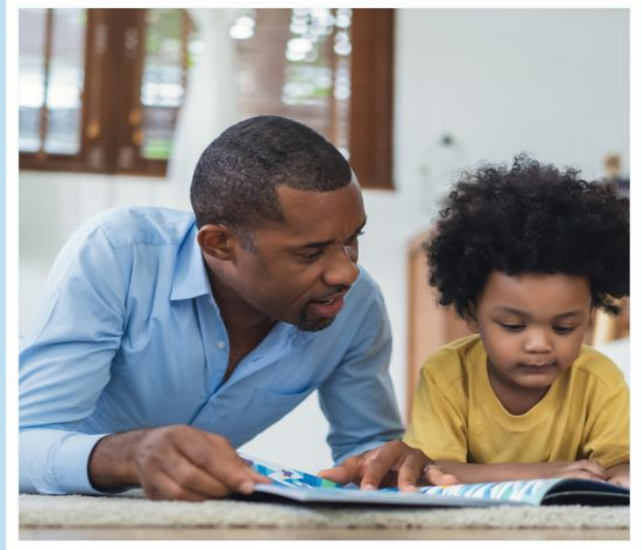
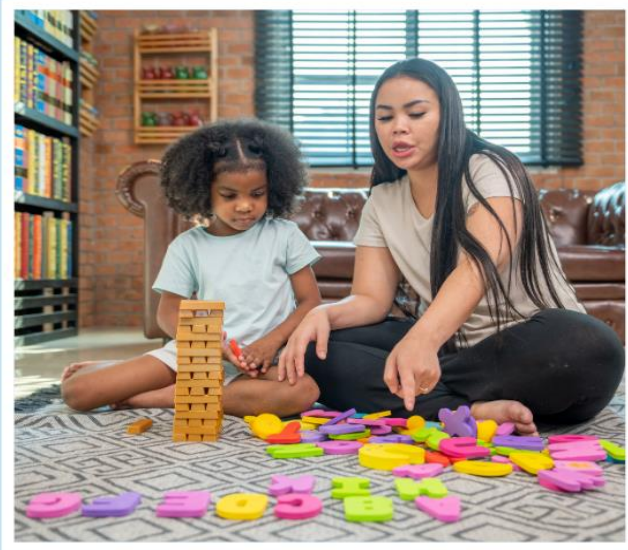


Family Literacy in Florida

Results of a Statewide Survey of Two-Generation Family Literacy Programs



2023



FLORIDA LITERACY COALITION, INC.

Executive Summary

The Florida Literacy Coalition conducted a statewide provider survey to gather information on two generation/family literacy programs currently operating in Florida. Forty-three adult education and literacy programs responded to this survey, 20 of whom indicated that they currently offer a family literacy program and 23 replied that they do not. The following is a summary of noteworthy themes and trends derived from the survey responses.

Adult Education Providers Who Don't Currently Offer Family Literacy

The responses from organizations not currently offering family literacy programs provide insights into their perspectives, challenges, and interests regarding potential program implementation:

1. **Experience and Interest:** Among surveyed organizations, 10 have never offered family literacy programs, while 6 have prior experience, indicating varying familiarity.
2. **Reasons for Discontinuation:** Organizations discontinuing family literacy programs cite reasons like reduced capacity, pandemic disruptions, and transitions to other entities.
3. **Interest in Future Implementation:** Interest in future family literacy programs varies: 5 organizations are very interested, 6 moderately interested, and 7 uncertain, needing more information. 5 indicated they are unlikely to offer such program in the future.
4. **Challenges and Concerns:** These organizations express potential challenges and concerns on offering family literacy. These included funding (70%), staffing (65%), program complexity (45%), children's component (40%), demand uncertainty (30%), facility, scheduling, assessment tools, curriculum, community partners, specific facility limitations, and potential duplication of services.
5. **Need for Support and Information:** Several organizations seek assistance in identifying curriculum, assessment tools, and program implementation information.

The responses suggest while some organizations are experienced and interested in family literacy, significant challenges in funding, staffing, program complexity, and more persist. Support for curriculum, assessment tools, program models, and other information may help to address these concerns. Varying levels of interest and challenges reflect the diverse perspectives and considerations in implementing family literacy programs.

Adult Education Providers Who Currently Offer Family Literacy

The survey responses from organizations with existing family literacy programs provide insights into the types of adult education services offered and the age groups of children participating in these programs:

1. **Adult Education Services:**
 - **Type of Provider:** 75% (15) of the family literacy providers were community-based (non-profit and library) literacy providers and 25% (5) were school district-based programs.
 - **ESOL (English for Speakers of Other Languages):** All surveyed organizations (100%) include ESOL as part of their family literacy program. This highlights the

strong emphasis on language acquisition and English proficiency for adult learners.

- **Adult Basic Education/Literacy:** 68% of organizations offer adult basic education and literacy services, indicating a focus on foundational reading, writing, and numeracy skills.
- **Age of Program:** 60% of the family literacy programs have been in operation 6 or more years. 25% were established in the last year and 10% in the last 1-4 years.
- **GED Preparation:** 42% of organizations provide GED preparation, indicating a commitment to helping adult learners attain high school equivalency credentials.
- **Citizenship Test Preparation:** A smaller percentage (5%) offer citizenship test preparation to help immigrants prepare for the naturalization process.
- **Career Education:** A few organizations (5%) mentioned offering specific career education, indicating a focus on helping adults develop skills for the workforce.

2. Other Adult Education Services:

Several organizations provided additional responses in the "Other" category. Noteworthy points include:

- Guest workshops related to family, nutrition, financial literacy, and positive parenting program.
- Workshops on health, financial literacy, social services, and library resources.
- Integrated Education and Training (IET) programs, which combine education and job training.

3. Children's Age Groups:

- **Pre-Kindergarten:** The majority of organizations (87%) include children in the pre-kindergarten age group (typically ages 3-5) in their family literacy program. This suggests a focus on preparing young children for school readiness.
- **Elementary School (Kindergarten - 5th Grade):** An even higher percentage (93%) involve elementary school-aged children (Kindergarten to 5th Grade), indicating a broader age range to support children's literacy development.
- **6th Grade and Older:** Around 43% of organizations include children in 6th grade and older, suggesting an effort to extend support to older children as well.

Challenges and Limitations

Family literacy providers shared challenges and limitations, along with some suggestions for potential solutions.

- **Funding and Resource Constraints:** Limited resources hinder operations. Solutions include partnering with community organizations such as children's services councils, Head Start/VPK programs, seeking grants, offering scholarships, and expanding staff.
- **Diverse Learner Schedules:** Changing work schedules affects attendance. Programs adapt by providing evening classes and online options to accommodate diverse schedules.
- **Parent Engagement:** Ensuring consistent attendance poses difficulties due to life events. Solutions involve incentives, reminders, and engaging activities.

- **Childcare and Transportation:** Affordable childcare and transportation challenges hinder participation. Programs provide childcare, partner with local organizations, and offer transportation solutions.
- **Access to Library and Resources:** Limited library access may be a barrier. Programs bring literacy activities to various locations, including daycares and housing facilities.
- **Parent literacy:** Low literacy levels affect curriculum. Programs modify curriculum and adopt conversation-based approaches.
- **Community Support and Awareness:** Garnering community backing and raising awareness can be tough. Programs seek funding and advocate to community leaders.
- **Retention and Engagement:** Maintaining interest over the program duration is challenging. Solutions encompass incentives, reminders, continuous communication and offering an enjoyable and meaningful program experience.

Measuring and Achieving Success

The survey responses regarding measuring success in family literacy programs reveal diverse strategies employed by organizations to assess their initiatives' effectiveness. Key trends include:

- **Quantitative Measures:** Programs often utilize quantitative data, such as family enrollment, attendance, adult skill levels via tools like CASAS, children's reading improvement, family reading hours, and pre/post-test assessments to track language and literacy improvements.
- **Educational Milestones:** Attainment of educational milestones open pathways to further opportunities for adult learners and their children.
- **Confidence and Skills Enhancement:** Improved confidence and skills are key markers of success.
- **Family Literacy Activities:** The extent of families' engagement in literacy-related activities at home, like reading and homework assistance.
- **Parent-Educator Interaction:** Promote parents/care givers to have open and regular communication with teachers and engage in school activities.
- **Positive Feedback and Enjoyment:** Programs provide participating families with encouragement along with fun and engaging activities.
- **Survey Data:** Surveys gauge success by tracking participants' increased English confidence, better teacher interaction, and improved literacy and advocacy skills.
- **Anecdotal Data and Feedback:** Positive participant feedback and experiences affirm program impact.
- **Collaboration and Partnerships:** Some programs align success measures with grant criteria and collaborate with community partners to offer a range of support services to families in need.

Family literacy programs use diverse approaches to measure success, offering insights into their impact on language skills, parental engagement, and family well-being. The responses reveal a multifaceted notion of success, involving satisfaction, skill enhancement, community involvement, measurable outcomes, empowerment, and adaptability.

Family Literacy in Florida

The Florida Literacy Coalition believes that the 20 two-generation family literacy programs represented in this survey comprise the majority of such programs hosted by Florida adult education and literacy providers. The number of these programs has significantly declined over the last 20 years, as has federal, state and private sector funding opportunities.

This survey reflects the profound impact that 2-generational family literacy programs can and do have on Floridians. Family literacy programs play a vital role in fostering a culture of learning within households, ultimately shaping the educational trajectories of both adults and children. These programs empower parents with the tools to enhance their literacy and language skills, thereby opening doors to better job opportunities and personal growth. Moreover, family literacy initiatives strengthen parent-child relationships by promoting shared learning experiences, boosting children's language development, and preparing them for success in school. These programs also encourage active parental engagement in children's education, supporting improved academic outcomes and self-confidence. The Florida Literacy Coalition strongly encourages that additional targeted resources be made available to promote and foster this important work.

This survey was conducted by the Florida Literacy Coalition. Special thanks to the Florida Department of Education, Division of Career and Adult Education for their support in making it possible.

2023 Florida Family Literacy Survey

Organizations that <u>don't</u> offer a family literacy program (23)	Does your organization currently offer a 2-generation family literacy program?
Literacy Volunteers of Leon County	No
PBCLS Adult Literacy Project	No
LeRoy Collins Leon County Public Library	No
El Sol, Jupiter's Neighborhood Resource Center	No
Liberty County Adult School	No
DeSoto County Literacy Council, Inc.	No
Adult Learning Center Osceola, Poinciana Campus	No
South Florida State College	No
Hillsborough Literacy Council	No
Literacy Volunteers of South Sarasota County	No
Santa Rosa Adult School	No
READ Lakeland, Inc.	No
Alachua County Library District	No
Lake Technical College	No
Learn to Read, St. Johns County, Inc.	No
Florida Panhandle Technical College	No
Sumter County School Board	No
Career Connect/Florida State College at Jacksonville	No
Citrus Libraries	No
Adult Literacy League	No

W.T. Bland Public Library	No
Literacy Council of St Pete	No
MDPLS-Project L.E.A.D.	No

Programs administrators who responded that they do not have a family literacy program were asked questions 1-5 below.

1. To your knowledge, has your organization offered a family literacy program in the past? (23 responses)

Response	Number of organizations	Percentage
No	10	43.48%
Not sure	7	30.43%
Yes	6	26.09%

2. If Yes, why was the program discontinued? (4 responses)

- Staff and resource capacity reduced
- Pandemic disruption
- We transitioned the program to the Early Learning Coalition of Orange County
- Not sure

3. Are you interested in offering a family literacy program in the future?

Response	Number of organizations	Percentage
Not sure, we need more information to decide	7	30.43%
Yes, we are moderately interested in offering a family literacy program	6	26.09%
Yes, we are very interested in	5	21.74%

the prospect of offering a family literacy program		
No, we are unlikely to offer a family literacy program	5	21.74%

4. What are potential challenges and concerns you have in regards to establishing a family literacy program? (Select up to 3)

Response	Number of organizations	Percentage
Funding the program	14	70%
Staffing the program	13	65%
Managing a multi-part program for children and adults	9	45%
Providing the children's educational component	8	40%
Uncertainty regarding demand for the program	6	30%
Finding an appropriate facility	5	25%
Identifying assessment/measurement tools	2	10%
Identifying the appropriate curriculum	1	5%
Identifying community partners	1	5%
No particular concerns	1	5%
Duplication of services that other organizations offer	1	5%

Other entries (2 responses):

- We are an adult only facility. During the time that adults would be in school, students would be in school as well. The evening is difficult because we have students that are not able to be around children.
- All of the above

5. Additional comments (3 responses)

- We very much would like to implement a family literacy program, especially concerning our location that concentrates on migrant family members. We would also need help identifying appropriate curriculum and assessment/measurement tools. This would be a large project that we would definitely need more information on.
- Identifying assessment/measurement tools, too.
- We offer a very robust English Conversation schedule but our one-on-one volunteer-adult learner tutoring has experienced low turnout for years.

Organizations that <u>do</u> offer a family literacy program (20)	Does your organization currently offer a 2-generation family literacy program?
Literacy Services of Indian River County	Yes
DePorres P.L.A.C.E., Inc.	Yes
Literacy Alliance of Northeast Florida	Yes
Orange County Library System	Yes
Putnam County Library System	Yes
School District of DeSoto County	Yes
Learn to Read of St. Lucie County Inc	Yes
Flagler Technical College	Yes
Literacy Volunteers of Collier County	Yes
SDPBC/Department of Adult Ed/Northtech Satellite Sites/Highland	Yes

Literacy Coalition of Palm Beach County	Yes
Broward County Library	Yes
Manatee Literacy Council	Yes
Marion County Literacy Council	Yes
Columbia County Schools	Yes
Family Literacy Academy at Lake Wales	Yes
Orange County Public Schools	Yes
Literacy Council of Sarasota	Yes
Learning Empowered, Inc.	Yes
Literacy Council of Upper Pinellas	Yes

1. How long has your family literacy program been in operation? (20 responses)

Data	Response	Percentage
6 or more years	12	60%
Less than 1 year	5	25%
1-2 years	2	10%
5-6 years	1	5%
3-4 years	0	0%

2. Please select which components are included in your family literacy program:

Response	Number of organizations	Percentage
Adult skills development (adult basic education, literacy, and/or ESOL instruction)	18	90%
Parent Education (promote reading in the home and parental involvement in their children's education)	15	75%
Children's education (includes	11	55%

activities that help and enhance children's learning and literacy development)		
PACT Time (Parent and Children Together Time activities)	11	55%
GED Test Preparation, Citizenship Test Preparation	1	5%
Other entries	3	15%

Other entries (3 responses):

- Community engagement, multi-sensory learning
- Our original program included direct instruction to children using a pre-k curriculum. This preschool class was held while their parents were learning English in the adjacent classroom. We provided PACT time activities daily. Our current model does not offer childcare directly, but relies on partnerships within the school and community.
- Adults and children are taught how to read in native language and with emphasis.

3. What adult education services are provided by your family literacy program? Select all that apply (19 responses)

Response	Number of organizations	Percentage
ESOL	19	100.00%
Adult basic education/literacy	13	68.42%
GED Preparation	8	42.10%
Citizenship test preparation	1	5.20%
Digital Literacy, Health Literacy, Financial Literacy	1	5.20%
Career education	1	5.20%
Other	3	15.78%

Other entries (3 responses):

- Guest Workshops related to family: Nutrition Driven, Financial Literacy, PPP (Positive Parenting Program)
- Adults are provided with workshops on health, financial literacy, social services and library resources
- Integrated Education and Training Programs

4. How old are the children participating in your family literacy program? (16 responses)

Response	Number of organizations	Percentage
Pre-Kindergarten	14	87.50%
Elementary school (Kindergarten - 5th Grade)	15	93.75%
6th Grade and older	7	43.75%

5. Please provide a brief description of your family literacy program.	6. How would you characterize the success of your family literacy program?	7. How do you measure success in your family literacy program?
Quarterly family outings to local centers (Vero Beach Museum of Art, Environmental Learning Center, etc.)	The families enjoyed it immensely!	Anecdotal data
Our program is an adult literacy program; however, many of our older students have referred their adult children.	Members of the same family report that studying and practicing in class and at home has been very effective in learning to speak English.	By comparing students' more recent test scores with those of the past.
Our family literacy program is very new. It is starting with a small group of ESOL students attending our class at the YMCA New American	Getting it off the ground is a success!	Numbers served, skill gains of participating adults, goals met that include family literacy activities, survey responses.

<p>Welcome Center. Our goal is to provide both children's literacy activities and parent coaching on family literacy at this location. We have also just hired a Family Literacy Coordinator who will be reaching out to all of our students who are parents to see how they can be supported in increasing or continuing their education. This includes the availability of a special fund to help cover the costs of babysitting to allow parents to attend classes.</p>		
<p>English for Families is a series of interactive classes for parents/caregivers and children (ages 6-12) that focuses on developing English vocabulary and literacy skills through strategic and fun story reading.</p>	<p>Based on the post-surveys after the series is completed, participants have expressed their appreciation of the program and shown improvement in their confidence levels with English.</p>	<p>Weekly discussions and activities along with a pre and post survey to show their progression in the program.</p>
<p>We provide two story times each week that are part of the Every Child Ready to Read program, teaching parents how to engage with children and literature.</p>	<p>We find them to be successful as we have many parents who regularly bring their children in each week.</p>	<p>Having a large amount of attendees is good, but we find the most 'success' comes from those who come back again and again to attend our programs together.</p>
<p>Our Family Literacy project, Learning Together, is a comprehensive family literacy program that incorporates the four main components of family literacy: 1) adult education, 2) child education, 3) parent education, and 4) parent and child together education. The room is completely equipped with the same materials and technology resources as the</p>	<p>Family Literacy, in DeSoto County, was first initiated in 2000 in cooperation with the DeSoto County Library. Initiated in 2004, Learning Together Family Literacy Academy of DeSoto County, established by Jeb Bush, is still very much thriving today as a successful family literacy project.</p>	<p>We measure the success of our program for our adult learners by student pre- and post- assessment test; teacher and student evaluation/feedback forms; and other information relevant to the program's success (class discussions, etc.).</p>

<p>Adult General Education classrooms. Parents interact with their child through reading books “together” and weekly themed units and projects. The program stresses the importance of the parent being the child’s first teacher by offering assistance in the areas of: academic skills; suggestions to parents on how to reinforce these skills at home; development of language expansion activities; building strong family values; and, assisting parents who may need remediation in their personal reading ability and English language acquisition skills.</p>		
<p>The Family Literacy Program is proposing to target and offer adult literacy services (Adult Basic Education) to low literacy functioning parents and caretakers and English as a Second Language(ESL) parents and caretakers with children enrolled in the St. Lucie school district. LTR Tutors will offer either in person tutoring, small class or virtual/distance learning to all adult learners.</p>	<p>The program started in the Fall of 2022 as a pilot or start up and has expanded and all initial reports and feedback indicate it is having a positive impact for both adults and children.</p>	<p>The Family Literacy program utilizes CASAS (Comprehensive Adult Student Assessment System) to assess the adult's literacy skill levels as a pre and post measurement. Other information gathered from the adults participating in the program will be a PACT reading/homework log, their children's report cards throughout the school year and a client satisfaction survey.</p>
<p>We provide a family health literacy program.</p>	<p>Our program has persisted for several years, and it has helped many students.</p>	<p>We measure success by how many students we had the opportunity to give information to, and by the criteria outlined in the grant we receive.</p>
<p>Aimed at preschool children ages 4-5 with a parent or family member. Program for first graders will start in</p>	<p>The Children and Parents Reading Together program has experienced exponential growth over the past 3 years</p>	<p>Throughout the program we survey the parents on their child’s development. We also require the tutors who lead</p>

<p>August 2023.-24 school year. Parents learn to read aloud age-appropriate books in English with their children. Engaging activities incorporated to promote kindergarten readiness. Program is offered three times , eight weeks term. In the Spring and Summer the sessions are for children ages 3-4 entering pre-K in August.</p>	<p>due to its popularity among the families we serve. We saw a 38% increase in enrollment from the 21-22 to the 22-23 school year all the while maintaining a 70% weekly attendance rate.</p>	<p>the classes to provide feedback on each child’s progress during the school year.</p>
<p>Our program has been in existence for more than 10 years, but has been evolving and changing form over that time. Our current model does not allow direct instruction of children, but we do have children on site at the elementary school and in the VPK programs. Our adult ESOL students are mostly moms of these children on campus. We also have quite a few who attend our classes virtually so that they can care for their infants and toddlers in their homes while learning English. Our ESOL program is supplemented with guest speakers from the community, volunteering on campus and in the classrooms, cooperation with neighborhood organizations and participation in community events. We include family-related content in our lessons, and encourage our families to come in for special events and activities.</p>	<p>The success of our program is due to the networking and partnerships with our host school, the District, community organizations, and the content and delivery of our instruction. Our ESOL teacher received the Teacher of the Year award for our region this past academic year. Her dedication, creativity, and hospitality keep the students engaged, make them feel welcome, and keep them coming back again and again. Success also looks like a new student with little English and very little self-confidence growing and blossoming into an empowered and active member of class and the community. Our ELL students are becoming advocates for their children and community leaders!</p>	<p>As stated above, we have many ways that we can see the success, but ultimately we measure student success with gains in their CASAS testing. The students take a pre-test upon registering for class to determine their baseline level in ESOL, and then take a post-test after every 70 hours of instructional time. We can see progress with their scores, and there is advancement through the program level by level.</p>
<p>The Literacy Coalition of</p>	<p>By increasing their language</p>	<p>Each quarter, the parents are</p>

Palm Beach County has two family literacy programs. Our Glades Family Education program is based in Belle Glade and provides 4 levels of ESOL instruction for adult learners, as well as an on-site preschool program for the 3-5 year old children of the parents who attend. Classes are held Monday-Thursday from 9:00 AM - 2:00 PM and home visits are conducted on Friday. PACT time is held once/week and parenting skills workshops are held monthly. We also have quarterly family literacy nights in which older children and spouses are invited to participate in fun family learning activities. Our Village Readers Family Education program is located in Delray Beach. We offer 5 levels of adult ESOL, as well as afterschool tutoring for the children of the adult learners and an evening literacy enrichment program while the parents are in class. Classes are Monday-Thursday from 6:00-8:00 PM. PACT time and parenting skills workshops are held monthly.

and literacy skills, parents are able to provide for their families and be fully engaged in their children’s social and academic development. Parents are able to communicate effectively with their children and with other important people in their children’s lives. The parenting skills workshops presented by other agencies in the community connect students to resources for their families and give parents skills and strategies to develop positive, healthy relationships with their children. The parents with children in the program are directly engaged with them in an educational setting. They are supported in their role as their child’s first and most important teacher and learn how they can help their child to succeed academically. Parents continuously express gratitude that with their improved literacy skills they can finally read with their children, help them with their homework, and engage with them in important conversations. By learning how the educational system operates, the parents also become more actively engaged in supporting their children’s education. We consistently see success in both programs, tracking the children's progress in pre-literacy and early reading skills, while also tracking the parents' improved English language skills. In both

tested with a standardized, nationally-recognized assessment, the Test of Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) to determine learning gains and increased ability to read to their children.

Parents take pre- and post-tests for each parenting skills workshop to measure their increased knowledge of parenting and child development.

The learning gains for the children who are tutored in the Village Readers program are measured three times/year by the Benchmark Oral Reading Record, administered by their classroom teachers. The program manager also reviews the students’ report cards and the results of the LEARNS Literacy Assessment Profile used nationally by AmeriCorps tutors three times a year.

Children projected to graduate from the Glades preschool program are given the Get Ready to Read! and Phonological Awareness Literacy Screening (PALS) assessments in the fall and the spring in order to gauge the improvement of their emergent literacy skills and measure their kindergarten readiness. For the non-graduating children, the children’s program coordinator completes a

	<p>programs, every year, at least 75% of adult students demonstrate a significant gain on their language assessments and at least 75% of the children meet our projected outcomes.</p>	<p>quarterly checklist for each child to assess age appropriate academic levels and identify topics that need more attention.</p>
<p>English for families is a series of online interactive classes for parents and children (ages 6-11) that focuses on developing English vocabulary and literacy skills through strategic and fun story reading.</p> <p>Family Literacy at the Library- Once a week the adults with pre-school children come to the library for family literacy activities-reading, learning games and arts and crafts. Adults participate in an adult English class while youth participate in story time and arts and crafts. The family comes together at the end to participate in family activity and debriefing.</p>	<p>I would characterize the Broward County Library family literacy programs as very successful and engaging.</p>	<p>Because the Broward County Library Youth Services section with local partners are facilitating the family literacy program with branch staff. I know they measure success based on attendance, staff and partners feedback and customer program surveys.</p>
<p>We provided two small classes in Family Literacy this year. One was a collaborative effort with Parenting Matters to support their Spanish-speaking parent's family literacy skills. The second was at a local Title 1 elementary school working directly with parents to improve their literacy and ability to be involved in their children's education.</p>	<p>The Parenting Matters program was a great success. We had wonderful feedback from participants that they felt empowered to speak to teachers and staff at their children's school and were more interested in reading at home.</p> <p>The elementary school program was less of a success. While many people signed up, few came on a</p>	<p>We rely mostly on return attendance, learner surveys, and personal interviews. We also encourage families to consider joining our ongoing learning opportunities to continue to improve their English literacy skills. If they do continue to work with us, we conduct an intake including a Best Plus assessment, and monitor progress with that additional measure from that point.</p>

	<p>regular basis. We had the class after school drop-off and immediately prior to a food bank pick up at the same location. While we thought that would make things easier for families, we found that it was difficult to keep people coming to the class. (We do not doubt the teacher as she is a native Spanish speaker with a lot of experience working with parents). That was disappointing, but the feedback that we did get from frequent participants was very positive.</p>	
<p>We provide adult family literacy services for adults aged 16 and older. We assist individuals in obtaining a high school diploma and high school equivalency diploma. We recently began offering opportunities to earn industry-recognized credentials.</p>	<p>Success is defined by the achievement of a high school diploma or high school equivalency diploma. This attainment of a diploma equips individuals with opportunities to explore career pathways that will lead to higher wages.</p>	<p>Success is defined by the achievement of a high school diploma or high school equivalency diploma. This attainment of a diploma equips individuals with opportunities to explore career pathways that will lead to higher wages.</p>
<p>We have been in operation for 17 years, first under our Lake Wales Charter School system with funds from the Barbara Bush Family Literacy Foundation, then an LLC of the BB Foundation, and for the past ten years a stand-alone Florida corporation with 501(c)(3) status. We provide a four part family literacy program, a separate ESOL program and a preschool for children of our adult students. We are served by some 12 paid teachers, administrative staff and a whole host of volunteer</p>	<p>We are considered by our community and supporters as an efficient and effective organization because of our impact in touching over 2,000 residents in our GED and ESOL programs--with to date some 126 high school graduates (55 of whom have gone on to college or trade schools), hundreds who have improved their lives through their gains in their education, many who have improved their comprehension and use of English and hundreds of children who have been prepared for future success in</p>	<p>We measure success by the progress our students make in their subject tests and the final GED test, in gains they make in our parenting classes, the ability to handle writing class assignments, their ability to comprehend and use English for our ESOL students, the ability to interact with their children, the amount of time reading for pleasure and studies--and the ability to deal maturely with every day and long term societal situations with our help.</p>

<p>teachers and tutors. We are funded by generous businesses, foundations and educational entities with strong financial support from the Lake Wales community.</p>	<p>school and beyond. Attendees in the Academy have become better prepared for success in the job market and more productive members of the community.</p>	
<p>We hired an outside professional development firm to provide two family activities once a month at each of our technical centers. They provide activities in Reading, STEM, parent advocacy and family engagement.</p>	<p>I would say it is very successful; we have over 50 participants at each activity.</p>	<p>We measure success by retention and completion. We also survey students for feedback.</p>
<p>To date, our program has focused on parents of elementary-aged children. Classes are provided online through grant funding to parents in eleven Title I schools in Sarasota County. We are working to expand that program to include collaboration with organizations and schools that serve children and will work with those organizations to expand our program to include PACT time as well.</p>	<p>Fairly successful. We have been providing this for years to parents. Pre-COVID classes were in-person at local elementary schools. When we transitioned to online distance learning, enrollment, attendance, and retention all increased due to the removal of barriers that parents face in attending classes. By providing online convenience they no longer had to worry about transportation, childcare, who was going to make dinner for their family, etc. We continue to face the challenge that life gets in the way for adult learners and the constant changing of jobs and work schedules.</p>	<p>We utilize a pre-survey with our learners that helps to identify their self-efficacy in English abilities and then a post-survey at the end of the class (usually the academic year). This survey includes questions about their ability to talk to their child's teacher, read to their child (in English or Spanish), advocate for their child, etc. We also utilize the Step Forward curriculum in our classes and can assess their progress through this.</p>
<p>The Read Together Family Literacy program is offered to families with English as a second language. It entails 8 week sessions with 1 hour of ESOL for adults and 1 hour of early literacy for children and then a combined 30 minute session for eating a meal,</p>	<p>Although we just began the program this summer, it has been well received, families registered and are attending and we are receiving excellent feedback on the program. It is still too early to tell what our outcomes will be.</p>	<p>Families enrolled, families attended, adult skill level (CASAS), and the number of hours of family reading time at home.</p>

reading a story and doing some parent-child activities.		
Library based, grant funded program in collaboration with LCUP and Hispanic Outreach Center. Children's materials were purchased through a grant from Read Pinellas. Once a week class gives parents and their kids to read together.	Very new program not yet evaluated	Attendance and client satisfaction

8. What barriers and limitations have you experienced and how have you addressed them?

- Funding, time/staff capacity
- We are an adult literacy program and, therefore, students are required to be at least 18 years of age.
- Identifying groups of adult learners that are parents who are at similar levels, have similar schedules, and common locations that make for a minimally scalable and efficient small group or class that is also accessible to the students. Once identified, it is a human resource challenge to find the additional staff to provide children's learning activities on a part-time or as needed basis. Finally, while we now have resources to help parents pay for sitting services for children, in general the lack of easily accessible and quality drop in care for children continues to be a barrier.
- Keeping participants for either the 5-week or 10-week length of the series can be challenging because life happens and families are not always able to make every class. Having reminders and incentives has shown to be helpful.
- Many families don't have access to the library for whatever reason, be that time constraints, transportation needs, or others. We regularly bring our E.C.R.R. story times out to day cares and low-income housing facilities to ensure that both parents and caretakers are exposed to these kinds of engaging early literacy programs.
- Some of our adult participants will occasionally have difficulty paying the \$45 registration fee to attend class. To help elevate this barrier, our program has partnered with the DeSoto County Literacy Council (DCLC) to provide scholarships for students that are unable to pay this fee.

- Lack of funding and a general lack of community understanding of the need for Family Literacy programs. LTR continues to pursue funding opportunities and advocate to community leaders about the importance of Family Literacy programs and services.
- Being an open enrollment program, we sometimes have challenges with students getting the entire prescribed curriculum.
- The main obstacle we have experienced is lack of tutors to support the growing number of families in the program. This year we attended many volunteer expos and various community events to spread the word about our program. We have increased our active tutors from 12 to 26.
- Our major limitation is not being able to have our own children's program, but we have addressed this at Highland (and more sites to come) by choosing a location that has children on site. Our adult ESOL students take classes while their children are in school on campus, and this gives us the chance to get creative in ways we can partner with the host school. We may not be able to give direct instruction to the children ourselves, but we can find other ways to get involved. Our goals are to connect the parents to their children and the school, and to encourage two-generational learning. We currently volunteer on campus and in the classrooms, and we are going to be growing and caring for a garden for the children to enjoy. We are trying to establish a solid presence in the school, and we hope to build that into a lasting love for learning and participation in school activities. We also want to help our students find their voices and get more active in parent leadership in the school. Familiarizing them with American school culture and showing them how to navigate the school system will encourage them to get more active in their children's learning.
- In our daytime program, recruitment of families has been more of a challenge in recent years. We believe that the current job market, along with rising costs for everyday essentials, has influenced more mothers who previously stayed home with their children to instead seek employment. Many parents are choosing to put their children in public preschools or daycares so they can go to work rather than joining our program to improve their English skills while their children are in school. We are working to address the challenge by establishing new community partnerships and referral streams.
- The most recent barrier has been COVID, which required to move the programs from in-person to online. Or in some instances canceling the program. Rescheduling the program due to inclement weather as some families walk to the neighborhood library for the program. Transportation is another barrier. Fear of being deported because of immigration status.

- We were not expecting many of the students in our Parenting Matters class to be illiterate in their native tongue. We changed our curriculum to be more conversationally based and moved away from our printed materials. We are having a two-semester Family literacy program in another local school this Fall. We will be having it in the afternoon, in collaboration with Parenting Matters, and be providing childcare for parents in attendance. We hope that this improves attendance.
- The varying needs of individuals who enter the program. Customizing educational plans to meet the needs of the individual to ensure successful outcomes.
- We have faced every imaginable organizational and educational problem over 18 years of preparation of the program and its operation, including employment and supervision of a teaching and tutoring staff, securing adequate funding, gaining and maintaining community support, maintaining required records and reports for funders and governmental entities, recruiting and retaining students for GED, ESOL classes and the preschool and trying to stay in tune with current trends and solutions--to name a few. Fortunately, we seem to have had success by putting together and rewarding a great team of dedicated and creative people willing to shed their own agendas, and garnering strong support from a wonderful community.
- We use grant funds to support these activities.
- The greatest challenges have been the constant change in work schedules of our learners which often derails their English learning. Unfortunately, there's nothing we can do about that. All of our classes are scheduled around the greatest demand of our learner population. We have moved our classes to begin at 6:30 in the evening to allow more time for our learners to be at home and on time to class.
- We have just started implementation and we are learning as we go along. We had an excellent venue for the program at our Children of World Preschool and were able to engage families quite easily. It will be interesting to see how we spread into the community to serve more families.
- Library space is limited.

9. Additional comments (5 responses)

- We would like to expand this offering in the future.
- Educating the community about the needs for adult literacy for parents is a priority. Many partners that provide wrap-around services are in need of tips and suggestions on how to discuss the literacy needs of the parent with clients they serve.

- We are still growing this model, and this coming year we will be expanding it to other communities. We are going to set up another Family ImPACT ESOL program in Jupiter in the Fall of 2023, and then we plan to expand the model to other existing adult ESOL sites in our District.
- We have found that there is much support in our community for the concept of a family literacy program and have great hopes to expand its impact in future years.
- Family Literacy improves the lives of families in our community and allows them to become part of a stronger economy. It has been a wonderful experience!