that will fulfill them, the timeline, and who will be responsible for overseeing successful completion.

**STRATEGIC PLAN
FOR _____**

Objectives	Activities	Timeline	Person Responsible

Staff

- List staff, both paid and volunteer, both grant-supported and those supported through other sources. Briefly mention each person’s role within the project.
- Show the funder that individual staff members are qualified. Also show how, collectively, the group has the expertise needed to make the project success.
- Include brief resumes for key staff members.

Site and Resources

- Help the funder picture the setting(s) for the project as appropriate, adequate, and available. Maps or diagrams might be included in an appendix.
- Tell about other resources that will be available to project participants (e.g., public library, computer labs).

Evaluation

- Outline procedures for measuring the extent to which the project has met its goals or objectives. Be certain that evaluation plans are tied directly to project objectives.
- Avoid technical terms related to educational measurement or research.
- Describe the types of data (information) that will be collected. Also tell how the data will be analyzed.
- Include plans for formative (while the project is in process) and summative (at the conclusion of the project) evaluation. Show how formative evaluation results will be used to refine the project.
- If possible, identify the person who will evaluate the project. Present his/ her credentials and show that s/he can evaluate objectively.

Budget

- Stay within funding limits. Use funders' budget categories, even if they differ from those your agency uses.
- Be certain that the budget is reasonable compared to the proposed outcomes of the project. Make sure administrative costs are reasonable.
- Double-check the budget against the plan. Develop a budget to support all activities. Make sure the budget does not refer to costs that are unrelated to the project.
- Be certain that the budget is adequate to conduct the project. Account for all expenses related to the project, even in-kind services. (Document in-kind services with letters of support from agencies that will provide these services.) Common in-kind donations for family literacy programs include:
 - space
 - utilities
 - volunteers
 - other staff (e.g., nurse, janitor)
 - office equipment
 - furniture
 - transportation
 - food
 - toys, books, art supplies
- Include a brief budget narrative in which you detail expenses (e.g., X hours per week @ \$\$ per hour for personnel, \$5.00/session x X sessions x Y families for food costs).

Plans for the Future

- Detail long-range plans related to the project.
- Show how the project will be institutionalized after grant funding ceases.

Appendices

- Include extra information if required or if the material will help the reader understand the program.
- Put each different kind of information in a different appendix. Label each appendix with a letter of the alphabet. Make reference to appendices in the proposal narrative: See Appendix A for _____.
- Typical documents found in appendices include:
 - letters of support
 - resumes and job descriptions
 - community map, classroom diagrams
 - relevant program information
- Remember that readers may not consult the appendices. Critical information should appear in the body of the proposal.

References

Hall, M. (2003). *Getting funded: A complete guide to proposal writing* (4th ed.). Portland, OR: Continuing Education Press.

Hensen, K. (1995). *The art of writing for publication*. Boston: Allyn & Bacon.

Kiritz, N. Hard data/ soft data: How they help you build strong proposals.
Retrieved June 26, 2003 from <http://www.tgci.com/magazine/97winter/data1.asp>

Locke, L., Spirduso, W., & Silverman, S. (1993). *Proposals that work* (3rd ed.). Newbury Park, CA: Sage.

Quezada, S. & Nickse, R. (1993). *Community collaborations for family literacy handbook*. New York: Neal- Schuman.

Mock Grant Writing Activity

The Southwest Regional Team of the Ohio Family Literacy Statewide Initiative developed a mock grant-writing activity. Representatives from county organizations that provided services to families met to brainstorm possible linkages and then create a mock grant proposal for a family literacy program. Although the activity was designed to promote an understanding of family literacy as a concept, the process is valid for developing partnerships for a real program.

Sources for Further Information—Online

These online resources offer a wealth of advice for grant writers. Sample successful proposals are also available here, as are links to dozens of additional sites. [All WWW addresses active as of 8/07.] Adapted from White, Lisa. (2000). *Grant writing tips available on the Internet*. Kent, OH: Ohio Literacy Resource Center.

Grants Information Collection at the University of Wisconsin
<http://grants.library.wisc.edu/>

Ohio Literacy Resource Center
<http://literacy.kent.edu/Oasis/grants/index.html>

Public Welfare Foundation
<http://www.publicwelfare.org/>

Tucson—Pima County Public Library—Grants Collection Orientation
<http://www.lib.ci.tucson.az.us/grants>

University of Michigan's Proposal Writing Guide
<http://www.research.umich.edu/proposals/PWG/pwgcontents.html>

SECTION 3: FAMILY LITERACY FACTS AND FIGURES

A Google search using “families, education, poverty, statistics, and 2007” as descriptors had more than 2 million hits (8/14/07). Obviously, the WWW is a very rich source of information that can be used to establish need for family literacy programs and therefore serve as the basis for the Needs Assessment section of proposals. The following list provides places to begin looking.

National and Global Information

Adult Literacy Estimates

www.casas.org/lit/litcode/Search.cfm

Adult and Family Literacy Fact Sheets—OLRC

<http://literacy.kent.edu/Oasis/Pubs/0700.htm>

Datafinder [sponsored by Population Reference Bureau]

<http://www.prb.org/DataFind/datafinder7.htm>

Bread for the World Institute

<http://www.bread.org/hungerbasics/domestic.html>

Current Census Information

<http://factfinder.census.gov/servlet/BasicFactsServlet>

Census Data Profiles

<http://www.census.gov/acs/www/Products/>

Domestic Violence Awareness: Facts and Statistics

<http://literacy.kent.edu/Oasis/abuse/factsstats.html>

“Family Literacy: Who Benefits?”

<http://literacy.kent.edu/Oasis/Pubs/WhoBenefits2003.pdf>

Federal Interagency Forum on Children and Families

<http://childstats.gov>

Finance Project [Select Welfare Information Network]

www.financeproject.org

Info Please [Select “Poverty and Income”]

<http://infoplease.com>

National Association for the Education of Young Children—Key Facts and Resources

<http://www.naeyc.org/about/woyc/facts.asp>

National Center for Educational Statistics

<http://nces.ed.gov/>

National Center for Family Literacy Research and Statistics

http://www.famlit.org/site/c.gtJWJdMQIsE/b.2009009/k.E93C/Family_Literacy_Research_and_Statistics/apps/nl/newsletter2.asp

State of Literacy in America, The

www.nifl.gov/reders/reder.htm

U.S. Department of Labor's Women's Bureau

<http://www.dol.gov/wb>

UNESCO Institute for Statistics

<http://unescostat.unesco.org>

World Bank

<http://www.worldbank.org/data/databytopic/databytopic.html>

Ohio Information

Ohio County Profiles

www.osuedc.org/profiles/

Ohio Statistics

<http://literacy.kent.edu/Oasis/Info/ohiostats.htm>

Policy and Legislation Site—OLRC

<http://literacy.kent.edu/Oasis/policy/index.html>

Chapter 6 Curriculum

Introduction

Developing and implementing curriculum for family literacy programs requires specific considerations. The goals of most family literacy programs are to increase the self-sufficiency of parents and children and to support the relationship between families and schools. Successful program curricula reflect a “wealth model” in which families are valued for caring for and about their children. In contrast, the “deficit model” assumes that low-income, undereducated parents need to be taught how to care for their children.

Many family literacy programs incorporate four components: adult basic and literacy education; child literacy development; parent education; and parent and children interactions, often referred to as PACT. In addition to creating and implementing curricula, family literacy programs try to coordinate the content of the material used in the different components.

This chapter provides curriculum resources in three main sections: Adult Instruction; Parent Involvement; and Distance Learning. Look at the outline below to locate the information that you need.

Section 1: Adult Instruction

Learning Environment

- Characteristics of Adult Learners

- Learning Theory

- Classroom Considerations

- Relationships with Learners

Developing Curriculum

- Experience of Learners

- Documenting Student Interest

- Involving Learners in Developing the Curriculum

- Curricular Resources

- Integrated Curriculum

- Lesson Plan Web Sites

Section 2: Parent Involvement

Parent Education

- Definition

- Parent Beliefs and Attitudes

- Programming for Parent Education

- Parent Child Activities

- Subject Matter of Parent Education

- Web Sites for Parent Education

Home Visits

- Web Sites about Home Visits

Parent-Child Activities
 Reading Aloud
 Web Sites
 Family Math
 Web Sites
 Parent-Child Learning Activities
 Web Sites
Parent Involvement in the Schools
 Web Sites

Section 3: Distance Learning

 Background
 Definition
 How is Distance Education Delivered?
 Tools for Collaboration and Communication
 How Do You Know If Distance Education Is for You?
 Are You a Good Distance Education Candidate?
 Common Characteristics of Distance Learners
 On-line Assessment Tools
 Why Use Distance Education?
 What Distance Education Options Are Available to Family Literacy Providers?
 Some Distance Education Jargon
 Distance Education and Learning Resources

In ERIC Information Series No. 389, *A Decade of Family Literacy*, the authors summarize three recommendations for building successful family literacy programs:

- A relationship of trust and respect must be a part of the instructional environment.
- An integrated curriculum helps students make connections between experience and content knowledge and supports learning.
- Personal experiences, knowledge, and interests of adult learners should form the basis of the curriculum.

SECTION 1: ADULT INSTRUCTION - LEARNING ENVIRONMENT

Perhaps the first consideration in the learning environment is the adult learner. What are the characteristics of adult learning and how has psychology expanded the knowledge of how learning continues throughout a lifetime?

Characteristics of Adult Learners

Several psychologists have contributed to current knowledge of who learners are and how they learn differently than children.

Malcolm Knowles: Andragogy

In 1950, Malcolm Knowles wrote his first book about how adults learn, a process

he called “**andragogy**.” Throughout his life, he championed the following characteristics of the adult learner:

- An adult’s self-concept develops from dependency to self-direction with increased goal setting and self-assessment.
- Adults have accumulated a wealth of experiences that are a resource for learning.
- Adults’ readiness to learn is associated with their social roles, e.g. parent, worker, and citizen.
- An adult’s orientation to learning is problem-centered and requires an immediate application.

These web sites provide more information about lifelong learning and adult learning characteristics:

www.infed.org/lifelonglearning/b-andra.htm

www.newhorizons.org/lifelong/workplace/billington.htm

<http://nces.ed.gov/index.asp>

<http://main.edc.org/>

Abraham Maslow: Hierarchy of Needs

In order to escape the determinism of Freud and the behaviorist psychologists, Abraham Maslow proposed that the motivation for human behavior is the satisfying of basic needs. As individuals meet their needs at one level, they are freed to move to the next throughout their lifetimes. In the ascending order of a pyramid, the needs are:

- (8) Transcendence/Spiritual
- (7) Self-Actualization
- (6) Aesthetic/Artistic
- (5) Learning (Cognitive)
- (4) Esteem
- (3) Love/Belonging
- (2) Safety
- (1) Physical

Later scholars reduced the categories to three, incorporating characteristics for extroversion and introversion at each level: Growth, Relatedness, and Self. Although there is no scientific evidence to support Maslow’s hierarchy of needs, it is widely used in the fields of education and business.

For more information, consult these web sites:

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

[www.thelibrarylady.net/Childhood%20-](http://www.thelibrarylady.net/Childhood%20-%20From%20the%20Inside%20Out/maslows_hierarchy_of_needs.htm)

[%20From%20the%20Inside%20Out/maslows_hierarchy_of_needs.htm](http://www.thelibrarylady.net/Childhood%20-%20From%20the%20Inside%20Out/maslows_hierarchy_of_needs.htm)

Howard Gardiner: Multiple Intelligences

More recently Howard Gardiner developed the concept of multiple intelligences, known as MI, to describe eight different modes of learning:

Linguistic/Language

Musical

Spatial/Visual

Interpersonal/Social

Logic/Math

Intrapersonal/Self

Kinesthetic/Body Movement

Naturalist

Each type of intelligence is acquired differently, and learners tend to rely on one or two of these more than others. For example, a kinesthetic learner might learn a new dance by trying the movements with his/her body whereas a spatial learner might respond to pictures or charts that diagram the steps. Gardner's work has increased interest in learning styles. As a result, adult educators try to vary teaching strategies to accommodate the many types of learners in a classroom. For more information about multiple intelligence theory and to test your MI, visit these web sites:

<http://literacyworks.org/mi/intro/quickreview.html>

<http://ncsall.gse.harvard.edu/fob/1999/fobv3ia.htm>

Learning Theory

Bloom's Taxonomy

A popular schematic conceptualization is Bloom's Taxonomy of educational objectives, which enables teachers to present tasks at different cognitive levels. Bloom and his colleagues cited three domains of educational effort: Cognitive (knowledge), Affective (emotions), and Psychomotor (physical skills). Although they completed descriptors for the first two categories and later scholars completed the latter, the cognitive sphere is the most well-known with its six sub-categories from the simplest to the most complex: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

To learn more about Bloom's Taxonomy, log-on to these web sites:

www.nwlink.com/~donclark/hrd/bloom.html

<http://faculty.washington.edu/krumme/guides/bloom.html>

Constructivism

In the past half-century, cognitive psychology has contributed to the understanding of how adults learn. Rather than thinking of knowledge as something that is passed from one person to another like an object, current theory emphasizes the process of actively constructing knowledge. This is called constructivist learning theory. We learn by making sense of the world. Piaget and Vygotsky were early proponents of this theory.

Individuals gain information from interactions with the world around them and from their social environment. They use language to make connections between new experiences and what they already know. In the process of reflecting on what they know, people learn how to learn. Beliefs and attitudes influence learning as well; experiences are filtered through beliefs. People learn in relationship to people and the world surrounding them.

Sometimes referred to as "inquiry-based learning," constructivist theory is learner-based rather than knowledge-based. In other words, the learner actively makes meaning rather than passively taking it in. Constructivism emphasizes the importance of learner motivation. For something to be personally meaningful, a

person wants to find out “why” in order to make sense. And s/he learns by doing things repeatedly over a period of time. Learners view a new idea from different perspectives in different contexts. They play with new ideas, move them around, and try them out in everyday activities.

This type of learning requires that the role of the teacher be re-evaluated. Rather than dispensing knowledge, the teacher or expert becomes a facilitator who:

- presents real-world materials and hands-on experiences
- asks questions to direct inquiry and make connections
- provides opportunity to practice in interesting ways, and
- adapts to the learning styles of students

The adage “a guide on the side, not the sage on the stage” captures the relationship of teacher and learner in constructivist learning.

Critical Pedagogy

Paulo Freire, the Brazilian-born educator, promoted the concept of critical pedagogy that takes authority and power into consideration on educational issues. He emphasized a learner-centered active learning in which learners pose and solve problems using their real-life experiences within a particular cultural context. Although implemented most often in developing countries, Freire’s work has had an impact on adult education in the U.S., particularly in the importance of incorporating learners’ interests and issues into curriculum, in acknowledging students’ different cultural and ethnic backgrounds, and in stressing dialogue and problem-solving strategies in the classroom.

For more information on Freire, read a reissue of his most famous book.

Freire, Paulo (1993). *Pedagogy of the Oppressed*. New York: Continuum. ISBN 0826406114.

Also check out this web site:

http://www.cal.org/caela/esl_resources/digests/FREIREQA

Summary: Adult Learners

As the result of these thinkers—and many, many more—we know more today about how to support adult learning. Adults thrive in safe, socially supportive situations when their needs for sleep, food, and shelter have been met, just as children do. Adults learn best when self-directed, setting and meeting goals and practicing solving problems that relate to their lives. Learning takes place in social situations with their peers. They apply their wealth of experience, exhibit a variety of learning styles, and learn to recognize how they learn.

Classroom Considerations

Whether the teacher shares classroom space with other teachers or not, s/he provides an attractive, safe, and supportive environment. Food, tea, and coffee, even for a small charge if necessary, contribute to a friendly social setting. A cozy corner to sit and talk encourages relationships inside and beyond the classroom. Educational materials, classroom libraries, and files are easily accessible for self-

directed study. Successful teachers find that guidelines for classroom conduct are most effective when generated by the class.

In order to accommodate learners' busy schedules, classes are offered at different times during the day and evening if possible. Whenever feasible, family literacy programs provide assistance with childcare and transportation. Classroom sites are located in communities where students live or near public transportation.

In order to accommodate different learning styles and to develop a sense of community among students, teachers organize classroom activities so that learners work individually, in small groups or pairs, and as a class. To the extent possible, students have access to varied modes of learning—print, videotapes, audiotapes, computers, field trips, etc.

Relationships with Learners

When the teacher's role changes to facilitating learning rather than dispensing information or directing, how does a teacher relate to students? The following is an excerpt from the Introduction to *Integrated Family Literacy Curriculum: Cleveland Even Start (1995)*:

Like all other adult literacy programs, intake procedures are a routine part of family literacy programs. We recommend that intake involve more than simply obtaining information about entering families. For example, it is important that learners understand (a) the purpose and scope of family literacy, (b) that the learning environment will be based on mutual respect and cooperation, and (c) that their participation will be guided, in part, by goals that they establish for themselves, their children, and their families. Since early conversations about learners' parenting interests, concerns, and goals can provide helpful information for instructional planning, we recommend that you keep notes about these intake discussions.

Getting to know learners may involve learning about some of the problems and frustrations they have encountered in the past. Some problems from the past may need to be addressed to pave the way for future learning. But rather than dwelling on them, especially initially, we recommend that you begin immediately to emphasize the positive. Learners should understand that family literacy will focus on the present and the future. From the outset, learners should feel the respect you have for their commitment to their children and learning. The relationships that you build with learners should be based on sincerity, encouragement, and patience. Building and maintaining rapport is important, as is the development of "person to person" (as opposed to teacher to student) relationships. All family literacy personnel should take every available opportunity to provide genuine encouragement. Authentic praise builds trust and motivation; insincere praise does more harm than good because it hinders the development of trust and cooperation.

Motivation should also be integrated into all instructional activities. Don't assume that motivation is guaranteed by virtue of program enrollment. Enrolling in family literacy probably does mean that learners are interested in its purposes, but uninteresting lessons that seem irrelevant to learner needs will lead to lack of engagement and eventual retention problems. Simply providing refreshments and scheduling brief periods of time for informal interactions can serve to maintain motivation. Moreover, establishing a learning environment that ensures daily success, that is based on clearly defined goals, that fosters group interaction, and that features sincere encouragement is essential to maintaining learner motivation.

Motivated learners are more likely to be patient yet persistent about their basic skills progress. Family literacy personnel need patience as well. Adult learners frequently bring strong emotional and psycho-social blocks from their past educational and life experiences to the literacy-learning environment. They may suffer from low academic self-esteem, for example, which may be manifested as sporadic attendance, inability to sustain concentration on literacy activities, or reluctance to read and write at home. For these reasons, progress may sometimes seem slow from the perspective of family literacy personnel.

Talking with learners about their previous experiences as students can allow barriers to present progress to be overcome. Another effective way to keep the focus on progress is to encourage learners to set specific, achievable goals for themselves and to check periodically, with your assistance, on progress. This process will help learners and family literacy personnel maintain the interest and patience necessary to persist through the inevitable "rough spots" in learning. (Kent State University, 1995)

ADULT INSTRUCTION - DEVELOPING CURRICULUM

Experiences of Learners: A Place to Start Learners' Lives as Curriculum *by Gail Weinstein Shr*

The United States is a nation of stunning diversity. Beginning with the first native--European contact, waves of immigration from all corners of the globe have intensified the degree of linguistic and cultural diversity and increased the challenge of providing educational programs to changing families. By best estimates, there are as many as 14 million adults in the United States whose native language is not English and who have serious difficulty speaking, understanding, reading, or writing English. The results are felt in every workplace, school, and community.

The results are also felt powerfully within families in many ways. For example, in language minority families, language and literacy play a particularly poignant role in exacerbating normal stresses among generations. Because children are usually in a position to learn English more quickly than their parents, roles in immigrant families are often reversed: adults depend on children to translate and

solve language and literacy-related problems. When children no longer feel that their parents are in control, when the knowledge of elders is no longer seen as useful, the family loses its ability to teach and protect its members. Adults lose moral authority over children. School failure, alcoholism, drug abuse, and gang membership are common consequences.

Intergenerational stresses are one example of how a real and significant family concern can become a building block for Even Start program development and service to families. Even Start can help families develop English language and literacy skills while providing a forum to tackle the problems of daily life, remember and celebrate the past, and strengthen the connections among the generations. To address the needs of culturally diverse learners, Even Start practitioners may wish to explore these promising directions.

"When we got to America, my sons began to grow faster. Sports and American food made them grow tall. Before, in Laos, they liked Lao food, and they ate everything. Now they don't like our food any more. They like McDonald's and they drink lots of Pepsi."

Many Southeast Asian mothers say they are concerned that their children no longer like their cooking. Concerns that may seem trivial are often "codes" for adults' more serious concerns, like losing authority over older children. Even the most sympathetic administrators and teachers may have priorities that do not match those of adult learners. A program focusing on early childhood programs may miss the clues that parents are more concerned about their relationships with their preteens and the imminent dangers of gangs or drugs. A preset curriculum featuring practice in the writing of checks may overlook the fact that many refugees do not elect to keep their money in a bank.

Asking, watching, and listening are essential for learning about the realities of adult learners' lives. Learner writing, language experience stories, and interviews (collected in English or translated from the native language) are all rich potential sources of information about the family and its concerns. Adult learners themselves can provide input in planning and development of curriculum and in the daily enactment of classroom instruction. It is also critical to open channels of communications with knowledgeable community leaders who can be important allies—and sources of information.

"I help my kids. I teach them good things. I play with them. I protect and correct them. My kids help me too. They bring me things. They teach me English. Maybe they will take care of me when I grow old."

In the rush to teach parenting skills, we sometimes forget that most immigrant adults come from communities that have been parenting effectively for centuries, resulting in strong, interconnected families. Some traditional ways of doing things may continue to work while other strategies become inappropriate or unworkable in a new setting. While information about American laws and belief systems are

invaluable for newcomers, the experiences and guidance of others who have already managed this transition may be the most powerful and helpful strategy.

[P]eople who are literate in their native language learn a second language more quickly in the classroom. In addition, people who are proud of their native culture seem to experience more success in adding an additional language and culture to their repertoire. Conversely, those who are made to feel ashamed of their language or culture pay the price in terrible ways.... Even Start programs must work to increase options without undermining the linguistic and cultural underpinnings of family life. Integration of old and new is not an easy process, but it can be joyful when opportunities exist to discuss, compare, reflect, and experiment.

"I love my grandchildren very much. I am learning English so I can talk to my grandchildren. But I also want them to understand a little Chinese. I think every language is useful!"

When adults are asked why they want to learn English, they rarely raise "survival" or "life skill" concerns. Many ...newcomers are excellent survivors (or many of them would not have made it here). Apart from access to adequate employment opportunities, adults' most pressing need is communicating with children and grandchildren. A critical function of language is the transmission of culture and values, including teaching children where they have come from and where they are headed.

Stories of the past, folk tales, fables, proverbs, and direct instruction facilitate that process, and all depend on shared language. When families find themselves in new environments and children are learning a new primary language, these channels for passing on life wisdom can be interrupted.

Thoughtful family literacy efforts can help reestablish those channels. Proven strategies include encouraging the development of mutual languages between children and adults (including native language for children), weaving oral history and culture stories into the fabric of educational work, and inviting children to learn from their own community elders.

"My boy left for school every day at 8 and came home at 4. My neighbor told me he had been expelled months before. I depended on my boy to read all the papers from the school. I had no way to know."

A father does not know what is happening with his son. A Puerto Rican grandmother hears a Chinese woman complain that she feels like a stranger in her own house because she does not understand when her grandchildren speak English. At this moment, she learns that she is not alone; her dilemmas are shared by others. There are no easy answers for managing family life in a stressful world, but when adults turn to each other to compare experiences about children's schools, discipline, community services, language use at home, or any

number of issues, a community of support begins to build. When adult learners share experiences, they begin a process of reflection and collective problem-solving. Family literacy programs offer extraordinary opportunities for those communities to grow.

From *Look at Even Start*, Issue 7. (1995). Portsmouth, NH: RMC Research.

Documenting Students' Interests and Goals with the Family Action Plan

Whether a program decides to purchase curricular materials, develop their own, or use a combination of the two, the curriculum must meet learners' needs and interests. The following material is adapted from *The Family Literacy Answer Book* (1997) published by the National Center for Family Literacy in Louisville, Kentucky.

Curriculum in family literacy programs must be based upon the talents, abilities, and concerns of each family that enrolls in the program. Program personnel help families develop goals and then develop, with the adults, strategies to address each stated goal or need. Many programs use family action plans (FAPs) to organize the goals and wishes of families and turn them into concrete action steps. In family literacy projects collaborating with Head Start, the Family Partnership Agreement is used to assist in the development and achievement of individual and/or family goals. Regardless of your partners, family action plans provide the focal point of integration: family interests and needs. You should be sensitive to each family's comfort level in determining when to introduce this process to newly enrolled families. In the meantime, remember to listen and watch each family to identify strengths, needs, and interests.

Family action planning forms often include a list of personal and family interest areas; a matrix for recording interests, goals, and target dates, with a column for prioritizing actions; and a chart that outlines resources, barriers, and action steps. These forms allow adults to identify areas of concern as well as subjects for exploration and growth.

Few people...have much experience setting goals and planning sequential steps toward [them]. We recommend that you and your staff team members complete family action plans of your own, using your own goals. It should not be just an exercise. Be as "real" as possible. Involve spouses and other family members in creating the plans. Then when you come together with completed plans, concentrate on the feelings and the process you experienced, not the content of the plan. Each plan is private, even for the purpose of an exercise. Sharing experiences and feelings will help you to identify with the families' planning efforts and will give you real stories and ideas to share. [I]dentify your feelings, write them on chart paper, and "change places" with the families in the program for a moment. Consider these questions as a team:

- When should this process be introduced?
- Who should facilitate the plan?
- How will the information be used?
- Who will monitor the progress?

- When will families need to update their plans?

After you have discussed these issues, you will be ready to devise a system for implementing the process.

- Every family has goals for its members, even though they may be unable to easily articulate them at first;
- Before you begin to assist a parent with an FAP, you should know the family and have a relationship with the parent based on mutual respect and trust;
- It is probably best for one staff member to work with a parent in developing a plan. This person could be the adult education teacher or the home visitor but other staff members may be involved at the discretion of the parent;
- Completing the FAP will take time. The parent will need to think about the plan and consult family members and relatives. Some groups may need to consult the clan leader or other community members as well;
- Parents need practice in identifying goals and breaking down projects into steps. They may find it helpful to try out the process with less personal matters before they begin their own FAP. You might provide practice during parent group meetings, classroom time, or home visits;
- Parents and families, not staff members, own and are responsible for their plans but you do play key roles in assisting and supporting families as they progress toward their goals; and
- You should expect that parents may set unrealistic goals for their families. Be ready to gently explore the choices and outline the steps so parents can choose the best strategies and processes for themselves throughout the components.

Family action plans take time and effort, but coupled with the academic assessment of the individual members, they define the content for family literacy programs: family interests, goals, and needs. You can use the goals and plans to inform curriculum, as you and your staff team integrate relevant content.

Involving Learners in Developing Curriculum

The *Integrated Family Literacy Curriculum: Cleveland Even Start* offers suggestions for ways to incorporate student goals and interests in the curriculum.

Some long-term goals are dictated by the nature of family literacy. These will cut across individual thematic units; that is, every instructional session should offer opportunities to:

- enhance parents' self sufficiency and all family members' self esteem;
- reduce isolation and develop trust and a sense of community;
- help parents create and maintain home environments that are conducive to learning;
- help parents, school personnel, and community members broaden their perspectives on family learning.

Each instructional unit should also include goals related to content, process, and affect or attitudes. The model used to develop this curriculum begins with parent

education and weaves basic skills development into broad content goals related to parenting. Within this broad model, content goals will vary according to the theme that provides focus for lessons, and they may also vary among individual parents. Within a focus on home safety, for example, parents whose children are disabled may have different interests and concerns than other parents, as well as common concerns.

Process goals refer to growth in reading, writing, and problem-solving—the tools of learning and effective parenting. These must be interwoven with content goals. (This is one hallmark of integrated curricula.) That is, each thematic unit must offer multiple opportunities for reading, writing, math, discussion, and problem-solving so that parents and children will learn content and grow as literate people.

Finally, learners need to develop and maintain positive attitudes about themselves and their children as readers, writers, and problem solvers. An atmosphere of respect and acceptance in the classroom models this goal for learners. We recommend that all three types of goals—content, process, and attitudes—be addressed as each unit is planned.

Involving parents in establishing instructional goals has several direct benefits. First, learners will understand long-term literacy goals and the steps necessary to achieve them. Second, input into instructional direction often heightens learners' commitment to the program. And finally, the process used to establish instructional goals can be generalized to other situations in families' lives. Learning to employ this process in family literacy programs can enable parents to use this planning process in other areas of their lives.

Involve learners in evaluation. Encourage learners to assess their progress toward the goals they have set for themselves, their children, and their families. Periodically (perhaps monthly) ask learners to consider questions such as these as they think about the goals they have set: What have I done to achieve this goal? Am I (are we) making progress toward meeting this goal? Am I satisfied with my progress? If not, what changes do I need to make? Questions may be addressed in discussion with a trusted family literacy staff member, or learners may write their answers in their journals. Either way, considering questions such as these will help learners stay focused on their goals and promote learner responsibility for their own learning. Answers to the questions will also provide helpful evaluative information for the program.

In addition to evaluating their own progress, we recommend that learners be involved in the evaluation of instructional sessions. For example, you can conclude sessions by asking, "What did you learn today? How might this information be helpful? Do you feel as if you made progress today? Why?" The success of individual lessons is best judged by answers to questions such as these. Again, answers could be shared in discussion or learners could write answers in their journals. [These] evaluations should be linked to subsequent instructional planning. That is, you and your learners should continually be

asking, “based on this information, where do we go from here?”

Encourage sharing, thinking, talking, and listening. Make use of small group and whole group activities whenever possible. Vary group size by task and learner preferences. Most learners will participate more freely as part of a pair than they will in a whole group activity. Regardless of group size, the camaraderie that develops among learners creates a pleasant and productive learning environment. Moreover, learners have opportunities to learn from and with each other. We offer this advice: Talk a lot!

We also advise that you encourage learner independence in both literacy activities and decisions about parenting issues. Don't give answers; suggest options. Better yet, ask, “How could you solve this problem?” “What's one thing you might try?” “How will you know if your solution is successful?” Learner independence is the overall goal, and it can be achieved most easily when learners are challenged to grow and supported in their efforts.

The importance of group interaction and learning cannot be stated too strongly. As a result of group interaction, learners develop friendships and begin to function as support groups for one another. They also learn both what they know and that they know, which are valuable insights that can help them become self-assured learners. In addition, responsibility for learning fosters the sense of ownership that promotes continued active involvement in the family literacy program.

Finally, be a good listener and watch for “teachable moments.” Instructional plans should be flexible enough to take advantage of interesting, potentially productive, yet unpredictable classroom developments. This ability to create lessons based on unpredictable occurrences is especially important to developing curriculum that is responsive to learners' needs and interests. If learners seem to be off on tangents, capitalize on the teaching and learning that can be accomplished in those domains. Virtually any topic can serve as the basis for a literacy lesson.

The time you spend in family literacy sessions is valuable. It should be a time of shared inquiry and language interaction, a time of human involvement in the pursuit of learning. A successful environment for literacy learning can be tremendously satisfying for all involved—for learners, their children, and you. (pp. 3-5)

Curricular Resources

Equipped for the Future (EFF)

In 1994, the National Institute for Literacy began its standards-based work on system reform for adult literacy. Many educators are now familiar with the EFF roles of parent/family, citizen/community, and worker and the purposes for learning: access, voice, action, and bridge to the future. Based on feedback from

the field at every step of development, EFF describes 16 standards in four categories: Communications Skills, Decision-Making Skills, Interpersonal Skills, and Lifelong Learning Skills. The on-going development of tasks and assessment are invaluable to creating curriculum.

For more information on the specific standards, the program quality model, and the eight-step teaching-learning process visit the site <http://eff.cls.utk.edu/fundamentals/default.htm>

Commercial Curricula

Many educational publishing houses now offer family literacy materials that are often displayed in the vendor areas at professional conferences. In addition, the U.S. Department of Education and nine State Departments of Education funded the development of two video and work-text family literacy series called Madison Heights/Lifelines. More information is available at www.intelecom.org/ilrn/aduted/adultedindex.htm.

Integrated Curriculum

After determining the interests of learners, the next step in developing a program-specific curriculum is to develop thematic units. Focused on themes, an integrated curriculum incorporates basic reading, writing, listening, speaking, math, and problem-solving skills in the exploration of a topic, mirroring the way adults address real-life problems.

Curriculum Integration in Even Start Programs. Occasional Paper #5, Timothy Rasinski and Nancy Padak, Kent State University

One of the hallmarks of constructivist literacy curricula is the notion of integration. Integration can take a variety of forms and serve a variety of purposes. The underlying rationale for integrating literacy curricula is the creation of a much more authentic and purposeful context for literacy learning. Through the various connections made with other people, resources, agencies, and contents, learning is reinforced in multiple contexts.

In reality literacy is not a subject at all. Rather, it is a tool or instrument that we use to learn about and explore our worlds and the worlds of others. As such, literacy teaching and learning is more functional and effective when it is taught within the context of inquiry into other disciplines, when it is used to address questions and needs of the learner, and when it is used to enrich the lives and provide pleasure for the learner. This is cross-disciplinary literacy integration.

Integration can also occur between agencies. When an Even Start program communicates and coordinates its curriculum with the local elementary school, early childhood center, or social service agency, the program is widening the scope of its curriculum and instruction, lessening the chance for duplication of efforts, and setting the stage for multiple opportunities for specific learning to be put into practice.

Another form of integration that is an essential part of all Even Start programs is across-age integration. By across-age integration we mean using literacy to make connection between persons of different age groups: parents and children, grandparents and children, and so forth. Even Start programs consciously attempt to take advantage of this form of integration because we know that early literacy learning is most effective when it includes the active, purposeful, and encouraging involvement of parents and other important adults in children's lives.

The purpose of this paper is to report on an investigation in which Ohio Even Start programs reported on their attempts to create integrated curricula within their programs. By identifying and describing ways in which various ES programs around the state integrate their curriculum, we hope that new and existing programs may find inspiration and useful and varied models for their own programs.

In Even Start, an integrated literacy curriculum is one in which learners use literacy (and authentic reading materials) to become more effective parents and teachers of their children, to more effectively deal with life's problems, and to achieve academic credit and recognition. In a sense, integrated curricula allow learners to "kill two (or more) learning birds with one stone." In the process of learning a specific content, learners use their reading and writing skills and through that use, simultaneously improve their literacy skills. Because of this notion of achieving multiple levels of learning through one activity, integrated curricula are, in theory, efficient.

An integrated curriculum model holds much promise for programs like ES. But implementing such a model is no easy task, in part because of the variety of forms and purposes for integrated curricula and in part because of the novelty of this way of curriculum planning. Results from the ES survey, which we provide below, may offer suggestions and support for those wishing to capitalize on this innovative and worthwhile way to teach and learn.

The first question we asked the ES programs was to describe the nature and content of their integrated curricula. Not surprisingly, most of the programs define their integrated curricula in terms of the themes they designated as focal points. Themes serve as a centerpiece or unifying anchor for curriculum development and the instructional process. By using themes the ES programs provide a focus on issues that are relevant to both adults and children and allow both to employ their literacy skills to explore the theme with sufficient breadth and depth that the learner is satisfied that s/he has answered all her/his outstanding questions and concerns about the theme.

Among the themes chosen by the programs are the following: consumer skills, child discipline, childhood safety, stranger safety, health and drug prevention, summer safety, summer fun, and holidays. These issues are relevant to parents and children and provide a natural incentive for learners to engage actively in

learning about the topic and exploring the topic through literacy.

Around these themes planned activities are developed for learners to explore these topics while employing their literacy and other learning skills. Materials (especially children's books, magazine articles, and other types of informative printed text) and resources are identified, gathered, and integrated into the activities in order to augment the learning activities and provide a sense of authenticity to them as well.

Some programs identify more generic foci that allow greater flexibility in what students explore and learn. These more general organizers included the following: hands on, sensory experiences; Montessori education; homemade toys; large muscle play; current issues; and problem solving. One potential difficulty with the more general foci is that parents may not make the connection between what they are doing in the name of learning to read and write more effectively and the relevance of the activities to their own lives or the lives of their children. And, as a result, the incentive to learn and engage in literacy may be diminished.

As you may surmise, the success of integrated curricula depends upon extensive planning on the part of the Even Start staff. Most programs responding to this survey meet regularly (weekly) with several staff members planning and coordinating learning goals and activities. Some programs include parents in the planning or see the need to involve parents and get their input.

One of the first steps in planning involves taking a look at [program] goals [and family interests]. Next, the staff works together to identify a theme that reflects the goals and interests. Particular attention is also paid to the time of year, upcoming events in the school or community, and the unique nature of the community itself when deciding upon a theme.

Once the theme is decided upon, the planning process moves quickly. Resources are identified to explore the theme. These include text materials for reading; non-text materials such as films, art supplies, and other media; and human resources/experts from the surrounding community. Text material can be found mainly in local and school libraries and may include stories and poetry for children and adults, magazine articles, and nonfiction books. [Increasingly, WWW-based resources are also used.]

Learning strategies are also inventoried for their use in exploring the theme. Reading methods such as KWL, semantic and story mapping, response journals, list making and other approaches to literacy development are examined for their utility in the particular unit theme.

The next step in the process of planning for instruction involves putting together the goals, materials, and instructional strategies as a sequence of coherent lessons or learning activities. For example, in the study of summer safety for

children the plan may include a talk by a local police officer on traffic safety supplemented by a film for children and adults. Parents might later read and discuss among themselves the content of several magazine articles and pamphlets on traffic safety. These readings are [supported by] instructional strategies such as story mapping, list-group-label, and the Directed Reading-Thinking Activity (DR-TA). Adults later write their own personal responses to this reading and plan their own strategies for informing their children about playing it safe in traffic. Future lessons continue to develop the theme of summer safety for adults and children.

The final step in the planning process involves [evaluation]. Again beginning with the goals, the Even Start staff plan ways to assess the extent to which the parents and children have achieved the [unit] goals. Evaluation methods may include observation as well as interview and discussion. [Also included may be] formal or informal testing or analysis of parents' and children's own response to the lessons.

As in any type of curriculum innovation there are obstacles, some anticipated, others not, that cause difficulties in the full and smooth curriculum implementation. Time is a major problem. As one ES director said, "There never seems to be enough time to do the things you want to do once you find them. Nor is there enough time to plan the curriculum."

Providing sufficient training so that staff understand integrated curriculum is also important. Having only a partial understanding of integrated curriculum can cause problems in planning because staff members are not sure of what they are to be doing. The safe thing to do when problems occur is to resort to what is known and familiar—traditional curriculum in which learning objectives, parents, and children are treated in isolation. Unfortunately, this safe choice may yield less than optimal learning outcomes.

Coordination among staff members is critical. In implementing integrated curricula, it is important that staff members be committed to the process from the outset and, even if they are not fully aware of the process of developing and implementing such curricula, that they understand its conceptual nature and are willing to try new ways to make learning easy and effective for students.

Materials can also pose a significant problem in the development of integrated curricula. Learning where to find materials is an initial problem that can be overcome with little difficulty. Finding materials that meet parents' diverse reading levels may be a more forbidding problem. The answer here may be to rewrite materials for less able readers or, perhaps more appropriately, to provide less able readers with greater levels of support so that they may be able to negotiate even the more challenging texts successfully.

Similarly, planning for age differences in children between siblings or between families can cause problems. What some children may find fun and enjoyable

may not be the case for older or younger children. Again, the answer here is to offer different but complementary activities for children of various ages or to adapt one activity so that children of various ages may engage it at different levels and thus find it rewarding and enjoyable. Mixed-age, small group activity, with groups engaging in different but related tasks, is another possible solution for this problem.

Because one lesson or activity sets the stage for future activities, attendance by ES clients is important. Spotty attendance by some parents and children can complicate the successful implementation of the program. Program planners need to develop ways to encourage parents and children to attend ES activities on a regular basis. [W]hen attendance becomes a problem, finding out from parents why they are not attending may allow ES staff to modify the program to make it more attractive to parents.

We asked programs to identify what they felt were the key factors involved in any success they experienced with integrated curricula. Matching topics to families' needs and interests appears to be the most important factor for success. When parents see the value of a particular topic to be explored, they are more likely to engage themselves in the topic with interest and enthusiasm. Another success factor is taking the extra time in planning the integrated curricula. Going the "extra mile" to ensure that everything is thoroughly planned, that materials and resources are available, that activities are sequenced, that teachers understand the procedures, and that areas of responsibility for the curriculum are assigned will make it less likely that unforeseen problems occur and that the curriculum can be implemented as planned.

Other programs mentioned the need for [parents'] cooperation and support. Parents in one project knew early on that the integrated curriculum was new. Program staff asked for parents' support, patience, and cooperation as they worked their way through it. Parents responded positively and actually helped design a more effective program. Another program involves parents in the planning, especially the designation of topics. Along with this, the long-term advertisement of topics to be explored in future weeks (e.g., CPR, home safety) attracts parents to the sessions.

Finally, the need to stick to it, even when it seems unlikely that the integrated curricula will be successful, was reported as a success factor by one program. This ES program advises others not to give up too early—integrated curricula do work, they just take time and effort and a willingness to take risks in making learning effective and meaningful for parents and children....

Integrated curricula are a rather radical departure from traditional piecemeal approaches to education. Integrated approaches attempt to teach literacy and other needed information-processing skills in a functional context that allows

learners to use these skills for real reasons— to learn to be a better parent, to help a child prepare for school and reading, and so forth.

We are heartened by the work done by several ES programs in Ohio to develop and implement integrated curricula. These approaches require more planning; there are no preexisting integrated curricula packages that can be purchased and implemented. They require ES programs to learn about their clients and their clients' needs and interests. They require extensive coordination between ES staff members and between ES and other agencies.

But the payoff is potentially great. While learning literacy skills, students learn other important information to help them in their daily lives. Moreover, students (and teachers) learn that literacy is not an isolated skill in itself, but a tool or key that will open doors and opportunities for making better, independent lives for themselves and their families.

This work was supported by a grant from the Ohio Department of Education, Division of Federal Assistance, Contract # 06 29 76 EV-ST-95.

The *Integrated Family Literacy Curriculum: Cleveland Even Start (1995)* contributes some very practical ideas for creating an integrated curriculum.

Suggestions for Developing Lesson Plans for Integrated Basic Skills and Parent Education

1. Develop and update a list of topics with your class formally or informally that reflects their interests and concerns. You might come back to an earlier list and do webbing, outlining, or K-W- L
http://literacy.kent.edu/eureka/strategies/k_w_l.pdf to get a more specific direction just before you plan a unit.
2. Consider the assessment information that is available -- standardized tests, observations and samples of writing, reading, and self-expression to give you an idea of the range of abilities and the individual needs in the class, including any learning or physical disabilities. Lessons should build on the academic levels of your students. Be sensitive to the different learning styles that exist within the class. For example, we enlarge the print of handouts whenever possible to accommodate a legally blind student who can see shapes.
3. Try to keep abreast of current news and local events to see what might affect and interest students and what is available at movies, holiday celebrations, museum exhibits.
4. Collect materials before you need them. Materials come from everywhere - museums, libraries, newspapers and magazines, children's activity and craft books, children's literature, other programs such as [Title] I, Family Life, and other prepared curricula such as the Ohio FACT curriculum, workshops, etc.
5. Develop a sense of topics in your head (and perhaps on paper) that you think are important to your students so that when an opportunity or time

- arises, you are prepared to incorporate the information. Examples are metrics, health issues, nutrition, resumes, etc.
6. Think about what parts of a lesson are best done alone, with the support of the entire class, or in pairs or triads. Also think about different media you can use.
 7. Incorporate self-evaluation assessment into the lesson. A K-W-L strategy is a wonderful way to summarize as a class what you have learned. Or learners can complete journal entries about what they learned or what they want to remember to tell their children. A checklist of what parents and children did with a take-home activity gives you and your students a record and a sense of what was learned.
 8. Have outcomes in mind that include reading, writing, listening, speaking, and problem-solving; that incorporate both basic skills and parenting; and that reflect what students have indicated they are interested in learning. For example, in a unit on dinosaurs, pairs of students could read material on the characteristics of reptiles, birds, and mammals in preparation for class discussion on the classification of animals. Or individuals could study dinosaur prefixes in preparation for a class game on creating a dinosaur name and having the class figure out what kind of creature you are. They could also compute time differences on a time line that includes BC and AD. And they could discuss children's fears of monsters, the age appropriateness of particular fears, and how parents can help to allay those fears.
 9. Develop lesson plans that have thematic cohesiveness in your mind while planning, but try to see the connections from the students' perspective when teaching. Detours are often detours to the teacher only; to students they are opportunities to learn -- teachable moments. Flexibility in teaching is critical. An example of this occurred when a student asked what the difference among fable, folktale, and myth were when reading an African Anansi the Spider tale. You do not need to have a ready answer. Use the dictionary [or the Internet]. Think of examples. Have students volunteer to look it up in the library [or online].
 10. Planning can begin at any point - - topic, book, field trip, activity, a question from a student. For example, a unit on weather resulted from a field trip to NASA and a study of the solar system. A unit on women's reproductive health came as a result of informal talk among students after class.
 11. Plan ahead. Although you may have topics blocked out for a month in advance and materials gathered, actual lesson plans are best done a day or so before to allow for flexibility.
 12. Timing is very important in order to capitalize on interest and relevance. Don't try to extend a lesson too long. Better to come back, review or recall, and then add new material.
 13. You do not have to know everything. If you see yourself as a facilitator -- "the guide on the side rather than the sage on the stage" -you can urge students to think through a problem inductively and to bring in additional

- information. When you say that you don't know but model how to find out, the class learns more than the content of the answer.
14. Use as many hands-on activities as possible to convey abstract concepts. A favorite one is teaching mean, median, and mode and bar graphs with small packets of M&Ms. Recently we used popped corn in a large box lid dropped from different heights to demonstrate the Richter scale for earthquakes.
 15. If you ask students to complete activities outside the classroom, the tasks should be able to be accomplished quickly and easily.

Lesson Plan Sites

These lesson plan sites for adult education are annotated for easy use.

<http://www.lhup.edu/ablenet/profdev/lessons/lessonplans.htm>

Sponsored by West Branch Technology Center in Lock Haven, PA, these tech-related lessons cover such topics as web page design, online learning, and using specific software.

<http://www.lacnyc.org/resources/curricula.htm>

This site consists of a variety of instructional ideas sponsored by the Literacy Assistance Center: general; ESOL; children, youth, and family literacy; and workforce development. It is linked to *Surfing for Substance: A Professional Development Guide to Integrating the World Wide Web into Adult Literacy Instruction* <http://hub1.worlded.org/docs/surfing/>.

<http://research.umbc.edu/~ira/lessweb.html>

This is a gateway for more than a dozen other annotated lesson plan sites designed for adult education and ESOL students.

<http://literacytech.worlded.org/nelrctech/author/>

This how-to site on developing web-based lessons includes 1) how to search and evaluate sites; 2) a lesson plan template; 3) sample handouts, and 4) supplementary materials. "Suggested Sources" link has information about consumerism, entertainment, news/weather, food, health, history, job searches, parenting, recipes, general reference, science, and travel. The site is sponsored by NE Literacy Resource Center and World Education.

<http://www.nwlincs.org/NWLINCSWEB/VarLP.htm>

NW LINCS provides a gateway to a variety of extensive lesson plans sites and resources. The sites are organized on a chart under the categories of Lesson Plan Databases: Teacher; Collection of Lesson Plans Links by Teacher or by Education Institution; and Student Interactive Exercises. Some sites require registration (free of charge). Sites vary in their ease of navigation. There is a wealth of material here.

<http://www.monroe.lib.in.us/vital/othersites.html>

In addition to two online newspapers for adult new readers, the annotated list of adult literacy web sites provides links to national literacy organizations, lesson plans, resources, and volunteer groups for tutors and for those who want tutoring.

<http://www.alri.org/litlist/lessons.html>

This annotated, alphabetized list of adult education lesson plans for basic skills would be better organized by category. The Literacy List and David Rosen compiled the list.

http://www.twc.state.tx.us/svcs/adultlit/svcs_for_txns.html

This Texas Workforce site includes ESOL, technology, and workplace teaching resources.

<http://www.kqed.org/topics/education/educators/lessons/adult-learning.jsp>

KQED public broadcasting in the San Francisco Bay Area maintains this site, which includes collections for African Americans, Asian Americans, American Indians, and Women's Studies as well as lesson plans for adult learning. Organized by the categories of Study Skills, Family, History, and Memory, and Media Literacy, lesson plans can be downloaded in Word or pdf.

<http://www.palmbeach.k12.fl.us/adultesol/LiteracyFoundations/WorkforceDev/03.01.pdf>

This is a single lesson plan on job promotion for an ESOL/workplace class.

http://www.brown.edu/Departments/Swearer_Center/programs/literacylessons/lessonsindex.shtml

Swearer Center for Public Service at Brown University sponsors this well-organized, easy to navigate site of lesson plans for all areas of language arts—reading, writing, vocabulary, grammar, speaking, and listening. Search lessons plans by objective, program type, or level. Each lesson contains sections on procedure, skills, and evaluation.

<http://www.moreheadstate.edu/adulted/index.aspx?id=4822>

This home page of Adult Ed Academy at Morehead State in Kentucky organizes links as General (includes the KYVAE Kentucky Virtual Adult Education site), Instruction and Curriculum, Family Literacy, ESOL, Learning Disabilities, Professional Development, and Other Adult Education Resources. The site is clear, comprehensive, and easy to navigate.

<http://www.lhup.edu/ablenet/profdev/lessons/abelitplans.htm>

Sponsored by ABLE Net of Pennsylvania, these lesson plans address computer-based learning and basic computer skills for adults.

<http://www.nytimes.com/learning/teachers/lessons/archive.html>

Lessons for grades 6-12 developed by Bank Street College and the New York Times are organized in 16 categories and searchable by keywords. Check to see whether the lesson plan is appropriate for adults.

<http://www.pbs.org/newshour/extra/teachers/>

PBS Newshour Extra's Teacher Resources provides lesson plans in seven content areas with hyperlinks to other information sites. Lesson plans give time, grade level, correlations to national standards, objectives, overview, and materials. Teachers can register for email updates on news and lesson plans.

<http://www.nwlincs.org/NWLINCSWEB/abemath.htm>

Northwest LINCS maintains this ABE Math Classroom with extensive links to resources for teachers and students including full curricula, activities and information for students, testing, worksheets, individual lesson plans, bilingual lessons, and online learning.

<http://www.nwlincs.org/NWLINCSWEB/aberead.htm>

Northwest LINCS also created the ABE Reading Classroom with a wide variety of teacher and student resources for reading in a similar format.

<http://www.nwlincs.org/NWLINCSWEB/elclass.htm>

This is the Northwest LINCS EL-Civics site with information, resources, and lesson on government and citizenship for students and teachers, some of which are bilingual.

<http://www.nwlincs.org/NWLINCSWEB/abelang.htm>

The Northwest LINCS site ABE Language Skills Classroom offers information, resources, and lessons on grammar, spelling, and writing for students and teachers.

<http://mathforum.org/teachers/spanish/>

Teachers' Place provides links to the Internet Math library, games, publications, lessons and activities, organizations, and competitions—all in Spanish and all relating to math.

<http://iteslj.org/links/TESL/Lessons/>

In addition to the database of 9,653 individual ESOL lessons, this site maintained by the TESL Journal (Teachers of English as a Second Language), has links to teaching techniques and teaching tips. The navigation is a little slow.

<http://www.peacecorps.gov/wws/educators/lessonplans/>

Peace Corps Classroom provides short lessons with worksheets to teach cross-cultural understanding. The site has links to downloadable publications that are resources for the classroom.

<http://www.floridatechnet.org/GED/LessonPlans/Lessons.htm>

Sponsored by the Florida GED 2002 Project, the GED 2002 Lesson Plan Bank offers lesson plans in a standard format in the 5 areas covered by the GED and one called Interdisciplinary. The lessons tend to be very teacher-centered.

<http://www.lacorps.org/docs/Resources/EcoAcademy.pdf>

An attractive, well-organized site, called The ECO Academy, maintained by the Los Angeles Conservation Corps, provides lessons to promote environmental concepts and stewardship. Lesson plans are organized by the categories: Natural Environment, Human Environment, Community Greening, and Teaching Environmental Service.

<http://www.able.state.pa.us/able/cwp/view.asp?Q=82491&A=13>

EL-Civics curriculum projects from the Pennsylvania Department of Education vary in interest and detail.

http://literacy.kent.edu/GTE2/fam_cent/fam_cent_index.html

Directions are given for simple family learning activities from a project sponsored by GTE and a resource center.

<http://www.lvarv.org/el-civics/NewLessonPlan%20Index.htm>

LVA of Roanoke Valley, VA maintains this English Literacy/Civics site organized by categories of Employment, Health Literacy, Technology, Everyday English, and Mini Sessions. The lesson plans include worksheets.

<http://www.thirteen.org/edonline>

WNET Educational Initiatives and the National Teacher Training Institute sponsor Thirteen Ed Online, an attractive, well-organized but somewhat slow site with excellent Internet-related lesson plans in the content areas of Social Studies, Mathematics, Science, Technology Education, Multi-Disciplinary, Language Arts/English, and Art. The format includes pages for Overview (objectives, relation to various standards, and media components), Procedures for Teachers (steps and cross-curricular activities), and Student Resources and Materials (worksheets and web sites).

<http://www.nwlincs.org/NWLINCSWEB/Lessons.htm>

This collection contains lesson plans for ABE, GED, ESOL, Technology, Work Skills, EFF and two miscellaneous categories Variety, and Teacher Generated, all on one site.

http://www.practicalmoneyskills.com/english/at_home/

Sponsored by Visa, Practical Money Skills has 9 searchable categories: Home, Live Events, Budgeting, Banking Service, Saving and Investments, Credit Cards, Debt, Smart Shopping, and ID Theft and Security. Each category has three areas: Learn It, Do It, and Use It. Icons indicate the type of material—print, interactive web site, quiz, etc. The site is clear and easy to navigate.

<http://www.nwlincs.org/NWLINCSWEB/eslclass.htm>

NW LINCS uses their typical format to organize many ESOL sites, some familiar like Dave's Café to others not as well known as the Tennessee Curriculum Resource Book.

<http://www.nwlincs.org/NWLINCSEWEB/student.htm>

The NW LINCS student study page is a treasure trove of links to Daily Lessons, Student Help, References, Study Skills, and Treasure Hunts (practice searching). Every student should bookmark this site.

<http://www.nwlincs.org/NWLINCSEWEB/teachtool.htm>

The NW LINCS Teacher's Tool Box is well named. Links to Class Management, NW LINCS Pages, Web Tools, Virus Data, Teaching Tips, Research, Lessons, References, Fun Stuff, and Online Classroom Space make this a site all teachers should bookmark.

<http://www.quia.com/pages/elcivics.html>

These clever teacher-generated ESOL activities—vocabulary and cloze—rely on *On Common Ground* and *Crossroads Café* work-texts. The computer-generated “flashcards,” for example, are easy to use; the games require Java.

<http://www.swaduled.com/lessons.htm#online>

Developed by Colorado educators, these online lesson plans include Webquests, Webtasks, Onsite, and Links. The site has useful lessons but navigation is not always clear.

<http://www.geocities.com/sgaer/occatcsol/adult.html>

Web Power contains a few lesson plans on consumerism, health, and CASAS competencies.

Teaching Strategy Sites

<http://literacy.kent.edu/eureka/strategies/index.html>

Teaching and learning strategies for reading, writing, and more.

<http://www.ohiorc.org/>

Type the word “strategy” in the search box to find lessons that show the strategies being used.

<http://www.angelfire.com/wi/writingprocess/specificgos.html/>

Links (almost all still active, as of 3/17/05) to a variety of graphic organizers.

<http://wwwfp.education.tas.gov.au/english/strategy.htm>

A collection of teaching strategies along with descriptions

<http://curry.edschool.virginia.edu/go/readquest/strat/>

A variety of lesson ideas related to using language arts to learn social studies.

<http://www.broward.k12.fl.us/ci/html/about.html>

The School Board of Broward County, Florida, maintains a virtual university that provides both “teaching strategies” and “thinking skills.”

<http://glossary.plasmalink.com/glossary.html>

Glossary of instructional strategies. Some are commercial. Some have links to other information, and others simply offer a sentence of definition.

<http://www-tcall.tamu.edu/toolkit/contents.html>

The ABE Teacher's Toolkit, published by the Texas Center for the Advancement of Literacy and Learning.

<http://www.myread.org/organisation.htm>

"MyRead": Strategies for Teaching Reading in the Middle Years, sponsored by educators in Australia. Describes a variety of teaching strategies, some of which may be inappropriate for adults.

<http://www.glencoe.com/sec/teachingtoday/tiparchive.phtml/7>

A few downloadable graphic organizers. Most seem too visually busy to be effective, but teachers could take the main idea of the graphic and develop a simpler version.

<http://www.muskingum.edu/~cal/database/general/reading.html>

The Center for Advancement of Learning, Muskingum College provides background information on reading comprehension and a chart showing the characteristics of mature and immature readers as well as reading strategies.

SECTION 2: PARENT INVOLVEMENT - PARENT EDUCATION

In the original publication of the *Family Literacy Resource Notebook*, no Parent Education Section was included because only a few published curricula were available. Describing them seemed to be commercial promotion. Since 1998 many free resources and publications based on recent research have become available.

In addition to new resources, there is new accountability in the form of the National Reporting System (NRS), which requires adult literacy programs to document improvement for two selected primary parent goals: 1) to improve basic skills to increase involvement in children's literacy-related activities (typically used for parents of preschool children); and 2) to improve basic skills to increase involvement in children's education (typically used for parents of school-aged children). Included at the end of the section is a list of parent education web sites.

Definition of Parent Education

In the Introduction to *See How We Grow: A Report on the Status of Parenting Education in the U.S.* published by The Pew Charitable Trust in 1996, author Nick Carter describes the contemporary responsibilities of parents:

There is no greater responsibility than raising a child. The health and well-being of children—their sense of self, their values and perspectives on the

world—are all indelibly shaped by parents and those who are charged with their care. The nature of this nurturing will in large part determine a child's chances for success or failure in life.

The challenge of raising a child today is more difficult than it has ever been. As we have learned more about raising children, their developmental needs and the ways in which we can positively affect their health and well-being, the expectations of parents have risen accordingly. Society communicates, subtly and not so subtly, its expectation that parents will accomplish these things, and much more, with their children at earlier and earlier ages

In Chapter 2 of the same publication, the term “parent education” is defined as:

programs, support services and resources offered to parents and caregivers that are designed to support them or increase their capacity and confidence in raising healthy children. Within the realm of family support, parenting education is seen as a central strategy for nurturing and empowering parents in ways that are consistent with family support principles. We use the “parenting” rather than “parent” in an effort to be inclusive of those individuals who are not biological or legal parents, but nonetheless carry the responsibility of raising a child. We use the word “education” to acknowledge that this exercise is, most commonly, a learning activity.

A summary of *See How We Grow* is available at [http://www.wheelock.edu/familiesfirst/See How We Grow Summary PEW.pdf](http://www.wheelock.edu/familiesfirst/See_How_We_Grow_Summary_PEW.pdf)

The 60-page report provides excellent information on types of parent education. It can be requested from The Pew Charitable Trust at http://www.pewtrusts.org/resource_library.aspx

“Compelling research evidence indicates the quality of the home environment in the early years of a child’s life has a powerful and long- term impact on school readiness and early school success,” states an Even Start publication. We talk of parents as “first teachers.” We read in the newspapers and see on TV about the importance of stimulation on early brain development.

Parent Beliefs and Attitudes

The designers of Even Start could not have been more on target with the decision to include parenting as a major component. Compelling research evidence indicates the quality of the home environment in the early years of a child’s life has a powerful and long-term impact on school readiness and early school success. Parents provide a critical foundation for children’s academic competence.

Two important questions need to be addressed by local Even Start programs when developing a parent education and support component: What specific parent beliefs and behaviors are associated with children's school readiness and early school success? What lessons have been learned from other programs aimed at supporting undereducated parents in their child-rearing roles? Fortunately, research conducted in the last two decades offers some answers to these important questions.

Parents Beliefs and Behaviors

It is useful to think of parent contributions of children's school success as a composite or pattern of beliefs and behaviors rather than separate influences. Researchers have examined key parts of the larger pattern, but it is not possible to identify a "magic bullet" or most important influence. Quite simply, things go together. In parenting, the "good things" for children include the following:

- A view of human development as a complex process involving the child as an active contributor to development. Parents who hold this belief understand that children are not akin to pieces of clay to be molded or computers to be programmed. They bring characteristics and dispositions that help shape how people in their social environment respond to them.
- Realistic, in-depth understandings of the child's abilities and interests. It is essential for parents to know their child. This enables parents to form reasonable expectations of their child's achievements and to provide experiences that genuinely challenge the child. Unrealistic or superficial understandings of a child's abilities and interests can lead to under-stimulating or overly pressurized settings.

Recognizing and strengthening literacy experiences that occur within routine family interactions in the home and community. Research shows that young children's experiences with emergent literacy generally occur within normal daily routines such as running errands, family discussions, and such chores as setting the dinner table rather than as isolated events for the sake of literacy.

- Read to children in a way that actively involves the child. Research points to the benefit of reading frequently to young children in a style that encourages a high degree of their involvement. This involves answering questions about pictures; holding the book; turning the pages; and pointing to pictures, letters, or words. Reading and writing materials also should be accessible to young children.
- Use television appropriately. There are many excellent programs on television for young children and their parents. It is helpful for parents to watch television with their children and to talk with them about the programs. Too much television viewing can be detrimental to children's academic performance, however.
- Encourage the child's active manipulation of a variety of stimulating objects. For the young child, kitchen pots, pans, and wooden spoons can be as stimulating as expensive toys. It is important for children's toys and other objects to have many creative uses in children's play.
- Ask children questions that stimulate thinking and promote verbal

problem-solving skills. Open-ended questions contribute to children's critical thinking abilities. It is useful for parents to encourage children to anticipate an outcome or to imagine how someone else might think or feel about something. Children benefit from making their own guided discoveries rather than having answers always provided for them.

- Develop a supportive parenting style. This includes responsiveness, flexibility, warm concern, emotional displays of positive affect toward the child, and acceptance of the child's feelings, interests, and ideas.

This list is not a guaranteed prescription for early school success. How well children adjust to school depends on a number of factors, especially how well the school accommodates a diverse range of child abilities and characteristics. Parents are not solely responsible for their children's academic performance. Adapted from: Look at Even Start. Issue 3. Portsmouth, NH: RMC Research.

Providers' Beliefs and Attitudes About Families

Programs that attempt to create change within families must give careful consideration to their mission and philosophy. Programs that operate in terms of building on the strengths of participating families avoid the pitfall of deficit thinking of "us" and "them," of knowing what is good for others without asking for input.

Family values about child development and child rearing are influenced by many factors: cultural/ethnic traditions; socioeconomic status; social networks of relatives, neighbors, and religious groups; and advice from experts. Personalities and composition of families also contribute to parental beliefs.

Most parents want to help their children. They enroll in programs for support. Parent-child activities, therefore, are a means for presenting new information about how families work in a pleasurable, non-threatening way.

Areas in which adult education and family literacy programs could affect the family include a) the parent's and child's pre-literacy and literacy habits; b) the parent's involvement in his/her child/children's education; and c) the parent's knowledge and application of healthy childhood practices.

Programming for Parent Education

In 2000 the U.S. Department of Education published *Guide to Improving Parenting Education in Even Start Family Programs*, written by Diane DiAngelo and Douglas Powell for RMC Research Corp. The publication contains the following chapters: 1) Introduction; 2) Content Framework for Parenting Education in Even Start; 3) Putting the Content Framework into Action; 4) Measuring parenting Outcomes; and 5) Appendix (Even Start Performance Information Reporting System (ESPIRS) Form E: Progress Indicators. Chapter Two of this publication discusses the goals for parent education. To read this chapter or the entire publication go to http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/7b/e6.pdf or contact ED Pubs--1-877-4ED-PUBS (1-877-433-7827) or

1-800-USA-LEARN (1-800-872-5327) TDD or teletypewriter (TTY), call 1-800-437 0833.

Parent-Child Activities

Family Literacy encourages interaction between parents (read “caregivers”) and children that stimulates a curiosity to explore and learn new concepts while developing a relationship of trust and encouragement for both parents and children. These activities promote children’s cognitive, social, and physical development. They also provide opportunities for parents to model how to do something and to learn to support or “scaffold” their child’s learning without doing the task for them. Such activities include parent-child reading, family math, physical exercise, games, crafts, and daily routines. They take place at home; in PACT (Parents and Children Together) time; on field trips; at school; and in the community at libraries, museums, parks, and even in the supermarket. Parent-child activities provide opportunities to develop a stimulating home learning environment that helps prepare children for school, to experience discovery learning, and to practice language development and communication skills. As a consequence, parents observe how their children learn through play, which can expand and deepen parental involvement.

Reading Aloud

The most emphasized area of parent-child interaction is reading aloud to children. It is never too early to begin reading aloud. Some parents read to their baby in the womb. Babies love the sound of a parent’s voice and the intimacy of being held—and sometimes, the taste of the book. Toddlers learn to turn pages and look at bright pictures. Preschool children enjoy predicting what will happen next, finding clues and identifying and counting objects in the illustrations. As school children begin to learn to read, they like to read to their parents but still enjoy being read to. Whenever a parent reads to a child, it becomes a special time of the day. Some parents read stories at bedtime or naptime for a quiet, intimate time before sleep. Parents find a time that works for them and their children and attempt to make it a daily routine. Children usually sit in the reader’s lap or beside him or her to see the book and to enjoy the closeness.

For parents who have had little experience or lack confidence to read aloud, family literacy programs offer opportunities to practice before they try reading at home. Most libraries have story hours where parents can learn tips on reading aloud by listening. Many libraries also provide kits with books and audiocassettes for listening to books.

The Barbara Bush Foundation recommends the following Family Reading Tips:

- Establish a routine for reading aloud.
- Make reading together a special time.
- Try these simple ways to enrich your reading aloud:
 - _ Move your finger under the words as you read.
 - _ Let your child help turn the pages.

- Take turns reading words or sentences or pages.
 - Pause and ask open-ended questions such as, “How would you feel if you were that person?” or “What do you think might happen next?”
 - Look at the illustrations and talk about them.
 - Change your voice as you read different characters’ words. Let your child make up voices.
 - Keep stories alive by acting them out.
- Ask others who take care of your children to read aloud.
 - Visit the library regularly.
 - Let your children see you reading.
 - Read all kinds of things together.
 - Fill your home with opportunities for reading.
 - Keep reading aloud even after your children learn to read.

Source: Morrow, L.M. (Ed.). (1995). *Family literacy: Connections in schools and communities*. Newark, DE: International Reading Association, p. 186.

In addition to the pleasurable intimacy involved in reading, reading aloud to children develops their early reading skills. The Wisconsin Department of Public Instruction published a list identifying the skills that are enhanced through family reading.

What are the Readiness Skills?

The skills your child develops before learning to read words are listening; sequencing; recognizing colors, shapes, sizes; [learning how books work]; and identification of letters. Activities in every other kind of learning—such as art, oral language, physical skills, and so on—also contribute to the development of a child’s eventual reading ability.

Listening Skills

Your child will be able to listen and say many words before learning to read words. The more words your child [knows], the easier reading will be. Parents have a great opportunity to influence a child’s vocabulary by reading and talking, visiting a variety of places, and exploring and doing things with the child.

The development of listening skills also will improve your child’s attention span. At first don’t expect your child to listen for more than a few minutes, but as time goes on and your child understands more words, his or her interest [and attention span] will increase.

Sequencing Skills

Sequencing is learning to put things in their proper order. A sequence of ideas is needed for playing games, following recipes, dressing or undressing, and for reading. A grasp of the concept of sequence is necessary to understand and follow the continuity of a story.

Reading short stories to a child then asking the child to relate what happened is helpful in developing a sense of sequence. Asking questions during the day such as, "Did we do this first or did we have lunch?" also will help develop this skill.

Interest In Words and Books

You are your child's model for reading and writing. The more your child sees you read and write, the more he or she will want to do so.

You might involve your child in helping you with various activities that depend on written instructions, such as baking a cake or assembling a toy. Make your child aware of your interests and show how print lets you read about them. Take the time to encourage your child's own interests by helping pick out books at the library or bookstore. Parents who read for pleasure, both to their children and for themselves, and whose homes have books, magazines, and newspapers convey to their children the idea that reading is important.

Children need to learn some basic information about books such as top and bottom, front and back, and left to right progression of words and sentences. [Repeated book reading helps them learn these things.]

Letter Recognition

Eventually your child will show interest in learning the names of the letters and will begin to recognize words, such as "stop" on stop signs. It will be clear that your child realizes that spoken words also can be written and that words on paper also can be spoken. Your child may point out words in a book.

Your child can become familiar with letters by playing with a plastic, foam, wooden, or magnetic set of letters. They can be loaded into trucks, lined up in rows, floated in water, or stuck to the refrigerator. Such play will give your child a sense of the similarities and differences of each letter. The letters in a child's name will hold special interest and may be a good place to start letter recognition. Your child may want to look for these letters on signs, cereal boxes, and junk mail. Introduce alphabet books to your child or make one together at home.

Developing Skills

The key is not to present formal lessons, but to keep the emphasis on the fun and companionship of doing something together. Readiness skills can be developed gently and naturally by drawing on your child's day-to-day experiences. In doing this, you will see how quickly your child develops the desire to learn.

How the Library Can Help

The public library has many books for parents and other caregivers to share with a preschool child. The library also has multimedia kits designed to help parents teach young children reading readiness skills. Each kit contains games, puzzles, manipulative toys, listening skills tapes, and more. The library offers a wide variety of parenting books, children's videos, book/cassette kits, and tapes that reinforce reading readiness skills.

"Children cannot discover the delights of books on their own. They need an adult to bring books into their lives and help them discover that books and reading are fun."—First Steps to Literacy—(Used with permission from READ FROM THE START! 1995, Wisconsin Department of Public Instruction.)

"Learning to read begins at a very early age, years before a child ever enters a classroom. Starting in the home, children acquire the language, knowledge, and attitudes that form the basis for reading. Parents are a child's first and most important teachers. They exert a powerful influence on the child's reading development."

—The Preschool Resource Guide—

Source: READ FROM THE START

Parent-child reading can be the foundation for broader cognitive development and stronger family relationships. Many parent programs that emphasize teaching parents how to read to their children model the process and provide opportunities to practice. Often craft projects such as puppet making accompany the reading activity. In a Cleveland, Ohio, Parent-Child Reading Program designed by C. J. Prentiss several years ago, parents made a stuffed Corduroy teddy bear for children to hold while reading the book of the same name.

Parent-child reading programs have goals for parents similar to these articulated by Reading Is Fundamental (RIF):

- discover the pleasure of reading aloud to their infants;
- select books that are appropriate to their children's ages and interests;
- understand how other activities—talking, singing, playing, going places together, and telling stories—nurture oral language development and pre-reading skills and help prepare young children for school; and
- create an environment for learning at home by showing them how to make books and other educational toys using inexpensive, everyday items.

Source: Graves, R., & Wendorf, J.H. (1995). The Reading is Fundamental motivational approach to family literacy. In L.M. Morrow (Ed.), *Family literacy: Connections in schools and communities*. Newark, DE: International Reading Association, p. 133.

Intergenerational Reading Project, Norfolk, VA

Not all parents are comfortable reading to their children because they do not feel confident of their own reading skills. The Intergenerational Reading Project of the Norfolk Public Schools in Norfolk, Virginia, developed a successful six-week program for parents with limited reading skills based on the principles recruit, respect, and respond. The one-hour workshops, which were scheduled from 5:30 to 6:30 p.m. to accommodate parent work schedules, focused on a different reading activity each week. Parents and children worked together for part of each session. The following chart outlines the strategies and books used.

Intergenerational Reading Project

Session 1 - Echo Reading

- Parent reads aloud one line at a time. Child reads same line aloud immediately afterwards. Sample book: *Millions of Cats* by W. Gag.

Session 2 - Choral Reading

- Parent and child read aloud in unison. Sample book: *Love You Forever* by R. Munsch.

Session 3 - Paired Reading

- Parent and child read aloud in unison until child comes to a word he/she can fill in on his/her own. Sample book: *I Love Cats* by C. Mathias.

Session 4 - Story Telling

- Parent reads story to child. Child retells the story using pictures as prompts. Sample book: *Caps for Sale* by E. Slobodkina.

Session 5 - Readers Theater

- Parent and child assume the roles of the characters in a story and read their parts. Sample book: *Henny Penny* by P. Galdone.

Session 6 - Chanting

- Parent and child chant in unison stories or parts of stories which lend themselves to reading with rhythm. Sample book: *Down By the Bay* by Raffi.

Source: France, M.G., & Hager, J.M. (1993). Recruit, respect, respond: A model for working with low-income families and their preschoolers. *The Reading Teacher*, 46, 568-572.

Paired Reading, one of the strategies used by the Intergenerational Reading Project, is described below by Dr. Tim Rasinski of Kent State University.

Parent-Child Home Reading Program

Paired Reading is a very good way for parents to help their children's reading. It works well with most children, and their reading gets a lot better. Also, Paired Reading fits in very well with the teaching at school, so children do not get mixed up. Most children really like it—it helps them to want to read.

Briefly, Paired Reading involves a pair of readers—usually a child and parent, older sibling, uncle, grandparent, etc. These pairs read aloud together everyday for at least 5 minutes but no longer than 15 minutes. There are simple rules about helping with words, when and where reading is done, record-keeping, book selections, and so forth.

Books

The best book for reading is one chosen by the child. Children learn to read better from books they like. Read favorite books repeatedly. That's one way to make reading become like an old friend. You can read nursery rhymes, Dr.

Seuss, the newspapers, comic books, science text books, and encyclopedias—if your child chooses them.

Time

Try very hard to read every day for 5 minutes. If the child wants, you can continue for up to 15 minutes. Both readers should agree on the time.

Place

Try to find a place that is quiet, comfortable, and private. Turn off the TV. No one else should be in the room. Enjoy being close as well as the reading. Paired

Reading has two stages:

1. READING TOGETHER.

Parent and children both read the words out-loud together. You must not go too fast. The child sets the speed.

The child must read every word. If your child struggles and then gets a word right, show you are pleased. However, do not let your child struggle for more than 5 seconds.

If the child struggles too long or gets a word wrong, just say the word right and make sure the child then says the word right as well. Then continue reading.

Make sure the child looks at the words. It can help if one of you points to the words with a finger or marker. It's best if the child does this.

2. READING ALONE

After at least 1 week of reading together, if your child feels confident enough, he/she may want to read some of the sentences alone. Both of you will need to agree on a signal to start the reading alone. This could be a knock, a hand sign, a finger tap, anything that would not distract from the flow of the reading. You should stop reading out loud immediately and show approval that the child wants to be in control of the reading process.

When the child reads a word incorrectly or hesitates longer than 5 seconds, say the word correctly. Then ask your child to repeat the word correctly. Finally, begin reading together again.

20 Minutes of Your Day Share Books With Your Child

The State Library of Ohio sent a packet of materials called “20 Minutes of Your Day” to elementary teachers to use to encourage parents of their students to read books aloud at home. The following information was originally presented in the form of a brochure detailing information on sharing books with your child.

- A quiet reading time can make the difference in your child’s attention to the book.
- Choose a comfortable spot, an easy chair or rocking chair, where you can

hold your child close to you.

- Make sure to turn off distractions—stereo, radio, or television.
- Introduce simple stories and pictures.
- Involve your child by pointing to objects, discussing the picture, or have the child repeat familiar words or phrases with you.
- While reading vary the pace and read with expression.
- As your child grows have the child select books.
- Reread favorite stories. Be enthusiastic about books.
- Allow your child to see you read so the importance of reading is emphasized.

Selecting Books

Visit your local library regularly. A wide variety of materials is available at the library. Ask the librarian for assistance. If possible purchase books from the bookstore. Build a collection of your child's favorite books. Let children know that you think books and reading are special and that reading is important. Remember that spending just 20 minutes of your day reading to your child will make your child better prepared when it is time to start school.

Books to Share

Asch, Frank. *Mooncake*. Simon & Schuster, 1986.
Brown, Marc. *Hand Rhymes*. Dutton, 1985.
Brown, Margaret Wise. *Goodnight Moon*. HarperCollins, 1947.
Carle, Eric. *The Very Hungry Caterpillar*. Putnam, 1981.
Chorao, Kay. *Baby's Lap Book*. Dutton, 1977.
DePaola, Tomie. *Tomie DePaola's Mother Goose*. Putnam, 1985.
Ehlert, Lois. *Red Leaf, Yellow Leaf*. Harcourt Brace, 1991.
Henkes, Kevin. *Owen*. Greenwillow, 1993.
Hill, Eric. *Spot & Friends Play*. Putnam, 1995.
Hill, Eric. *Spot Bakes a Cake*. Putnam, 1995.
Johnson, Angela. *Mama Bird, Baby Bird*. Orchard, 1994.
Keats, Ezra Jack. *Peter's Chair*. HarperCollins, 1967.
Martin, Bill, Jr. *Brown Bear, Brown Bear, What Do You See?* Henry Holt, 1992.
Opie, Iona A. *My Very First Mother Goose*. Candlewick Press, 1996.
Ormerod, Jan. *Jan Ormerod's To Baby With Love*. Lothrop, Lee & Shepard, 1984.
Ormerod, Jan. *One Hundred One Things to Do With a Baby*. Lothrop, Lee & Shepard, 1984.
Oxenbury, Helen. *I Hear*. Candlewick Press, 1995.
Tafari, Nancy. *This is the Farmer*. Greenwillow, 1994.
Wells, Rosemary. *Edward In Deep Water*. Dial, 1995.
Wells, Rosemary. *Max's Bedtime*. Dial, 1985.

Sharing Books

- Sharing books with your child is one of the most beneficial gifts you can give your child. From birth your child responds to the sound of the human voice. Reading will build the foundations of language as the sounds of

- words, the rhythmic patterns, and basic vocabulary is heard.
- Listening skills will be developed and your child can learn how to follow directions.
 - Viewing the book, a child will learn to identify objects as well as learn to appreciate art.
 - Books can bring a wide variety of experiences to your child. Although all of the previous items are important to the language development of your child, sharing books can create a special bond between you and your child.

When to Share

Start before your child is born. It is a well known fact that babies respond to their mothers' voice while in the womb. After your child is born set aside a special time each day to share books, songs, and nursery rhymes with your child. Try to share 20 minutes of your day but limit sharing if your child is restless or fussy. Always keep books around. Share when you have "waiting" times—at the pediatrician's office, while traveling or waiting in lines. Make sharing time a time to bond with your child.

The following are links to resources for parents and caregivers of young children. These resources have information about what and how to read to children.

Read Aloud Resources <http://www.read2kids.org/readaloud.htm>

Read Alouds <http://childrensbooks.about.com/od/readalouds/>

Read Aloud Resources from Boston College

<http://www.bc.edu/libraries/centers/erc/resources/s-rafall2003/>

Additional Resources for Reading Aloud

The Ohio Literacy Resource Center published *Literacy Tips for Children* organized by the age groups 0-3, 4-6, and 7-8. Each section contains ideas for family literacy programming, tips on reading and responses to look for, types of books to seek, and a recommended list of books. The brochure can be downloaded from the website

http://literacy.kent.edu/Oasis/Pubs/child_lit_tips.pdf.

PBS broadcasts Reading Rainbow and the website

http://shopgpn.com/stores/1/RR_ClassroomResources.cfm?SID=1

provides related activities and lesson plans.

Summer home learning recipes. <http://www.ed.gov/pubs/Recipes/reck-3.html>

Reading is fundamental: Parent and community involvement.

<http://www.rif.org/parents/>

Web Sites for Children's Books

The following annotated list of websites furnishes information and lists of

recommended children's books.

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm> In addition to web sites categorized under Animals, The Arts, History and Biography, Look It Up! Mathematics and Computers, Sciences, and Social Sciences, the American Library Association has a section on Literature and Language with links to book awards, authors and illustrators, and classics among others.

<http://streetcat.bnkst.edu/html/schoollib.html>

Bank Street Education offers summer reading lists and bibliographies on a variety of subjects such as diversity, multiculturalism, picture books, chapter books, and young adult books.

<http://childrensbooks.about.com/cs/agegradelists/>

This site contains many commercials but also numerous age/grade lists as well as the award winning children's literature database of over 4,000 books developed by Lisa Bartle. The user-friendly database provides easy instructions in how to create a list tailored to your needs.

<http://www.carolhurst.com/>

If you are not familiar with this site, run, don't walk, to your computer. You can navigate the site in several ways: Featured Books with related activities; books by title, author, or grade level; Curriculum Areas; Themes; Authors and Illustrators; Professional Topics; Parenting Resources; and an online, archived newsletter.

http://www.ferglib.org/ferg/youth_link/kidol/booklists/booklists.html

Information is organized by categories of Books for Young Children, Genre, Multicultural, and Miscellaneous. Books for Young Children, for example, has Back-to-school, Best Picture Books, Read Alouds, and Books Awards.

<http://www.eleanorsbooks.com/>

Children's Book Central has a bias toward book collecting but has excellent information on best lists, book reviews, authors and illustrators, resources for teachers and kids, publishers, and family sites.

<http://www.hbook.com/resources/books/default.asp>

Classics from the Horn Book Magazine can be found under the categories of Picture Books for Beginning Readers, Stories, Echoes of Times Past, Myths, Legends, and Folklore, Nonfiction.

<http://www.ucalgary.ca/~dkbrown/>

You will soon see why this Canadian site is another longtime favorite. It offers articles, awards and bestseller lists, teaching ideas, and book discussions. The extensive links have more book lists, authors, stories on the web, and resources for teachers, parents, storytellers, writers, and illustrators.

<http://www.reading.org/resources/tools/choices.html>

The International Reading Association provides lists of their Choice Awards back to 1998. These include Children's Choices, Teachers' Choices, and Young Adult Choices.

<http://www.fairrosa.info/>

The Fairrosa Cyber Library of Children's Literature has the usual lists of recommended books, awards, thematic lists, and an excellent archived discussion about children's books. What makes it different are the links to actual texts of classics, fairy and folk tales, stories and rhymes, magazines, and professional journals to read online.

http://directory.google.com/Top/Kids_and_Teens/School_Time/English/Literature

The search engine Google has links to a wide variety of sites that involve children's books.

<http://www.hedgehogbooks.com/cgi-local/cart/grade.cgi?grade=3>

This commercial site created by elementary teachers has an easy searchable database by title, topic, or grade level; a sidebar takes you to a series picks, a top 10 list, and a newsletter. You can browse or buy books.

http://www.lesley.edu/library/guides/research/literature_children.html

Lesley University operates this excellent web site with web guides and annotated sites and links to journals and magazines devoted to children's and young adult literature. You will find sites not mentioned elsewhere.

<http://kids.nypl.org>

The New York Public Library On-Lion for Kids organizes information in these categories: Arts & Games, People & Places, Holidays & Celebrations, Reading & Books, Science & Technology, Search the Internet, New York New York, Sports, and For Parents and Teachers. The attractive site uses illustrations from children's books.

<http://www.canlearn.com>

The books on this long list have been featured on the award winning TV program, Reading Rainbow. You will find links to descriptions of the TV programs and an activity to do with each featured book.

<http://www.cde.ca.gov/ci/rl/l/>

The database of the California Department of Education can be searched in a variety of ways. By typing in a keyword or an author, you can develop a set of books for content areas, grade levels, genres, and just about anything else you can think of.

<http://www.infopeople.org/bpl/kids/ref.html>

The second section has the usual links to lists of children's books and organizations about children's books.

<http://www.ncss.org/resources/notable/>

The National Council of Social Studies provides archived and annotated lists of books back to 1998. You will find poetry, stories, biographies, legends, and non-fiction on history, geography, ecology, sociology, religion, contemporary issues, and reference.

<http://icdlbooks.org>

The International Children's Digital Library is a project of the University of Maryland and Internet Active. The instructions and content on this bright, cheerful database of books is user friendly for kids as well as adults.

www.lib.muohio.edu/pictbks/search

Miami of Ohio maintains this database of over 5000 children's picture books, which allows you to search alphabetically, by keyword, or Boolean combination. Each book is summarized and linked to web information. All relevant keywords are given for the book.

http://mercury.educ.kent.edu/database/eureka/eurekasearch_booksonly.cfm

The Reading Group of the Ohio Literacy Resource Center reviews books that are published for children and young adults that would be appropriate for adults to read. The searchable database of over 900 books displays book pages with publication information, genre, related GED areas, a summary, and teaching ideas. Several of the books have separate Teaching Guides located under <http://literacy.kent.edu/Oasis/Resc/Trade/toc.html>. A keyword search through the Eureka site at <http://mercury.educ.kent.edu/database/eureka/eurekasearch.cfm> produces a list of web sites, lesson plans, and software as well as books.

Family Math

A concept begun at the University of California at Berkeley has resulted in two books and an education movement to help parents and children explore math concepts through enjoyable activities at home. The following material is adapted from the first of these books, *Family Math*.

Mathematics doesn't have to be a dreaded subject. The following ideas will help you and your family learn to see difficult problems as a challenge rather than an impossible feat.

Tell your children that you believe in them and know that they can succeed.

- Children like to emulate their parents so if a parent is seen enjoying mathematical activities, that becomes the child's model.

Talk with your children about mathematics and truly listen to what they have to say.

- Even if you don't know how to solve a problem, just listening to your child explain each of the different parts often will be enough to find some kind of strategy.

Realize that the mathematical process is more important than the correct answer.

- The answer to a particular problem is not ultimately worth much, but the ability to be able to find that answer is a skill that will last a lifetime.

Avoid simply telling the child how to solve the problem.

- If a child is told how to do a problem, the thinking stops. It is better to ask children questions about the problem in order to help them find their own methods of working through it.

Estimation can and should be practiced with your child whenever possible.

- Estimation is one of the most "sense-making" tools available and so enables future practical competencies.

Make it clear that you expect homework to be completed.

- Check completed work regularly, but try to keep your comments positive. To be successful, your child will need to study 30-60 hours a week in college, at least an hour and a half each day in middle school, and probably 20 minutes a day in elementary grades. According to experts there is a high correlation between amount of homework done and success in mathematics.

Realize that some homework will be difficult.

- Never indicate that you feel your child is stupid. This may sound silly, but sometimes even loving parents unintentionally give their children the most negative messages. For example, "Don't worry, math was hard for me too - and besides, you'll never use it."

Find positive ways to support your child's school and teacher.

- This is often seen in the form of volunteering for trips, parties, or joining parent groups, but is done even in simple things like not making negative comments about the teacher or school in front of your children.

Ask your child's teacher(s) for outlines or lists of expectations for each class or subject.

- These outlines are often available at the beginning of school and they will help you know how your child is doing.

Make time to visit your child's class.

- Make an appointment with the school to attend a class and/or go to school events in the evenings.

Avoid "drilling" your child in math and encourage your child's individual style of doing mathematics.

- Don't use math as a punishment and remember that everybody does things differently.

Try to be a model of persistence and pleasure when working with mathematics.

- Include enrichment and recreation mathematics into your family routine by introducing math ideas while traveling, at the grocery store, or over dinner.

Adapted from: *Family Math*, By Jean Kerr Stenmark, Virginia Thompson, and Ruth Cossey. University of California, Berkeley, California, 1986. Available from the Ohio Literacy Resource Center.

The authors break down mathematics into 10 categories with suggestions for activities in each area.

Mathematics as Problem Solving

- Decide how to distribute cookies and M&Ms so each child has an equal share.
- Make puzzles from cereal boxes or greeting cards.
- Use different size containers and cheerios to discover how many pieces fit in each container.
- Plant seeds in a row.
- Make a number line (1 to 10 or 1 to 20). Leader picks a "secret number," which children try to guess. Leader gives clues of "too large" or "too small" for each incorrect guess.

Mathematics as Communication

- Play cards such as GO FISH, CRAZY EIGHTS, WAR.
- Play dominoes.
- Play board games such as Candyland, Shoots-n-Ladders.
- "Shared shopping" at a grocery store: child pushes own little cart and follows directions such as right turn, left turn, find items.
- Bathtub play: pouring in, out, over, under, through.
- Finger play such as "five little ducks," "five little monkeys," "ten in the bed," "five little speckled frogs."
- Tea parties: split cookies, and so forth.
- Use Lego (or Duplo blocks for toddlers) blocks and construct an object that requires a given number of blocks. Each child or parent can contribute blocks from his/her given pile and tell how many have been contributed. The two participants must agree on a structure they are going to build, the number of blocks to be used, and the colors to be used.

Mathematics as Reasoning

- Collect multicolored bottle caps and sort according to color, size, and texture, printed on or not.
- Sort coins or buttons.
- Categorize pasta shapes, different pieces of party mix, or toy cars.

Mathematical Connections

- Count objects such as stop lights to a destination and so forth.
- How many baby steps does it take to get across the room: would it take more or fewer giant steps?
- Parent chooses a temperature on the thermometer and child decides what to wear (daily activity).
- Clap patterns of a song.

Estimation

- Water play: does this container hold as much as another?
- How much food do we need?

Numbers, Operations, Computations

- Let the child count the number of eggs in the refrigerator. If you need three eggs for a favorite recipe, count that many. How many will be left? Are there enough eggs for breakfast?
- Break graham crackers in half and discuss halves.
- Put groceries away: if we put away one can of soup, how many are left?
- Count objects in the room: how many doors, windows, pictures on the wall, pieces of furniture?
- Count down to a birthday or holiday.
- Cut out numbers of a calendar and put them in order.
- Use a calendar: have a big one on the refrigerator.
- Set the table: how many plates, forks, spoons?
- Read a counting book.
- Count steps, buttons on a shirt or jacket, cars that go by while waiting to cross the street, and so forth.
- Number the sections of an egg carton. Provide 78 small objects (cheerios, beans, etc.). Ask the child to put 1 object the section labeled "1," and so forth.

Patterns, Relationships, and Functions

- Count the number of steps going upstairs and the number of steps going downstairs.
- String beads, macaroni, cereal, and so forth in a pattern.
- Make patterns of colors with fruit loops.
- Sort M&Ms by color; make shapes, add, subtract, and sequence.
- Gather pine cones and other natural materials; sort by size, shape, texture.

Algebra

- Use television channels as symbols for shows such as Sesame Street.
- Use a pattern of objects and have child decide what is missing.
- Use a thermometer to illustrate negative numbers.

Geometry and Spatial Sense

- Choose a kitchen floor tile (square) or a cabinet door (rectangle) and pick out other objects with the same shape.
- Fit the shapes in a preschool toy.
- Use dot-to-dot books.
- Stack/nest assorted Tupperware, cups, pots, pans, and so forth
- Make a body puzzle: trace, color, cut apart, and put together.
- Play with puzzles.

Measurement

- Measure height: how much has he/she grown? Compare to mom, dad, and so forth.
- Observe outgrown clothes and shoes and compare child's clothes with older sibling's or adult's clothes.
- Draw a foot with inches marked on it and compare it to the size of each family member's foot.

Adapted from Family Math. (1986). Berkeley, CA: Regents, University of California. Schwartz, S. (1995). Enchanting, fascinating, useful number. *Teaching Children Mathematics*, 1, 486-491.

These two charts show the math skills involved in children's basic classroom activities. They can serve as models for evaluating components of other parent-child interactions at home or at school.

Embedding the Subskills of Counting Into Daily Routines

<u>Routine</u>	<u>Skill/Concept</u>	<u>Sample Activity</u>
Snack	one-to-one correspondence	Serving and distributing materials and foods, for example, each helper setting up a table for eight using eight napkins, eight crackers, eight juice cups, eight straws.
Clean-up	sorting, organizing, and making sets	Sorting materials for storage; arranging housekeeping materials on a shelf in descending size from largest to smallest for easy accessibility.
	comparing quantity	Matching different-sized sets of

	and using logical quantifiers, such as <i>some, many, more, few</i>	similar materials to containers of different sizes, for example, placing large, thick markers in a large, thick can and placing small, thin markers in a small, thin can.
Interest Center Management	one-to-one correspondence and comparison of size of sets	Using markers or a chart to designate the number of children who can participate at one time in an interest center.

Source: Schwartz, S. (1995). Enchanting, fascinating, useful number. *Teaching Children Mathematics*, 1, 488.

Analysis of a Cooking Activity

Group Activity: the sequence of tasks in the project	Mathematical Relationships: discovery, practice, and problem solving	Teacher Inputs
1. Assembling and organizing the ingredients and the measuring and cooking utensils	One-to-one matching of the items Organizing the set of ingredients and the set of tools in order of use	“Let’s check to make sure we have every thing we need. List all the ingredients and tools. Now let’s line them up in the order we’ll use them.”
2. Measuring and mixing the ingredients	Examining the meaning of <i>full volume measures</i> and <i>partial volume measures</i>	“We measured one full cup of mix and it’s here in this plate. For the sugar, we need to measure one-half of a cup. Let’s look at the difference in the amounts of sugar and mix.”

<p>3. After mixing ingredients, make cookie shapes. (Each child receives an equal amount of dough, enough to make a number of cookies in different shapes, using plastic cutting utensils.)</p>	<p>Creating standard and nonstandard geometric shapes. Matching identical and similar shapes. Comparing size of cookie shapes in terms of surface area and thickness. Comparing shapes, number of sides, rounded edges, and straight edges. Matching sides of different shapes</p>	<p>As variations in shapes begin to appear, focus attention on similarities and differences in attributes of shape and size. "Look at the different shapes you are making." Encourage children to compare, finding identical, similar, and different shapes. Repeat for comparing size and thickness. Repeat for comparing combinations of shapes, for example, a gingerbread figure or building.</p>
<p>4. Decorating cookies with raisins, nuts, and dried fruit</p>	<p>Making patterns with materials added as decoration. Repeating patterns, varying patterns, and comparing patterns.</p>	<p>With an individual child, focus attention on the sequence or pattern of use, as a repeated pattern or a changing pattern: "Let's look at the different ways you put the raisins on the cookies." With several children, focus attention on describing and comparing the different ways of organizing the raisins, nuts, and dried fruit on the cookies. Look for repeated patterns and spatial order.</p>

From *Teaching Children Mathematics*, Vol. 1, No. 4, December 1994.

Here are a few of the many, many web sites and books that present math concepts and activities in interesting ways.

Websites

http://www.figurethis.org/about_ft.htm

Sponsored by the National Council of Teachers of Mathematics and the U.S. Department of Education, this site offers tips for families (School, Math, Homework, and Support) and approximately 100 Challenges that can be downloaded in color or black and white in either English or Spanish. Each Challenge page contains a problem with these divisions: Get Started; Complete

Solution; Try This; Additional Challenges; Things to Think About; Did You Know That?; Resources; and Websites.

http://sv.berkeley.edu/showcase/pages/fm_act.html

This is the home page for Family Math publications from Lawrence Hall at the University of California at Berkeley. Three activities from the publications can be downloaded; 12 additional activities require Flash 4 or Shockwave in Interactive Showcase.

<http://www.ed.gov/pubs/parents/Math/index.html>

The 1999 publication *Helping Your Child Learn Math* contains illustrated activities by grade level in these categories: Math in the Home; Math at the Grocery Store; Math on the Go; and Math for the Fun of It. There are also sections to help parents understand what is being taught at school and why. The Resource Section includes web sites, computer software web sites, books for parents, and books and magazines for children. The entire brochure can be downloaded or ordered from EdPubs.

<http://www.math.com/parents/articles/domath.html>

This ERIC Digest called *Doing Mathematics with Your Child* covers Activities in the Home, Working with Your Child's Teacher, and Projects for Parental Involvement.

<http://www.edu.uwo.ca/essofamilymath/>

Imperial Oil Charitable Foundation, Maurice Price Foundation, and Texas Instruments Education sponsor this site of the Esso Family Math Center where teachers can find lesson plans and math activities organized by ages 2-6 and 7-10. The site is attractive and easy to navigate.

Family Math Print Resources

Stenmark, Jean, Thompson, Virginia & Cossey, Ruth (1986). *Family Math*. Berkeley, CA: University of California, Lawrence Hall of Science.

Coates, Grace (2003). *Family Math II*. Berkeley, CA: University of California, Lawrence Hall of Science.

Burns, Marilyn (1975). *The I Hate Mathematics! Book*. Boston, MA: Little, Brown and Company.

Children's Books

Anno, Mitsumasa (1987). *Anno's Math Games*. New York: Philomel.

Anno, Mitsumasa (1989). *Anno's Math Games II*. New York: Philomel.

Anno, Mitsumasa (1991). *Anno's Math Games III*. New York: Philomel.

Anno, Mitsumasa (1986). *Anno's Counting Book*. New York: Harper Trophy.

Anno, Mitsumasa (1983). *The Mysterious Multiplying Jar*. New York: Philomel.

Anno Mitsumasa (1980). *Upside Downers*. New York: Weatherhill.

Burns, Marilyn (1982). *Math for Smarty Pants*. Boston, MA: Little, Brown.

Carle, Eric (1974). *My First Book of Shapes*. New York: Crowell.

Carle, Eric (1987). *The Very Hungry Caterpillar*. New York: Philomel.

Carle, Eric (1984). *The Very Busy Spider*. New York: Philomel.

Carle, Eric (1977). *The Grouchy Lady Bug*. New York: HarperCollins.

Carle, Eric (1972). *The Secret Birthday Message*. New York: HarperCollins.

Hoban, Tana (1974). *Circles, Triangles, Squares*. New York: Macmillan.

Hoban, Tana (1983). *Round & Round & Round*. New York: Greenwillow.

Hoban, Tana (1988). *Look, Look, Look*. New York: Greenwillow.

Hoban, Tana (1972). *Count and See*. New York: Macmillan.

Hoban, Tana (1972). *Push Pull, Empty Full*. New York: Macmillan.

Hoban, Tana (1976). *Big Ones, Little Ones*. New York: Greenwillow.

Hoban, Tana (1973). *Over, Under, Through*. New York: Macmillan.

Hoban, Tana (1981). *More Than One*. New York: Greenwillow.

Hoban, Tana (1998). *More, Fewer, Less*. New York: Greenwillow.

Hoban, Tana (1999). *Let's Count*. New York: Greenwillow.

McMillan, Bruce (1986). *Counting Wildflowers*. New York: Lothrop, Lee, & Shepard.

McMillan, Bruce (1986). *Becca Backward, Becca Frontward*. New York: Lothrop, Lee, & Shepard.

McMillan, Bruce (1988). *Fire Engine Shapes*. New York: Lothrop, Lee, & Shepard.

McMillan, Bruce (1991). *One, Two, One Pair*. New York: Scholastic.

Macaulay, David (1974). *City*. Boston: Houghton Mifflin.

Macaulay, David (1975). *Pyramid*. Boston: Houghton Mifflin.

Macaulay, David (1977). *Castle*. Boston: Houghton Mifflin.

Macaulay, David (1973). *Cathedral*. Boston: Houghton Mifflin.

Macaulay, David (2003). *Mosque*. Boston: Houghton Mifflin.

Schwartz, David M. (1985). *How Much Is a Million*. New York: Lothrop, Lee & Shepard.

Viorst, Judith (1978). *Alexander Who Used to Be Rich Last Sunday*. New York: Atheneum.

Parent-Child Learning Activities

In addition to reading books together, parents can engage their children in enjoyable activities at home that promote learning. Dr. Nancy Padak of Kent State University compiled this list of parent-child games.

Talking Books

A few weeks before a trip, each family member selects a book that the others have not read. The family member practices reading the book a few times. Then the family member tape-records himself/ herself reading the book. Listening to a favorite story while in the car can help pass the time and can also lead to interesting family discussions.

Pick Two

One family member names three things. The others think about how two of the three words are related. They tell others the related words. They also tell how

they are related. The object is to find as many relationships for two of the three words as possible. With the words “tree,” “leaves,” and “corn,” for example, one might combine (a) tree and leaves because leaves are part of trees, (b) tree and corn because both are plants, (c) corn and leaves because both are food, (d) corn and leaves because both wilt in the autumn, and so on.

Change-a-Letter

Start with a 3- or 4-letter word. In turn, each family member changes only one letter of the word to make a new word. (Words have to be real.) For example, cart--care--dare--dart--dirt--dire--mire--mile--male--mall, and so on. It is easier to begin with 3-letter words. One family member may want to keep track of how many new words are made each time before everybody gets stuck.

Listen to Your Child Read

Be patient, encouraging, and positive. If your child has trouble with a word, you can tell him/her the word. Say, “Skip it for now. Read to the end of the sentence and try again.” Look for picture clues. If your child gets tired, ask if you can finish the story. Praise your child’s overall reading ability and the way s/he tries to figure out hard words. When you or your child begin to feel frustrated, it is time to stop. Remember to end with some good words about the child’s reading.

Sorting Games

Ask your child to sort dishes, silverware, types of clothes, or anything else that can go into groups. Talk with your child about the groups s/he makes.

Disappearing Letters

Take your children outside on a warm day with a pail of water and a paintbrush. Invite them to use the water and brush to write on the sidewalk. Talk to them about what they are writing. (You can also watch the writing disappear and talk about evaporation.)

Written Messages

Leave notes for your child. You might put the notes on the refrigerator, on your child’s pillow, or in his/her lunch box. Encourage your child to leave notes for you, too.

Rainbow Book

You will need six sheets of paper, preschool scissors, glue or paste, old magazines or catalogs, and markers or crayons. Label each sheet of paper with a different color word—red, orange, yellow, green, blue, and purple. If you can, use a red marker or crayon to make the “red” page, and so on. Have your child say the words as you write them. Then fasten the pages together. You can staple the pages or punch them and tie them together with string or ribbon. Let your child look through the magazines and catalogs to find things that belong on the color pages. Ask your child to cut the things out and paste them on the right pages. When the pages are full (maybe even on the back), you can add a cover page ([child’s Name] Color Book).

Float and Sink

Fill the sink or bathtub with water. Collect some things that can get wet. One by one, ask your child whether the thing will float or sink. Also ask your child to tell why. Then put the thing into the water to see if your child guessed right.

School Readiness

Make sure your child gets enough sleep each night. Try to make the morning pleasant so that your child is happy and unrushed when s/he goes to school.

Do not compare your child's progress with that of other children. Each child has a different pattern and rate of learning.

Show interest in what your child brings home from school. Ask about projects. Ask your child to tell you what s/he learned each day. Your interest will make your child want to do his/ her best work.

Play word games, such as rhyming words, words beginning with the same sound, or "I'm thinking of a word . . ."

Someone says a word and someone else says another word that is related to the first. For example, the child may say "dog," and a parent may say "cat." The game bounces back and forth between players (for example, "pet," "bird," "bath," and so on). Each new word just needs to relate to the word before it.

Play with comparisons. Someone begins with, "You are as _____ as _____," and others take turns sharing other comparisons. For example, mom might say, "You are as slow as a turtle," to be followed with ". . . as slow as the drip of an icicle," ". . . as slow as an inchworm," or ". . . as slow as the sunset."

References

Criscuolo, N. (1988, June/July). Parents as partners. *Reading Today*, p. 13.
Rasinski, T. (1989, April/ May). Reading and word activities for the car. *Reading Today*, p. 9.

Intergenerational Cultural Traditions

This is a series of activities for children and their parents or grandparents. Families can share their traditions by putting information on the World Wide Web. Families can also read about traditions from other families around the U.S. For more information, go to following web site:

<http://www.otan.dni.us/webfarm/emailproject/cul.htm>

Ideas from Northwest Even Start

The Northwest Even Start program in conjunction with Head Start and Scioto County Early Childhood programs developed take-home "activity bags." The following letters, take-home activity sheets, and evaluation forms suggest ideas for implementing parent-child activities in other family literacy programs.

Dear Parents,

The Northwest Family Resource Center staff has a new program for children in the Even Start, Head Start, and Scioto County Early Childhood programs. We have developed "Activity Bags" for families to use at home. The bags come with at least one children's book, a list of suggested activities, and all the materials necessary to do the activity.

These bags are for parents and children to do together. After you read the book and do activities, please fill out the evaluation form. There is a checklist of items to be returned with the bag. Children may check out the bags each Monday and return it on each Thursday. Please call your child's teacher if you have questions.

Activities for *The Very Busy Spider*

1. Read the book *The Very Busy Spider* with your child.
2. Play the "Spider Game." Directions are on the game board.
3. Do the finger play "Eensy Weensy Spider" together. Words are in the bag.
4. Make a 3-D spider. Fold a piece of construction paper in fourths. Draw around the spider pattern. Cut the four spider bodies and place them in a pile. Fold in half lengthwise and staple on the fold. Fan out bodies to give dimension. Cut eight narrow strips of black construction paper for legs. Accordion-fold the legs. Glue legs to the body of the spider.
5. Make spider webs. Take the white tag board with slits cut around it and tape a piece of black yarn to the back of the square. Pull the yarn through one of the slits. Then have your child cross the yarn back and forth over the front of the square, attaching it through the slits (slits can be used more than once). Trim the ends of the yarn and tape them to the back of the squares.
6. Go on a nature walk together to look for spider webs. (Morning walks are best because the webs glisten with dew.) You can even bring a web inside with you. Spray a piece of black construction paper with hairspray, then move the paper up behind the web until it adheres to the sticky surface.
7. Make some Bread Dough Spiders. Use the following recipe, have your child make the bread dough. Using the bread dough, have your child create his own spider. Be sure to work on wax paper. Bake the spiders in a 275 degree oven for 2 hours.

Recipe: 1 cup flour
 1 cup salt
 1/4 cup hot water (add more if needed)

8. Complete evaluation.

Please Return the Following Items:

The Very Busy Spider Book
Activity and Return lists

Game Board and Markers
Spider Body Pattern
Glue
Unused Black Yarn and Construction paper
Completed Evaluation

You May Keep:

Words to "Eensy, Weensy Spider"
Completed 3-D spider
Completed Spider Web
Bread Dough Spiders

Items Needed in *The Very Busy Spider* Book Bag:

The Very Busy Spider book
Activity list
Return list
Game board and markers
Words to "Eensy, Weensy Spider"
Spider body pattern
Three sheets black construction paper
Glue
Black yarn
One slitted square
Evaluation

Northwest Family Resource Center
Home Activity Bag
Parent and Child Evaluation

Title of Book

Name

- | | | | |
|-----|------------------------------------|-----|----|
| 9. | Did you like this book? | Yes | No |
| 10. | Did you like doing the activities? | Yes | No |

Ideas from Cleveland Even Start

Cleveland Even Start developed a Dinosaur Bingo activity as a follow-up to a trip to the Cleveland Natural History Museum. Pictures of 16 dinosaurs were Xeroxed and reduced to fit a cardboard grid of 12 squares. Two sets of pictures were given to each parent. Parents glued one set of pictures on the board (with four left out) and the other set on individual cardboard squares. The board and cards are played like bingo. Younger children matched pictures as they were called and older children identified the dinosaurs by name. A similar bingo game was

developed with pictures from Crew's book *Freight Trains*. Because the different train cars were a particular color, very young children could also play by simply identifying and matching colors. You can adapt a bingo-type game to content in your classroom.

On another occasion in the Cleveland Even Start program, a music theme allowed parents and children to engage in movement activities. The local library and school had recorded music with different tempos. Parents and children glued pennies on the toes of slippers or old shoes to amplify the sound of walking, skipping, and galloping rhythms. They also constructed musical instruments to play along with the recorded music. They made "guitars" by putting rubber bands over the opening of spaghetti and tissue boxes, xylophones from various sized nails hammered into blocks of wood, drums from inner-tube rubber laced over ends of oatmeal boxes, and paper-plate shakers stapled together with beans inside or bottle caps attached around the edges. The children had a noisy good time, and the parents realized what inexpensive educational toys could be made from odds and ends at home.

Finding Parent-Child Activities

The question arises, "Where do I find more family activities?" Second to borrowing successful ideas from colleagues, the best place to look is the children's book section of a museum shop. Once you find what you want, request the book from your local library. The library, of course, is the other great source of materials, especially in science since children are always looking for ideas for science fair projects. Below are web sites with many family activities.

Family Activities Web Sites

http://literacy.kent.edu/Midwest/FamilyLit/parent_links.html

The LINCS Special Collection for Family Literacy divides activities into two categories for Parents/Caregivers and for Kids and by ages 0-3, 4-6, 7-9, 10+, and All Ages. The activities can be implemented at home, PACT time, or Parent Education.

http://literacy.kent.edu/Midwest/FamilyLit/pract_pact.html

On another part of the LINCS Special Collection for Family Literacy, many activities listed for Family Literacy Practitioners are useful for parents, too.

www.ala.org/ala/alsc/greatwebsites/greatwebsiteskids.htm

A long-time favorite sponsored by the American Library Association, the links to activities are organized into content areas such as Animals, The Arts, Science, Literature & Language, Mathematics & Computers and so forth.

<http://www.ivillage.com/topics/parenting/0,,166505,00.html>

This i-village site sponsored by Parent Soup contains activities in several categories such as after-school, birthday parties, arts and crafts, etc. as well as articles for parents about activities.

<http://www.funbrain.com/>

With sections for kids, parents, and teachers, a visitor to the Family Education Network sponsored by Pearson Education (publishers) will find a variety of games for kids.

<http://activitiesforkids.com/ResultsPage/areacode.asp>

Under the Kids section, a visitor will find activities for crafts, gifts, recipes, and games, plus print-out pages for games like connect-the-dots, word search, etc. The amazing extra is the search capability for finding activities for kids by state and area code.

<http://amazing-space.stsci.edu/>

Although the identity of the sponsor is a mouthful, the Formal Education Group of the Space Telescope Science Institute's Office of Public Outreach has developed a site that is just as amazing as its name—for both older children (the Everyone button) and for educators. Check out Online Explorations, read about current cosmic news in The Star Witness, and participate in activities online in Capture the Cosmos. Parents will find a homework-help area, and educators will find teaching tools and guides

<http://www.urbanext.uiuc.edu/kids>

The University of Illinois Extension developed this bright, cheerful site of 10 activities. Most of them focus on nature but one explores babysitting and another describes getting along with others. Macromedia Flash is necessary to run some of them. Several activities have a teacher's guide, and all are available in English or Spanish.

Museums

<http://smithsonianeducation.org/students/index.html>

This Education area of the Smithsonian Institution web site has interesting online activities for children.

<http://smithsonian.org/museums>

This Smithsonian site links you to each of the separate museums that compose the organization. Look under "education" or "activities" when you reach the individual museum.

<http://www.exploratorium.edu/music/index.html>

Online exhibits and activities about sound are provided by the Exploratorium Museum in San Francisco.

<http://www.nps.gov/parks.html>

This National Parks web site allows you to search alphabetically, geographically, or by topic for national parks and monuments.

http://www.lib.utexas.edu/maps/historic_parks.html

The University of Texas provides site maps of historic parks. Several battleground maps are included.

<http://www.moma.org/destination/>

Take an animated space trip with sound to visit the Museum of Modern Art and learn about paintings and painters.

<http://www.moma.org/redstudio>

This Museum of Modern Art site for older children allows them to design projects and interview artists.

http://www.clemusart.com/educatn/L2_6.html

The Cleveland Museum of Art provides activities for children targeting masks, armor, Egypt, stained glass, and photographs.

<http://www.tate.org.uk/learning/kids/default.htm>

The Tate Museum in London provides activities to do on and offline.

http://www.metmuseum.org/explore/index.asp?HomePageLink=explore_I

The Metropolitan Museum in New York encourages children to learn more about the background of art objects and about artists.

<http://www.mbayaq.org/lc/activities.asp>

Parents and children will enjoy exploring the activities at the site of the Monterey Bay Aquarium in Monterey, CA.

<http://families.walkerart.org/>

Children will enjoy the interactive online activities from the Walker Museum of Art in Minneapolis, MN.

<http://www.ohiohistory.org/places/>

Click on your area of Ohio to find historic places near you. Click again to find activities at individual locations.

<http://www.sandiegozoo.org/kids/index.html>

At this site for the San Diego Zoo, children can download animal icons, create a zoo craft, try an animal themed recipe like Elephant Eggs, read animal profiles, and practice being a zookeeper.

<http://spaceplace.jpl.nasa.gov/index.shtml>

NASA invites older kids to “Make spacey things, Do spacey things,” and learn about space.

<http://hubblesite.org/>

Play games, build a model of the Hubble telescope, and track its journey on this official Hubble site.

Magazines

These are commercial publications that provide activities for children. If you have a favorite magazine, search online to see if it has a site with activities. These are only starters.

www.cricketmag.com

Cricket Magazine

<http://teacher.scholastic.com/products/classmags.htm>

Scholastic Magazine

<http://www.sikids.com/>

Sports Illustrated for Kids

<http://www.nationalgeographic.com/kids/>

National Geographic Kids

<http://www.nwf.org/kids/>

National Wildlife Federation Kids Zone

<http://www.weeklyreader.com/kids/>

Weekly Reader

Chapter 7 Staff Selection And Training

Once a collaborative team has been established and the program has been funded, staff selection and development are the most critical tasks for creating a successful family literacy program. In addition to discussing criteria for hiring staff, this chapter includes sections on staff training suggestions with a link to a calendar of state and national conferences, and further resources.

STAFF SELECTION

A sense of ownership is a crucial element in staff development in family literacy programs since staff members come from different disciplines and perspectives. Some partnering organizations may emphasize children and others adults rather than viewing the family as a unit. Some agencies may see participants in terms of strengths and some in terms of deficits. Some agencies facilitate services and some provide them.

To develop a sense of common purpose and cohesiveness with such rich diversity of staff requires sufficient orientation about the nature of the program and staff involvement in planning the implementation of the program. Staff members feel a sense of ownership when they participate in defining the mission or purpose of the program, determine what planning is necessary, and develop a plan to implement it. Some of this work can be accomplished in the process of dealing with other start-up issues. In one program, for example, a staff debate over what forms to use and when provided the opportunity for members to voice their philosophies of working with participants, reveal their personal styles, and clarify misunderstandings about the program while reaching a consensus on how to obtain client information.

When program planning is achieved jointly with collaborating agencies, the common foundation contributes other benefits as well, such as program facilities and sites, contacts with agencies that provide complementary services, and referrals. This takes time—often 9 to 12 months—and requires adequate, protected planning time for the entire staff.

Program administrators should be involved in the staffing process. Flexible but well delineated job descriptions are very helpful, both for hiring and for performance evaluation. Sometimes complete job descriptions are included in the grant proposal. If a job description does not exist, the listing of responsibilities should be based on the goals and objectives in the proposal or program description. Another important consideration is to make certain all staff meet the federal guidelines for qualification. The full version of these guidelines can be found at <http://www.ed.gov/policy/elsec/leg/esea02/pg6.html> Following is a brief summary of the staff qualifications.

- The majority of the individuals providing academic instruction must have an associate's, bachelor's or graduate degree in a field related to early

childhood education, elementary or secondary education or adult education. They must also meet any qualifications established by the state.

- The person responsible for administering family literacy services must receive training in the operation of a family literacy program
- Paraprofessionals must have a secondary school diploma or its equivalent
- Training of all staff must be provided to develop the skills necessary to work with parents and young children.

Volunteers

In addition to paid staff in family literacy programs, volunteers can fill a variety of roles. Volunteers can work individually with students in the classroom or they can answer phones and help with paperwork in the office. They could be responsible for designing and/or disseminating marketing and informational materials about the program.

Model job descriptions from Even Start programs can be found at the following links. These are intended to serve as guides for development of local job descriptions.

Even Start Project Director

Component: Administration

Immediate Supervisor: Adult and Continuing Education Supervisor

Description of Duties:

Responsible for coordination, cooperation, and collaboration between [principal partners], Ohio State Department of Education, and the United States Department of Education in relationship to the implementation of the Even Start project.

Provides leadership and supervision of all program components including support services.

Manages the budget; approves purchase of materials for instruction, teaching supplies, classroom equipment and other necessary needs for program implementation.

Responsible for all Even Start proposals, records, and reports.

Interviews and recommends personnel for hiring or assigning within guidelines of [principal partners].

Maintains all federal documents for a minimum of three (3) years.

Responsible for program inventory.

Responsible for assisting with program evaluation.

Reports regularly to [appropriate personnel within principal partner agencies].

Performs other related duties as assigned.

Even Start Teacher

Qualifications: a four-year Education degree; experience in Adult Education; ability to (and preference for) work as a member of a team. This person must be a mature and sensitive individual who relates well to both children and adults of diverse socioeconomic and cultural backgrounds.

Accountable To: Even Start Director

Responsibilities:

Informs the Even Start manager on all matters of importance related to the Even Start classroom and families. These include problems such as indications of child abuse, family problems that interfere with progress, alcohol or drug problems, weapons or use of drugs/ alcohol on premises, and so forth.

Helps develop and implement the adult education program:

- _ develops and implements appropriate curriculum,
- _ keeps weekly lesson plans,
- _ conducts student orientation,
- _ administers and records TABE tests and other appropriate assessments,
- _ keeps daily attendance records, and
- _ treats each child and parent with dignity and respect.

Helps develop and implement the parent education component:

- _ develops and implements curriculum,
- _ keeps weekly lesson plans,
- _ administers appropriate pre- and post-tests, surveys, evaluation tools, and record results,
- _ keeps logs of materials borrowed, and
- _ keeps records of time spent in each component.

Helps develop and implement Parents and Children Together (PACT) time:

- _ develops and implements appropriate curriculum,
- _ develops weekly lesson plans, and
- _ administers appropriate evaluation tools and records.

Helps in continued development and implementation of job readiness component:

- _ administers the appropriate vocational assessments,
- _ develops and implements employability curriculum, and

Plans use and records time in the computer lab.

Is committed to professional growth and development:

- _ attends at least eight (8) staff development meetings a year, and
- _ records professional development activities and comments.

Even Start Child

Accountable to: Even Start Instructor and Even Start Director.

Basic Function and Purpose: Provides care and educational activities for Even Start children, birth through age 7; assists with parent/child interaction programming.

Responsibilities:

Ensures a safe and healthy environment for children.

Provides for care and educational activities through supervision and interaction with children.

Plans with Even Start instructors to insure that the children's program is interrelated with the adult program and that children are engaged in age-appropriate activities.

Plans with Even Start instructors, parents, and children for Parent and Child Together (PACT) interaction time.

Fosters learning through play.

Assists with site set-up and maintenance and with requests for and maintenance of materials and supplies.

Develops and submits lesson plans/activities schedules as requested.

Maintains and submits records on attendance and progressive growth of children as required.

Attends job-related in-services, workshops, and meetings.

Outreach Parenting Instructor

Hours: Monday-Friday, flexible scheduling

Qualifications:

- _ Bachelor's Degree in Education, Early Childhood, Social Work, or Home Economics.
- _ Experience working with families.
- _ Willing to travel throughout the area

Job Description:

Recruits families for the program.

Communicates and collaborates with professionals in other program components.

Prepares and facilitates lessons to develop parenting skills; takes advantage of community resource people to provide sessions related to parents' interests and needs.

Assists parents in developing realistic and achievable goals.

Demonstrates and guides construction of teaching materials to be used at home and during parent/child time.

Guides and supervises Parent and Child Together (PACT) Time.

Guides discussion of family issues raised by students.

Makes regular scheduled home visits, guiding the parent in at-home literacy-related activities.

Attends monthly in-services and other professional development sessions.

Adheres to Policy and Procedures of [principal partner].

Even Start Local Evaluator [See Chapter 11 for more about qualifications for local evaluators]

Qualifications: an education background with writing skills, knowledge of the community, and familiarity with current qualitative and quantitative research methods.

Responsibilities:

Attends Collaborative/Advisory Board meetings if requested.

Attends State Evaluator meetings/conferences.

Has periodic contact with program staff and/or participants for interviews, portfolio assessment, surveys, and planning.

Develops and writes an annual local evaluation report in a timely manner.

Suggests recommendations for program improvements.

Characteristics to Look For

What characteristics are especially relevant in selecting a staff for a family literacy program? One family literacy coordinator recommends a person with a degree in elementary education or secondary English for adult literacy positions and a home economics background for parent education teachers. She looks for people who are flexible, creative, outgoing, and who work well with others. Another coordinator sought staff with knowledge of and experience in working with families and with literacy. She was especially interested in attitudes that reflected sensitivity to the needs of families who are dealing with literacy issues and professionals who were able to work with a variety of families from different cultural, ethnic, and socioeconomic backgrounds.

A staff composed of representatives of different agencies does present some challenges. Many programs operate with part-time teachers who work in other programs. Scheduling meetings to accommodate all staff members can be difficult. Nevertheless, the diversity of staff in family literacy programs invites new opportunities and broadened perspectives that are worth the effort it takes to build cohesion. In order to address staff turnover, some family literacy programs hold an intensive training session each fall before the year begins to bring new people “on board” and to review and revise program elements for returning staff.

Initial Staff Orientation

After all positions have been filled, the Program Director needs to consider an initial staff orientation to the program. First and foremost, the entire staff should understand the purpose or mission of the project and any legal or legislative parameters involved in the proposal or program description. If family literacy and working with the family as a unit are new concepts, material in Chapters 1 and 2 may be helpful to explore and apply. Because certain areas of programming such as parent education or home visits may be entirely new to the staff as well, specific, more intensive professional development will probably be necessary. When staff represents different agencies, everyone should fully understand the differences in mission, goals, and procedures of the collaborating groups. Joint-training often contributes to better understanding and good working relationships. When professional development sessions are rotated among the sites of the collaborating partners, participants have an opportunity to see other programs in

operation. During orientation, staff wants to explore purpose, goals, and procedures in order to know what will be expected of them. The most important outcome, however, is the team-building, trust and respect that come from getting to know each other. One way to promote teamwork is to involve the staff in determining what training will be necessary to get the program up and running.

An entirely different kind of professional staff development is the self-study. Nancy Padak and Tim Rasinski discuss self-study in a 1994 Occasional Paper called "Turning Points in Even Start Programs," which can be found in the ERIC system at <http://www.eric.ed.gov/> (Use the Advanced Search; search by title of the document.) Self-study can achieve two important goals: (a) staff members can develop the global view of the program necessary for collaboration, and (b) problematic aspects of programs can be identified. Action plans, complete with lists of tasks, time lines, and persons responsible can provide blueprints to enable successful resolution of problems or challenges.

Review Process

The job descriptions that are used to fill staff positions also function in the evaluation of staff performance. Most programs review personnel at least once a year.

A family literacy program administrator shared her process for performance evaluation. In preparation for a review with a staff member, she lists the goals from the job description on the left side of a page and her comments on the other. The staff member prepares records of work such as referrals, screenings, lesson plans, and whatever else is relevant. During the 1-hour review, the administrator and staff member discuss target dates for projects and unmet needs which are recorded on the sheet in a different colored ink to separate the administrator's comments from shared comments. Occasionally, the administrator adds narrative evaluation on the back. The staff member signs and dates the form, which is filed for reference for the next review. The administrator considers this a congenial and objective process that is non-threatening. It also provides an on-going record for program compliance.

On the rare occasion of a serious infraction of working regulations, documentation is necessary in case legal action follows. Check with legal counsel for the program to be sure that you have all the documentation that you need. The following questions are provided as a guide for this process:

FACTS

"What did the employee do?"

- Be specific
- Be explicit
- Be accurate

RULE

"What should the employee have done?"

Include the standard authority or mandate that the employee is expected to follow.

IMPACT

"What is the negative impact or possible impact of the employee's conduct on the district, school, student, parents and other employees?"

SUGGESTIONS / DIRECTIVES

"What do you want the employee to do to improve the deficient performance?"

- Give clear and unequivocal direction, timelines, consequences and
- Give suggestions to assist

KNOWLEDGE

"Does the employee have knowledge of the document and the right to respond?"

Another family literacy administrator contributed forms that she uses for unsatisfactory employee performance.

PERSONNEL PERFORMANCE NOTICE

Employee Name _____ Date _____
Site/Position _____

From _____ Title _____

This notice is intended to inform you that your performance or conduct has not been satisfactory and the following action is being taken:

INFORMAL WARNING WRITTEN REPRIMAND

On ___ / ___ / ___ at approx. _____ at (location) _____ you were observed/reported by _____

_____ title _____ to have engaged in the following conduct:

This conduct negatively impacted _____ in violation of _____. You previously violated this _____ on _____.

Your conduct negatively impacted _____ inasmuch as _____. Effective this date you are directed to stop this conduct. Failure to do so will result in _____.

To assist in correcting this conduct I offer the following suggestions: _____

If this is an informal warning, this notice will not be placed in your personnel file. If this is a written reprimand, a copy of this letter will be placed in your personnel file, and

you may prepare a response which also will be placed in your personnel file.

EMPLOYEE SIGNATURE DATE

SUPERVISOR SIGNATURE DATE

WITNESS SIGNATURE (ONLY ON WRITTEN REPRIMAND IF DATE
EMPLOYEE REFUSES TO SIGN)

CC: Employee, Supervisor, Bargaining Union (for written reprimand only), Human
Resources Personnel File (for written reprimand only)

PLAN OF IMPROVEMENT

Employee's Name _____

Position _____ Location _____

STATEMENT OF THE DEFICIENCY:

DESIRED BEHAVIOR/RECOMMENDATIONS:

ASSISTANCE TO BE OFFERED:

MONITORING SYSTEM/TIMELINE:

DATE OF FINAL REVIEW:

RESULTS OF REVIEW:

EMPLOYEE'S SIGNATURE DATE

SUPERVISOR'S SIGNATURE DATE

PROFESSIONAL DEVELOPMENT

"Just in Time" Professional Development

Belzer (2006; insert link to fall 07 OLRC News. I also have it as separate copy, if that would be helpful) examined the impact of professional development on tutor–student interactions in four types of adult education programs. Basically, she found that even lengthy orientations did not effect the ways tutors and students worked together. She argues instead for "just in time" professional development, which is provided in smaller chunks and is based on teachers' expressed needs.

Self-Study

In simple terms, self-study refers to a process in which a staff reflects on its strengths, supports the strengths with documentation, and asks questions about program concerns. This is usually accompanied by a plan for action that includes a) identifying a common concern, b) making concrete plans for addressing it, and c) deciding about details—who, when, etc. The chart that follows, which is based on one area Even Start Indicators—Program Planning, may offer a useful example for developing self-study guides:

Program: _____ Date: _____

Area: Program Planning

Indicators	Strengths	Evidence	Questions/Concerns
1.1 Planning Team			
1.2 Project Goals			
1.3 Physical Plans			
1.4 Staff Development			
1.5 Program Evaluation			
1.6 Product Development/ Dissemination			

Questions to Guide Self-Study

Questions related to various aspects of family literacy programs can be found by clicking on the category of interest below. Questions were developed by Nancy Padak, Tim Rasinski, and Connie Ackerman for their 1996 publication "Teachers helping teachers: Ohio's Peer Assistance Team project" (In E. Sturtevant & W. Linek (Eds.), *Growing readers* (pp. 269-283). Harrisburg, VA: College Reading Association).

- Program Planning
- Physical Plant
- Ongoing Professional Development
- Family Recruitment/Selection/Orientation
- Adult Academic Programs
- Parenting Programs
- Early Childhood Programs

Program Planning

Are members of the advisory council representatives of appropriate agencies?

Is membership balanced between educators and others? Do program participants have a voice?

Does the advisory council meet regularly? Is problem-solving a primary purpose of the meetings? How are decisions made, communicated, and implemented?

Do the major collaborative agencies work actively to develop and strengthen links among their organizations? To what extent do ES and other cooperating agencies report satisfaction with collaborative efforts? What benefits and what barriers do they report?

Do non-ES collaborators understand and value ES?

Do instructors receive support from the ES coordinator? Does the coordinator receive support from agency administration? Do staff receive support from the governing agency? Does the staff meet regularly?

Are there written job descriptions? Do staff members know their responsibilities?

Is the cycle of planning, evaluating, and modifying the program ongoing?

Who participates in this process? How does it occur?

Are ES staff familiar with all the goals and objectives guiding their project?

Do staff with different responsibilities (e.g., adult educators, ECE educators) meet regularly to plan coordinated instruction?

Does the program offer an appropriate balance of activities for the entire family?

Physical Plant

Are program sites in convenient locations (e.g., near public transportation, adequate parking, handicapped accessible)? Is the site clearly identified on the outside of the building? Is it easy for learners to find classrooms?

Is the program schedule flexible and convenient? Is it easy for parents who need to drop out temporarily to reenter the program?

Is the physical environment comfortable, safe, and appropriate for all learners? Is security available? Are emergency exit routes indicated? Is a telephone available? Are access area, restrooms, and classrooms clean? Are heat, light, and ventilation adequate? Are non-smoking policies observed?

Are classrooms large enough to accommodate varied activities? Are furnishings appropriate.?

Do families exit the program for reasons other than participation barriers?

Ongoing Professional Development

How are new staff prepared for their ES responsibilities? Do they report satisfaction with orientation activities?

How is the staff development plan developed? Who participates in its development?

Does the staff development plan focus on a limited number of topics over an extended period of time? Are topics directly related the improvement of instruction? Do staff help choose topics? Are topics related to identified staff needs?

To what extent do staff attend staff development opportunities? Is feedback used to plan further efforts?

Have all basic instructors been trained to teach beginning readers to address learning disabilities? to teach writing? to teach math?

Have early childhood educators and parent educators received training appropriate to their roles?

Are annual performance reviews conducted for all staff members? Does the coordinator work with each staff member to help him or her plan for individual improvement?

Program Evaluation

Do local evaluation results indicate whether ES is affecting participants positively?

Do local evaluation results indicate the relative effectiveness of program components?

Are evaluation results used to modify the program design?

Are evaluation results available to and understandable for ES staff?

Family Recruitment/Selection/Orientation

Is there a proactive recruitment plan that includes multiple methods? What media are used to promote the program?

Does the coordinator contact social service agencies to make them aware of the program? Does the program appear to be well connected to other community agencies?

Is recruitment considered part of everybody's job? Is recruitment ongoing?

Is the recruitment budget appropriate to the size and scope of the project?

What special efforts are made to recruit those most in need of literacy services?
To recruit special populations?

Do students (current and past) report that they are encouraged to recruit others?

Does the program have written selection criteria?

Are families most in need selected for participation in the program?

Does the intake and orientation process make ES expectations clear to parents?
Do families receive printed materials about the program?

Is the intake process easy and friendly? Do students report satisfaction with
program orientation?

Are staff knowledgeable about other community resources? Do parents learn of
other community agencies that can help them?

Are current students involved in orienting new ones?

Adult Academic Programs

Does content demonstrate respect for adult learners by building on their interests
and respecting their backgrounds and traditions?

Are staff aware of adults' interests and needs? Does the adult education program
relate directly to parents' goals? Do students report conversations with adult
educators about their goals?

Do students report using authentic materials (i.e., not only workbooks) and
having discussions of life skills issues?

Do learners engage in meaningful writing and reading daily?

How are themes chosen? Are they relevant? Do learners participate in curriculum
decision-making?

Can instructors show (or explain) the curriculum? Do materials and activities
support the planned curriculum? To what extent are basic skills integrated with
learning about content related to parenting or other issues of learner interest?

Do parents report satisfaction with the adult education component?

Is sufficient time provided for instruction?
Do participants demonstrate respect for one another?

Is there appropriate variety in the methods and materials used in the adult education program?

What special provisions are made for instruction for beginning readers? for speakers of other languages? for learners with special needs?

Does instruction vary to meet students' needs? Do learners report participation in small group activities? large group instruction? Are computers available for use?

Does the adult education staff value ES?

Have adult educators and parents developed positive relationships?

Do adult educators consciously work to support parents' personal and academic self esteem?

Do teachers have knowledge of appropriate resources and instructional methods?

Do learners report adequate individual attention?

How are learners assessed? How are assessment results shared with learners? How are assessment results used to guide further instruction?

Are parents encouraged to set attainable, meaningful goals? Do parents periodically assess their own progress toward goal attainment? Can parents explain their progress toward meeting their goals? Do families stay in the program until their goals have been met?

Do families persist in the program? Do all families participate equally in all core components?

Do staff contact families whose attendance is poor?

Parenting Programs

Do parents report satisfaction with the parenting education component?

Is parenting education integrated into other areas of the curriculum?

Does the parenting program build on parents' interests and needs? Does content help parents form reasonable expectations for their children and learn how to support their growth? Is attention paid to beliefs and attitudes about raising children?

Do parent-child activities have literacy connections?

Is enough time regularly spent in parent education? Are instructional sessions varied? Are parents actively involved? Are activities based on sound instructional and learning theory and research?

Do parents actively participate with their children? Do ES staff provide assistance?

Do parenting education activities support peer interaction, among both parents and children?

Do activities a) encourage active manipulation of a variety of objects, and b) engage children in problem solving? Are story reading or telling and writing routine parts of sessions?

Can classroom activities be easily replicated using materials commonly found in the home?

Are home visits sufficient in amount and duration and aimed at increased literacy and school readiness?

How do ES staff assess the extent to which transfer takes place?

Early Childhood Programs

Does the early childhood component have articulated goals that are consistent with ES and best practice?

Are goals comprehensive? Do goals address all areas of children's development?

Is a licensed or nationally recognized early childhood curriculum used? If not, how is it validated?

Is the adult-child ratio small enough that children can receive individual attention and develop positive relationships with ECE educators?

Are there multiple opportunities for child-initiated learning?

Do parents report satisfaction with the early childhood education component?

Are materials sufficient, varied, interesting, and appropriate for children's use?

How do teachers implement the program? Is there a high degree of interaction? manipulation of objects? problem solving? story reading and writing?

Are activities varied? Do children have peer interaction time and independent activity time, as well as time for teacher-led instruction?

Does learning focus on direct, firsthand, and interactive experiences? Is the classroom a literacy-rich environment?

Do children seem happy to be in the classroom? Are they active learners?

Are assessment plans written? Are they appropriate? Do they relate to ES goals and the curriculum?

How often (and how) are children assessed? Are assessment tools and methods appropriate for children? How are assessment results shared with parents? How do assessment results guide further instruction?

RESOURCES

Web-Based Resources

The WWW resources listed below may be useful in planning professional development (PD) activities. All were active as of 7/07. If your program is associated with ABLE, be sure to take advantage of ABLE-sponsored PD. In addition, find out about K-12 PD available in your area. Many of these sessions may also prove beneficial for family literacy staff.

Diversity (Thanks to Sandra Golden for providing these)

These are resource-based websites:

<http://www.edchange.org/multicultural/>

This is called the "Multicultural Pavilion." It contains links to many types of resources.

<http://www.business-marketing.com/store/diversity.html>

This website contains diversity DVDs. A few have free previews.

<http://www.ncrel.org/sdrs/areas/issues/educatrs/presrvce/pe300.htm>

Critical Issues: Educating Teachers for Diversity.

<http://www.nameorg.org/>

National Association of Multicultural Education - this is a great resource for educators. They also offer a few DVDs at a low cost.

<http://education.indiana.edu/cas/tt/v2i2/cultural.html> - Center for Adolescent and Family Studies

Teacher Talk - Cultural Diversity in the Classrooms

These websites are related to race/ethnic background:

http://www.si.edu/Encyclopedia_SI/History_and_Culture/AfricanAmerican_History.htm

African American - History and Culture

<http://www.tenement.org/banana/resources.html>

On this website you will find historical and cultural information on Chinese Americans.

<http://www.hanksville.org/sand/>

This site examines issues of cultural property as it relates to Native American sovereignty, Native American identity, ethnic stereotypes, and the commoditization of Native American culture.

Conflict Management (Thanks to Autumn Tooms for providing these)

www.managementhelp.org

This is a free management library with resources about conflict management and lots more that family literacy administrators will find useful.

www.indiana.edu/~safeschl/resources_mediation.html

This is the Conflict Resolution/ Peer Mediation page from the Safe and Responsive Schools organization.

www.disputeresolution.ohio.gov/schools.htm

This is the conflict resolution in education page sponsored by the Ohio Commission on Dispute Resolution and Conflict Management.

General Professional Development. Many of these sites also link to other resources.

Center for Adult English Language Acquisition

<http://www.cal.org/caela>

This information will help those working with ESOL families.

Community Partnerships for Adult Learning

<http://www.c-pal.net/build/candi/family/>

CPAL's family literacy site links to "how to's," "research," and "websites."

Family Literacy Special Collection

<http://literacy.kent.edu/Midwest/FamilyLit>

Goodling Institute for Research in Family Literacy

<http://www.ed.psu.edu/goodlinginstitute/>

Head Start

http://www.headstartinfo.org/infocenter/literacy_tk.htm

The Literacy Toolkit offers lots of links to related sites.

National Even Start Association

<http://www.evenstart.org>

Selecting the Professional Development link will take you to “Even Start Guide to Quality” and “Program Self-Assessment.”

The National Center for Family Literacy in Louisville, Kentucky

<http://www.famlit.org>

The following link will open a searchable calendar of state and national conferences. <http://www.nifl.gov/cgi-bin/lincs/calendar/calendar.cgi>

Penn State University World Campus offers on-line family literacy courses. Visit http://www.worldcampus.psu.edu/pub/famlt/afs_prog_desc.shtml for more information.

Verizon Literacy Campus also offers on-line workshops in family literacy topics at <http://www.literacycampus.org/Free-Online-Courses.21.0.html>

Pennsylvania provides professional development online that is adaptable to other states:

<http://www.pafamilyliteracy.org/pafamilyliteracy/cwp/view.asp?a=225&Q=85039&pafamilyliteracyNav=%7C5546%7C>

The National Center for the Study of Adult Learning and Literacy offers many training materials that can be downloaded or ordered including several Study Circle Guides: <http://ncsall.gse.harvard.edu/teach.html#train>

An Implementation Guide for the 2004-2005 Professional Development Handbook can be downloaded from

http://adulthood.state.ky.us/professional_dev.htm.

Online and teleconference videos for professional development are available at <http://www.ket.org/enterprise/profdev/famlit.htm>.

Literacy.org at the University of Pennsylvania offers a variety of downloadable resources in many topic areas.

<http://www.literacyonline.org>

The Tennessee Adult Education Online/LINCS site offers several online courses: <http://aeonline.coe.utk.edu/>. Click on professional development.

The LINCS Special Connection for Program Leadership & Improvement has useful materials for staff development at <http://pli.cls.utk.edu/home.htm>

Print Resources

The summaries of the following publications offer additional information about staff development. They are available on loan from the Ohio Literacy Resource Center at 1-800-765-2897.

Teacher As Learner: A Source Book for Participatory Staff Development

Beth Bingman and Brenda Bell

Tennessee Literacy Resource Center

Center for Literacy Studies

Seeds of Innovation Vol. 2, Spring 1995

The authors guide the reader through the process of planning learner-centered staff development programs and have included teacher reflections, supplemental articles, and activities designed by program participants.

“Staff Development in the FLITE (Family Literacy Involvement Through Education) Program”

From: *Not A One-Way Street: The Power of Reciprocity in Family Literacy Programs*

By Karen Griswold and Claudia M. Ullman

Institute for Literacy Studies

The City University of New York

Bronx, New York 10468

1997

The Institute for Literacy Studies has worked with the FLITE program since it was implemented and discusses three main stages of staff development in this book. The areas discussed are: (1) strategies for incorporating reading and writing into home visits; (2) working with issues that arose from the staff's work with families; and (3) looking at family workers' ideas for planning, implementation, and program design.

For more information about these resources, please contact the Ohio Literacy Resource Center at 1-800-765-2897.

Chapter 8 Recruitment and Retention

Even if a program is designed to meet community needs, effective and targeted recruitment activities will be necessary to bring participants into the program. This chapter offers many ideas for making families aware of family literacy programs. Because most suggestions for retaining students also apply to recruiting them, much of the information in this chapter is listed under retention.

Recruitment

The adage “if you build it, they will come” does not necessarily apply to literacy programming. Recruitment goals and objectives are an essential part of family literacy program development. Retention, or “student persistence” (retention from the learner’s perspective), often involves meeting families’ needs—both academic and “real world.” We hope that the ideas offered in this chapter will be useful for both program planning and for “diagnosing” problems when programs experience difficulty in retaining students.

Why is recruitment a problem?

Many potential students fall into the categories of “hard to reach” and/or “at risk.” They tend to be below the poverty level, have low literacy skills and low academic achievement, suffer from health problems and undiagnosed learning disabilities, and lack self-efficacy (self-confidence). The web site of the Office of Vocational and Adult Education of the U.S. Department of Education (OVAE) www.ed.gov/print/about/offices/list/ovae/pi/AdultEd/aefacts.html provides these statistics:

In 1992, the National Adult Literacy Survey (1993) found the following distribution of adults, age 16 and over, in the prose literacy scale: 25% of adults were in Level 1 (lowest level of proficiency); 25-28% in Level 2; 33% in Level 3; 18-21% in Levels 4 and 5 (highest levels of proficiency).

The Level 1 population included: 25% immigrants learning to speak English; 62% who had terminated their education before completing high school; 25% age 65 or older; 26% with physical, mental, or health conditions that kept them from participating fully in work, school, housework, or other activities; and 19% with visual difficulties affecting the ability to read print.

To grasp the size of this potential student pool with more recent figures, the same source offers information on participation in adult education programs:

In 1999, 44.5% of adults 17 years old and older participated in some type of adult education program. 1.1% participated in a basic

education program; .9% in English as a Second Language programs, 9.3% in part-time postsecondary education; and 22.2% in career or job related courses (Digest of Education Statistics, 2001, Table 359). Other programs included apprenticeship programs and personal development courses. John Comings (2004) notes that these figures do not include the “9.5 million immigrants who have a high school diploma but do not speak English well.”

In 1999, 14.7% of adults 17 years old and older with 8th grade or less education participated in some type of adult education program, 25.6% of those with some education between 9th and 12th grades (without a diploma); and 34.8% of those with a diploma participated in an adult education program (Digest of Educational Statistics, 2001, Table 359).

In the ERIC publication *Adult Students: Recruitment and Retention*, which is listed under web resources at the end of this chapter, Michael Wonacott talks about the factors that prevent students from enrolling in adult education programs and from remaining in programs long enough to accomplish their goals. He categorizes these factors into 3 groups:

Situational factors or problems beyond the control of learners: job; family responsibilities; financial, legal, and personal problems

Dispositional factors related to the individual: expectations, self-esteem, level of family support, and past educational experience

Institutional factors: red tape, program fees, scheduling, and procedures.

Whether the barrier to attendance is a sick child, lack of transportation, speaking little or no English, or feeling inadequate to the task, recruiting and retaining these potential learners requires knowledge, planning, commitment of staff time, and on-going effort.

How to reach potential students

The Pennsylvania Administrators' Handbook

(<http://www.able.state.pa.us/able/cwp/view.asp?a=11&q=39917>) suggests focusing on community agencies, local school districts, and face-to-face interactions with families. Community agencies include:

- Head Start,
- Job and Family Services (welfare),
- libraries,
- health clinics (especially WIC clinics),
- intervention services,
- job services,

- community centers, and
- places of worship.

People to contact within the school system are:

- Title I teachers,
- school nurses,
- principals,
- teachers,
- secretaries,
- guidance counselors,
- school psychologists, and
- social workers.

A presentation or booth with demonstration activities works well at special school events such as open houses, kindergarten registration, teacher in-service sessions, PTA meetings, health fairs, or parent nights. You might also consider writing articles for school or community newsletters.

Recruiting Tips

Several Ohio Even Start programs and other agencies contributed recruitment ideas that have worked for them: Barberton Even Start, Canton Even Start, Cincinnati Even Start, Cleveland Even Start, Lakewood Even Start, Northwest Even Start, Wayne County Even Start, Literacy Volunteers of America, and the National Center for Family Literacy.

Promotional Material

- Send out letters to all former students.
- Put up posters in the community-schools, stores, churches, community centers, and other agencies.
- Make flyers; send them home with school-aged children and make them available in community agencies. Stress no-cost participation, child care and transportation, the fun, and the well planned program.
- You may want to develop two versions of printed materials, one for potential participants and the other for social service agency personnel and others who may help you recruit. Depending on the community, you may want to develop parent brochures in more than one language.
- Conduct a media blitz-TV, radio, flyers, union and church newsletters, bus signs, and newspaper ads. (See Chapter 9 for additional ideas about this.)
- Send messages to all homes in the target area, not just those of potential participants.
- Ask grocery stores to put brief information sheets in customers' bags.
- Hold a coloring contest for children. Require parent signature on the back of entries, where you can print program information.
- Make and distribute car "litter bags" that contain program information.

- Develop a program logo and use it consistently.

Effective Flyers

Flyers should be short, easy to read, and attractive in appearance. Flyers should answer key questions parents will have such as: where, when, what time, who is allowed to attend, cost involved, and when the event is expected to end. Other suggestions include:

- Don't use educational terms unfamiliar to parents.
- Write the flyer in the language and literacy level of the families. Use English on one side and the language spoken by the families on the other side.
- Use fonts or printing styles that are easily read. (Examples of fonts: *Italicized*, **bold**, underlined, *outline*, *shadowy*, and plain.)
- Get to the point; eliminate unnecessary information and words.
- Use an easy-to-follow format. Use graphics and colored paper.
- Limit information to one 8½ X 11 page, front and back.
- Use short paragraphs and simple sentences.
- Have human interest items in newsletters.
- Design the information for your audience.
- Have other staff members or parents currently active in the program review and edit the flyer before sending it out.
- Write a short personal note at the bottom of the flyer. Sign your name and add a happy face or a sticker.

Recruitment Tips

- Start at least 3 to 4 weeks before the first day of class.
- Provide a budget for recruitment activities.
- Develop a plan for recruitment. As you do, consider
 - the strengths of your program. How does it differ from other opportunities in the area? Focus your recruitment efforts on these strengths and differences.
 - the target group for recruitment efforts.
 - what your intake and induction activities will entail. How will you help potential participants decide if the program is right for their families?
- Try to locate the program in a building that houses related services (WIC, clinic, etc.).

In addition to these suggestions from Ohio Even Start programs, there are other ways of reaching potential learners.

Phone Calls

A phone call is personal and shows you really are interested in the family. Phone calls show you care that the family gets the message you are trying to convey.

- A phone call to discuss information sent home in a note is much more likely to get results.
- Make sure the person making the call can speak the language of the person being contacted.
- Speak to the person at their level of understanding, using a friendly and unhurried voice.

The best way to make sure families won't forget important program information is to phone or stop at each house shortly before the event to remind them. This visit serves not only as a reminder but also as another personal invitation to let families know that their participation is important.

- Make sure all program personnel know how to communicate effectively with potential participants. Who answers the phone when someone calls for information, for example?
- Help partners and others who may refer participants to the program learn about the program's focus, purpose, and so forth. You might want to invite professionals from other agencies to attend your professional development sessions, for example. The more others know about your program, the better they will be able to refer potential participants to you.
- Develop policies and procedures for referral from other agencies.
- Offer to do workshops at related programs for their staff.
- Evaluate the recruitment plan so that you know what is working.

Program Handbook

You may want to develop a program handbook so that participating families understand the purpose of your program and the policies and procedures that govern it. The handbook should be written in language that low-literate parents can easily understand.

Individual sections of the handbook may vary according to the characteristics of your program. The "Family Handbook" for the WTCSA Even Start program, for example, contains these headings:

- Welcome and general program description
- Registration information
- Attendance policies

- Transportation and parking procedures
- Discipline policies
- Information about snacks
- Recommended clothing for children
- Health regulations
- Building regulations (tornado and fire drills, restrooms, telephone usage, smoking policies)
- Information about children's and adults' educational programs, including typical schedules
- Calendar of special events
- Ideas for supporting children as learners

A well-written handbook can serve as a recruiting tool for people who want detailed program information. To the extent that the handbook reflects parents' needs and interests, it can also foster a feeling of "ownership" in the program, thus promoting retention.

Face-to-Face Recruitment

- Attend meetings (PTA, school open houses, churches, and community center board meetings) and ask for a few minutes on the agendas to address the groups.
- Ask students to tell others about the program. Provide incentives--which student recruits most other students, and so forth.
- Make home visits. Take a current or former student with you. One person can engage the child (children) while the other talks with the parent(s) about the program. Take promotional materials about the program and also some small literacy-related gift for the child and parent. Don't stay long.
- Plan a big open house within the first 6 months of the program's beginning. Advertise it well. Make it fun and informative. Serve food. Another alternative is to invite interested participants to drop in at any time to see the program in operation.
- Offer occasional "mini-courses" to parents/caregivers that reflect some normal routine in your program. For example, you might prepare a session called "Making Puppets" for an elementary school open house. Parents could make puppets to use with their children; you could explain the educational uses of puppets. Afterwards you could talk about your program and determine which families might want more information. One-to-one contact is always the best.
- Participate in community agency fairs whenever possible.
- Have a "sucker pull." Invite children to pull a sucker from a Styrofoam base. If the sucker stick is marked in red, the child gets to select a book. Red mark or no, the child gets to keep the sucker. While the child is playing the game, talk to the parent(s) about your program.
- At school open houses or parent-teacher conferences, ask parents to complete a half-sheet of information about their families: names and ages of

children, parents' levels of education, and phone number. Contact the families who qualify for your program.

- Hold parties at the public library.

Retention

Since many activities and program considerations help to both recruit learners and to keep them, a discussion of outreach, or face-to-face contact with families, makes an effective transition to retention. Keep in mind that other terms related to attracting and retaining students are “learner persistence,” or retention from the learner’s perspective, and “stopping out,” a more accurate description than “dropping out” for learners that return later.

Outreach

Noel Torres of the Even Start Family Centered Learning Project at Colorado State University in Fort Collins, CO, defined outreach and catalogued the various types and considerations of program outreach in 1992, from which the following material was adapted.

Effective Outreach:

- is reaching out to the community, using different approaches adapted to the communication and relationship needs of each family.
- is accomplished by being nonjudgmental and accepting of families regardless of gender, religion, nationality, cultural differences and beliefs, or educational and economic levels.
- requires seeing strengths within the family and accepting families as they currently function.
- assists individuals and families in identifying life goals, accessing resources, and developing skills that will help them reach their goals.
- cannot be accomplished by sending home flyers and notes, making phone calls or one-time home visits. ***Effective outreach requires all of the above on a continuous, consistent basis.***
- means to ***keep trying*** to establish the relationship, especially with hard-to-reach families. Do not give up. Try different approaches. Be patient.

In short, if outreach is effective, staff has taken the time to build a trusting relationship with families.

Types of Outreach:

- Recruiting, enrolling, and orienting families to the program.
- Inviting families to program events.
- Finding out why a person was absent; letting him or her know they were missed.

- Sharing student progress with families.
- Thanking family members when they have assisted with a program activity.
- Providing information to the community on program changes and updates.
- Improving communication between the program and the community.
- Building stronger relationships with families.

Reasons for Outreach:

- Outreach staff serve as the family's personal contacts within the program. Parents and children will feel more at ease if they have been able to meet someone from the program who knows them by name.
- Outreach helps create a sense of community where everyone is invited and feels welcome. Program staff can get acquainted and interact with the community.
- Some families are hesitant to go to the program on their own. The program needs to go to them.
- Families will increase their participation if they feel welcomed by the staff.

Cultural Barriers

Sometimes preconceived beliefs held by the staff and/or the families can create barriers to participation in programs.

For Staff

- Outreach staff may be from middle or higher income families and may not understand or be comfortable with the realities of low-income families.
- Outreach staff may believe their own values for education and success are stronger and perhaps superior to other families' values.
- Outreach staff may not have any experience in communicating with people who have low literacy or limited English speaking skills.
- The lifestyles of some families may conflict with the personal standards and values of outreach staff to the degree that the staff person may want to withdraw or may become angry, blaming, and judgmental with the family.

For Families

- Families may not trust the outreach staff as they are just more people from the System.
- Families may think of staff as "know-it-all" or as people who are trying to change them.
- Families may believe that most organizations send people to snoop and make trouble.
- Families may believe that the organization really is not interested in helping and will be gone from the community in a few months.

Building Trust

- The first step in building trust requires that outreach staff recognize, identify, express, and process *their own* fears.
- It is important to be seen, which means going door-to-door, to allow the community to get to know you on a personal level.
- Be prepared to see and hear things that might shock you. Be prepared to listen to others' beliefs with which you may not agree. Try to change your frame of reference so that these perceived value differences do not become an emotional barrier between you and the families.
- Share with families your own personal experiences whenever you can. You and the family can discover together things you have in common.
- Build trust by talking to people on their level. Don't use words they don't understand, yet don't lower the conversation level to the point that families may be insulted.
- Take it one step at a time. Observe when a family is ready to try something new, and then encourage them to take the risk of trying. Outreach staff may need to go with the family the first and second time they try something new until they feel comfortable going by themselves.
- Explain that program staff and families are learning together and from each other.
- Be consistent and reliable. Follow through.

Being Nonjudgmental

- Look beyond what makes you uncomfortable.
- Focus on strengths, goodness, and potentials in families.
- Remember that learning is a lifelong process. The families and staff are learning together.
- Accept individuals where they are currently functioning.
- Realize that human differences are not better or worse than your personal approach to life—only different.
- Know and understand:
 - that a person's income level does not and should not diminish his or her worth.
 - that how a person dresses or where they get their clothes does not take away from a person's beauty. (The family may not have money to buy new clothing, so they may get their clothes from garage sales or used clothing stores.)
 - that how a person smells and how their house smells does not make that person any less worthwhile. (The family may not have enough money in their budget all the time for bath soap, detergent, and deodorant.)
 - that children who eat rice, burritos, soup, or peanut butter for breakfast are just as healthy as the children who eat toast and eggs.
 - that those parents who call their children “stupid” or discipline in ways that are not acceptable to you may not know any other way. These people love their children every bit as much as other parents.

Before a visit to a home, read the section on Home Visits in the Curriculum Chapter (6).

Recruitment/ Retention Checklist

All programs are concerned with improving their recruitment efforts and their student retention. Use the following recruitment/retention checklist from the *Look at Even Start* publication by RMC Research Corporation for ideas.

- Are your brochures and printed materials highly visible in the community?
- Are materials easy to read and available in other languages?
- Is your program continuous throughout the summer?
- Are some of your classes held in the public schools?
- Does the program offer childcare and transportation for families in all components?
- Is the program offered evenings and some weekends?
- Are activities offered for the whole family?
- Do staff meet initially with a family at home to discuss the program?
- Do new families try out an activity before enrollment?
- Do recruiters have several contacts with families during the pre-enrollment preparation period?
- Do you have staff on other agency boards?
- Do staff go to Head Start, preschool, and WIC registrations?
- Do you write news releases about special events and student achievements?
- Do parents plan activities?
- Do parents "job shadow" in your program or in the community?
- Do parents set their individual goals in manageable pieces?
- Do parents identify incentives for goal achievement?
- Are parents used to recruit new families?
- Do parents mentor or act as "buddies" with new parents?
- Do staff ask parents to visit their neighborhood with them to meet new families?
- Do parents have input about curriculum planning?
- Do parents have an opportunity to evaluate the program?
- Do parents serve on your program's committees?
- Do you invite families to share their ethnic traditions and holiday celebrations?
- Do parents have an opportunity to identify skills which they might share with the group?
- Do staff and parents receive training to improve communication skills?
- Do you consciously develop ways to support the self-esteem of participants and staff?
- Do you publicize in the local media (radio, TV, newspapers)?
- Are parent/family successes celebrated publicly?

- Do you leave flyers at libraries, schools, welfare offices, WIC and public health clinics, Head Start, and preschool programs?
- Do you "advertise" on billboards and on public transportation?
- Do parents give ideas where and how to recruit new families?
- Do staff visit high poverty areas frequently and talk to families living there?
- Do you have meetings in housing projects?
- Do staff visit other child and adult education programs in town regularly?
- Is there a common intake mechanism for human service providers in your community?
- Is there contact with the families on the waiting list?
- Do staff stay in contact with the referring agency about a family?
- Do staff send invitations to visit Even Start to families on the Head Start waiting list?
- Does your program use a prioritized list of risk factors for recruitment?
- Do you discuss recruitment at every staff meeting?
- Are there monthly goals for recruitment for staff members?
- Do staff members devise and share their own recruitment strategies?
- Do you actively support "team-building" among your staff?
- Can your staff articulate your program's recruitment strategies?
- Do current and graduating participants have a role in recruiting new families?
- Do parents have clear expectations when enrolling in Even Start?
- Is the first contact often made in a family's home?
- Do parents understand the time commitment when enrolling?
- Are attendance charts used to encourage participation?
- Are students rewarded for attendance and achievements?
- Does your program recognize multiple symbols of goal attainment, e.g., voter registration, obtaining a license or library card, registering for WIC or job training, and so forth?
- Do staff have periodic contact with families who temporarily drop out of the program?
- Do staff have regular meetings with collaborating agencies?
- Is your school board actively involved in your program?
- Are staff development workshops open to the staffs at collaborating agencies?
- Do you plan family events with other agencies?
- Do staff volunteer in the schools and at community functions?
- Do other programs have activities at your Even Start site?
- Is your staff trained in communication and conflict resolution?
- Does staff stay in touch with referring agencies about families' progress?
- Can collaborating agencies such as Head Start articulate what Even Start is?
- Do you offer space in your newsletter to other agencies?
- Do your parents serve as volunteers in the public schools?
- Do parents give presentations at collaborating agencies?

Relationship of the classroom environment to retention

Students attend class more regularly when their specific personal and academic needs are met. The retention benefits of a learner-centered classroom is the topic of a Research to Practice publication entitled “Increasing Retention through Student Success” by Kari Malitz and Sarah Nixon-Ponder, which can be found on the Ohio Literacy Resource Center site at <http://literacy.kent.edu/Oasis/Pubs/0200-11.htm>

The authors introduce the article with a brief summary:

Improving retention in adult literacy programs is an area of great concern for both instructors and administrators. Yet exactly how this is achieved remains an actively debated topic—and even somewhat of a mystery. In gathering information on this subject, through discussions with people in the field, looking at research studies and examining past experiences, we have compiled not only examples for program implementation but also some philosophies that we believe need to be intact within literacy programs for retention to increase.

The purpose of this *Research to Practice* is to examine the problem of retention in adult literacy programs. We have adapted and expanded on ideas from Tracy-Mumford’s *Student Retention: Creating Student Success* to provide tangible examples for implementation. As you will see when you consider these recommendations, a learner-centered program is a MUST for those interested in improving retention.

For practical tips in retaining students, teachers can go to this web page at the Ohio Literacy Resource Center to find a presentation by Linda Thistlethwaite of Western Illinois University given at the College Reading Association (11/97) <http://literacy.kent.edu/Oasis/Pubs/o400-13.pdf>. She suggests concrete ideas on how to:

- 1) make it easy for students to talk with you;
- 2) help students overcome fears;
- 3) make the classroom a friendly place in which to participate;
- 4) use goal-setting to build a sense of shared ownership;
- 5) promote success and recognition;
- 6) develop class cohesion;
- 7) encourage mentoring; and
- 8) incorporate issues of retention into staff development.

Professional Development

Teachers need to understand the factors that prevent learners from participating and learn strategies to overcome the barriers. The National Center for the Study of Adult Learning and Literacy (NCSALL) has developed several comprehensive

study circle guides as in-service professional development resources. The purpose of these study circle publications is to connect research to practice so that teachers have the opportunity to discuss and use new ideas and strategies with a small group of peers. The *Adult Student Persistence Study Circle Guide* can be downloaded in its entirety from <http://www.ncsall.net/?id=896>

The Guide is especially helpful since it incorporates the view of retention from the learner's perspective. Terms such as "persistence," "sponsorship" and "stopping out" are fully explored. Although the guides were designed for use by groups, individual teachers can benefit from the articles and handouts. Articles included in the Guide are:

- "Power, Literacy, and Motivation"
- "Getting Into Groups"
- "The K-12 School Experiences of High School Dropouts"
- "Stopping Out, Not Dropping Out"
- "Getting to Class and Completing a Semester Is Tough"
- "Helping Adults Persist"
- "Sponsors and Sponsorship"

The 17 handouts cover the function of study circles, retention strategies, and discussion questions.

Resources

Searchable Databases

OTAN: <http://www.otan.dni.us>
California resource that requires login but is open to all.

ERIC: <http://www.eric.ed.gov/>
http://ericfacility.net/databases/ERIC_Digests/index

LINCSearch: <http://www.nifl.gov/lincs/search/search.html>

PALPIN: <http://www.able.state.pa.us/able/cwp/view.asp?A=215&Q=110302>
Pennsylvania Adult Literacy Practitioner Inquiry Network

Focus on Basics Subject Index: <http://www.ncsall.net/index.php?id=31>

Web Sites for Recruitment and Retention

www.otan.us/browse/index.cfm?fuseaction=section&catid=2680&ref=1885&recno=7
Adult Learner Retention Revisited.

This digest describes reasons students leave programs and strategies for keeping them in programs until they reach their goals. It has an extensive bibliography.

<http://www.otan.us/browse/index.cfm?fuseaction=doc&catid=2680&ref=3294>
www.cete.org/acve/docgen.asp?tbl=pab&ID=108

Adult Students: Recruitment and Retention by Michael Wonacott

This ERIC Brief emphasizes recruitment as a many-staged process in which the goals, activities, services, and responsibilities are clearly presented. The author talks about situational, dispositional, and institutional factors that can be barriers to participation. He suggests that programs need to market themselves and to help people they are recruiting to understand the importance and relevance of learning activities.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/12/59/08.pdf

Deterrents to Participation in Adult Education by Sandra Kerka

This ERIC Digest not only summarizes strategies to overcome the barriers to recruitment and retention, but discusses how to approach hard-to-reach groups such as “entry women,” elderly, educationally disadvantaged, and rural adults.

<http://www.gse.harvard.edu/~ncsall/fob/2000/comings.html>

Helping Adults Persist: Four Supports by Comings, Parrella, & Soricone.

This NCSALL study of adult learner persistence focuses on four strengths: 1) awareness and management of the positive and negative forces that hinder persistence; 2) self-efficacy (focused self-confidence); 3) establishment of a goal by the student; and 4) progress toward reaching a goal.

<http://www.ncsall.net/?id=896>

Adult Student Persistence Study Circle Guide Designed to help adult education practitioners in small group settings learn and discuss how to implement research findings, in this case about learner persistence, motivation, and retention in adult basic education. The guide includes charts, readings, handouts, and forms for each of the 3 sessions.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/f4/42.pdf

Outreach and Retention in Adult ESL Literacy Programs by Shirley Brod

Although ESL programs exhibit great cultural and educational diversity, these 7 outreach activities improve student retention.

<http://www.otan.us/browse/index.cfm?fuseaction=doc&catid=2688&ref=3620>

Promising Practices to Promote Retention by Jan Jarrell

This post 9/11, post budget-cut San Diego study of ways to improve retention in ESL classes found several characteristics of high-retention classes: began on time, welcomed new students, implemented SCANS strategies, had a syllabus,

gave homework, announced an agenda each day, graded class work, gave tests, certificates and praise, and contacted absent students.

<http://www.aceofflorida.org/helpdesk/equip/recruit.html>

State of Florida Indicators of Program Quality: Indicator 4: Recruitment

This document suggests ways of identifying target populations and ways to recruit them.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1c/fb/47.pdf

Strategies for Retaining Adult Students: The Educationally Disadvantaged.

Sandra Kerka

This article includes specific strategies to counter barriers to special needs students and descriptions of particular programs that have been successful in retaining disabled learners, concluding that the key factors are knowledgeable, respectful instructors and administrators.

<http://www.otan.us/browse/index.cfm?fuseaction=doc&catid=2792&ref=2564>

Student Retention: Creating Student Success. Fran Tracy-Mumford

<http://www.able.state.pa.us/able/lib/able/ah00/familitrah.pdf>

Where Are the Families? Recruitment and Retention Strategies. Lori Kersey

New programs learn how to get started and how to find families to serve.

Chapter 9

Public Relations and Marketing for Family Literacy Programs

A family literacy program must promote itself in order to stay alive. A program needs the awareness AND support of the community, including lawmakers, public figures, business, other agencies, and the general public on an ongoing basis.

Marketing means “growing” your program. It means more learners, better teachers, community support, and more resources, including money. Having good *public relations* (PR) means maintaining a positive image, so that more people will want to be associated with your fine program and the good work that you’re doing. Promoting your program is an excellent way to celebrate your successes and explain what your program offers.

Most program administrators know how to make brochures and flyers, and find some creative ways of distributing them. They know how to do outreach and accept speaking engagements at meetings, fairs, and other community events. Today it is important to take your promotion to another level—reaching a broader audience, using all your resources to maximize the growth and effectiveness of your program. You need the media, which can be intimidating if you don’t know where to begin. But armed with just a little bit of knowledge and a few simple strategies, you can do it.

Staying Alive

One of the major reasons for a family literacy program to do marketing and PR is to stay funded. This bears repeating...*don't wait until funding is cut to start promoting your program*. Just like a business, you have to start advertising before you need it. If you wait until you lose your funding, it may be too late. A few ways to help you stay funded are to hold fund and awareness raisers and to encourage and recruit people to volunteer for your program.

Who will do it?

Hire a college intern majoring in communications or marketing or ask for volunteers. However, if you can’t afford to hire a person just for marketing and public relations right away, don’t worry. Remember that it takes just a little to make a huge difference, and you can do it yourself. Here are some of the staples of a good marketing plan:

Media Releases

The key is to stay in the public eye by getting as much publicity as possible. Using media releases is crucial. This is the only way the media (and therefore,

the public) know what is going on at your organization. A media release is just a news bulletin written by someone on your staff and sent to any and all newspapers, radio stations, TV stations and magazines in the community. A press release is not difficult to write. The key is to include something new, or “timely,” and to put that in the first paragraph. It’s all about what’s going on now. Timing is crucial. The media won’t print “stale” news.

In larger metropolitan areas, the purpose of the media release is to stimulate media interest and get them to call you. They won’t print your media release as is. But they may want to do a bigger story. Make sure the release contains a contact name and phone number for this purpose. Write a press release any time anything happens. Write one to tell about the upcoming fund-raiser and then another one to tell how much money was generated at the fund-raiser and which companies made the biggest contributions. Write about the upcoming GED ceremony and provide profiles of the graduates. If there’s a new director, profile him or her, and so on. The key is to keep your program in the news and to generate interest and excitement.

In smaller, rural areas it’s much easier to obtain media interest. Send photos and human interest stories. You can also include members of the media on your advisory committee.

Media Relations

Your program has a unique advantage over a businessperson because as a non-profit, people want to help you. And that includes those in the media. Take advantage of any media-related opportunity and make social contacts at the newspaper, radio, and so forth. Don’t wait for them to call you. Send media human interest stories. Talk about successes in family literacy programs. Invite a member of the media to serve on your board or advisory committee.

Fund Raising versus Marketing/PR

Marketing and PR are strongly associated with fund-raising—the two are linked because advertising is a by-product of fund-raising. But marketing and PR do not take the place of fund-raising. There is a definite distinction between promoting your program and asking directly for money. You need to do both. Essentially, all come under the heading of “development.”

There are a lot of good books available on fund-raising. Get one. Then think about how you can promote and market the fund-raiser before you choose one. Perhaps hold an event in which the media can participate, such as a “corporate spelling bee” to raise money. It is easier to get an event like this in the news.

Public Figures

Try to get a public figure involved to help advocate your program. Once you have someone like this on your side, use this person to generate more interest. Have a fund-raising or other event at which the public figure will put a spotlight on you.

Call in a Favor

Always keep your eyes and ears open for contacts within your program too. A program in Ohio was able to obtain thousands of dollars of free print ads in a local direct mail magazine through one of their volunteer tutors who worked at the magazine. The ad was put in as “filler” in any unsold space in the magazine. The ads were very effective at recruiting new tutors. In family literacy, you can use these ads to recruit learner families. Your organization can also check into advertising on the back of newspaper comics, as many newspapers leave space for such things. Direct mailers, which are similar to postcards, are also highly effective.

Another program in Ohio was able to obtain a grant to have a video made about the family literacy program. Since a teacher from the program knew the former news director of a local T.V. station, and knew that he now had his own video production company, she went to him. In addition, his wife had been involved in family literacy. “We contracted with him and he donated a lot of his time over and above (what was required)...He’d always had a strong interest in human interest stories; that was part of his philosophy.” The video was a big success, making it all the way to the White House and the Federal Department of Education. The program in Ohio used it at presentations, for community education and to obtain money and contributions. It was requested by family literacy programs across the country. No doubt the human component (the producer’s connection to family literacy) made it so successful. Contacts pay off. Have a local cable station air a piece on your organization, and see if they will create it for you.

Public Access T.V.

Most cities have a public access cable channel on television. These channels are required by law to give free access to the community to air information. If you have a video about your program, get it on T.V. Again, to make a video, try first the local college or university. If you want a very professional video that you can use for a variety of purposes, such as the video described above, go to a local video production company. This will be expensive, though, and it will cost more if you shoot at more than one location, or want to add graphics and/or music. Make sure to check with the production company for prices, and see if you can obtain donations to fund your video.

Be careful about planning to make an “all-purpose” video. Decide on the target audience before you make it. In other words, don’t try to use one video for both recruitment of families and fundraising. These are two separate audiences, and one video won’t meet both needs effectively. If you want the video to be informational, choose whom you want to inform.

Advertising Agencies

Although some ad agencies may advise not-for-profit groups pro bono, most ad agencies are extremely expensive, and they’ll charge a 15% commission over and above the cost of any media placement they get for you. An individual working for an ad agency may contribute an ad design to a non-profit agency.

This is an opportunity for the artist to be more creative than he can be with a paying client. These ads often win awards because they pull at the heartstrings.

One crucial thing to remember is that it takes time to see the benefits of marketing. Don't expect results overnight. You don't have to do a lot—the key is consistency. As the media sees and hears about you more and more, they'll begin to cover your activities regularly. And with practice, you'll soon be able to recognize any opportunity to use the media to promote your program.

The media is your link to the outside world. *Don't leave marketing and PR out of your program!* It takes some practice, but soon you'll be able to recognize any opportunity to use the media to promote your program. The benefits to your program will be more than worth the effort.

(Adapted from materials prepared by Diane Pitz Hesseman, Ohio Literacy Resource Center)

Getting the Word Out

Newspapers, radio, and television offer the possibility of reaching large numbers of individuals. But there are many other methods for communicating your messages to the public that will also help you achieve your communications goals and objectives.

Brochures, Pamphlets, and Fliers

Print material can be relatively inexpensive to produce, particularly if you have the in-house capability to prepare camera-ready copy. The cost for printing such items depends upon factors such as the quality of paper selected, the number of colors used, and the number of pieces to be printed. Check with a local printing company for pricing. Print materials can be used to describe your services, to report your accomplishments, to recruit volunteers and learners, or to announce an event. Before designing a print communication, think through how the communication will be used, who should receive it, and how the item will be distributed.

Recruit

Print items explaining services can be distributed to human service agencies, employment offices, schools, and community organizations. Personnel in these agencies whose clients may include adults who would benefit from family literacy services would be the prime targets for these items. Prior to designing these materials, determine what information agency personnel think would be useful to include.

These agencies and organizations may also be good distribution channels for fliers prepared specifically for potential students. Think through how you want

these agencies and organizations to distribute these items to potential students and be ready to offer suggestions.

Retail establishments may also serve as points for distributing learner and volunteer recruitment items. Many grocery stores, for example, have information display areas at the entrances and exits. Ask about stocking the area with your recruitment brochures.

Volunteer recruitment print pieces can be distributed to libraries, places of worship, retail establishments, offices of physicians and other professionals, and other locations that the public frequents. Major employers may also consider distributing fliers to employees. Some businesses will consider placing information about your program in their employees' pay check envelopes.

Utility companies also will consider putting fliers containing information about non-profit organizations in their bills. This promotional technique could be used for either volunteer or learner recruitment. The utility company may require that print materials be produced according to specifications, so always ask for specific printing details.

Events

Print materials may also be used to promote events such as open houses. Ask retailers and community centers, libraries, and other local establishments to post information about your event.

Posters, Billboards, Bus Signs, and Bumper Stickers

Like brochures, fliers, and pamphlets, the expense involved with producing these items will vary depending upon the elaborateness of the item. Per unit costs usually depend upon the number of colors, paper stock, and number of copies run. Rental costs to display signs can be fairly expensive depending upon the type of space to be rented. Billboard rental costs are dependent upon location. Monthly rates decrease as the length of the rental agreement increases. Often times the cost for producing the billboard sign is bundled into the cost for space rental. Contact local companies for pricing.

Like billboards, costs for bus sign space depend on where it is displayed. As with other forms of advertisements, special long-term arrangements can be negotiated.

Costs for printing bumper stickers depend upon the number ordered, use of color, and size. The message on signs and displays needs to be short and to the point. Posters and billboards in particular depend upon visual impact and thus should contain a drawing, photograph, or other graphic that will convey a message visually.

These forms of communication enable you to identify specific locations for your message. Their drawback is that they require the viewer to remember any action

proposed, such as calling a telephone number since immediate action is seldom possible. Billboards, bus signs, and bumper stickers are also seen for relatively short periods of time, perhaps not long enough for the viewer to retain the message. Posters fare better in this regard. They allow the viewer more time to absorb and retain the message. All these methods, however, can serve as good reinforcers for other forms of recruitment activities, such as media promotion.

Event Promotion

You can promote program related events through these communication methods. Before planning to use them for this purpose, however, verify the availability of the space for the time you desire. You also need to line up your distribution channels for posters and bumper stickers.

Bulletins and Newsletters

Many civic groups regularly publish communications to their members. Often non-profit groups will be allowed to submit articles or announcements for consideration for inclusion in these publications. Some civic groups may be receptive to your requests to distribute information about your program and services. Large businesses also frequently publish newsletters for their employees.

Newsletters and bulletins can be effective for recruiting volunteers and adult learners to your program. Publications for organizations often command more attention among their readers than do general communications.

Newsletters may also serve as vehicles for promoting an event. If you hope to pursue that option, you will need to be attentive to publication deadlines.

Issues

Some opportunities exist to publish more extensive articles about adult literacy issues in newsletters. Editors of these newsletters may be more receptive to publishing an extended article if there is a link to the business or civic group. An article, for example, may focus on an employee who is a volunteer in a literacy program. The article may address not only the volunteer's effort, but also the larger issue of adult basic and literacy education needs and the services your program provides.

Movie Theater Advertisements

Many movie theaters run advertisements before and between movies. This form of advertisement allows for the presentation of a message to a captive audience. Advertisement time can be purchased for varying rates depending upon the number of exposures the ad is likely to receive (often two to three times before the showing of each movie) and the number of screens on which it will appear. Sometimes special rates are given if a commitment is made to run the ad for a month, and some theaters offer a discount to non-profit organizations. Usually, advertisers are responsible for producing the visuals that will be shown. Exposure time and prices vary; check with local theaters for more information and pricing.

Giveaways

Pens and pencils, bookmarks, pins, note pads, stickers, and other similar items bearing your program's name and number can serve as an information reinforcer. Such items could be distributed to the public at information/volunteer fairs or to individuals who should be aware of your number for referral purposes. These items may be ordered through business supply catalogs, sales promotion services, and some printers. Costs for items such as pens and pencils usually depend upon number purchased and style. Consult local or online printing or promotions companies for pricing.

Special Print Items

Local establishments such as restaurants and grocery stores may help you to publicize your program through specially produced items, such as grocery bags, table tents, and placemats. Grocery stores may also agree to print bags with a slogan or information about your program.

Presentations

Presentations to community and civic groups can be an effective means of communicating information about your program. Make sure you design your talk to fit your audience. Prior to your presentation, determine the average age of the audience, their possible awareness of and interest in adult literacy issues, their past involvement with adult literacy issues and services, their education level, and what they expect from you as a presenter. Also determine the audience size and the time you will have available to talk. Often it is a good idea to arrange for one of your students and/or a volunteer to accompany you to these presentations.

A media presentation or video is a good supplement to such a presentation. Media presentations can be developed fairly inexpensively. You will need a good, tight script and visuals that communicate the point. A video is probably more engaging, but considerably more expensive to produce.

These presentations can offer you a good opportunity to tell your story in an engaging way and to enter into in-depth discussions with the audience. These talks serve both promotion and recruitment purposes. Make sure you leave behind a brochure or summary of the main points of your presentation with audience members.

Adapted from Getting the Word Out: Communication Tips for Adult Basic and Literacy Education Professionals, prepared by Ohio Literacy Network with funds from the United States Department of Education and the Ohio Department of Education.

What Others Have Done

Listed below are some marketing strategies that have been used successfully by some of your peers:

- Attend Head Start meetings in order to recruit students.
- Place flyers in food party give-away sacks.
- Present at church board meetings and women's clubs.
- Start an ESL class at a synagogue while the children are attending religious school.
- Advertise in newsletters.
- Present to local fraternities and sororities.
- Present at One-Stop board meetings.
- Place flyers in community businesses, restaurants, doctors' offices.
- Supply restaurants with placemats that advertise your program.
- Make up a goodie bag for new parents. Distribute these at the local hospitals.
- Distribute flyers at daycare centers and nursery schools.
- Turn your site into a Laundromat. Teach people while their clothes are being washed.
- Hold a book drive.
- Advertise on cable T.V.
- Rent a billboard (it isn't as expensive as you might think).
- Rent advertising space on or inside a city bus.
- Give away free books and brochures at the food stamp office.
- Set up booths at the county fairs.
- Buy family tree software. Advertise that you will help people make their family tree into a nice chart. Teach them other skills while they are there.
- Offer a math-for-auto-repair class.
- Prepare press releases.
- Have participating adults make presentations.
- Advertise on school cafeteria menus.
- Advertise on a calendar. Give calendars away.
- Make up rolodex cards to send to community service agencies.
- Attend Chamber of Commerce meetings.
- Develop flyers.
- Demonstrate word-games at a toy store.
- Make flyers or bookmarks available in libraries.
- Meet regularly with Human Service caseworkers.
- Display posters around campus.
- Sponsor a Bring-a-Buddy Day.
- Open holiday parties to the community.
- Hire someone to deliver flyers to all houses in the community (a lot cheaper than postage).
- Use paid or free radio spots.

- Advertise on shopping carts.
- Give away promotional pens.
- List your program with colleges and universities within their human resources guide.
- Place free GED test notice in the newspaper.
- Advertise in the community service directory.
- Advertise Appalachian craft classes to get folks interested. Quilting, tatting, word carving, and so forth can be tied to curriculum by reading about the history of the craft or doing related math problems.

Gaining Access to the Media

One of the least expensive ways to market your program to a wide public audience is to have your program and its activities covered by the news media. A public service announcement on the radio, local television news coverage, or a newspaper article that describes your program and recent activities can ignite the interest of community members who would not otherwise take the time to learn about your efforts. While the actual cash outlay may be low, an ongoing media strategy takes staff time and attention to detail. Half-hearted or disorganized attempts to gain media attention can backfire into an uncomplimentary presentation of your program or those associated with it. Effective media strategies include the following:

Identify media people who might naturally be interested in your program by reading local newspapers and tuning in to local stations. Make note of reporters who cover topics such as education, social policy, children's issues, and parenting. Be sure to ask parents, staff, and board members if they have any personal contacts in the media.

Send information about your program to the writers you have identified, especially when you have something newsworthy to share or when related events arise in your community. In this way you can establish yourself as a reliable source of information so that they will know to call on you when they need an expert opinion.

When you want to publicize some aspect of your program or activities, create a press release that is easy for the journalist to translate into an article. The more "print-ready" the release is, the more likely it is to end up in actual print. Be sure to have brief, pithy synopses of your service components available so that if the press release is about a specific part of the program, the reporter will have the basics at hand when writing the story.

Keep good black and white photographs on hand (high-resolution digital photo) of the programs' director, the board chair, and community leaders that are associated with the program. This, too, makes the reporter's job easier. You may also want to have photographs of families participating in program activities. Make sure to have parents' written permission to use pictures for publication.

Collect copies of news articles that mention your program or involve individuals. These can be sent to other media people to attract more attention, as well as potential donors.

Always:

- Write the press release on your letterhead.
- Make sure to include information and the various ways to get in touch with your contact person, including name, address, phone number, company name, fax number, website, etc. in the upper-left-hand corner.
- Make sure the contact person is available at those numbers for two or three days following the release.
- Center a headline, written in as few words as possible, in all caps. A subheadline, or summary, may be used to add to the information presented in the headline.
- Limit your releases to two pages or less; type the word “more” at the bottom of the first page, and ### at the end of the release.
- Put all essential information—the famous five Ws (who, what, where, why, and when)—in the first paragraph.
- Place a snappy quote in the second or third paragraph.
- Stick to short paragraphs and short declarative sentences.
- Use the last paragraph to sum up your organization.
- Write like a reporter. For example, use active rather than passive voice.
- Place your company’s boilerplate (small paragraph of customary text used by your company for various purposes) above the ###s.

Never:

- Try to be cute and don’t gush. You can’t say, “We’re brilliant,” but you can quote the mayor if she says it.
- Resort to rhetoric and/or jargon.
- Think that because a release isn’t used, it’s been wasted. Every thoughtful and well-written press release increases the reporter’s understanding of your organization.
- Send a release to more than one person at the same paper. Send it to your key contact—then if he or she does not use it, ask who else might be interested.
- Use generic, hype-inducing phrases, such as “breakthrough,” or “state-of-the-art.”
- Contact the media outlets to make sure that they received your media release.

[COMPANY LOGO]

Contact: John Smith
Tel. 555/555-2222
Cell Phone: 555/555-2222
Email: johnsmith@anywhere.com

FOR IMMEDIATE RELEASE

MAIN TITLE OF PRESS RELEASE GOES HERE IN ALL UPPER CASE
Subtitle Goes Here in Title Case (Upper and Lower)

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If you'd like more information about this topic, or to schedule an interview with John Smith, please
call Pat Brown at 555/555-2222 or e-mail Pat at pr@theplace4vitamins.com

Public Service Announcements

PSAs are 10-30-second attention-getters. TV and radio stations run public service announcements or PSAs. They are either run for free or at reduced rates. You can try to get a PSA on the radio by typing it up yourself and asking the station to announce it. Be sure to ask them how long it should be.

Take the First Step

:10

Want to improve your reading skills? Take the first step. Call (YOUR NUMBER) for information about FREE reading programs in your community. That's (YOUR NUMBER).

:20

Want to improve your reading skills? Join the thousands of other adult Ohioans who have made the decision to improve their basic skills. Take the first step by calling (NAME OF YOUR PROGRAM AND NUMBER) for information about free instruction. That's (YOUR NUMBER).

:30

Want to improve your reading, writing, and math skills? Join the thousands of other adult Ohioans who have made the decision to improve their basic skills. The (NAME OF YOUR PROGRAM) offers (PROVIDE INFORMATION ABOUT YOUR SERVICE) at convenient times and in convenient locations. Take the first step. Call (GIVE YOUR NUMBER).

Volunteer for Literacy

:10

When you help someone learn to read, you help them for now and for the future. Be a literacy volunteer. Call (YOUR NUMBER).

:20

When you help someone learn to read, you help them for now and for the future. Literacy is the key to learning and earning. Be a literacy volunteer. For information, call (NAME AND TELEPHONE NUMBER OF YOUR PROGRAM), that's (YOUR TELEPHONE NUMBER).

:30

When you help someone learn to read, you help them for now and for the future. Literacy is the key to learning and earning. The (NAME OF YOUR PROGRAM) needs volunteers to help teach adults reading and other basic skills. For information about how you can become a literacy volunteer, call (YOUR TELEPHONE NUMBER).

Resources

Fay, J., Gilbert, J., & Wrean, K. (1993). *Building villages to raise our children: Funding and resources*. Cambridge, MA: Harvard Family Research Project, Harvard University.

Setterberg, F., & Schulman, K. (1985). *Beyond profit: The complete guide to managing a nonprofit organization*. New York: Harper & Row.

Bill Stoller's Publicity Insider.com. (2007). Stoller and Bard Communications. Retrieved August 26, 2007 from <http://www.publicityinsider.com/release.asp> .

Internet Based Moms. (2007). Retrieved August 26, 2007 from <http://www.internetbasedmoms.com/press-releases/> .

Chapter 10 Evaluation

This chapter contains general information about evaluation and some specific tools or instruments that can be used to evaluate the impact of family literacy programs. Advice is offered about using evaluation results and about action research or teacher research, which is a useful framework for conducting an evaluation.

SECTION 1: GENERAL EVALUATION INFORMATION

(unless otherwise attributed, material in this section comes from Nancy Padak, OLRC)

Evaluating Family Literacy Programs

Definition of Evaluation

The collection and use of information to make decisions about an educational program.

Audiences Who have a Stake in the Evaluation

Policymakers; program administrators; funders; service providers; teachers; program participants; families of the participants; communities in which programs are located; researchers

Issues That Frame the Evaluation

Different stages of program development have different objectives and require different types of evaluation data to be collected.

Levels of Evaluation

Jacobs (1988) identified five levels of program evaluation that correspond with different stages of program development. Jacob's framework is shown on the following page.

Source: NCFL Implementation Training, June 1992. Adapted from Knell, S. & Geisser, B. (1990). *The mechanics of success for families*. Champaign, IL: Illinois Literacy Resource Development Center.

Five Tiered Approach to Evaluation*

	Purpose of Evaluation	Audiences	Tasks	Types of Data
1. Preimplementation	- Document the need for the program	- Potential funders - Community groups	- Conduct needs assessment - Develop program description responsive to identified needs	- Local statistics related to the need for the program - Survey data from stakeholders
2. Accountability	- Document program utilization - Justify current expenditures - Build constituency	- Funders - Community leaders - Media	- Describe program implementation - Describe participants	- Documentation of services provided - Family information database
3. Program Clarification	- Provide feedback to staff for purpose of program improvement	- Program staff - Program participants	- Examine basic assumptions of program - Clarify program mission, goals, objectives, strategies	- Interviews with stakeholders - Observations at program sites - Anecdotal records
4. Progress Toward Objectives	- Program improvement - Document program effectiveness	- Program staff - Program participants - Funders - Other programs	-Examine outcome objectives - Identify measurable indicators of success - Develop plan for collecting and analyzing data	- Standardized pre/post testing - Informal assessments - Anecdotal records - Exit interviews

5. Program Impact	<ul style="list-style-type: none"> - Contribute to the knowledge base for family literacy - Demonstrate effectiveness among alternative program approaches - Suggest models for replication 	<ul style="list-style-type: none"> - Policymakers - Program developers - Funders - Media 	<ul style="list-style-type: none"> - Identify impact objectives - Identify measures that can assess enduring impacts of program participation - Develop evaluation plan that addresses stakeholders' questions 	<ul style="list-style-type: none"> - Longitudinal data on families who participated in programs - Control group data or comparison group standards - Cost-effectiveness data for planning program replication
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*:Jacobs, 1988, in Knell, S., & Geissler, B. (1990). *The mechanics of success for families*. Champaign, IL: Illinois Literacy Resource Development Center.

Evaluation: General Guidelines

Goal-oriented

- Evaluation should be based on curricular goals. Evaluation should answer the question, “to what extent have curricular goals been met?”

Multidimensional

- Evaluation is multidimensional and should be based on multiple indices.

Systematic and Comprehensive

- Evaluation should be systematic and comprehensive. Evaluation evidence should probably take a variety of forms:
 - Formal tests
 - Informal assessments
 - Interviews with parents and children
 - Teacher’s qualitative judgments
 - Observations

Authentic

- The best possible diagnostic or evaluative information is gathered while students (and teachers) interact with reading and writing for genuine purposes.

Focus on Students

- Evaluation should aim to “paint a picture” of the student/students as literacy users in the context of the classroom.

Goal

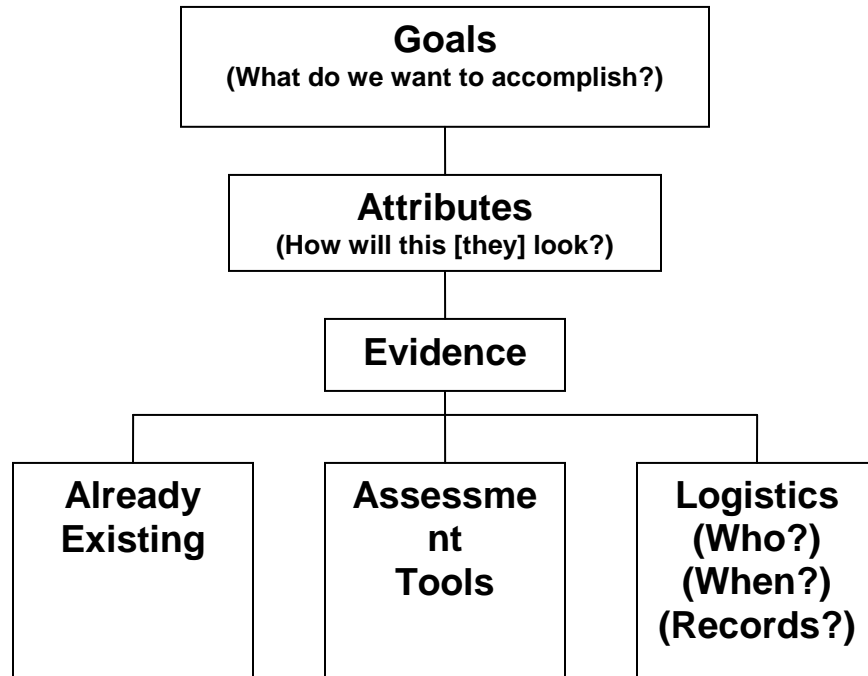
- In most cases, the goal of evaluation is improved instructional decision-making.

Two Models for Evaluation Research

	Quantitative Research	Qualitative Research
Basis	mathematics and probability	anthropology and naturalistic perspectives
Purpose	to determine the possibility that some measured change occurred by chance; to compare a group with many others who were also measured (norm group)	to understand a phenomenon from the perspective of those who participate in it
Sources of Information	standardized tests, scales	observation, interviews, document collection/analysis
Quality Concerns	validity and reliability of instruments; adequacy of norming procedures; extent to which norm group is similar to group you are testing	length and system for observation; quality of interview questions and skill of interviewer; analysis procedures; multiple data sources
Results	standard scores (percentile ranks and stanines); probability (odds of a chance occurrence)	categories; frequencies and percentages
Usefulness	- summative evaluation - reports to funders (present or potential)	- formative evaluation - summative evaluation - reports to funders (present or potential)

Program Evaluation

Use this flow chart to plan the specifics of your evaluation plans.



Alternative Approaches to Assessment and Evaluation*

Among the many responsibilities of staff members of a family literacy project are the tasks of assessing and evaluating their projects. Such responsibility involves developing a comprehensive evaluation design to determine the degree to which project goals and objectives are met... By integrating alternative assessment approaches with standardized assessment measures, staff can obtain more accurate and complete information to improve their project. This [article] will first present the distinctions between standardized and alternative assessments. Next, the special evaluation needs of family literacy projects will be highlighted...

Standardized and Alternative Assessments

...[S]uccessful assessment and evaluation depend on using a variety of approaches. Some approaches are standardized... In contrast, alternative approaches refer to procedures and instruments that are tailored specifically to the learners, curriculum, and overall design of the project. In this section, standardized and alternative approaches are described.

Standardized Approaches

Standardized approaches rely on instruments that are created to allow for comparisons between individuals' current achievement and the average performance (norms) of selected participants (norming group). These approaches

offer many advantages to literacy project staff; the tests can be obtained readily, administered easily, and scored immediately and accurately in a cost-effective manner. Staff can use standardized instruments to compare the performance of project participants with the norms established by the test developers.

Standardized approaches, however, provide only part of the information needed to document learners' progress. For example, the results of standardized measures may not be useful or meaningful to staff members if the content of the tests is not related to the goals and curriculum of the project. Also, the tests may measure discrete skills such as word recognition, but the project may be designed to strengthen shared literacy activities between parents and children. In addition, standardized tests may be based on a norming group that differs from the participants in the project, thereby making it difficult to compare the participants' performance with the standard (norm group).

Because standardized measures usually focus on products (i.e., responses to specific test items), they may fail to provide useful information about important processes such as enjoying books or obtaining needed social services. Furthermore, many teachers may not fully understand how to interpret and use the scores. Even when staff are fully trained in the use of standardized tests, the scores may not provide enough information about student learning or information that is useful for making decisions about the next step that should be taken for designing activities, selecting instructional materials, or refining project goals.

Alternative Approaches

Alternative approaches to standardized assessment and evaluation may be characterized as flexible, representative of the curriculum, meaningful to learners, and indicative of learners' acquired ability or knowledge (Navarrete, Wilde, Nelson, Martinez, & Hargett, 1990). Alternative approaches allow staff to identify what is important in their project and select assessment strategies that are tailored to the unique characteristics of the learners and the project... Alternative approaches provide multidimensional, highly current views of learners' progress in many different contexts. Because the contents of the instruments can be linked directly to the curriculum of the project, alternative approaches give staff members immediate access to feedback for planning subsequent learning activities.

Four alternative approaches are discussed [below]: surveys, interviews, observation measures, and performance samples. Other examples of assessment alternatives include portfolios, journals and investigations (Wrigley, 1992)...

- Surveys are used to obtain general information from large numbers of individuals. Questions used in surveys may be open ended, allowing subjects to [write] responses, or closed-ended requiring subjects to select only from the choices provided. The answers may be recorded by the respondents or the persons(s) administering the survey. ...

- Interviews are designed to collect detailed information. The interviewer asks questions orally and may make follow up inquiries to clarify or amplify responses. The interviewer may [take] notes or [tape record] responses.... Although interviews are usually administered individually, they also may be conducted with groups of people....
- Observation measures are used for collecting and recording information about aspects of the project such as learner characteristics, group interactions, or literacy performance. They may be used for closed-ended assessments, such as indication the learners' level of listening comprehension, or they may be open-ended, such as when a staff member judges how confident a student appears when participating in a cooperative learning group....
- Performance samples are examples of the learners' work in selected tasks. For instance, learners may be asked to write..., give an oral presentation, participate in a role play, or read a poem. Staff members then determine how the task will be documented and how the learners' ability to carry out the task will be assessed....

A variety of techniques may be used to record the information that is collected in any of the four alternative assessments. For example, a checklist might be used to indicate responses made to questions in a survey. A frequency count could be taken of the answers obtained in an interview. A rating scale might be used to record judgments in an observation measure.

Portfolios could be used to collect and organize samples of learners' writing, results of surveys and individual interviews, information collected through observations, and other examples of learners' accomplishments. What is included in the portfolio depends on the objectives of the project. Staff can make the contents highly personalized and meaningful by asking the learner to help decide what is placed in the portfolio including measures of self-reflection.

[P]roject staff members [should] modify the examples or create their own instruments and approaches based on the unique characteristics of the learners, staff, and program design. Project staff should consider many examples when selecting an alternative approach. For example, open-ended approaches may give flexibility to respondents but take additional time and energy for staff to analyze. Observation measures are useful for documenting staff's judgment but may yield different data depending on which staff member is doing the observing. Any assessment approach has limitations, but using a variety of instruments [will] help ensure...a comprehensive view of their project. ... An [external] evaluator can help staff create instruments that are psychometrically sound, analyze the results of the assessments, and make recommendations for improving the projects.... By creating evaluation designs that integrate alternative and standardized approaches, staff will have in-depth information to make decisions about project improvements.

Role of Evaluation

An effective evaluation design provides learners and staff members with accurate and useful information for designing, modifying, and improving their project. In order to create effective assessment and evaluation procedures, staff and learners need to (1) clarify the goals and objectives of the project; (2) develop indicators of progress in attaining the goals and objectives; and (3) identify the information they need to collect to determine the degree to which success has been achieved.

The focus of evaluation should be based on the goals and objectives that learners and staff members have established. For example, if the learners are composing stories they will read to their children, the evaluation design should include the procedures for collecting the information about the learners' compositions and the strategies they used for sharing them with their children.

[A]ssessment refers to the use of instruments and procedures to gather data on a regular basis. Assessment may focus on identifying learners' needs, documenting learners' progress toward meeting their own goals, and ascertaining the extent to which the project objectives are being met.

Evaluation, on the other hand, refers to the integration and analysis of assessment data at a given point in time for such purposes as (1) interpreting learners' needs; (2) developing goals and objectives; (3) designing the content of the curriculum; (4) selecting instructional approaches; (5) monitoring the implementation of the project; (6) identifying obstacles to achieving objectives; and (7) determining the overall success of the project....

Evaluation [is] part of a comprehensive process of planning, implementing, and improving a project... Evaluation should not be an isolated event that is conducted at the end of each year. Rather, evaluation is an ongoing, collaborative effort by the learners, staff members, and evaluator to clarify learners' needs, refine project goals, design curriculum content, and develop instructional methodology. The essence of the evaluation is the participants' specification of what constitutes success in their project, what approaches they will use to assess the level of success they have achieved, and how evaluation results will be used to improve the project.

Diversity in Family Projects

Family literacy projects address the needs of adults and children who are strikingly diverse in terms of their linguistic and cultural backgrounds, the characteristics of their families, the demography of their communities, and their reasons for wanting to improve their literacy abilities.... Family literacy projects are characterized by diversity in terms of participants, location, and schedule.... Literacy projects also differ in the way in which they have responded to the program requirements of their sources of funding. Projects are further distinguished by the degree to which they include instruction on how parents and family members can facilitate children's success in school.

The special characteristics of family literacy projects necessitate the use of assessment and evaluation approaches that are specifically tailored to the needs of learners and staff. Alternative approaches yield information that learners and staff can use to set project goals, decide on instructional priorities, document successes and failures, and improve future activities....

Enrollment and Attendance

[L]earners in most family literacy projects enroll voluntarily. However, before they can enroll and benefit from services, they must know that a project exists....[S]taff members must be prepared to collect baseline data whenever new participants enroll. ...Assessment and evaluation strategies need to take into account the uneven enrollment and attendance patterns that characterize many projects. Ongoing use of alternative approaches is more effective than infrequent pre- and post-measures for enabling staff to identify obstacles to the learners' participation and make adjustments that will facilitate enrollment and attendance.

Multiple Contexts, Goals, and Needs

Adult learners face demands in the home, community, school, and work place. Depending on the requirements of these contexts, learners come to the literacy project with different goals and needs for acquiring language and literacy. Some adults may want to learn English for a job interview, and others may want to help their children write folk tales in their native language. Still others may have more general goals....

Adult learners also have different levels of knowledge about school, community, and work place. Staff members need assessment instruments to obtain accurate information about the learners' knowledge and needs in order to plan appropriate instruction. Alternative approaches, which can be tailored specifically to the learners' language and cultural backgrounds, provide staff with highly specialized and useful information. Staff members can use the assessment results for designing objectives and selecting instructional content and methodology that will validate the learners' prior experiences and facilitate their success in the project.

Literacy and Biliteracy

[Some] participants in family English projects have a native language other than English. However, families differ according to the purposes for which they use their native language and English and the degree to which they depend on each language to carry out daily tasks. For example, in some families, spouses may use their native language with each other but use a mixture of English and their native language with their children. Learners also have different levels of proficiency and educational experiences in their native language. Some learners may have received a high school diploma, but others may have come from countries in which no formal schooling was available.

According to Quintero and Huerta-Macias (1990), to provide appropriate instruction, staff need to know the parents' and children's proficiency levels and

uses of their native language and English. The lack of standardized instruments to assess proficiency in languages other than English makes the use of alternative approaches essential for determining the participants' needs, competencies, and growth in their native languages.

Parent and Child Outcomes

When family literacy projects create objectives and instructional activities for parents and children, staff members need to monitor changes based on the special characteristics of two very different kinds of participants. If parents and children are learning together in intergenerational activities, the evaluation design needs to examine the effect that parents and children have on each other's success in [project outcomes]. Alternative approaches to assessment and evaluation allow staff to collect information that can provide answers to important questions about the progress that parents and children are making in teaching and learning from each other.

Staff Knowledge

Staff need to know about the cultural and linguistic backgrounds of adult learners to design and implement effective strategies for recruiting participants, identifying learners' needs, and designing appropriate instructional activities. ... Because alternative approaches to assessment and evaluation are developed in close consultation with staff, they are effective for helping staff improve their knowledge of learners....

Issues in Evaluating Family Literacy Projects

[Federal and state] projects ... are guided by the evaluation requirements set forth in appropriate... statutes and regulations. Other funding sources have their own evaluation requirements. Staff members need to determine how they can construct an evaluation design that meets the requirements of their funding source and provides useful information for assessing learners and evaluating the project. By combining alternative and standardized measures, staff members and learners will improve their access to useful and accurate information for making decisions about their project.

In general, the requirements of most funding sources specify that three areas be considered in designing the evaluation: (1) student outcome data; (2) technical standards; and (3) implementation data. Outcome data refer to what the students learn during the project.... This section presents some of the issues related to evaluating family literacy projects....

Comparison Group

At least part of the design of a literacy project may include the assessment of the educational progress of project participants against an appropriate nonproject comparison group. Staff members can meet this requirement with a standardized test by comparing the participants' progress with the test's norming group. To complement the results of the standardized tests, staff could use alternative approaches to assess the learners' progress without having to compare their

performance with a nonproject comparison group.

Instead of standardized tests, or in addition to them, staff may use alternative assessment approaches with a nonproject comparison group. For example, the current participants' performance can be compared with (1) the performance of individuals who are not participating in the project and have similar characteristics to the participants or (2) baseline data that had been collected at an earlier point in the project.... Staff should note they may not need to compare the results of every assessment in the project with a nonproject comparison group....

Representativeness of the Findings

Evaluation findings should apply to the participants, schools, or agencies served by the project. In other words, the conclusions made in an evaluation report should be derived from data on learners served by the project and on the full range of services provided by the project. Although absenteeism and transiency may prevent staff from obtaining assessment data on all learners, data should be collected from a sample of learners that is representative of the learners served by the project. Similarly, staff should obtain information about the learners' performance in the major components of the project such as language development, literacy, parenting, and cultural adaptation. Alternative approaches enable staff to tailor assessment and evaluation to the characteristics of the learners and the service of the project, thereby helping staff insure that the evaluation findings are indicative of what is actually happening in the project.

Validity and Reliability

Alternative instruments and procedures should be valid; that is, they should measure what they claim to measure. Assessments also should be reliable; in other words, they should produce similar results consistently. Staff members need to devote time and resources to develop and field test alternative approaches in order to document their validity and reliability....

Multiple Measures

A variety of alternative approaches should be used for conducting intake and initial assessments, monitoring progress, and assessing the overall success of the project. Multiple instruments and procedures can provide staff with a comprehensive view of the learners, the progress they are making, and the effectiveness of the activities of the project.

References

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Wrigley, H.S. (1992). Learner assessment in adult ESL literacy. ERIC Digest. Washington, DC: Center for Applied Linguistics, National Clearinghouse on Literacy Education.

*Adapted from Holt, D. (Ed.). (1994). Alternative approaches to assessment and evaluation. McHenry, IL: Center for Applied Linguistics and Delta Systems.

Summary: Key Issues of Alternative Assessment

Alternative approaches allow staff members to identify what is important in their project and select assessment strategies that are tailored to the unique characteristics of the learners and the project.

Surveys are used to obtain general information from large numbers of individuals.

Interviews are designed to collect detailed information.

Observation measures are used for collecting and recording information about various aspects of the program.

Performance samples are examples of the learners' work in selected tasks.

Any assessment approach has limitations, but by using a variety of instruments, staff can help ensure that they will obtain a comprehensive view of their project.

Objectives should be clear statements representing a range of possible outcomes that are refined as the project is implemented.

The evaluation should focus on the goals and objectives that learners and staff members have established.

Evaluation is an ongoing, collaborative effort by the learners, staff members, and evaluator to clarify learners' needs, refine project goals, design curriculum content, and develop instructional methodology.

The special characteristics of family literacy projects necessitate the use of assessment and evaluation approaches that are specifically tailored to the needs of learners and staff.

Learners come to the literacy project with different goals and needs for acquiring language and literacy. ESOL families differ according to the purposes for which they use their native language and English and the degree to which they depend on each language to carry out daily tasks.

By combining alternative and standardized measures, staff members and learners will improve their access to useful and accurate information for making decisions about their project.

Recommendations for Local Evaluations of Family Literacy Programs*

In 1996, Nancy Padak and Tim Rasinski analyzed the local evaluation reports of all Even Start programs in order to identify common elements, strengths, and concerns. An adaptation of the conclusions and recommendations from this report follows.

Goals

A purpose of the evaluation process is to measure the extent to which the program is meeting its goals. If the goals are not addressed within the report it is difficult for the reader of the evaluation to determine the extent to which goals are attained. Evaluations have limited usefulness if they cannot be read or understood by their primary audience, usually program personnel.

Data Collection Procedures

General descriptions of what happens in a program cannot assess its effectiveness. Evaluations need to state clearly and succinctly the information collected and the procedures used to analyze the information. Required documentation and standardized test results provide some evaluation information, but in most cases, this information will need to be supplemented with surveys, interviews, and/or documents to provide a complete picture of program effectiveness.

Formative Feedback

The ultimate purpose of a local evaluation is to provide formative feedback information that can be used for program improvement. For this purpose to be realized, programs and program evaluators need to understand some basic issues related to effective local assessment: evaluation must be tied to stated objectives; evaluation reports need to be clearly organized and readable to personnel not familiar with technical assessment procedure; local evaluation must tap into valid data sources and procedures; local evaluation must result in formative suggestions to the programs personnel who will use the results for program improvement efforts.

The format presented below is a generic outline that can be used as a foundation for evaluating any family literacy program:

Introduction

- Description of program
- History of program
- Description of population served

Objective # and statement

- Procedures and data sources for evaluating objective
- Results of the evaluation
- Conclusion—(Is objective being met?)
- Formative recommendations
 - Ways to improve program's achievement of the objective

Ways to improve evaluation of the objective

Objective # and statement, etc.

Objective # and statement, etc.

Summary and conclusions

Overall conclusions about the program's achievement of goals
Commendations for exemplary aspects of program
Prioritized recommendations with discussion for implementing recommendations

*Adapted from Padak, N., & Rasinski, T. (1996, June). *Report on the analysis of Ohio ES evaluations*. Kent, OH: Ohio Literacy Resource Center.

Guide to Quality: Even Start Family Literacy Program (Revised, 2002, RMC Research Corporation)

The *Guide to Quality: Even Start Family Literacy Program Implementation and Continuous Improvement (Revised)* covers what has been learned by Even Start program staff in the field and research that informs practice from the last ten years. The Guide describes characteristics of high quality, effective Even Start programs. It outlines important program characteristics and practices for implementing family literacy programs; it also provides a self-assessment tool that programs can use to identify strengths and weaknesses, and areas for staff development and continuous program improvement. Copies of this publication may be ordered in the following ways:

- **Mail/Fax.** Write to ED Pubs, Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398, or send a fax to 301-470-1244.
- **Electronic Mail.** Send your request to: edpubs@inet.ed.gov
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Northwest Even Start Family Portfolios

The Northwest family portfolios were devised to help staff document the family's growth. We saw changes and wanted to be able to "show" the growth to others.

There are six sections in the portfolio. The first section is the adult section. This is where parents choose what papers they would like to keep, good or bad. We encourage them to include first attempts so they can see growth.

The second section is early childhood. Here coloring, writing, and drawing samples are kept. Parents also are encouraged to put work in this section that may have been done at home or school. Some have even added older siblings' work.

The next section is PACT (Parent and Child Together). After PACT time, our parents complete an evaluation of their experiences. This evaluation shows what they liked and disliked about the activity and provides a checklist of encouraged behaviors that the families should experience. Parents also log activities that they complete together at home. We also give parents suggested activities to do with their child at home and ask them to return a checklist, which is kept in this section. Lastly, pictures of PACT time activities are kept.

Parenting section comes next. Before a session, parents are encouraged to fill out a *What I Know, What I Want to Know, and What I Learned* form. This helps to show, in their own words, what they are learning. We also keep *Parenting Situations* forms in this section. The parents are asked to respond to parenting situations. These responses are discussed and growth is shown with appropriate answers.

In the Goals/Self-Esteem section, goals are set and reviewed every three months. Self-esteem surveys are given upon entering the program and at least once a year.

Once a week, we have our parents write in their journals. They are encouraged to write anything that is on their minds regarding their children, education, and other issues they may have.

This type of portfolio works best in family literacy programs where the parents and children attend together.

Portfolio Assessment

	Adult Portfolios	Children's Portfolios	Family Portfolios
Goals	- Personal goals - Student Educational Plan	- Parent's goals for child - Child's personal goals, if appropriate	- Family goals
Documented Work	- Sample writings (e.g., letters, job applications)	- Sample writings (e.g., child/teacher dictation)	- Child/Parent dictation
	-Samples of reading, writing, math, life-skill activities -Documented life changes (e.g. finding work, voting)	- Sample projects, both completed and in process	- PACT project documentation; projects; photographs, photocopies, videotapes, audiotapes, or computer disks -Parent documented process and description of what was learned
	- Personal reading journal	- Teacher notation on favorite books - Taped reading sample by older children	-Home reading documentation
	- Parent Time topics or Family Interests survey	- Favorite things questionnaire	- Family Literacy questionnaire

Evaluation	- Anecdotal observation by student and/or teacher - Student self-evaluations, e.g., student completed checklist or questionnaire	- Anecdotal observations by teacher and/or parent	- Anecdotal observations by teacher and/or parent
	- Standardized evaluation	- Conventional evaluation	- Records of home visits

**Using Evaluation Results
To Refine Family Literacy Programs
Occasional Paper #5**

Nancy Padak
Tim Rasinski

Kent State University
June, 1994

When the “E” word-- evaluation-- is mentioned, reactions from most Even Start professionals range from weary sighs and rolling eyes to vocal groans and visible frowns. Evaluation activities are viewed as extra work, in many cases work that prevents delivery of the instructional program itself. After all, testing isn't teaching.

Evaluation will always be part of projects like Even Start, however. The projects are operated with public funds, and the public has the right to know about the effect of those funds on participating families. Other family literacy practitioners are also interested in ES evaluation data. These professionals may wish to know "what works" under what circumstances, so that they may learn from others' experiences and avoid others' difficulties. In fact, Even Start's designation as a demonstration project requires this sort of sharing. National evaluation projects are designed to provide both of these types of information about ES projects throughout the nation.

But the "broad strokes" picture painted by national evaluation data may not be very helpful to individual programs. This is why local evaluations are also critical. The purpose of local evaluations is to determine the extent to which individual programs are meeting their goals, both (a) the "external" objectives developed for program applications, which respond to ES legislation, and (b) the "internal" objectives that reflect more closely what the program really hopes to accomplish. If local evaluations are developed and conducted carefully, they can provide formative results, or in-process guidance for improving all aspects of an Even Start program, as well as summative results or final evaluations of program effectiveness.

Our focus in this paper is on the use of formative, in process evaluation results to refine or "fine tune" programs. We assume that the programs have obtained comprehensive and appropriate empirical data on the assessment of the program as a whole as well as its specific goals. First, we present and explain a six-step model for using evaluation data to improve program delivery. Then we provide two examples of the model in action. Although the examples we present relate directly to ES, the model itself is useful for any type of program.

The Model

Step 1: Convene A Planning Team

ES programs wishing to use local evaluation results to refine their programs can do so. We recommend that you convene a small planning team (5-8 people), whose members represent various aspects of ES delivery, to assist you. This group should include parent representation and may include members who are not routinely involved in ES. For example, a public school curriculum specialist or a college or university educator might be a helpful addition to the planning team, depending on the nature of the problems the group is exploring. Together, members of this planning team should follow the steps outlined below to ensure a systematic and thorough consideration of both the local evaluation results and the direction they provide for improving program delivery.

Step 2: Understand the Results

The second step involves developing a shared understanding about what the local evaluation results mean for or about your ES program. In other words, the planning group will need to decide if the results make sense. This ordinarily involves thinking about and evaluating the measures used to obtain the results -- Do they make sense or "ring true" from the perspective of program participants?

One way to appraise results of a local evaluation is to assess the validity (sometimes called truthfulness) of the measures used to generate those results. To do this, the planning group should read the evaluation report carefully, find the measures used to evaluate the goals and that led to the identification of the problem, and evaluate the practical worth of those measures. The group should ask, Are these good and reasonable measures of the level of achievement for this goal? For example, "successful retention" might be defined as participation

for one month or one year. Likewise, adults' writing ability might be assessed using standardized usage tests or evaluation of pieces of their writing that were completed as part of ES activities. Better correlation between the definition and the measures selected for use in the evaluation results in greater validity or truthfulness of the results.

This assessment of validity or truthfulness can yield three possible outcomes. If the planning group decides that the measures are valid, then they should proceed to step three of the model, because they have decided that the problem(s) identified in the evaluation report is real. If the planning group decides that the measures are invalid, then the ES coordinator and local evaluator(s) should meet to refine the evaluation plan so that subsequent assessments can yield more useful information. And finally, if the planning group has questions about the validity of the measures, they can seek additional information, perhaps by asking the local evaluator(s) to provide other perspectives about the aspect of the program under question. For example, the planning group might request that another type of measure be added to subsequent evaluations of the issue under question, or they might ask local evaluator(s) if already-collected data could provide another view of the issue under study.

Step 3: Explore Reasons for the Results

If completing the second step in the model convinces the planning group that there is indeed a problem with some aspect of ES delivery, the next step is to try to identify reasons for the problem's existence. Most problems associated with complex delivery systems like ES are themselves complex, so this will likely be no easy task. Nevertheless, it's important to try to identify reasons because they can provide focus for developing solutions.

We recommend that the search for reasons be as objective as possible. Try to avoid simplistic, "blame the victim" reasons. For example, if retention of ES families is identified as a problem, it might be tempting to conclude that parents just don't care enough to attend regularly. Even if this is true, however, it is likely that particular aspects of the program contribute to his attitude-- program location or times may be inconvenient, for example, or adults may not view ES activities as interesting or helpful. A "blame the victim" reason cannot yield program refinements. Rather, the planning team should attempt to generate possible reasons that can result in program improvement somehow. To do otherwise renders the entire evaluation process fruitless.

We also recommend that the search for reasons be conducted broadly (i.e., by considering opinions of the planning group, those of other ES staff and participants, and, if warranted, those of outside experts). Brief person-to-person interviews or conversations may be an efficient way to gather this information. In the case of problems with retention, for example, each member of the planning group might agree to talk with three other persons about why retention might be a problem in the ES program. When the planning group reconvenes, a group list of possible reasons can be developed, and items on the list can be evaluated as

“likely” or “not likely.” Depending upon the nature of the problem, it may also be necessary to observe instruction, analyze instructional materials, or interview learners. Teachers may initially feel a bit insecure about classroom observations, but anxiety will be lessened if teachers are represented on the planning team and involved in the solution of identified problems. After all, everyone involved in ES shares the desire to develop a program that is as successful as possible in meeting its goals.

Step 4: Generate and Evaluate Possible Solutions

The time and energy devoted to the two preceding steps in the model can help you focus on likely causes for problems. Such a focus is necessary, of course, before solutions can be generated. The fourth stage in the model is to do just that-- generate possible solutions and then select the one most likely to solve the problem.

Brainstorming is probably the most effective way to accomplish this step. We recommend that the brainstorming be conducted in two phases. During the first, the goal is for the planning group to list as many solutions to the problem as possible. Consequently, initial directions should remind them not to evaluate or elaborate upon particular suggestions. Rather, generating lots of ideas is the goal. As ideas are suggested, record them on chart paper or a chalkboard.

This initial brainstorming will probably take no more than 10 or 15 minutes. Be patient after the first lull in conversation, however; it's been our experience that brainstorming suggestions often come in “waves.” What's on the tips of our tongues is offered first. After these ideas are shared, we need a bit of time to think about others, which are often more complex and thoughtful.

After possible solutions have been generated, the group should evaluate them. The goal of this second phase is to select the one solution that the group believes is most likely to solve the problem. In order to accomplish this, the group will need to think about qualities of effective solutions. Such qualities as feasibility given program resources and constraints and allowable activities given federal regulations will probably need to be considered. It might be helpful to list the qualities that the group generates for continued reference.

Next, individual members of the brainstorming group assess the possible solutions. The easiest way to accomplish this is probably to create a “short list” for further consideration: a) ask each member of the group to select no more than three likely solutions in rank order; b) poll the group, recording the number of first place votes, second place votes, and third place votes for each possible solution; and c) examine the results to see if the group agrees on the two or three most likely solutions.

Solutions should be discussed thoroughly so that one can be selected for implementation. Discussions can be left unstructured or can focus on creating lists of advantages and disadvantages of particular choices. This discussion may

reveal refinements that can strengthen particular solutions. The group should strive for achieving unanimous support for one solution.

Step 5: Develop and Implement the Plan for Program Refinement

Having proceeded this far, you know where you want the ES program to go, and you have group consensus about this direction. The next stage of the model is designed to help you figure out how to get there. To do this, you will need to develop a strategic plan, based on your chosen solution, that lists: a) all activities that need to be accomplished in the order in which they must occur, b) the resources (e.g., financial, human) needed to accomplish each activity, c) a timeline for accomplishing each activity, and d) the person or people responsible for oversight or the actual conduct of each activity.

Brainstorming can also be effective for creating a comprehensive list of activities, which will then need to be organized in some way. Depending upon the nature of the solution, activities may need to be organized chronologically, in logical progression, or, if resources are limited, in priority order. A good list of activities will provide a step-by-step blueprint for moving the program from where it is to where it wants to be. Toward that end, several people should probably review the proposed activity list for completeness. After the activity list is developed, decisions can be made about other aspects of the plan, such as resources, timelines and people responsible.

We recommend that the final version of the plan be cast into chart form and shared with all those interested in or affected by it. Moreover, we recommend that the ES coordinator periodically seek input from the persons responsible for particular activities to ascertain that progress is being made in a timely manner.

Step 6: Evaluate the Success of the Plan

If local evaluators have been involved in previous steps of the process, then they can probably assist in the development of a scheme to determine the impact of the program refinement. If local evaluators have not been previously involved, now is the time to contact them. Share with them the plan for program refinement and the particular aspects of your ES program that you hope the refinement will affect. Ask them to be particularly careful with the next local evaluation of those particular aspects. Ask them to include a separate section about the success of the refinements in their next evaluation report.

Examples of the Model in Action

Below we provide fictional accounts of how two ES programs used this model to refine their programs based on the results of their local evaluations. We hope that these concrete examples will help you see how the model can be employed in your own program.

The Problem: Retention

It didn't take Jane Smith, ES coordinator, long to understand the most significant finding in her program's local evaluation: They had retention problems. She knew

this was the case, and program records documented it. Moreover, she knew that several staff members were concerned about retention. Armed with evaluation results pointing to this problem and knowing she had some staff support for attempting to solve it, Jane decided to convene a group to explore the problem more thoroughly and to generate some solutions. She invited the adult education teacher, the parenting education teacher, two ES parents, and the local adult education director to participate with her.

The planning group first attempted to judge the severity of their retention problem by referring to printed accounts of retention in other adult education programs and by exploring community factors that might influence retention in their ES program. They learned that retention is a common problem in adult education programs, but that family literacy programs generally have higher retention rates than other types of adult education programs. They also learned that several neighborhood schools in their community also had retention problems; some had up to 75% student turnover each year.

Seeking information from published literature and from their local community helped the planning group put the ES retention problem in perspective. However, the group decided to explore the issue further by interviewing several parents who had either persisted in the program or dropped out of ES but stayed in the community. Their questions to parents were simple: Why did you choose to leave/ stay in the program? and How could the ES program better meet your needs?

Although parents offered many suggestions for program improvement, one common complaint seemed directly related to the retention problem: ES dropouts did not see the value of ES instruction, especially the adult education component. Persisters, too, seemed unsure about the adult education component. Although they stayed with ES, they said it was to benefit their children. The adult educator, who was part of the planning group, indicated that his curriculum was conventional, workbook-driven and skills-oriented. He also indicated that he wished to alter his curriculum but didn't know how to begin.

After discussing and listing a variety of possible solutions, from providing tangible incentives to providing periodic follow-up to students, the solution to this problem seemed obvious, although the group recognized that time, energy, and support would be necessary to solve it. For the short term, the planning group recommended that the adult educator talk with learners about the value of their instructional sessions and involve them, whenever possible, in establishing academic goals. Furthermore, the planning group recommended staff development designed to help all ES staff develop and implement learner-centered curriculum as a long-term solution to the retention problem. Specifically, their advice was to focus on the interrelationship of program components so that the entire ES effort could better meet learners' needs and interests.

Jane was a bit surprised that the best solution to fostering retention appeared to be in the classroom. But she trusted that the planning group had considered the issue carefully, and she looked forward to the next local evaluation so that the group could see the results of their efforts.

The Problem: Adults' Reading Ability

Unlike Jane, Bob Brown, another ES coordinator, was shocked when he read an evaluation report for his program that indicated problems with ES parents' reading ability. He hadn't predicted problems in this area; the two ES adult educators were also surprised when Bob shared evaluation results with them. The three decided to pursue the issue by creating a planning group that also included a parent representative and the county reading supervisor.

When the planning group read the evaluation report carefully, they discovered a potential explanation for the discouraging results. The reading evaluation was based on results of a standardized comprehension test, which consisted of having adults read short paragraphs and answer multiple choice questions about them in a timed situation. The county reading supervisor helped the group see the limited definition of reading that provided the basis for the test. Moreover, the adult educators recalled that several parents seemed very anxious on the day they had administered the test. As a result of this discussion, the planning group decided that they questioned the validity of the standardized test as an accurate and comprehensive measure of a person's reading ability. For this reason, they determined that it was unnecessary to pursue possible program refinements based on these questionable evaluation results. Instead, they recommended that Bob and the reading supervisor work with the local evaluators to refine the ways in which reading ability would be assessed in the ES program.

Conclusion

No matter how effective a particular family literacy program, refinements are always possible. Systematic and comprehensive local evaluation should provide direction for these program refinements. The model that we describe in this paper can help ES professionals evaluate potential problems that are identified in local evaluation reports, understand their causes, and develop effective plans for solving them.

We know this model can work. We have used it in many situations to help educators solve program-related problems and to refine program delivery. As family literacy professionals, we share the hope that our programs will assist families in improving the quality of their lives. Periodic and systematic attention to program refinement can increase the likelihood that all of our goals will be met.

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SECTION II: GENERAL PROGRAM EVALUATION

In this section are a variety of forms and other resources that can be used to evaluate family literacy programs. For your ease of use, this Section contains four Parts: Adult Basic and Literacy Education (ABLE), Early Childhood Education (ECE), Parenting Education/ Parent and Child Together Time (PE/PACT), and General Program Evaluations. Many were originally developed for use in Even Start programs, but they can easily be adapted for other types of programs. Feel free to adapt, but please cite original sources.

Part 1: ABLE

This section contains three types of evaluation/ assessment information: ways to informally assess adults' reading, writing, and math knowledge; surveys or interviews that provide an opportunity for parents to evaluate their own growth; and surveys about adult basic skill achievement to be completed by ES/ABLE staff. A great deal of additional information regarding evaluation for adults is located at the OPAS site: <http://literacy.kent.edu/opas/siteindex.html>.

Click on any of the following topics to learn more.

[Informal Assessment of Reading—Journal Writing](#)

[Informal Assessment of Reading—Reading Conferences](#)

[Informal Assessment of Reading—Classroom-Based Assessments](#)

[Informal Assessment of Writing](#)

[Informal Assessment of Math](#)

[Surveys/ Interviews for Parents](#)

Feedback on My Even Start Education Classes

Even Start Biannual Parent Interview

Rating Scale

[Staff Surveys/ Interviews](#)

[Even Start Personnel Written Survey](#)

Even Start Staff Survey

[Informal Assessment of Reading—Journal Writing](#)

The following journal assignments will help adults link reading and writing, which itself is a research-based instructional practice. Moreover, the resulting journal entries can be evaluated for comprehension. Use a three point scale, perhaps O (Outstanding), S (Satisfactory), or U (Unsatisfactory) to record your judgments. Patterns may become apparent when viewing evaluation results across many of these performance samples.

- Make a Venn diagram comparing and contrasting key ideas from a text
- Tell about how something (or someone) in the text is the same or different from something (or someone) else
- Draw a picture that reflects important content
- Tell “who” and “what happened”
- Write three sentences: beginning, middle, end
- Make a list or order a list of important ideas
- Write two sentences: problem and solution, as described in the text

Informal Assessment of Reading—Reading Conferences

Informal reading conferences are conversations between teacher and student that revolve around a book (or other text) that the student is reading. Ten-minute reading conferences every month or so should provide sufficient information, particularly when combined with other informal assessments. Reading conferences offer important opportunities to learn how adults interact with text and how they feel about reading and themselves as readers. The format of the conference can vary according to your purpose. The student might read a page or two aloud, for example, or you and the student might simply discuss the book. Retelling might be an appropriate activity as well. You will want to make dated notes about the conference for later evaluation.

If the student reads aloud, you will want to keep track of miscues. The following may assist you:

- A miscue is any deviation from the text, whether meaning-changing (significant) or not (insignificant).
- Miscue Coding System

Mispronunciation or Substitution

how
~~cow~~

Omission

in the big

Insertion

in the ^{big} ^ house

Reversals or Inversions

saw
~~was~~
said mother

Words Pronounced By Examiner

T
Complicated

- Chart and analyze miscues. Look for patterns. For each pair (i.e., miscue and text word), ask, “Do they look the same? Sound the same?” “Are they the same part of speech?” “Are their meanings similar?” “Does the student try to correct miscues that change meaning?” Looking for patterns in the answers to these questions allows you to answer the broader question, “What does the reader do when encountering an unknown word?” Draw conclusions about student’s use of the three cueing systems for identifying unknown words:

Graphophonic: attention to the way words look and sound

Syntactic: attention to the way words go together to form sentences

Semantic: attention to meaning or “what makes sense”

Informal Assessment of Reading—Classroom-Based Assessments

Curriculum-based assessments or evaluations (CBAs) offer another efficient way to gather several types of assessment information relatively quickly. CBAs are based on informal reading inventory procedures, which have long been used as a basic diagnostic technique. They differ from informal reading inventories in one important way—administering a CBA takes only a few minutes per student.

Detailed administration procedures and passages for students to read are located at http://ohioliteracyalliance.org/adultfluency/adult_fluency.htm.

You may want to keep class charts of results, which allows several conclusions to be drawn efficiently. For example, one student’s reading strengths and weaknesses can be tracked by examining performance at several points throughout the year. Instructional focus for groups or the entire class can be determined by looking across all records for the entire class.

[for more information about these assessments, see Rasinski, T., & Padak, N. (2004). *Effective reading strategies* (3rd ed.). Columbus: Merrill]

Informal Assessment of Writing

General Guidelines

- Use real writing tasks.
- Evaluate both content and form.
- Evaluate the writing process as well as writing products. Aspects of prewriting might include planning, generating, and organizing ideas. During the drafting stage, you may want to note adults’ persistence, and post-writing assessment might look at revision and editing.
- Teach and encourage self-editing and peer editing.
- When evaluating, ask students to submit rough drafts as well as final drafts.
- Evaluate what has been taught. At times, evaluate a set of papers for one concept you have taught.
- At times, mark a specific type of error halfway through a paper. Ask the student to find and correct errors in the other half.
- Allow students to select a few of their best pieces from their writing folders to be evaluated for program evaluation purposes.

Types of Evaluation

- Holistic Scoring: an overall impression that yields a single score. This is a quick and reliable method of evaluation, but it's not very useful diagnostically.
- Analytical Scoring: an overall impression of 3-6 factors or aspects considered important. Rubrics or continua are generally used to record impressions (see below for an example). This yields subscores and total score. It's useful diagnostically, but your impression of one factor may influence decisions about others.
- Primary Trait Scoring: an overall impression of one selected factor or aspect. This provides more precise, but limited information than other two.
- You can count words as an indication of writing fluency.

Documenting Progress

You may want to track progress over time. To do this, you can ask a series of questions, such as the ones below. Encourage your students to document their own progress by asking and answering the same questions.

- Clarity of expression - has ability to express meaning through writing improved?
- Details - is more important and interesting information included?
- Revision/editing - is the writer more willing to revise/edit? Is there evidence of increased skill?
- Mechanics - are _____ used more accurately in January than in September?
- Spelling - are there fewer common word errors? (For beginning writers-is there evidence of developmental growth in spelling?)

Sample Analytic Scoring Continuum

Parent _____

Date _____

Completed by _____

	Well developed	Not yet
Clear Thesis	_____	
Supporting Ideas	_____	
Organization	_____	
Sentence Structure	_____	
Language Mechanics	_____	

Comments:

Source: Raskinski, T., & Padak, N. (1998). Kent State University: Kent, OH

Informal Assessment of Math

Several WWW-based resources are listed below. The Evaluation Standards developed by the National Council of Teachers of Mathematics (NCTM) offer guidance for planning what and how to evaluate in math. In addition, NCTM's web site contains a wealth of information about both teaching and evaluating mathematics. Whether you work with children or adults in a family literacy program, this site will provide much guidance and support:

<http://standards.nctm.org>

Likewise, the Ohio Academic Standards for Math, although developed for the K-12 student population, are a valuable resource. The benchmark statements, in particular, provide guidance in development of informal assessments:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=333&ContentID=801&Content=32581>

Perhaps most important for adult mathematics assessment in Ohio is careful consideration of OPAS information: <http://literacy.kent.edu/opas/siteindex.html>

Surveys/ Interviews for Parents

Feedback on My Even Start Education Classes

1. Describe in a word or two the adult education you are getting as part of being in the Even Start program.
2. Please name two or three goals you have been working on.
3. Name some ways Even Start has helped you become a better parent.
4. How would you rate the parenting ideas you are getting?
(Please circle one of the following numbers.)

Very helpful Helpful Mostly Helpful Occasionally Helpful Not Very Helpful

10 9 8 7 6 5 4 3 2 1

Source: Great Oaks Even Start

Even Start Biannual Parent Interview

(Tape record if ESL parent; use transcript to evaluate oral English)

1. When you started in the program, you made some goals for yourself and your family. Let's talk about each one.
[read Personal Goal]
 - a. Do you think you are meeting this goal? Why?
 - b. What have you done to meet this goal? What else do you plan to do?
 - c. How do you feel about your growth in this area?
2. [read Child-Centered Goal]
 - a. Do you think you are meeting this goal? Why?
 - b. What have you done to meet this goal? What else do you plan to do?
 - c. How do you feel about your growth in this area?
3. [read Family-Centered Goal]
 - a. Do you think you are meeting this goal? Why?
 - b. What have you done to meet this goal? What else do you plan to do?

- c. How do you feel about your growth in this area?
4. Are you becoming a better reader? Why do you say that?
5. Are you becoming a better writer? Why do you say that?
6. [if appropriate] Are you speaking and understanding English better? Why?
7. Do you enjoy reading or looking at books with (child)?
8. Does [child] enjoy reading or looking at books with you? How do you know?
9. What changes have you noticed in [child] during the past few months in
 - a. talking and listening
 - b. interest in reading and writing?
 - c. curiosity about things?

Source: Padak, N. & Rasinski, T. (1998) Kent State University, Kent, OH
Rating Scale

1. I have educational goals	yes	no
2. I am meeting my educational goals	yes	no
3. I am more confident with reading	yes	no
4. I am more confident with math	yes	no
5. I am more confident with English	yes	no
6. I like coming to classes	yes	no
7. I plan on getting my GED	yes	no
8. I read the newspaper more	yes	no
9. I feel smarter	yes	no
10. I am reading to my children	yes	no
11. The teachers are understanding	yes	no
12. The teachers are helpful	yes	no
13. The teachers expect a lot from me	yes	no
14. I go to the library	yes	no
15. I read on my own at home	yes	no
16. I have learned about my child's growth and development	yes	no
17. I am more confident with helping my children	yes	no
18. The PACT time gives me ideas	yes	no
19. The parent group gives me support	yes	no
20. The home visits help me	yes	no
21. I am more involved in my child's school	yes	no

- | | | |
|---|-----|----|
| 22. I am better prepared to get a job | yes | no |
| 23. I can cope with life's challenges better | yes | no |
| 24. I have been referred to other resources
in the community | yes | no |
| 25. These resources have been helpful. | yes | no |

Staff Surveys/ Interviews

Even Start Personnel Written Survey

Family _____ Date _____
 Completed by _____

1. Regarding the Personal Goal:
 - a. Is the parent making progress in meeting this goal? Why do you think so?
 - b. What has the parent done to meet this goal? What else do you recommend that the parent do?
 - c. How do you feel about the parent's growth in this area? Why?

2. Regarding the Child-Centered Goal:
 - a. Is the parent making progress in meeting this goal? Why do you think so?
 - b. What has the parent done to meet this goal? What else do you recommend that the parent do?
 - c. How do you feel about the parent's growth in this area? Why?

3. Regarding the Family-Centered Goal:
 - a. Is the parent making progress in meeting this goal? Why do you think so?
 - b. What has the parent done to meet this goal? What else do you recommend that the parent do?
 - c. How do you feel about the parent's growth in this area? Why?

4. During the past four months, what have you noticed about this parent's growth in
 - a. reading?
 - b. writing?
 - c. speaking/listening?
 - d. supporting (child's) learning?

Source: Padak, N. & Rasinski, T. (1998) Kent State University, Kent, OH

Even Start Staff Survey

Family _____ Date _____
Completed by _____

Since the last evaluation

1. Rate the parent's progress in reading (1=great progress, 2=some progress, 5=no progress) ____.
2. Rate the parent's attitude toward reading instruction (1=very good, 5=very poor) ____.
3. Comment on the parent's progress and attitudes toward reading.
4. Rate the parent's progress in writing (1=great progress, 2=some progress, 5=no progress) ____.
5. Rate the parent's attitude toward writing instruction (1=very good, 5=very poor) ____.
6. Comment on the parent's progress and attitudes toward writing.

Source: Padak, N., & Rasinski, T. Kent State University: Kent, OH

Part 2 - ECE

Here are a variety of assessments that can help you determine what the children in your family literacy program know and are able to do. In the first section are several resources for documenting young children's development as readers and writers. These tools are used with children who are not yet reading or writing conventionally or independently. Next, surveys that can be completed by parents/caregivers or family literacy staff members are provided. Please note that some of the questions in the parent interviews located in the ABLE assessment section will also provide evaluative information about children.

Click on any of the following topics to learn more.

Evaluating Emerging Literacy

MAPS/Galileo Individual Observation Record
Infant and Toddler Literacy Development
Emergent Reading: Sense of Story
Emergent Reading: Categories of Storybook Reading
Exploring Concepts about Print

Concepts about Print: Record Sheet
Assessing Phonemic Awareness
Guidelines for Observing Early Writing
Early Writing: Record Sheet

Survey for Parents/Caregivers

Child's Progress in Literacy

Surveys and Observation Tools for Teachers

Teacher Survey
Northwest Even Start Teacher Survey
Observation Sheet
Northwest Even Start: Skills/Concepts Checklist

Evaluating Emerging Literacy

Galileo Preschool (MAPS)

Assessment Technology, Inc.
5099 East Grant Road, Suite 331
Tucson, AZ 85712
800-367-4762

World Wide Web: <http://63.172.114.196/galileoPreschool/overview/index.htm>

Galileo is a comprehensive early childhood knowledge management system, which makes it possible to document, track, and report preferred information on children, staff, families, and volunteers. The MAPS module of the Galileo software package, which was developed for Ohio schools, is used in many Even Start programs for children ages 0-3.

Infant and Toddler Literacy Development

Beverly J. Bruneau
Kent State University

Like learning to walk and talk, the acquisition of literacy is a gradual, developmental process. Different children (even in the same family) achieve literacy milestones at different times. For this reason, teachers and parents should avoid comparing one child to another. Equally troublesome are efforts to “fine-tune” developmental demarcations, by months for example. Nevertheless, some general indication of young children’s growing awareness of reading and writing may be useful for parents and family literacy providers.

READING

WRITING

Books are enjoyable

Play in books by myself
Interaction with others
-initiate interaction

can put marks on a page
which mean something 1 ½

Book handling

Right side up
Turning pictures
Choose book by name by age 1

ask for labeling
ask for drawing 2

Books deal with symbols

Pat pictures
Look for familiar things 1 ½

begin to make symbols
building of schemes
(gradual control)

letters are different from
drawings 2 ½

Reading routines

Say pictures
Relate pictures to life
Where's that?
Vocabulary development
One word to phrases 2

Knowledge for school success

Where's that?
Alphabet letters
Words
Print has meaning
I can read- -assisted reading 2 ½

Adapted from McGee, L. & Richgels, D. (1996). Literacy's beginnings (2nd ed.). Boston: Allyn & Bacon.

Emergent Reading: Sense of Story

This procedure shows how much generic information a child has about how stories are formed.

Procedure: Child retells a familiar story or makes up a story. Teacher is audience (but tape records.)

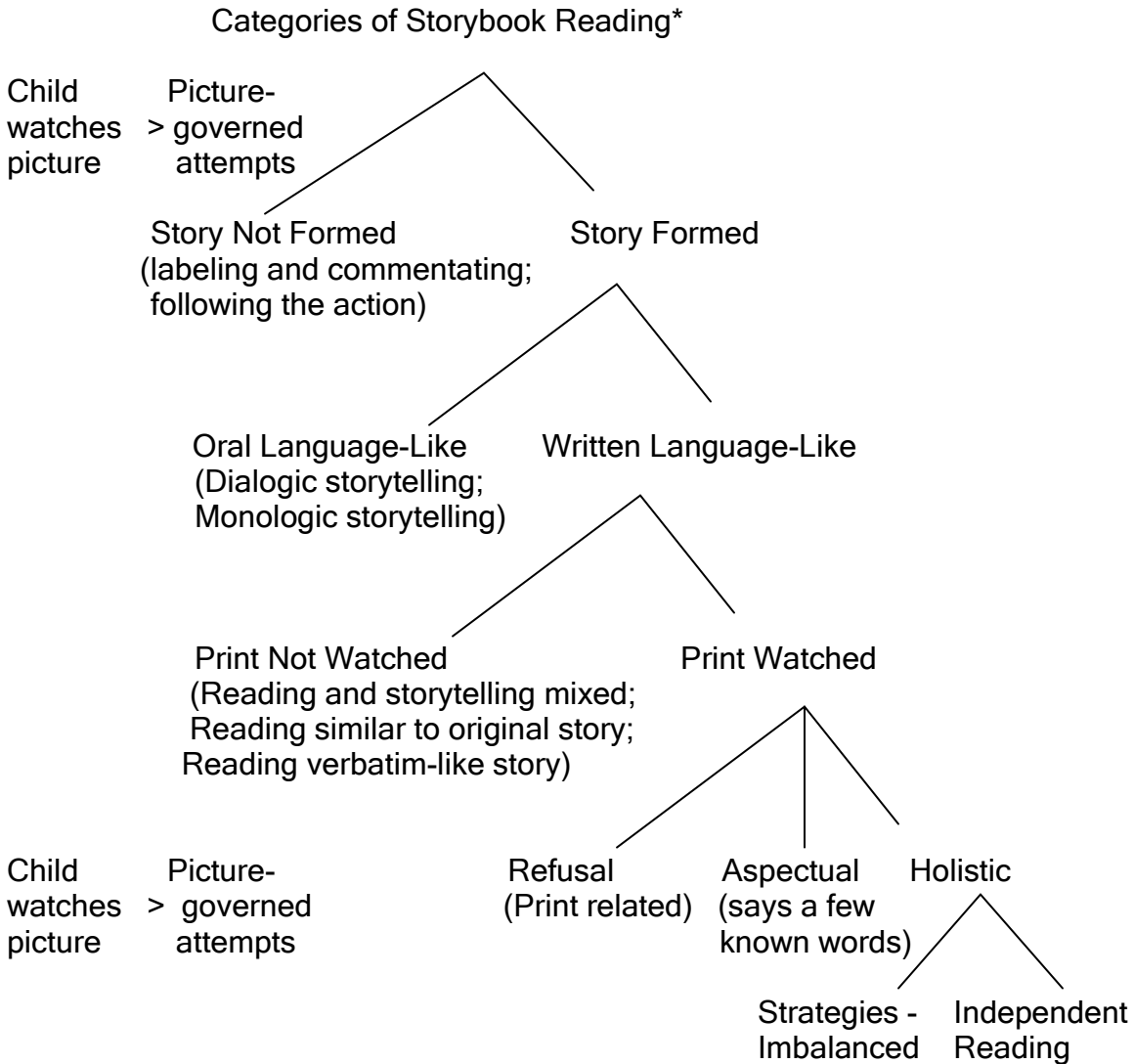
Analysis: Later, listen to the story to determine the following. You might use a three-point scale: well-developed, acceptable, not yet present in child's story.

- Does the story have characters?
- Does the story have a setting?
- Does the story sequence (organization) make sense?

- Does the story have a plot (tell a story)?
- Does the story contain characteristics of written language?

Emergent Reading: Categories of Storybook Reading

The following is a research-based progression of young children’s (ages 3-5) development as readers. To use the chart, ask the child to select and read a favorite book. Consider what the child does when reading and plot level on the chart. If you repeat the procedure after 6 months or so, you should find that the child’s reading has progressed toward conventional reading behavior.



*This figure includes independent reading attempts only: the child is making the reading attempts without dependence upon turn-taking reading or interrogation by the adult.

Sulzby, E. (1985). Children’s emergent reading of favorite storybooks: A developmental study: *Reading Research Quarterly*, 20, 458-481.

Exploring Concepts about Print

Nancy Padak and Tim Rasinski

Kent State University

Here are several tasks that can help you determine the child's understanding of how books and print work. A sheet that can be used to record responses follows. Again, assessing the child in 6-month intervals should show evidence of growth.

Book Awareness

Ask the child to select a book for you to read to him or her. Position the child next to you so that you can both see the pages. Then:

1. Hand the book to the child with the spine pointing to him or her. Ask the child to show you the front of the book.
2. Ask the child to open the book and note whether s/he knows that the spine goes on the left (right side up).
3. Ask the child, "Where should I begin reading?" Note whether the child knows that the story begins where the print begins.
4. Read two pages and then ask, "Now what?" Note whether the child knows to turn the page and to begin reading again on the left-hand page.
5. On that same page, ask, "Where should I read? Show me where to start. Now show me what to read next." Continue this sort of direction until you are able to tell if the child knows that the top is read before the bottom and that lines of print are read from left to right.
6. Read the rest of the story to the child.

Working with Dictations

1. Make two copies of a child's dictation of several sentences (lines). Select several concrete words (i.e., nouns or verbs) of varying lengths from the beginning, middle, and end of the dictation. Print these on index cards. Make individual letter cards for each of the concrete words, as well. Seat the child next to you. Then:
2. Provide the child with a pencil and a copy of the dictation. Ask him/her to find and circle a word. Repeat this request several times. Note that the child does not have to read the words or find specific words; you are only interested in the child's awareness of word boundaries.

3. Ask the child to match each word card with the same word from the story. (If selected words appear more than once, ask the child to find each appearance.) The child does not have to read the words; you are only interested in word matching.
4. Provide a word card and the individual letters. Ask the child to “build” the word using the letters. Repeat with other word cards.
5. Ask the child to point to the place in the dictation that corresponds to:
 - the beginning of the text
 - the beginning of the 2nd line (check for return sweep after 1st line)
 - the end of the text
 - the beginning of a word (repeat several times)
 - the end of a word (repeat several times)
 - the first word in the text
 - the last word in the text
 - the first letter in a word (repeat several times)
 - the last letter in a word (repeat several times)
 - the beginning of a sentence
 - the end of a sentence
6. Ask the child to run his or her finger under the words in the dictation, from beginning to end, as they should be read. Note understanding of left-to-right and top-to-bottom principles of written language.
7. Letters
 - Ask the child to circle one letter with a pencil. Repeat several times. If successful, ask the child to circle two letters together. Also repeat several times.
 - Ask the child to circle a capital letter (not a particular letter; any letter). Repeat several times. If successful, ask the child to find and circle the capital letters that are in the text. If successful, repeat with several lower-case letters.

Voice-Pointing

Read a dictation or a short, familiar text (e.g., poem, nursery rhyme) aloud to the child until he or she has memorized it. Model the voice-pointing procedure by running your fingers under each word as you read it aloud. Then:

- Ask the child to do the same thing. Note how accurately the child is able to match spoken and printed words.
- Select a few words of varying lengths from various parts of the text (i.e., beginning, middles, and ends of lines). One at a time, ask the child to find the words in the text. Note the child’s strategies for doing so.

Concepts about Print: Record Sheet

Child's Name _____

Date _____

Well-
Developed

some-
what

Not
Yet

Book Awareness

- Front of book |-----|
- Right side up when opened |-----|
- Where to begin reading |-----|
- Turn page after reading; "Now where?" |-----|
- Where to start on new page |-----|

Dictations

- Circle word |-----|
- Word matching |-----|
- Make word from letters |-----|
- Find beginning of text |-----|
- Find 2nd line |-----|
- Find end of text |-----|
- Find beginning of a word |-----|
- Find end of a word |-----|
- Find first word of text |-----|
- Find last word of text |-----|
- Find first letter in word |-----|
- Find last letter of word |-----|
- Find beginning of sentence |-----|
- Find end of sentence |-----|
- Directionally of text (L to R, top-down) |-----|
- Circle 1 letter |-----|
- Circle 2 letters |-----|
- Circle capital letters |-----|
- Identify capital letters |-----|
- Identify lower-case letters |-----|

Voice Pointing

- Able to voice point |-----|
- Can find words in text |-----|

Assessing Phonemic Awareness

Phonemic awareness is the ability to notice and manipulate sounds of oral language. It is correlated with a child's eventual success in phonics and spelling.

This informal assessment of phonemic awareness is appropriate for children at and beyond kindergarten level.

- Tell the child you are going to play a sound game. You will say a word, and the child should break the word apart into its sounds. You may want to practice with a few words: "If I say *old*, you say /o/ /l/ /d/." "If I say *so*, what will you say? *Fat? Kite?*"
- Say the following words. If the child is unable to segment at all, stop the assessment after 5 words. If the child is unable to segment some words, make note of what he or she is able to do:

to	dock	me	lace	fight	mop
low	this	he	jot	vain	grow
is	nice	am	cat	be	shoe
meet	bed	jack	stay		

- Second semester kindergarteners should be able to segment approximately half of the words correctly.

[for more information, see Rasinski, T., & Padak, N. (2001). *From phonics to fluency*. New York: Longman.]

Guidelines for Observing Early Writing

Gather several dated samples of unaided writing, ideally those that span several months. Examine the following issues.

- Does the child differentiate between drawing and writing?
- Does the child know how lines of print appear on a page?
- Does the child write in left-to-right and top-to-bottom fashion?
- Does the writing contain scribbles, scribbles and letters, or only letters?
- Are word boundaries (spaces or markers) evident?
- At what stage is the child as a speller?

Prephonemic spellers:

- know how letters are formed, but not how they work
- know that letters represent language in some way
- have not yet discovered that letters represent speech sounds or phonemes in words
- usually have not yet learned to read

Early phonemic spellers:

- use letters to represent sounds, but only very sparsely
- may begin words with one or two phonemes and end them with random strings of letters
- do not yet have stable concepts of words

Letter-name spellers:

- have stable concepts of word

- break words into phonemes and represent phonemes with letters of the alphabet
- can spell consonant phonemes with some regularity, but may omit vowels
- are usually reading
- can profit from formal spelling programs

Transitional spellers:

- spell most easy words correctly
- tend to misspell irregular words, often making them look more "regular."
- use short vowels appropriately

[for more information, see Rasinski, T., & Padak, N. (2001). *From phonics to fluency*. New York: Longman.]

Early Writing: Record Sheet

Child _____

Date _____

Completed by _____

	well developed	not yet
uses words to communicate	-----	
demonstrates written language fluency	-----	
writes a coherent message	-----	
knows concept of word	-----	

<u>Spelling</u>	none	some	all
prephonemic	-----		
early phonemic	-----		
letter name	-----		
transitional	-----		

Survey for Parents/Caregivers

Child's Progress in Literacy

Name _____

Date: _____

Child's Name: _____

Child's Age: _____

CHILD'S PROGRESS IN LITERACY

Circle the numbers that describe how you feel about your child's reading and writing.

1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree; N/A=Does Not Apply
--

- | | | | | | |
|---|---|---|---|---|-----|
| 1. My child enjoys reading. | 1 | 2 | 3 | 4 | N/A |
| 2. My child enjoys being read to. | 1 | 2 | 3 | 4 | N/A |
| 3. My child understands basic print concepts such as what a word or letter is, directionally in reading, etc. | 1 | 2 | 3 | 4 | N/A |
| 4. My child often chooses to read at home on his or her own. | 1 | 2 | 3 | 4 | N/A |
| 5. My child can figure out (decode) difficult words. | 1 | 2 | 3 | 4 | N/A |
| 6. My child reads with fluency and expression. | 1 | 2 | 3 | 4 | N/A |
| 7. My child can understand what he or she reads. | 1 | 2 | 3 | 4 | N/A |
| 8. My child can write his or her name and at least 10 other words. | 1 | 2 | 3 | 4 | N/A |
| 9. My child can write a brief story. | 1 | 2 | 3 | 4 | N/A |
| 10. My child is making good progress in learning. | 1 | 2 | 3 | 4 | N/A |

Comments about child's learning:

Source: Padak, N. & Rasinski, T. (1998). Kent State University, Kent, OH

Surveys and Observation Tools for Teachers

Teacher Survey

Child's Name _____

Child's Age: _____

Date: _____

Please rate the child in the following areas. Use the scale and circle the appropriate number for each item. Add written comments at the end of the survey, if you wish.

1=Never; 2=Sometimes; 3=Often; 4=Very Frequently; N/A=Not Applicable
--

Social/Emotional Development

- | | | | | | |
|---|---|---|---|---|-----|
| 1. Expresses emotions and feelings appropriately. | 1 | 2 | 3 | 4 | N/A |
| 2. Knows the difference between appropriate and inappropriate behavior. | 1 | 2 | 3 | 4 | N/A |
| 3. Gets along well with other children. | 1 | 2 | 3 | 4 | N/A |
| 4. Interacts appropriately in groups. | 1 | 2 | 3 | 4 | N/A |
| 5. Completes tasks appropriately. | 1 | 2 | 3 | 4 | N/A |

Literacy and Learning

- | | | | | | |
|--|---|---|---|---|-----|
| 6. Enjoys being read to. | 1 | 2 | 3 | 4 | N/A |
| 7. Enjoys reading. | 1 | 2 | 3 | 4 | N/A |
| 8. Chooses reading as a recreational activity. | 1 | 2 | 3 | 4 | N/A |
| 9. Understands basic print concepts (e.g., what a word or letter is, directionally). | 1 | 2 | 3 | 4 | N/A |
| 10. Reads at or above age-appropriate level. | 1 | 2 | 3 | 4 | N/A |
| 11. Reads fluently. | 1 | 2 | 3 | 4 | N/A |
| 12. Enjoys writing. | 1 | 2 | 3 | 4 | N/A |
| 13. Chooses writing as a recreational activity. | 1 | 2 | 3 | 4 | N/A |

14. Writes at or above age-appropriate level.	1	2	3	4	N/A
15. Speaks at or above age-appropriate level.	1	2	3	4	N/A
16. Displays interest in learning.	1	2	3	4	N/A
17. Parent displays interest in child's learning.	1	2	3	4	N/A
18. Parent helps child with school assignments.	1	2	3	4	N/A
19. Parents contact teacher by attending school conferences, visiting the classroom, making phone calls.	1	2	3	4	N/A
20. Parent attends school-sponsored activities (e.g., open house, school shows).	1	2	3	4	N/A
21. Parent volunteers in the school.	1	2	3	4	N/A

Comments:

Source: Padak, N. & Rasinski, T. (1998). Kent State University, Kent, OH

Northwest Even Start Teacher Survey

Child's Name _____

Teacher _____ Date _____

How does the child rate compared to other children in your class? Please rate the following for **the current school year**.

Overall academic performance	below average	average	above average
Motivation to learn	below average	average	above average
Support from parents	below average	average	above average
Interaction with other children	below average	average	above average
Attendance	below average	average	above average
Self-confidence	below average	average	above average
Classroom behavior	below average	average	above average
Probable success in school	below average	average	above average

Comments:

Observation Sheet

At home

In PACT time

Center: _____

Parent: _____

Child: _____

Month/Year: _____

<p><u>Cognitive/Language</u> counting, sorting, shapes, colors, body parts, chooses variety of activities, experiments, notices effects of action on objects, follows 2-3 step directions</p>	
<p><u>Fine Motor</u> block, clays scissors, puzzles, manipulatives, printing, drawing</p>	
<p><u>Gross Motor</u> catching and throwing, running, climbing, kicking, hopping</p>	
<p><u>Social Emotional</u> self-concept, follows routines, problem-solving, relationships, play, responsibility, pride</p>	
<p><u>Self Help</u> toileting, dressing, personal data</p>	
<p><u>Literacy</u> has favorite book, asks to be read to, participates in reading, asks for paper, scribbles/writes, asks for words to be recorded, "reads" books</p>	

Source: Project Success, Even Start

Northwest Even Start: Skills/Concepts Checklist

Name _____

Date _____

	Not yet	Sometimes	Yes
Size			
Understands big and little	-----		
Understands long and short	-----		
Matches shapes or objects based on size	-----		
Colors and Shapes			
Recognizes and names colors: red blue yellow green purple orange white brown black	-----		
Recognizes circles	-----		
Recognizes rectangles	-----		
Matches shapes or objects based on shape	-----		
Copies shapes	-----		
Numbers			
Counts orally through 10	-----		
Counts objects in one-to-one correspondence	-----		
Understands empty and full	-----		
Understands more and less	-----		
Reading Readiness			
Remembers objects from a given picture	-----		
Knows what a letter is	-----		
Looks at books or magazines/pretends to read	-----		
Recognizes some nursery rhymes	-----		
Identifies parts of the body	-----		
Knows common farm and zoo animals	-----		
Pronounces own first name	-----		
Pronounces own last name	-----		
Expresses self verbally	-----		
Identifies other children by names	-----		
Tells the meaning of simple words	-----		
Repeats a sentence of 6-8 words	-----		
Completes incomplete sentence with proper word	-----		
Uses left-to-right progression	-----		
Answers questions about a short story	-----		
Looks at pictures and tells a story	-----		
Identifies own first name in manuscript	-----		
Prints own first name	-----		

Not yet Sometimes Yes

Position and Direction

- Understands up and down
- Understands in and out
- Understands front and back
- Understands over (on) and under
- Understands top, bottom, middle
- Understands beside and next to
- Understands hot and cold
- Understands fast and slow

Time

- Understands day and night
- Knows age
- Knows birthday

Listening and Sequence

- Follows simple directions
- Listens to a short story
- Retells simple stories in sequence

Motor Skills

- Is able to run
- Is able to walk a straight line
- Is able to jump
- Is able to hop
- Is able to march
- Is able to stand on one foot 5-10 seconds
- Is able to walk backwards for five feet
- Is able to throw a ball
- Pastes objects
- Claps hands
- Touches fingers
- Able to button
- Builds with blocks
- Completes simple puzzles (5 pcs. or less)
- Draws and colors beyond a simple scribble
- Able to zip
- Controls pencil and crayon well
- Cuts simple shapes
- Handles scissors well
- Able to copy simple shapes

Social-Emotional Development

- Can be away from parents for 2-3 hours
- Takes care of toilet needs independently
- Feels good about self
- Knows how to use a handkerchief or tissue
- Know own sex

	Not yet	Sometimes	Yes
Know parents' names			
Knows home address			
Knows home phone number			
Maintains self-control			
Gets along well with other children			
Plays with other children			
Recognizes authority			
Shares with others			
Talks easily			
Likes teachers			
Puts away toys			
Able to stay on a task			
Able to work independently			

Comments:

Part 3—Parenting Education/ PACT

Most family literacy programs aim to promote both home literacy activities and parents' involvement in their children's schooling. The assessments provided in this section are designed to provide evaluative information about both of these goals. Some assessments found in the ABLE section also address these goals.

Click on any of the following topics to learn more.

[make this list hyperlinked to the appropriate information as follows]

Parenting Education Profile Survey
 Parenting Education Profile Survey: Scoring Grid
 PEP Documentation Logs
 Ohio Survey on Parent Involvement

Surveys for Parent Use

Lakewood Even Start Parent/School Involvement Questionnaire

Northwest Even Start Parent Survey
 Ravenna Even Start Parent Survey
 Parent Observation Form
 Parent Involvement in School-Related Activities: Supporting Your Child's Formal Education
 Parent Involvement in Children's Literacy-Related Activities

Home Visit Observation Tools

Home Visit Log
Home Visit Chart
 Even Start Parent - Child Reading Observation (child reads)

Even Start Parent-Child Observation (Parent Reads)

Parenting Education Profile Survey

(developed by Leslie K. Bond of Northwest Even Start)

Name _____ Date _____

Please circle the answer that best describes you. If you are torn between two answers, choose both and write a brief note about how they apply to you.

1. When I talk with my child I usually:
 - A. try to help with her speech by trying different things, talking, and listening.
 - B. use open-ended questions and encouragement. I try to draw my child into different discussions.
 - C. speak to my child in simple sentences and use yes/no questions.
 - D. try to help my child with his speaking. I also watch how I speak, act, and react around my child.
 - E. end up telling her to do something or scolding her.

2. When I interact with my child, I usually:
 - A. try several different ways to keep my child interested in books, storytelling, or singing.
 - B. read, tell stories, or sing to my child. I want to learn new ways to support her reading and speaking.
 - C. sometimes read, tell stories, or sing to my child.
 - D. sometimes read, tell stories, or sing to my child, but it's pretty frustrating for us.
 - E. try to match what we do with what my child wants. I try to make connections between stories and my child's life, and I encourage him to do this too.

3. What happens when you read with your child?
 - A. I don't read to my child. That's the teacher's job.
 - B. I try to help her understand how print works. I point out letters, tell her about sounds, show her how the print goes from left to right, etc.
 - C. I try to help him figure out the meaning. We play games with sounds and words or draw letters and words. I ask my child to tell me the story.
 - D. We don't read together very often. When we do, I point out some of the words or pictures.
 - E. I use everyday activities to help my child learn about sounds, speech, and print.

4. Which describes the way you and your child's teacher work together?
- A. I talk to the teacher(s) about my child's learning, interests, and needs. I only do this when necessary.
 - B. I go to events at school when I can and when someone else I know is going.
 - C. I know I should talk to the teacher more, but I wait for the teacher to call me or for a parent-teacher conference.
 - D. I don't talk to the teacher. I know they will call me if something is wrong.
 - E. I know the teacher. The teacher and I call each other when we need information or just want to talk about my child.
5. What do you know about what the school expects for your child?
- A. I know the school expects my child to show up for class.
 - B. I know what the school expects my child to learn. I know how they will help her. I am trying to help at home, too.
 - C. I asked about school requirements.
 - D. I know what the school expects my child to learn. I also know about other schools. I am working with other parents and teachers to make my child's school better.
 - E. I know the school expects some things, but I don't know what they are. The school will tell me what I need to know.
6. Which describes what you do about your child's learning at school?
- A. I ask my child or the teacher about what my child is learning.
 - B. I don't ask, but I think the teacher will tell me what I need to know.
 - C. I don't ask, but I look at report cards or progress reports that come home.
 - D. I look at what my child is learning and try to find ways to add to it.
 - E. I ask about how I can help my child be better at school.
7. Which describes how you feel about being in your child's classroom?
- A. I can think of lots of ways to help in the classroom. I have done things like go on field trips or send things to school.
 - B. I would like to help at school, but I am too busy or I don't think I know enough to help. I will go to my child's school if I have to or if one of my friends is going.
 - C. I will go to school if it is important.
 - D. I do different things at my child's school. I usually do 4-6 things a year.
 - E. I don't go to school. Educating my child is the teacher's job.
8. Which describes how you think about your child's success in school?
- A. I expect my child to be successful, and I try to help him do this.
 - B. I never really thought about it. I didn't do too well in school, so my child may not do well either.

- C. I am positive when I talk to my child. I am trying to learn about child development, so I can do the right thing.
- D. I expect a lot. If my child doesn't do well, I figure it's because she isn't trying hard enough.
- E. I set goals for my child. We do challenging things together to help him achieve the goals.

Parenting Education Profile Survey: Scoring Grid

Score the survey by circling the response for each item. To determine average level, sum responses 1-3 and divide by 3; responses 4-8 and divide by 5.

Item #	PEP equivalent	Description	Response A=Level	B=Level	C=Level	D=Level	E=Level
1	II/E	Expressive and Receptive Language	4	5	2	3	1
2	II/F	Reading with Children	4	3	2	1	5
3	II/G	Supporting Book and Print Concepts	1	3	4	2	5
4	III/H	Parent-School Communication	4	2	3	1	5
5	III/I	Expectations of Child and Family	1	4	3	5	2
6	III/J	Monitoring Progress and Reinforcing Learning	3	1	2	5	4
7	III/K	Partner in Educational Settings	4	2	3	5	1
8	III/L	Expectations of Child's Success	4	1	3	2	5

PEP Documentation Logs

The numbers in parentheses indicate the PEP level. Fill in the blanks with the dates when you observe the parent consistently behaving in this manner. Keep notes in a portfolio to provide background information. You can determine overall level at a particular point in time by averaging levels for the items you have marked.

Parent's Role in Interactive Literacy Activities: Expressive and Receptive Language (PEP II/E)

- _____ begins to encourage child (1)
- _____ begins to ask child for particular behavior without getting upset (1)
- _____ consistently responds to child's verbal cues (1)
- _____ consistently responds to child's behavioral cues (1)
- _____ has constant verbal communication with child (2)
- _____ verbal interactions with child are consistently positive (2)
- _____ talks to child in an appropriate manner (2)
- _____ encourages child to elaborate on topic (2)
- _____ adjusts use of language to support child (3)
- _____ adjusts listening behavior to support child (3)
- _____ creates strategies for fostering child's language development (3)
- _____ begins to engage child actively in discussions (4)
- _____ begins to use a variety of strategies to support child (4)
- _____ consistently and actively engages child in discussion (5)
- _____ has developed varying strategies to draw child out (5)

Parent's Role in Interactive Literacy Activities: Reading with Children (PEP II/F)

- _____ frequently tells stories, sings, or reads to child (1)
- _____ is generally comfortable telling stories or reading to child (1)
- _____ child is growing comfortable with storytelling and reading activities (1)
- _____ consistently tells stories, sings, or reads to child (2)
- _____ is comfortable telling stories or reading (2)
- _____ actively engages child in storytelling or reading (2)
- _____ has learned how to tell stories, sing, and read to child (3)
- _____ employs learned strategies when reading or storytelling (3)
- _____ is beginning to use a variety of strategies to support and reinforce reading and language (3)
- _____ actively uses different strategies to engage child in reading, storytelling, and singing (4)
- _____ begins to match strategy to situation (4)
- _____ begins to show child connections between stories and child's own experiences (4)
- _____ consistently changes strategy according to situation (5)
- _____ connects child's experiences to stories (5)
- _____ consistently encourages child to make connections between real life and stories (5)

Parent's Role in Interactive Literacy Activities: Supporting Book/ Print Concepts (PEP II/G)

- _____ is becoming aware of his/her role as a model in reading (1)
- _____ is becoming aware of his/her role as model in writing (1)
- _____ is aware of his/her role as a model in reading (2)

- _____ is aware of his/her role as model in writing (2)
- _____ consistently tries to help child understand how print works (3)
- _____ begins to create strategies to help child understand print (3)
- _____ begins to use everyday activities to make connections between sounds, oral language, and print (4)
- _____ consistently uses everyday activities to connect sounds and oral language to print (5)

*Parent's Role in Supporting Child's Learning in Formal Educational Settings:
Parent--School Communication (PEP III/H)*

- _____ talks to teacher about child's progress (1)
- _____ consistently attends school/center functions (2)
- _____ indicates awareness of importance of communication with teacher (2)
- _____ initiates contact with teacher independently (3)
- _____ seeks information about child's needs (3)
- _____ has ongoing exchange of information with teacher (4)
- _____ maintains positive ongoing exchange of information with teacher (5)
- _____ remains comfortable contacting teacher (5)

*Parent's Role in Supporting Child's Learning in Formal Educational Settings:
Expectations of Child and Family (PEP III/I)*

- _____ is aware of school's expectations for child (1)
- _____ has taken steps to learn about school's expectations for child (2)
- _____ assesses expectations for child (3)
- _____ assesses school's approach for helping child meet expectations (3)
- _____ begins supplementing school initiatives (3)
- _____ researches information about school expectations (4)
- _____ can place school expectations in context (4)
- _____ begins to work to improve educational system (4)
- _____ compares school expectations with those of other schools (5)
- _____ works to improve the quality of education (5)

*Parent's Role in Supporting Child's Learning in Formal Educational Settings:
Monitoring Progress/ Reinforcing Learning (PEP III/J)*

- _____ knows about child's progress in educational settings (1)
- _____ questions child's progress in educational settings (1)
- _____ actively monitors child's progress (2)
- _____ asks about ways to help child make progress (3)
- _____ begins to supplement school activities (3)
- _____ is actively interested in child's learning progress and process (4)
- _____ helps child make more progress (4)
- _____ tries to find ways to extend knowledge beyond educational requirements (4)
- _____ actively studies what and how child is learning (5)

Parent's Role in Supporting Child's Learning in Formal Educational Settings: As a Partner in Educational Settings (PEP III/L)

- _____ has an understanding of his/her role in connection to educational setting (1)
- _____ takes a role in connection to educational setting (1)
- _____ begins to participate in school-related activities (2)
- _____ regularly participates in school activities (3)
- _____ seeks involvement in a variety of ways (3)
- _____ consistently participates in a more than one way (4)
- _____ consistently participates in a variety (4-6) of ways (5)

Parent's Role in Supporting Child's Learning in Formal Educational Settings: Expectations of Child's Success in Learning (PEP III/L)

- _____ has expectations for child's success (1)
- _____ expectations for success are moderate (1)
- _____ begins to give consistently positive messages to child about his/her ability (2)
- _____ begins asking for information about child development and age-appropriate activities (2)
- _____ is consistently positive in dealing with the child (3)
- _____ aids child in developing high expectations (3)
- _____ guides development of achievable goals (3)
- _____ begins to set benchmarks for success (4)
- _____ helps child achieve long-term expectations (4)
- _____ creates challenging opportunities for child (4)
- _____ adjusts benchmarks to help child with long-term expectations (5)
- _____ creates differing opportunities for child to learn and succeed (5)

Ohio Survey on Parent Involvement

Before the PEP requirements became effective, a Parent Involvement Survey was developed and normed for ABLE family literacy components in Ohio. Information about these surveys are located at the following WWW sites.

General directions

http://literacy.kent.edu/opas/parent_involve.html

Scoring Guide

http://literacy.kent.edu/opas/pifls_scoresheet.pdf

Survey: Form A

http://literacy.kent.edu/opas/forma_survey.pdf

Survey: Form B

http://literacy.kent.edu/opas/formb_survey.pdf

Surveys for Parent Use

Lakewood Even Start Parent/School Involvement Questionnaire

NAME _____

DATE _____

1. Are you comfortable in going to school to talk to your child's teacher?
always usually not really

2. Explain

3. Do you visit your child's school? yes no how often

4. Do you attend the following?

a. Parent Conferences	yes	no	how often
b. School Parties	yes	no	how often
c. Field Trips	yes	no	how often

5. How do you communicate with your child's school?

a. In person at school	yes	no	how often
b. By telephone	yes	no	how often
c. By notes	yes	no	how often
d. Not at all	yes		

6. Would you like to go to your child's school more often?

yes no how often

7. Have you ever volunteered in your child's classroom?

yes no how often

8. How would you like to help?

Northwest Even Start Parent Survey

Name _____ Date _____

Parent / Child Activities: How often do these activities occur in your home?

1. I talk with my child about things that happen in school.
Often Sometimes Seldom Never
2. I share tasks with my child, like doing dishes, doing the laundry, or going grocery shopping.
Often Sometimes Seldom Never
3. I help my child with homework.
Often Sometimes Seldom Never
4. I participate with my child in activities like playing games, going on picnics, going to the library.
Often Sometimes Seldom Never
5. I read with my child.
Often Sometimes Seldom Never
6. My child sees me reading or writing (reading newspaper, magazines, books, recipes, etc.; writing letters, grocery lists, homework, etc.).
Often Sometimes Seldom Never
7. I have the following in my home for my child to look at or read (please check all that apply).
____ 1 or 2 books ____ 3 to 9 books ____ 10 or more books
____ Newspapers ____ TV Guide ____ Comic books
____ Other reading material (Bible, catalogues) ____ None

Opinions about Education: Put a check next to your opinion.

I think that...

8. It is very important that my children graduate from high school.
agree strongly agree somewhat disagree somewhat disagree strongly
9. It is very important that my children receive good grades in school.
agree strongly agree somewhat disagree somewhat disagree strongly
10. It is very important that my children attend college.
agree strongly agree somewhat disagree somewhat disagree strongly

11. My children are capable of doing well in school.
agree strongly agree somewhat disagree somewhat disagree strongly

12. My children are capable of graduating high school.
agree strongly agree somewhat disagree somewhat disagree strongly

13. My children are capable of succeeding in further education after high school.
agree strongly agree somewhat disagree somewhat disagree strongly

14. Parents have a lot of influence in how well their children do in school.
agree strongly agree somewhat disagree somewhat disagree strongly

This page is to be completed only if you have a child in grades K-12.

15. I have visited my child's classroom in the past year.
Often Sometimes Seldom Never

16. I have attended a parent-teacher conference in the past year.
Often Sometimes Seldom Never

17. I have participated in the PTO or other parent organization in the past year.
Often Sometimes Seldom Never

18. I have attended parties or events at my child's school in the past year.
Often Sometimes Seldom Never

19. I have volunteered in my child's classroom or school, or volunteered for a special activity in the classroom or school.
Often Sometimes Seldom Never

Ravenna Even Start Parent Survey

Name: _____

Child's Name: _____

Child's Age: _____

Completed at: entry exit end of year

PARENTAL SURVEY OF CHILD'S LEARNING

Rate (as honestly as you can) how often you do these things. Use the scale and circle the appropriate number for each item.

1=Never; 2=Sometimes; 3=Often; 4=Very Frequently; N/A=Does not apply

- | | | | | | |
|---|---|---|---|---|-----|
| 1. I read to or with my children. | 1 | 2 | 3 | 4 | N/A |
| 2. My children see me read books, magazines, and newspapers for information and entertainment. | 1 | 2 | 3 | 4 | N/A |
| 3. I provide books, magazines, and other reading materials from the library or purchased for my children to read. | 1 | 2 | 3 | 4 | N/A |
| 4. I talk with and listen to my children about what they are seeing and hearing. | 1 | 2 | 3 | 4 | N/A |
| 5. I praise my children for reading or looking at books. | 1 | 2 | 3 | 4 | N/A |
| 6. I have a library card and go to the library. | 1 | 2 | 3 | 4 | N/A |
| 7. I provide experiences for my children that are reading related, such as going to museums or other community locations that can be used to stimulate interest in reading. | 1 | 2 | 3 | 4 | N/A |
| 8. I provide my children with paper, pencils, and crayons for use in home activities. | 1 | 2 | 3 | 4 | N/A |
| 9. I play games or sing songs with my children. | 1 | 2 | 3 | 4 | N/A |
| 10. My children see me reading signs, labels, and menus; writing grocery lists; and addressing letters. | 1 | 2 | 3 | 4 | N/A |
| 11. I point out colors, shapes, numbers, similarities and differences between objects in the environment for my children. | 1 | 2 | 3 | 4 | N/A |
| 12. I talk to my children about school and look at their school papers. | 1 | 2 | 3 | 4 | N/A |

13. I help my children prepare for sharing or I help with school assignments (including homework).	1	2	3	4	N/A
14. I volunteer in school.	1	2	3	4	N/A
15. I attend school sponsored activities; for example open house, school show, carnival.	1	2	3	4	N/A
16. I keep in contact with my children's teachers by attending school conferences, visiting the classroom, & phone calls.	1	2	3	4	N/A

Source: Padak, N. & Rasinski, T. (1998). Kent State University, Kent, OH

Parent Observation Form

<http://literacy.kent.edu/opas/parentobform.pdf>

Parent Involvement in School-Related Activities: Supporting Your Child's Formal Education

<http://literacy.kent.edu/opas/parentsupportform.pdf>

Parent Involvement in Children's Literacy-Related Activities

Name _____ Date _____
 Total Time _____
 Activity _____
 Number of Children _____

Please mark what you and your child did during the activity.

Socially

I saw my child:
 _____ smile
 _____ ask questions
 _____ join in
 _____ take turns

To get ready, I

_____ got materials out
 _____ sat next to my child
 _____ asked my child to join in
 _____ encouraged my child

Literacy

I saw my child:
 _____ look at pictures
 _____ name pictures
 _____ turn page
 _____ point at words
 _____ say words
 _____ read to me
 _____ write words

To make connections, I

_____ helped my child think about what to do
 _____ remembered things we had done before
 _____ asked my child his/ her ideas

To help my child learn, I

_____ joined in or worked along
 _____ showed how
 _____ talked about what we were doing;
 _____ answered my child's questions

To have fun, I

- _____ smiled at my child
- _____ laughed with my child
- _____ enjoyed myself

What did your child REALLY like about this activity?

Home Visit Observation Tools

Home Visit Log

Family Visited _____

Parent's Signature _____

Date of Visit _____

Staff Doing Visit _____

Goal: _____

Materials: _____

Who was present in the home during the visit? (List Names)

Briefly recap what you did while there.

How was the interaction between parent and child/children?

Do you feel the visit went well? Please explain.

If this is a second visit (or more), did you observe any improved learning or parenting behaviors?

Home Visit Chart

1. How much time have you and [child] spent reading or looking at books in the past week?

None less than 1 hr. 1-2 hrs. 3-4 hrs more than 5 hrs.

2. What books have you read or looked at? [list]

3. What have you helped [child] learn?

colors reading speaking numbers writing
letters spelling math name address
phone number other (list)

4. Why?

to learn parent wants child wants needs for school other (list)

5. How did it go?

Positive neutral negative

Even Start Parent - Child Reading Observation (child reads)

Family _____ Child _____

Date _____ Book Read _____

Observer _____

<u>Child:</u>	always	sometimes	never
reads fluently	-----		
“reads” pictures	-----		
reads print	-----		
handles book properly	-----		

Parent-child interactions focus on (tally):

words _____
story (literal) _____
story (non-literal) _____
child’s experience _____
emotions _____

Parent Response to error (tally):

says no; asks child to repeat _____
asks child to sound out _____
helps child to sound out _____
asks child to focus on meaning _____
tells child word _____

Adapted from Lancy, D., & Bergen, C. (1992, April). *The role of parents in supporting beginning reading*. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Even Start Parent-Child Observation (Parent Reads)

Family _____
Book Read _____
Date _____
Observer _____

<u>Parent:</u>	always	sometimes	never
reads fluently w/ expression	-----		
encourages child's involvement	-----		
parent's interest	high	average	low
child's interest	-----		

Parent-child interactions focus on (tally):

words _____
story (literal) _____
story (non-literal) _____
child's experiences _____
emotions _____

Adapted from Lancy, D., & Bergen, C. (1992, April). *The role of parents in supporting beginning reading*. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Part 4: Program Evaluation Tools

These forms are useful for evaluating the whole scope of a family literacy program. Please note that other parts of Section II also contain information that you may find useful. The forms here are organized according to their intended audience.

Click on a title in the list below to see the form.

For Parents

Feedback on my Even Start Education Classes
Northwest Even Start: Parent Survey
Parent Survey

For Partners/ Advisory Committee Members
Achievement of Mission

Even Start Family Literacy Program Improvement Guide

For Parents

Feedback on my Even Start Education Classes

1. Describe in a word or two your experience of the adult education you are getting as part of being in the Even Start program.
2. Please name two or three goals you have been working on.
3. Name some ways Even Start has helped you become a better parent.
4. How would you rate the parenting ideas you are getting?
(Please circle one of the following numbers.)

Very helpful Helpful Mostly Helpful Occasionally Helpful Not Very Helpful

10 9 8 7 6 5 4 3 2 1

Source: Great Oaks

Northwest Even Start: Parent Survey

Early Childhood

How do you feel about your child's class? Great Good OK Poor

Name one thing you like about the early childhood program.

Name one thing you would change in the early childhood program.

Adult Education

How do you feel about your class? Great Good OK Poor

Name one thing you like about the adult education program.

Name one thing you would change in the adult education program.

Parent Classes

How do you feel about the parenting class? Great Good OK Poor

Name one thing you like about the parenting class.

Name one thing you would change in the parenting class.

PACT Time

How do you feel about PACT Time? Great Good OK Poor

Name one thing you like about PACT Time.

Name one thing you would change about PACT Time.

Home Visits

How do you feel about the home visit? Great Good OK Poor
When is the best time for home visits? Day Evening Weekend

Name one thing you like about home visits.

Name one thing you would change in the home visit part of the program.

Even Start

Name one thing you like about Even Start.
 Name one thing you would change in the Even Start program.

Do you like: (if you feel something needs to change, please explain how.)

parents planning PACT time activities?	yes	no	needs to change
field trips?	yes	no	needs to change
earning points to spend at the store?	yes	no	needs to change
evening activities so all of your family can attend?	yes	no	needs to change
lunches provided by the school?	yes	no	needs to change

Parent Survey

[Source: Connie Ackerman, Morehead State University, KY]

Please check whether your opinion is poor, OK, or good. You may use the space between the other items to write other comments.

What is your opinion on:

1. How people are recruited for the program
2. How people are welcomed and introduced to the program
3. How the program helps you solve problems so you can attend
4. The location of the program
5. Your classroom
6. How you set your goals for coming
7. How much progress you are making
8. How your class operates

Poor	OK	Good

Poor	OK	Good

9. What are you reading and learning about
10. How the program helps you prepare to work or get more education
11. How you are encouraged to continue
12. How you spend your time with your child in class
13. The home visit
14. What you've learned about working with your child
15. Your child's class
16. Please make any general comments about the program here - what you especially like and what you wish would change.
17. How have you changed since coming to this program?
18. How has your child changed since coming to this program?

For Partners/ Advisory Committee Members
Achievement of Mission

1. I am (check one)
 - an Even Start parent
 - an Even Start staff member
 - a community staff member
2. I know what even Start is supposed to do.
 - yes
 - no
3. I learned about Even Start by

4. I think Even Start is
- | | yes | somewhat | no | not sure |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. helping parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. helping preschool children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. helping school-age children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. helping families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
5. The three best things about Even Start are
- -
 -
6. The Even Start program could be even better if
- -
 -

Source: Padak, N., & Rasinski, T. Kent State University

Even Start Family Literacy Program Improvement Guide

1. What agency do you represent? How does the work of your agency relate to family literacy?
2. How regularly does the advisory committee meet? What kinds of activities occur at the meetings?
3. How have you been involved in evaluating the program?
4. How have you been involved in planning for the program? Are the results of evaluation used to guide planning?
5. Please offer any other opinions or suggestions relating to the Even Start program.
6. How does the Even Start program benefit your program? Are you satisfied with the degree of reciprocity?
7. Please identify barriers to collaboration.
8. Please identify ways in which collaboration had proven particularly successful.
9. Please offer any other comments or suggestions relating to the Even Start program.

Source: Connie Ackerman, Morehead State University, KY

SECTION III: RELATED READING

Evaluation Resources

Online:

NIFL Family Literacy Special Collections
<http://literacy.kent.edu/Midwest/FamilyLit/>

A Practical Guide to Family Literacy
<http://www.nald.ca/clr/pgtfl/cover.htm>

Assessment and Evaluation Strategies in Family Literacy Program Development
<http://www.nald.ca/clr/aestrat/cover.htm>

Synthesis of Local and State Even Start Evaluations
http://www.ed.gov/pubs/evenstart_final/synthesis/synthesisa_h.html

Teacher Research: Getting Started (by Bryan Bardine)
<http://literacy.kent.edu/Oasis/Pubs/0200-20.html>

Guidelines for Planning Action Research Projects (by Nancy Padak and Gary Padak)
<http://literacy.kent.edu/Oasis/Pubs/0200-08.htm>

Books:

Epstein, A. (1995). *A Guide to Developing Community-Based Family Support Programs*. Ypsilanti, MI: High/Scope Press.
This book has five sections: An Overview of Family Support Programs; Getting Started; Designing the Program; Implementing the Program; and Evaluating the Program. The evaluation section addresses designing, conducting, and using the evaluation.

Holt, D., & VanDuzer, C. (Eds.). (2000). *Assessing Success in Family Literacy and Adult ESL Projects: Alternative Approaches to Assessment and Evaluation*. Washington, DC: Center for Applied Linguistics.

Helpful chapters include Alternative Approaches to Assessment and Evaluation; Initial Assessment; First Step to Success; Next Steps: Using the Results to Refine the Project; and Assessing Progress: Are We Progressing?

Lyons, P., Robbins, A., & Smith, A. (1984). *Involving Parents: A Handbook for Participation in Schools*. Ypsilanti, MI: High/Scope Press.
The second part of this book provides a self-assessment model which will enable a school to evaluate parental involvement.

National Center for Family Literacy (1996). *Outcomes and Measures in Family Literacy*. Louisville, KY: Author.

The first several chapters discuss the terms, concepts, and issues. The bulk of the book covers assessment tests, inventories, and checklists for adults, families, and children. Each test entry contains a description, administration, scoring, reliability, validity, price, and ordering information.

Popp, R. (1992). *Family Portfolios: Documenting Change in Parent-Child Relationships*. Louisville, KY: National Center for Family Literacy.

This publication discusses the concept of authentic assessment and focuses on the use of portfolios as assessment tools in family literacy programs. The report defines the types of information and artifacts that can be included in portfolios, and provides ways to analyze portfolio data.