

Family Literacy Resource Guide

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF WORKFORCE EDUCATION



Florida Department of Education
Jeannie H. Housh, Commissioner

2007

Acknowledgements

The Literacy Education for Households Practitioners' Task Force wishes to thank the Florida Department of Education, Division of Workforce Education, for their support and commitment to the statewide family literacy effort and programs.

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This document was funded through a grant from the State of Florida, Department of Education, Division of Workforce Education. Funding was provided through the Workforce Investment Act, Title II, Adult and Family Literacy, Section 223, State Leadership Grant.



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Overview of Family Literacy

Introduction

The family is considered to be one of the most powerful indicators of success for children. Parents' literacy skills, along with their attitudes about learning, have an immense impact on their children's academic achievement. The family is considered to be the venue for the transmission of knowledge, skills, and values from one generation to another.

Parents with good literacy, parenting, and job skills can boost their children's academic achievement, as well as improve their own lives. Unfortunately, many families living in poverty lack the basic literacy skills as defined by the American mainstream culture.

Family literacy programs take place in schools, libraries, community centers, workplace sites, and correctional institutions. Programs range from one-time events with parents and children reading together, to comprehensive programs, which offer literacy education to both generations.

In response to the need for a uniform federal definition of family literacy services, the 105th Congress (1997–1998) enacted legislation that gave a consistent, comprehensive definition, which is included in the Elementary and Secondary Education Act (which includes Even Start, Reading First, Early Reading First), the Head Start Act, the Workforce Investment Act (which includes the Adult Education and Family Literacy Act), and the Community Services Block Grant Act:

“The term ‘family literacy services’ means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following 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 the education of their children.
- (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.”

<http://www.familit.org/site/apps/nl/content2.asp?c=gtJWJdMQIsE&b=2014035&ct=2878615>

Need for Family Literacy Programs

- One-third of Florida's welfare recipients have low literacy levels; 71% of mothers receiving Aid to Families with Dependent Children have not completed high school.
http://www.floridaliteracy.org/pdf-docs/family_literacy.pdf
- Twenty percent of Florida's children live in poverty and are likely to have parents who have not finished high school. One-half of these children begin school two years behind their peers in development.
SOURCE: Key Facts about the Children: A Report on the Status of Florida's Children.
http://www.floridaliteracy.org/pdf-docs/family_literacy.pdf
- 1.5 million Florida Residents speak little or no English and have difficulties with everyday survival skills.
http://www.floridaliteracy.org/pdf-docs/first_language_other_than_english.pdf
- By educating two generations at once, communities can accomplish change in their educational and economic futures. Perhaps most significant, by influencing today's children, family literacy helps tomorrow's parents break the cycle of low literacy and poverty for generations to come.
<http://www.familit.org/atf/cf/%7B3D0C0CE7-6FDA-40BA-88F3AA78546501E7%7D/Web%20-%20Family%20Literacy%20in%20Schools.pdf>
- As a mother's education increases, the likelihood that she will read to her child(ren) increases. In 1996, 77% of children whose mothers were college graduates were read aloud to every day. The percentage of children that were read to decreased to 62% for postsecondary education mothers, 49% for high school

graduate mothers, and 37% for high school dropout mothers.

SOURCE: Digest of Educational Statistics, 1998.

http://www.floridaliteracy.org/pdf-docs/family_literacy.pdf

- Reading aloud to children is the single most effective parent practice for enhancing language and literacy development.
SOURCE: Handel, R.& Goldsmith, E.(1988). Intergenerational literacy: A community college program. Journal of Reading. http://www.floridaliteracy.org/pdf-docs/family_literacy.pdf
- In 2001, 73% of children whose mothers were college graduates were read to every day. In comparison, daily reading occurred for 60% of children whose mothers had some postsecondary education, 49% of children whose mothers completed high school only, and 42% of children whose mothers had not finished high school.
SOURCE: National Center for Family Literacy. http://www.floridaliteracy.org/pdf-docs/family_literacy.pdf
- A survey of more than 20,000 parents found that when fathers were involved in their children's education, including attending school meetings and volunteering at school, children were more likely to get A's, enjoy school, and participate in extracurricular activities, and were less likely to have repeated a grade.
SOURCE: U.S. Department of Education, National Center for Education Statistics. http://www.floridaliteracy.org/pdf-docs/family_literacy.pdf
- Children in families with incomes below the poverty line were less likely to be read to every day than were children in families with incomes at or above the poverty line. Forty-eight percent of children in families in poverty were read to every day in 2001, compared with 61% of children in families at or above the poverty line.
SOURCE: America's Smallest School: The Family. Educational Testing Service. http://www.floridaliteracy.org/pdf-docs/literacy_and_poverty.pdf
- Children whose parents lack a high school diploma are more than twice as likely to live in poverty than are children whose parents are high school graduates. These children live in poverty seven-and-a-half times more often than children whose parents have more than a high school education.
SOURCE: Key Facts About the Children: A Report on the Status of Florida's Children. http://www.floridaliteracy.org/pdf-docs/literacy_and_poverty.pdf
- A child in Florida is born into poverty every 15 minutes.
SOURCE: Children in Florida 2003 – Children's Defense Fund. http://www.floridaliteracy.org/pdf-docs/literacy_and_poverty.pdf
- Parental literacy is one of the single most important indicators of a child's success. The National Assessment of Education Progress (NAEP) has concluded that youngsters whose parents are functionally illiterate are twice as likely to be functionally illiterate themselves.
http://www.familit.org/site/c.gtjWJdMQIsE/b.1351223/k.6392/Family_Literacy__You.htm
- By age four, children who live in poor families will have heard 32 million fewer words than children living in professional families.
http://www.familit.org/site/c.gtjWJdMQIsE/b.1351223/k.6392/Family_Literacy__You.htm
- One in five, or 20%, of America's children five years old and under live in poverty.
http://www.familit.org/site/c.gtjWJdMQIsE/b.1351223/k.6392/Family_Literacy__You.htm
- Some 30 million adults in the United States have extremely limited literacy skills. If one teacher could teach 100 adults to read, we would need 300,000 adult education teachers to meet this need.
http://www.familit.org/site/c.gtjWJdMQIsE/b.1351223/k.6392/Family_Literacy__You.htm
- The Hispanic population is the largest minority in the United States and has the highest school dropout rate. More than two in five Hispanics living in America age 25 and older have not graduated from high school.
http://www.familit.org/site/c.gtjWJdMQIsE/b.1351223/k.6392/Family_Literacy__You.htm

Four Components of Family Literacy Programs

The definition of Family Literacy includes four major components: Parent and Child Together Time; Parent Education; Adult Education; and, Age-Appropriate Education for Children. The definitions of the components were adapted from the National Family Literacy Center (NFLC).

(1) Parent and Child Together Time (PACT Time)

Parent and Child Together Time empowers parents in their roles as the primary teacher of their own children. It also strengthens the learning relationship between parent and child and helps parents feel more comfortable in school settings.

(2) Parent Education

Parenting classes help provide parents with an opportunity to share their concerns with a trained instructor and/or their peers. It also helps them learn new parenting strategies and provides support in their efforts to deal more effectively with day-to-day challenges.

(3) Adult Education

Adult Education classes, ABE/GED or ESOL, help to raise the educational level of parents and help them gain the motivation, skills, and knowledge needed to become employed or to pursue further education and/or training.

(4) Age-Appropriate Education for Children

Children of all ages need an education that is appropriate for their age and ability. It helps prepare them for academic and social success in school and society.

Integration

Integration is sometimes referred to as the fifth component in comprehensive family literacy services. When implemented effectively, integration strengthens the learning experience for both adults and children by reinforcing skills acquisition through a variety of learning activities.

Handbook of Family Literacy, Wasik, 2004.

Families Who Participate in Family Literacy Programs

Adults in family literacy programs come from a variety of backgrounds and cultures. Although there are exceptions, they usually have one or more of the following characteristics in common:

- They are high school dropouts;
- They became parents in their teens;
- They are heads of single-parent households;
- They are unemployed;
- They receive government assistance;
- They live in or near poverty;
- They want a better future for themselves and their children;
- They have limited English proficiency.

The children of these parents come into family literacy programs with odds against them, including:

- They may be developmentally behind their peers;
- They risk school failure;
- They risk dropping out of school;
- They risk becoming teen parents;
- They risk being unemployed or underemployed as adults.

*Compiled by NCFL from a variety of studies of family literacy programs.

Benefits of Family Literacy

Research regarding the benefits of family literacy programs provides us with the following information:

Benefits to Children:

- Children's achievement in school improves. One review of 53 studies showed beyond dispute that student achievement results from increased parent involvement in education.
- Children attend school more regularly and are more likely to complete their education. This has been a persistent finding for more than thirty years.
- Children's general knowledge, including that measured by intelligence tests, improves. One major research review found that the learning environment at home accounts for more than half the variance in children's IQ scores.
- Children's oral language development accelerates.
- Children's phonemic awareness and decoding improves.
- Children's writing improves.
- ESL children and their parents learn English.
- Children's motivation to read increases.

Benefits to Parents:

- Parents' reading achievement increases.
- Parents' social awareness and self-advocacy increases.
- Parents enhance their employment status or job satisfaction.
- Parents persist in family literacy programs longer than in other types of adult literacy.
- Parents' attitudes about education improve; the value they perceive in education increases.
- Parents' knowledge about parenting options and child development increases.

Benefits to Families:

- Families read more and engage in more literate behaviors at home.
- Families build foundations for lifelong learning.

SOURCE: Ohio Literacy Resource Center at Kent State University.

http://www.floridaliteracy.org/pdf-docs/family_literacy.pdf

How to Begin a Family Literacy Program

It is difficult to briefly capture the steps that are required to begin a family literacy program. Family literacy is a complex program involving numerous partners, integration of components and a blending of resources for ongoing support. While visiting a successful program would be extremely beneficial, the following topics suggested by the National Center for Family Literacy (NCFL) will facilitate the development of a family literacy program for your community.

Community Needs Assessment

- What are the educational and non-educational needs of families in your community?
 - ABE/GED/ESOL classes
 - Family literacy programs
- What model best meets the needs of the families in your community?
 - Kenan Model
 - Parents as Partners
 - Parents as Teachers
 - Home Instruction Model for Preschool Children

Four Components

- Which of the four components will you be responsible for?
 - PACT Time - Interactive literacy activities between parents and their children.
 - Parent Education - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - Adult Education - Parent literacy training that leads to economic self-sufficiency.
 - Age-appropriate education - To prepare children for success in school and life experiences.
- How will you integrate activities within your program?
 - Common themes throughout all components
 - Practice PACT Time skills in parenting class
 - Read books for children in Adult Education class

Program Outcomes

- What specific outcomes do you expect for the family members who enroll in your program?
 - Literacy Completion Points (LCPs)
 - Increase literacy activities with their children
 - Increase other educational activities with their children
 - Increase contact with their child's school
- How do you expect to meet these outcomes?
 - Adult education for parent
 - Encourage parental interaction with children
- How do you expect to document these outcomes?
 - TABE Test scores
 - Entry/Exit Questionnaire
 - Activity logs

Funding

- Funding is a very important issue for all family literacy programs. Research has shown that parental involvement in a child's education greatly increases the child's literacy levels and success in school. However, funding programs to insure this has usually been left to those willing to write for grants. The Florida Department of Education facilitates two Family Literacy grant-funding opportunities.
 - Adult Education and Family Literacy – Literacy Education for Households Grant
 - Florida Family Literacy Initiative
- Other organizations also provide grants
 - A detailed description of grants available is found under the section labeled “Funding.”
- When applying for grant funding, be sure the budget includes the following: staff, supplies, travel, postage, printing, equipment, computers, furniture, etc.

Collaboration/Partners

- What is needed to run your program that you cannot provide?
 - Food
 - Recruitment
 - Volunteers
 - Speakers
- What agencies would be able to assist in the delivery of these services for your program?
 - School System – Adult Education; Title I
 - Public Libraries
 - See list of agencies in the “Collaboration and Partnerships” section
- How will you increase the awareness of family literacy issues and the program's goals among your collaborative partners?
 - Conduct monthly partnership meetings
 - Communicate with collaborative partners through phone or e-mail
- What steps need to be taken to assure that your collaboration is an active partnership?
 - Expectations set at the beginning
 - Regular communication
- What can be done to lay the groundwork for continued funding? Expansion?
 - Organization of documentation
 - Recruitment and retention
 - Marketing

Management and Staff Selection

- Who are the key administrators (school, agency, business, etc.) that must buy into the program to ensure its success?
 - Adult Education administration
 - Leadership of partners
 - Site administrator
- How will they receive the needed information?
 - Regular meetings
 - Email or phone contact

- What staff will be needed to meet the outcomes for this program?
 - Program Coordinator
 - Adult Education Teachers
 - Childhood Education Teachers
 - Parenting Teachers
 - PACT Time Facilitator
 - Curriculum Writer

Site Selection

- What site(s) would be the best to use for a family literacy program?
 - Adult Education site
 - Children’s education site
 - Housing area complex
 - Public library

- What things should be considered when choosing a site?
 - Number of parents involved
 - Safety of the site
 - Administration support
 - Transportation for families
 - Storage space
 - Physical environment

The Internet has valuable information that may help in beginning a family literacy program. The NCFL offers information on how to begin a family literacy program in an article entitled “Blueprint for Success: A Process for Implementing PACT Time in the School Age Classroom.”

<http://www.familit.org/site/apps/nl/content2.asp?c=gtJWJdMQIsE&b=2042215&ct=2210811>

Another article entitled “Parent Involvement: Key Staff Roles in Elementary Schools,” identifies five staff roles that are crucial to the success of a family program and tells what jobs each should perform. The roles suggested are District Coordinator, School Principal, Adult Education Teacher, Elementary School Teacher Envoy, and Parent Liaison.

<http://www.familit.org/site/apps/nl/content2.asp?c=gtJWJdMQIsE&b=2042215&ct=2779833>

The Four Components of Family Literacy

There are four components of family literacy: (1) Parent and Child Together Time (PACT); (2) Parent Education; (3) Adult Education; and, (4) Age-Appropriate Education for Children. The National Center for Family Literacy (NCFL) defines the four components of the comprehensive model as follows:

(1) Parent and Child Together Time (PACT Time)

Providing the role models and structured situations for positive Parent and Child Together Time empowers parents in their roles as the primary teacher of their own children. This strengthens the learning relationship between parent and child and helps parents feel more comfortable in school settings.

(2) Parent Education

Providing parents with an opportunity to share their concerns with a trained instructor and/or their peers helps them learn new parenting strategies and provides support in their efforts to deal more effectively with day-to-day challenges.

(3) Adult Education

Raising the educational level of parents helps them gain the motivation, skills, and knowledge needed to become employed or to pursue further education or training.

(4) Age-Appropriate Education for Children

Increasing the academic and developmental skills of children better prepares them for success in school and society.

PACT (Parent and Child Together) Time

Interactive literacy activities between parents and their children

Introduction

Parents have great influence on their children's development. Children whose parents are involved in their education are usually better students. Parent and Child Together (PACT) Time is a vehicle for training parents to become more involved in their children's development and education. By providing regular opportunities for positive interaction and the practice of strategies learned in parent groups, parents are encouraged to develop habits of working closely with their children. Observing, talking, listening, reading, playing, and teaching are the strategies and techniques that are developed in this component. NCFL research shows that after participating in family literacy programs, parents do become more involved in their child's education, both within the home and formal school environment.

Parent and Child Together (PACT) Time involves interactive literacy activities between parents and their children. This component is a regularly scheduled time for parents and children to interact. PACT Time is quality, one-on-one time when parents listen to and learn about their children, observe them as they play, and encourage them to use language to exercise their imagination. For parents, it is a chance to practice new interactions or behavior management techniques learned in the parent education classes.

Goals

Parent and Child Together (PACT) Time is a fundamental part of a family literacy program. The goals of this component are:

- To aid parents in discovering, affirming, and expanding their strengths as parents;
- To enhance parents' awareness of how children learn;
- To give parents the tools and techniques to support their children's learning;

- To expose parents to the many educational activities that they are in control of and that are found in the home;
- To provide an opportunity for parents to practice new techniques in a supportive environment where teachers can model various learning activities;
- To encourage parents and children to have fun learning together.

NCFL Practitioners' Manual

PACT Time offers parents the opportunity to strengthen their skills in their role as the most important teacher in their children's lives. Through their participation in PACT Time, parents come to understand what a difference they can make in the lives of their children by encouraging them to reach their potential. This kind of strengthening and empowerment is important to the future of families.

Regularly scheduled PACT Time exposes parents to many educational activities and provides opportunities for them to strengthen their relationship with their children. Recording the activities in journals is recommended for parents to keep track of ideas, describe reactions, feelings, behaviors, and attitudes in themselves and in their children. The extent to which adult students can write in their journals depends on their abilities. They should be encouraged to write in their native language.

Setting for PACT Time

PACT Time interactions may be achieved in different types of settings: center-based; home-based; or Adult Education-based.

Center-Based PACT Time

Center-based PACT Time is scheduled on a regular basis. The child leads the parent to the activities in which they would like to participate. The parent follows the child's lead using the opportunity to interact with their child physically, behaviorally, and developmentally.

Centers can also follow a thematic curriculum for PACT Time. Books distributed to the families are selected according to the theme. This way the families are stimulated to come up with their own ideas for home activities.

Home-Based PACT Time

In programs that conduct regular home visits, PACT Time may take place in the comfort of the family home. Materials that can be found in the home are used for most PACT Time activities. During the home visit, the home educator may leave specific developmental toys or children's books. At the next home visit, work samples are reviewed and discussed.

Staff members that conduct PACT time sessions are participant-observers. They help the parents get started, provide materials as needed, and model appropriate behaviors in responding to children. With the observation of PACT Time interactions, teachers and other staff members come to understand attitudes, relationships, and behavior patterns within the family, and to recognize parents' strengths and needs. This awareness enables them to provide more sensitive and effective assistance to families in identifying their strengths and resources, meeting their goals, and solving problems.

Adult Education-based PACT Time

Adult Education-based PACT Time works best when working with older children or with families coming from different areas of town. It is held on a regularly scheduled basis. Activities are set up on tables, preferably with a facilitator at each table. Facilitators should not only help families with the activities, they should also model how to work with the children, including conversation, questioning, and positive reinforcement techniques.

Implementing PACT Time

Though PACT Time is primarily spent following the child's lead in their choice of activity, successful implementation of a complete PACT Time activity requires thought and planning on the part of the teacher and other staff members. Some programs choose specific activities to enhance the math and reading skills of both adult and child participants. Curricula can be found on the Family Literacy webpage on the Florida TechNet site at: www.floridatechnet.org/familiteracy

Making the Transfer to Home

Home Activities

To ensure that new skills and behaviors are applied in the home, teachers and staff members plan ways to extend the PACT Time experience. Teachers may suggest activities for parents to try at home with their children and other family members as well.

If the PACT Time activity is a story,

- Send home a copy of the book
- Suggest home activities that are related to the story, such as artwork, cooking, etc.

If the PACT Time activity is a song or finger play,

- Send home a copy of the words for the family to practice
- Suggest a home activity related to the song

If the PACT Time activity involves cooking,

- Send home the recipe and the measuring cups and spoons so parent can duplicate the activity at home

Debriefing Session with parents

Debriefing sessions give parents the opportunity to discuss or write in their journal their reflections on PACT Time.

The purpose of debriefing is

- To help parents understand what their child is learning through play
- To encourage parents to reflect on and internalize their growing awareness of their children's development and the new techniques they are acquiring for supporting and extending their children's skills.

The teacher is responsible for the debriefing with parents. Some debriefing methods are

- One-on-One Conferences
- Journal Entries
- Group Discussions
- Scenarios
- Parent's Learning Logs
- Family Portfolios

If PACT Time is successful, there will be laughter and enthusiasm to participate in the next scheduled experience. Positive changes will occur in the families. Children take the next steps in their learning with the assistance of able and supportive parents. Parents will discuss how they apply their new ideas and skills. Exchanges of ideas and techniques will be shared among parents, thereby creating a stronger parent support group. Indicators of Best Practices for PACT Time

- Make activities fun.
- Encourage communication.
- Encourage parents and children to interact.

- Focus on activities that help parents form reasonable expectations for their child’s achievement.
- Emphasize literacy activities in everyday life situations.
- Follow up PACT Time with teacher/parent discussion.
- Provide activities that allow parents to transfer what they learned in parenting class.

Parent Education

Parent education in a family literacy program underscores a focus on training parents to be their child’s primary teacher and full partner in their education. It also includes training parents in interactive literacy activities involving parents and children. Finally, it provides a support group composed of other participants and staff.

Three factors over which parents exercise authority—student absenteeism, variety of reading materials at home, and excessive TV watching—explain nearly 90% of the difference in test scores.

—Strong Families, Strong School, Department of Education

Literacy Support in the Home

The home environment is one of the most important influences on the academic success of children. Children have succeeded academically despite poverty, minority status or native language when there is support in the home. Specific positive parenting practices, such as the acceptance of responsibility for assisting children, are found in the emotionally supportive home. Parental involvement includes:

- Helping child with time management;
- Assisting with homework;
- Talking with the child about school;
- Reading to/with child;
- Encouraging the child’s curiosity;
- Reinforcing the child’s positive attitude.

Some major areas concerning children and school success that a parent needs to understand are:

1. **Child’s Abilities and Interests.** Parents need to create an environment that appropriately encourages their child’s abilities and interests.
2. **Child Development.** Parents need to know what behaviors to expect from children at different ages so their expectations will not be too high or too low.
3. **Positive Discipline.** Parents need to become aware of how to communicate effectively with their child. Participants in parent education classes can read, write, and discuss different discipline options. The parenting class can operate as a support group giving parents a place to turn to find different options to try when they have difficulties with their children.
4. **Parent Teaching Strategies.** Parents need to know how to ask questions to stimulate child’s own thinking and problem-solving.
5. **Literate Environment.** Parents can influence their child’s environment by making sure the child has access to reading and writing materials, limiting the amount of time watching TV, and modeling good reading habits. Direct influence includes contributing quantity and quality reading time with their child, storytelling, asking questions and having conversations about stories being read.
6. **Communication with School.** Parents need to frequently communicate with their child’s teacher.

Delivery Description

Parent education helps families actively participate in their children's education at home and at school. This can be accomplished during home visits or parenting instruction at the center site or in the GED/ESOL classroom. Home visits give the ability to individualize program content and instruction. Group instruction lends itself to the opportunities for parents to share and learn from one another. In either case, the parent education instructor needs to provide information, techniques, and strategies.

The National PTA Association acknowledges that effective parent and family involvement provides educators with a much-needed support system. Their national standards profess an understanding and shared interest in creating full partnerships between home and school. These standards should be communicated through the parenting component to illustrate to parents the importance of their involvement. A successful parent-involvement program in a school includes the following components:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

The two most critical messages that need to be communicated to parents are their basic parental responsibilities and appropriate practices. Parents sustain their children's learning by making sure that students arrive at school well-rested, fed, and ready to learn, thereby setting high learning expectations, and nurturing self-esteem. Parents play an integral role in assisting student learning. The parenting component must help parents connect to their child's learning and communicate that they value what their child achieves.

http://www.pta.org/archive_article_details_1118251710359.html

Indicators of Best Practices for the Parent Education Component

- Focus on parents' interests.
- Empower parents by providing opportunities to discuss concerns.
- Provide opportunities to talk and discuss. This gives parents the opportunity to compare ideas and approaches while enhancing their intellectual development, i.e., problem-solving skills, language acquisition, recall of information, sorting ideas, listening skills, etc.
- Include reading, writing, and math skills in your parenting class so parents do not feel that they are sacrificing their academic time to work on parenting skills.
- Show parents how these skills will help them be better parents and role models for their children as well as improve their own academic and workforce skills.

Adult Education

According to the federal definition of family literacy services, parents must be enrolled in Adult Education classes. Some programs recruit students who are parents enrolled in regular ABE/GED/ESOL classes; others have specific family literacy classes. Adult education in a family literacy program should have a focus on family issues, traditions, concerns, and goals. The adult education component of the program must connect the content of adult competencies with a larger context within the total family unit, with particular focus on the families' strengths, needs and interests.

“Integration has become a critical, defining characteristic of family literacy services, working to create a system for delivery of curriculum, instruction, and assessment. . . . weaving key strategies and messages throughout the four components. . . .Integration is intentionally used as a cohesive system to promote learning within the family unit.”

Handbook of Family Literacy, Wasik, 2004

The goal of family literacy programs is to have families actively engaged in projects that provide lessons in the following:

- Basic skills;
- Interpersonal relationships;
- Life skills;
- Career exploration;
- Pre-employability and workplace skills;
- Problem solving;
- Critical thinking skills;
- Computer literacy skills.

Descriptions and Characteristics of Adult Learners

Adult students share many of the same characteristics. First and foremost, adults have gained from life experiences and have strategies for managing life in general. Secondly, they share in the challenges of managing life in the information age. With all the rapid changes in technology, the adult student is forced to deal with the effect it brings to every aspect of life. Thirdly, all adults coming through family literacy programs have gone through the rites of passage in parenting and have struggled with the challenges of raising children in a difficult world.

Although adults share many characteristics that are the same, the diversity among adult students is of equal importance. Areas of diversity are age, cultural aspects, learning abilities, and learning styles, which the Adult Education instructor must be sensitive to at all times. Different perceptions and practices of child rearing, and of parental and familial roles are additional challenges to the instructor. Adult students have different expectations for learning and goal attainment. It is clear that in spite of the learning disabilities that most adult learners experience, they have become quite resourceful in managing daily life despite the challenges they have in processing information. The coping strategies the adults have developed are resources for learning that should be tapped.

Assessment

All Adult Education students must have an initial assessment to let the student and the teacher know what skills the student needs to learn, as well as to place them into the appropriate literacy level as indicated on the ABE Course Matrix. The TABE Test (Test of Adult Basic Education (TABE) Complete Battery or Survey) is the assessment approved by the Florida Department of Education.

For English Speakers of Other Languages (ESOL) and English Literacy for Career and Technical Education (ELCATE), the state approved assessments are the CASAS (Comprehensive Adult Student Assessment System) and the BEST Plus (Basic English Skills Test).

Standardized tests are used to measure literacy completion points (LCPs) for the purpose of maintaining or securing state funding. Alternative assessment strategies may also be used to gain accurate and comprehensive information about learners' progress and overall project effectiveness.

Frameworks

Frameworks for ABE level students can be found at the ABE Florida website:

<http://abeflorida.org/frameworks.html>

Frameworks for GED level students can be found at:

<http://www.firn.edu/doe/dwdframe/ad/pdf/32010201.pdf>

Frameworks for ESOL students can be found at:

http://www.floridaadultesol.org/lep_adults.html

Operational Concerns

Learning academics becomes more meaningful when adult students see the relevance of academics to the various significant roles they must assume as adults. The adult component of a family literacy program should include not only books, paper-pencil tasks, and formal assessment, but also real life learning opportunities. When deciding what to teach and how to teach it, the student should be at the center of both decisions. The teaching techniques must be interactive and the materials contextual. Remembering that each student comes from a diverse background, it is advantageous to use the materials from the places students visit such as: grocery store, laundry mat, churches, schools, WIC office, health clinics, INS office, dentists' and doctors' offices, check cashing stores, post office, banks, housing offices, food stamp office, etc. These situations provide the foundation for developing lessons from the real world and help them apply the learning in ways that are meaningful and productive for them. The classroom experience should reflect the learning experiences that are authentic in the community.

Age-Appropriate Education for Children

Introduction

Age-appropriate services in Family Literacy programs follow the same guidelines as other quality programs for children Pre-K through high school. These programs support the use of a developmentally appropriate and culturally relevant curriculum, low teacher-student ratio, authentic assessments, and parental involvement.

Frameworks

Early education programs are offered through collaborative efforts with Head Start and other public and private Pre-K programs. The majority of these programs are now under the direction of the local school readiness coalitions as mandated by the State of Florida. These coalitions provide local control of all federal and state programs that serve the birth through five-year-old populations.

Education for school aged children, K-12, is offered through educational programs within school districts. The Sunshine State Standards are a set of statewide academic standards that represent the knowledge and skills Florida students need to achieve in order to succeed in the world of work or college.

For parents, the standards provide clear, identifiable goals for learning so they can understand what their child is expected to know in each subject at each grade level. For teachers, the standards provide guidance and support as they develop lesson plans that reflect these high expectations.

For specific information, refer to <http://sunshinestandards.net>.

Recruitment and Retention

Recruitment and retention play a vital role in the success or failure of a Family Literacy Program. Families often have many issues that make it difficult to continue programs such as those offered by Family Literacy Centers. Therefore, we need to be especially vigilant to recruit and retain our families.

Orientation

During the orientation session:

- A caring, trusting relationship between the family literacy program staff and the potential participant must be established to demonstrate respect and concern for the participant’s academic and economic needs.
- Assure the participant that his or her needs will be met.
- Express encouragement and confidence in the participant.
- Discuss participant expectations.
- Assist with goal setting.
- Assess skill needs and provide appropriate programs.
- Identify and discuss barriers that potential participant may have concerns such as, fear of failure, embarrassment, limited time, energy and resources, lack of transportation, and child care.

Collaborative partnerships

Partnerships play a key role in the recruitment and retention of family literacy participants. Through combined strength and the sharing of resources, talents, and services, they can provide an environment where the staff can focus on the goal of supporting families on the road to academic and economic stability. Examples are listed in the section on Collaborative Partnerships.

Recruitment	Retention
<p>In-House Direct Contact</p> <ul style="list-style-type: none"> Parent liaisons at Title I Schools Parents Classroom Teachers 	<p>Quality Programming</p> <ul style="list-style-type: none"> Customer (Student) satisfaction/Meet needs of student Meaningful evaluation/Continuous program improvement Student empowerment Effective, caring teachers with high, but realistic expectations. Mutual respect Student Support Groups School and community involvement
<p>Marketing and Public Awareness</p> <ul style="list-style-type: none"> Brochures, flyers, etc. Printed course offerings Media – newspapers, TV, radio Social Marketing and word-of-mouth Door to door 	<p>Barrier Removal</p> <ul style="list-style-type: none"> Access to programs – transportation, childcare, etc. Attitudes and priorities Family relationships, cultures, and issues Supplemental services

Recruitment	Retention
<p>Partnerships</p> <ul style="list-style-type: none"> Adult Education classes Parenting classes Early Childhood programs Employees of business partners Referrals and services with governmental and community agencies, libraries and churches Title I Churches 	<p>Incentives</p> <ul style="list-style-type: none"> Employment opportunities Books School Supplies

Recruitment Strategies that Work

- Conduct a “Bring a Friend to Class Day.”
- Sponsor contests that reward family literacy participants who recruit new participants.
- Distribute flyers that promote your program.
- Contact community and religious leaders in the neighborhood where family literacy programs are conducted and encourage them to refer prospective participants to your program.
- Be aware of opportunities you may have to promote your program through community events.
- Prepare a contract for commitment.
- Word of mouth.

Retention Strategies that Work

- Provide a caring staff.
- Well-prepared energetic teachers.
- Phone participants after absences.
- Provide successful experiences.
- Teach goal setting and problem solving.
- Foster group activities and a feeling of belonging.
- Assure that the physical appearance of your site is inviting – neat, clean, well organized, and yet comfortable and friendly.
- Focus on participant successes with services that help them with their life situations and celebrate their accomplishments.
- Contact community businesses in the neighborhood and ask them to provide you with incentives that you can use to reward participants.
- Remember first impressions! Whether or not a participant comes back may depend on how he or she is treated during their first contact with you or your staff.
- Create a learning community.
- Create a buddy system. Pair new students with a buddy.
- Establish a classroom store.
- Provide enough incentives (free books, school supplies, free child care, etc.) to motivate families to continue in the program.
- Food (Many grants will not pay for food; find a partner who can).
- Handicap accessibility.

Recruitment

Although a program may seem to be exactly what is necessary for the community, experience shows that effective, targeted recruitment activities are necessary to bring in the participants. “Build it and they will come” won’t usually work. Recruitment must be an active process.

Positive word-of-mouth resulting from a program that meets and expands learners’ goals has proven to be by far the most effective recruitment strategy. Adults may be somewhat fearful about enrolling in any new program, so home visits by peers or staff allows them to learn about the kinds of activities offered. Referrals by friends lessen the fear of the unknown and raise the comfort level of potential participants.

Other recruitment techniques that are used with some success include outreach by respected community organizations, children’s schools, and churches. Radio or television announcements, tables at community fairs, social activities designed to highlight and illustrate what participants may expect in a program, and brochures have also been used with some success. Since brochures may be somewhat intimidating to people with low literacy levels, the successful ones require a minimum of reading.

Many programs recruit with food-related events—breakfast, lunch, snacks, or potluck dinners—which are real incentives for many families and a positive factor in both recruitment and retention.

“Our best advice in facilitating recruitment is to create a program that attracts participants. This includes presenting a variety of activities that attracts the population the program serves. The program must support the students in family related issues, provide discussions and speakers related to the family, which will maintain participants’ interest in attending classes, actively involve students in fun “PACT Time” activities, as well as maintain a home school connection through telephone calls and home visits. As director, sell your program; communicate with other agencies, radio station, businesses, relatives, and neighbors. While we distribute flyers regarding the program, word of mouth from our active participants is the most powerful and successful recruiter.” (GROWS Apopka)

Reaching Potential Students with a Small Budget

- Go for Public Service Announcements on the radio or in print media rather than paid advertisements.
- Send letters to students who have not completed the program.
- Send letters to current students about upcoming classes or new programs.
- Distribute congratulatory letters to new enrollees and graduates.
- Send letters to students who are chronically absent and tell them they are missed.
- Ask chronically absent students how you can help them get back on track.
- Include contact names and numbers in all correspondence; don’t let them get lost in the system.
- Design flyers with tear-off contact numbers.
- Place flyers with tear-off numbers in grocery stores, drug stores, libraries, Laundromats, and other convenient locations.
- Request that your electric, phone, or other utility include flyers in monthly statements (realize that this may require that you produce thousands of copies).
- Contact grocery stores about putting flyers in bags for a specified time
- Place flyers or signs in city buses (with permission) to reach students and raise awareness.
- Set up a table at a local mall.
- Consider giveaways such as bumper stickers, bookmarks, magnets, or other goodies.
- Put a notice in church bulletins.

Source: “Get your Message Out!” Spring 2001, State of Florida, Department of Education, Division of Workforce Development.

Retention

Retention is an ongoing issue in most programs. Critical factors in retention center around overcoming “real world” barriers to attendance. Programs that are most successful in maintaining high retention rates provide services such as transportation, meals, quality child care, counseling, home visits by teachers, and social workers. Peer support groups are also effective in reaching out to potential dropouts.

Programs that incorporate needs assessments have frameworks that participants view as useful to them and their children. Programs that value learner input and regularly recognize participant achievements maintain higher attendance rates, than those that do not.

Another significant factor in high retention rates, according to parents, is their children’s insistence on going to school. Directors said parents’ commitment to literacy programs improved as they realized that they were meeting their own goals as their children were learning and growing too.

Participants also reported that fellow learners and staff provided a strong support system and became, in effect, an “extended family.” Social events such as field trips, game nights, potluck meals, etc., with the family were important contributors to program cohesiveness.

Celebrate small victories to help bolster self-esteem and retention. Celebrations may include certificates for attendance or completion of a curriculum unit, gift books for parent or child(ren), and graduation ceremonies. <http://www.barbarabushfoundation.com/ll.html>

Collaboration and Partnerships

“Collaboration is defined as a “mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone.”

Wyner and Ray 1994

In family literacy programs, the terms cooperation, coordination, and collaboration all suggest working together for the benefit of clients. However, collaboration is the higher end of the continuance and is the ultimate goal. Community Collaboration requires the following:

- More intense, long term efforts than do cooperation or coordination.
- Agencies make a formal, sustained commitment to accomplishing a shared, clearly defined mission.
- A change in thinking – the ability to see the “big picture” and in operating alteration of structures, policies, and rules to make service delivery seamless.

NCFL Presentation at Florida Literacy Conference, 2001

A working definition of collaboration should include the following components:

- A definition of mutual relationship and goals.
- A jointly developed structure and shared responsibility.
- Mutual authority and accountability for a successful program.
- Sharing of resources and rewards.

This definition establishes the premise from which collaborative relationships can begin.

However, establishing a collaboration of partners is only the first step. Practitioners have learned through experience that there are many factors to consider when implementing collaborative partnerships. There are obstacles to collaboration that hinder success and there are key elements that make collaboration work.

Examples of obstacles to collaboration include the following:

- Negative past experiences with collaboration;
- Difficult past/present relationships among agencies;
- Competition and turf issues;
- Personality conflicts;
- Differing organizational norms, values and ideologies;
- Lack of precedent;
- Fear of risk;
- Hidden agendas.

To be successful, collaboration requires the following key elements:

- Well-established, frequent communication among agencies;
- Positive regard between agencies;
- Membership that is strategic to the task;
- Clear and well-defined mission statement, goals, objectives, and long-term strategies;
- Members with well-defined roles who understand the parameters of their responsibilities;
- Flexibility among the membership and a willingness to change course as needed;
- Mutual agreement on the agenda for meetings;
- Members have a stake in the process and outcomes, and decision-making is participatory;
- Members share a vision of desired services system or improved community.

Wyner-Cyr 1992 and NCFL at Florida Literacy Conference 2001

Identifying potential partners to meet the individual and joint needs of families in a family literacy program requires creative problem solving. Consider who has mutual interests or clients, what agencies could benefit from working with you, and who has access to services and resources that your project might need. Below is a list of potential partners:

- Universities, colleges, and community colleges
- Social service agencies
- Religious organizations
- Community-based organizations
 - Junior Achievement
 - Scottish Rite Freemasonry
 - Elk's Club
 - Rotary Club
 - Lion's Club
- Hospitals and health care centers
- Local TANF office/welfare agency
- Local Businesses
- Elementary and secondary schools—public and private
- Family support organizations
- Preschool programs, including Head Start, Even Start, and VPK
- Prisons or detention facilities
- Adolescent, adult, and alternative education centers
- Professional associations and civic organizations
- Child care centers
- National associations
- Libraries
- Federal, state, or local governmental agencies
- Workforce investment boards
- Local media
- AmeriCorps*VISTA

In identifying potential collaborative partners, focusing on the four components of comprehensive family literacy and services to be introduced or enhanced within existing programs has proven an effective strategy. Once the partners have been identified, the next step in collaboration is to evaluate their interest and build support for your program by making contact and talking with key representatives of each group. Each partner selected needs to fit in well with the rest of the group.

King and McMaster, (2000)

How to Form an Effective Collaboration

Partners must be able to envision results, this occurs when the following issues are addressed:

- People/agencies are invited according to a criterion for membership and given the opportunity to get to know one another.
- Trust is enhanced by sharing knowledge, disclosing self-interests, ensuring that all stakeholders' needs are met, and producing visible results so that people feel their participation is justified.
- The shared vision is confirmed by developing vision statements that indicate where the group wants to go.
- Specified desired results are agreed upon, and goals and objectives state how the collaboration will achieve its vision.

Ultimately, successful collaborations focus on changing the system, with an integrated pro-family service delivery.

Strengths of effective collaborations:

- Clear goals;
- Highly motivated representatives of each participating agency;
- Compatible personalities; good working relationships;
- Participation of key agencies;
- Support of the agency administrators;
- Demonstrated need for services and desire to succeed;
- Availability of resources;
- Members with authority to commit resources;
- Strong leadership.

Barriers to collaborative efforts:

- Too little time to meet and/or few opportunities to communicate;
- Unwillingness of key agencies or personnel to participate;
- Insecurity about roles and responsibilities;
- Confidentiality issues;
- History of agencies failing to follow through on commitments;
- Issues of territory or competition among agencies;
- Weak leadership: lack of effectiveness and/or lack of continuity;
- Lack of personal commitment to the goals of collaboration;
- Excessive size, too many members;
- Unsuitable meeting place and/or lack of a meeting place;
- Personnel/representatives without decision-making authority;
- Insufficient resources;
- Fear of loss of organizational autonomy;
- Geographic service area too large and/or too small.

In compiling these lists, the National Center for Family Literacy used information from several sources, including Service integration project final report: A guide to collaboration, by J. Fabrizio and A. Sanford, and “Training for team building,” an article by G. Huszczo in the Training and Development Journal.

2007 Family Literacy Needs Assessment Survey

Introduction

Florida's family literacy programs are family-focused programs designed to improve educational opportunities for households, including both children and adults, by integrating adult education for parents and early childhood education for children into a unified service delivery model. The effective provision of literacy education for households in Florida involves integrating the following four components:

- Interactive literacy activities between parents and their children – Parent and Child Together Time (PACT Time).
- Training for parents on how to be the primary teachers for their children and full partners in their children's education (Parent Education).
- Adult literacy training that leads to economic self-sufficiency (Adult Education).
- Early Childhood Education to prepare children for success in school and life experiences (Age-Appropriate Education for Children).

The Florida Department of Education, Division of Workforce Education, through the 2006–2007 Practitioners' Task Force on Literacy Education for Households, conducted a statewide, multi-purpose, needs assessment survey targeting current and past Adult Education and Family Literacy Practitioners.

The survey was designed to:

- identify current needs of family literacy practitioners for continued service delivery and programmatic improvement;
- determine the extent of family literacy services provided within the state; and
- identify promising practices within the field of Literacy Education for Households.

Statewide, survey participants conveyed that a major challenge faced by service providers is the recruitment of families into the program and the retention of families for a sufficient amount of time to demonstrate educational gains and achieve measurable goals. Practitioners expressed the need for additional training and professional development in the area of student recruitment and retention for both adult education teachers who provide Adult Basic Education, English Literacy, and GED Preparation instruction, and for early childhood educators who provide pre-literacy education for children enrolled in the Family Literacy programs.

Survey participants also shared effective recruitment and retention practices and strategies that have yielded positive outcomes within their respective programs. Outcomes, needs, and promising practices gleaned from the 2006–2007 needs assessment survey are detailed in this summary report.

Survey Methodology

The PTF Needs Assessment committee facilitated the retrieval of input from PTF members and the DOE co-chair to identify the key components and parameters of the survey. The writer researched and developed the survey questions, and subsequently field-tested the survey instrument with the PTF membership to obtain feedback for revisions and final editing of the survey. Questions were structured to glean feedback on program demographics and profiles including types of service providers, staffing for programs, service delivery models; curriculum models used; intensity and duration of programs; funding sources; major challenges faced by providers, training and professional development needs, program strengths, and promising practices. The survey was available online and as a hard copy, which could be accessed at a state literacy conference. As a result of the two methods of accessibility, there was a 35% voluntary response rate.

Key Findings

Programs in Literacy Education for Households in Florida are provided by a variety of agencies including school districts, community colleges, community and faith-based organizations, libraries, and a small cadre of other providers that serve special populations. School districts are the primary family literacy providers (51%).

Providers operate programs 10 or more months per year, thereby making it convenient for households to access vitally needed literacy services.

Programs are staffed primarily by part-time adult education teachers, part-time early childhood educators, and part-time paraprofessionals who provide support for academic instruction. Forty-seven percent of the survey respondents reported the use of volunteers to assist with the delivery of literacy education services for families.

Teachers of adult students are required to hold a bachelor's degree or higher, while early childhood educators must possess either a bachelor's degree or the Child Development Associate certificate. Paraprofessionals must hold a high school diploma or its recognized equivalent.

Survey participants reported that most providers (70%) use an open entry/open exit enrollment model. However, 40% of the respondents reported the use of a blended model consisting of both open-entry/open exit and managed enrollment.

The majority of the households served in Florida speak English as a second language (74%). Also, 67% of the providers indicated they serve native English speaking families in Adult Basic Education and GED preparation programs. Most programs have multiple funding sources as reported by the survey participants: 52% - Private Funds/ Foundations Corporations; 36% DOE; less than 20% have a matching requirement. Programs that have closed (13%) over the past two years reported that the major factor contributing to the closing of the program was a loss of funding or a significant reduction in funding. These programs indicated that they would re-open if resources were made available in the future.

Curriculum models used by practitioners for ABE/Literacy/GED/ESOL are summarized as follows: More than 20 varieties of curriculum were listed; 50% used McGraw-Hill Contemporary and/or Steck Vaughn products; for Early Childhood Education; more than 20 varieties of curriculum were listed - 60% used Project Developed Materials; more than 30% used Parents as Partners or High Scope curriculum; for P.A.C.T Time - more than 20 varieties of Curriculum were listed - Project Developed was the most frequently identified curriculum for PACT Time activities; and for Parent Education - more than 20 varieties of curriculum were listed - Project Developed was the most frequent curriculum choice for this component.

Program Challenges

Common challenges faced by literacy education providers included: budget cuts; insufficient funding for the early childhood portion of the program; extremely high matching requirements; limited classroom space; competition with VPK.2; retention and persistence issues associated with the need for families to work outweighed the need to learn English; rebuilding following natural disasters (hurricanes); removing traditional barriers such as transportation, medical issues, and jobs that interfere with attendance and persistence; recruitment and retention of qualified personnel for the offered salary; means of funding social workers to bridge the families from adult education programs to meeting the needs of their school-aged children; and fostering partnerships with supportive agencies.

Rating of Key Items

Survey respondents rated the relative importance of a variety of key elements associated with the effective delivery of literacy education for households. The tables that follow depict the items that were rated as Very Important or Important by survey participants.

Acknowledgment

This report represents the combined work of the members of the 2006–2007 Practitioners’ Task Force on Literacy Education for Households (PTF), the PTF’s Needs Assessment Committee, and the Adult Education/Family Literacy Practitioners who participated in the statewide survey.

A special thank-you is extended to everyone who contributed to the successful completion of this project.

Researcher

Iowana Whitman-Tims

PTF Needs Assessment Committee Member

Rating of Key Items:

Student Retention

Student	Important or Very Important
Small group instruction for adult students	100%
Formal orientation to goals and expectation of Family Literacy Program	94%
Periodic evaluation of student progress toward goals	92%
Follow-up procedures for contacting students who have dropped out	88%
Needs assessment completed by students upon entry	88%
Student developed personal learning plans	80%
Implementation of project based learning	76%

Rating of Key Items:

Coordination and Collaboration

Family Literacy and Early Childhood Education Teachers Staff	Important or Very Important
Fostering commitment by local school district	100%
Collaborating with local adult education staff	92%
Collaborating with partners for products and services	84%
Establishing an advisory board to help articulate a community vision for program	72%

Professional Development and Training Needs

Survey participants identified the most important professional development as indicated in the rating scales below:

Rating of Key Items:

Adult Education in Family Literacy Setting

Family Literacy and Early Childhood Education Teachers and Staff Training Needs	Important or Very Important
Integrating four components of Family Literacy Program	100%
Integrating into the Adult Education how young children learn	100%
Integrating parenting into the Adult Education Curriculum	100%
Selecting materials that are appropriate for the literacy levels in a multi-level classroom	100%
Strategies for English language learners in the Adult Basic Education classroom	100%
Infusing technology and the use of computers in the Adult Education classroom	91%
Using direct teaching as an instructional strategy	85%

Rating of Key Items:

Training Needs in Early Childhood Education in Family Literacy Setting

Family Literacy and Early Childhood Education Teachers Staff	Important or Very Important
Encouraging active parent-staff communication that values parental input	91%
Research-based instruction that supports language development of young children	88%
Setting up a language and print-rich environment	88%
Understanding techniques to engage children while reading aloud (Dialogic Reading)	84%
Instruction that supports children's physical development	80%
Age and culturally appropriate curriculum and instruction for infants and toddlers	80%
Understanding bonding and attachment relationships	80%
Talking and asking questions about books with infants and children as a way to introduce reading	74%
Infusing technology and the use of computers in the early childhood curriculum	68%

Rating of Key Items:

Training and Professional Development Needs

Family Literacy and Early Childhood Education Teachers and Staff Training Needs	Important or Very Important
Establishing program that provides high quality, intensive instruction	100%
Providing integrated instructional services to families	95%
Implementing research-based curriculum for adult learners	95%
Implementing research-based curriculum for children 0-2	94%

Family Literacy and Early Childhood Education Teachers and Staff Training Needs	Imporant or Very Important
Implementing research-based curriculum for parenting education	92%
Implementing research-based reading and emergent literacy activities	92%
Implementing research-based curriculum for PACT activities	88%
Implementing research-based curriculum for children 3-5	87%
Collaborating with local library	56%

Program Strengths

Survey respondents reported the following as their program strengths:

1. Community Coalition that works to remove the social barriers that impede families;
2. Delivery of programs and services in families' homes allowing for customized instruction and easy tracking of progress;
3. Highly qualified staff and staffs' willingness to work cooperatively to improve the lives of the families;
4. Early childhood component that's driven by standards; it's age-appropriate and supportive;
5. Successful implementation of the four-component integration model (has transformed our program from good to one of the best!);
6. Teachers who love what they do! A true family environment;
7. Ability to design program curriculum;
8. The teacher is the greatest strength.

Technical Assistance Needs

Survey respondents reported the need for technical assistance in the following areas: accessing alternate funding; online training for staff; the development of online curricula that integrates technology throughout the curriculum; and continued articulation and provision of workshops and related materials by the Department of Education.

Recommendations

Participants in the 2007 statewide family literacy needs assessment survey provided valuable information regarding the current needs of practitioners who provide literacy education for households in Florida. Key among the needs are the following: (1) training and professional development for all family literacy education staff in the area of component integration and efficient delivery of the four essential components of an effective literacy education program; and (2) the need to evaluate the curriculum models that are in use and make recommendations on how to streamline this area of service delivery for more effective fiscal and personnel management. Additional consideration should be given to the requests expressed for technical assistance, particularly in the area of program funding.

Activities to consider for the 2007-2008 Practitioners' Task Force on Literacy Education for Households: review the needs assessment results; develop training modules on Component Integration; collaborate with the Regional Training Councils, the Department of Education, private funding agencies, and potential partnership agencies to develop a menu of trainings on funding and building effective partnerships for Literacy Education for Households providers.

2007 Family Literacy Needs Assessment Survey

Survey Available online at: <http://www.surveymonkey.com/s.asp?u=88393623991>

Attention – State of Florida Family Literacy Practitioners – Your Opinion Is Needed!

You and your program have been identified as a key contributor to the delivery of Family Literacy programs and services in the state.

We are inviting you to participate in the Florida Department of Education (DOE) Division of Workforce Education's 2007 Family Literacy Practitioners' Task Force Needs Assessment Survey.

Your responses to this 15 – 20 minute survey will be useful in assisting the Florida DOE as it identifies priorities and concerns of Family Literacy practitioners like you.

Most importantly, survey results will have a major impact in shaping the state's vision, policies, and funding considerations for future Family Literacy programs, products, and services.

Family Literacy Program Demographics and Profile

County in which Family Literacy Program is administered: _____

Name (optional) _____

Title/Position _____

Email Address (optional) _____

Business Address (optional) _____

Local provider responsible for administration of Family Literacy Program:

- | | |
|--|---|
| <input type="checkbox"/> School District | <input type="checkbox"/> Faith-Based Organization |
| <input type="checkbox"/> Library | <input type="checkbox"/> Community Based Organization |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Other (please specify) _____ |

Target population served by the Family Literacy Program (check all that apply)

- ABE/Literacy
- GED
- ESOL/ESL
- Other (please specify) _____

Type of Enrollment (check all that apply)

- Managed Enrollment
- Open Entry/Open Exit
- Other (please specify)

Number of Adult Education Teachers in Family Literacy Program

- Full-time
- Part-time
- Volunteer

Number of Early Childhood Educators

- Full-time
- Part-time
- Volunteer

Qualifications of Family Literacy Program Staff

Adult Education teacher - minimum qualifications

- Bachelor's Degree or higher
- Other (explain _____)

Early Childhood Educator – minimum qualifications

- Bachelor's Degree or higher
- Other (explain_____)
- Child Development Associate (CDA) certificate
- Other (explain _____)

Paraprofessional who provides support for academic instruction

- High School Diploma or its equivalent (GED)

Program Information

Length of time your Family Literacy Program has been in existence

- Less than 1 year
- 1 – 2 years
- 3 – 4 years
- 5 – 7 years
- 8 – 10 years
- > 10 years

Over the past two years, this Family Literacy Program has increased in size.

- Yes
- No

Over the past two years, this Family Literacy Program has been scaled back.

- Yes
- No

Number of families on waiting list to participate in Family Literacy Program

- 0 Families
- 1-4 Families
- 5-15 Families
- 16-24 Families
- 25 or more Families
- Other (please specify)

Number of participants served by the program during the previous funding period

(July 1, 2005 – June 30, 2006)

Adults _____

Children _____

Families _____

Other _____

Student Demographics

Number of Family Literacy participants in each instructional program area

ESOL/ESL _____

ABE/Literacy _____

GED _____

Students Receiving Public Assistance

- 10% - 25%
- 25% - 40%
- 40% - 55%
- 55% - 70%
- 70% - 85%
- 85% - 100%

Students Employed

- 10% - 25%
- 25% - 40%
- 40% - 55%
- 55% - 70%
- 70% - 85%
- 85% - 100%

Students Unemployed

- 10% - 25%
- 25% - 40%
- 40% - 55%
- 55% - 70%
- 70% - 85%
- 85% - 100%

Family Literacy Program services are provided:

- 12 months per year
- 9-10 months per year
- 1-2 months per year (example - summer only)
- Other (please specify) _____

Total hours per week of Family Literacy Adult Education classes

- ABE/Literacy
- GED
- ESOL

Total hours of Parent Education Classes

- Hours per week
- Hours per month

Total Hours of P.A.C.T. Time activities

- Hours per week
- Hours per month

Annual budget allocation for your Family Literacy Program

- <10K
- \$10K –\$25K
- \$25K - \$50K
- \$50K - \$75K
- \$100K - \$150K
- \$150K - \$250K
- \$250K - \$500K
- \$500K - \$1,000,000

Funding source(s) for Family Literacy Program (for programs funded by multiple sources, please give an estimate of the percentage of funds provided by each source)

- Florida DOE
- Private Funds (foundations, corporations, etc.)
- United Way
- Local Government
- Community College
- Library System
- Governor’s Family Literacy Initiative
- Even Start Family Literacy Funding
- Other (please specify)_____

Does your funding source have a matching requirement?

- Yes
- No

Has the funding source for your Family Literacy program changed since its initial funding?

- Yes
- No
- Other (please specify_____)

Please check all of the key components of Family Literacy Programs that are provided in your Family Literacy program:

- Adult Education (Adult/Parental Literacy)
- Parent Education (Family involvement/Parent education components)
- Early Childhood Education (age appropriate education for children)
- P.A.C.T. Time (Parent and Child Together Time – Parent/child Interactive Literacy Activities)
- Other (please specify)_____

Adult Education Program Outcomes measured by your Family Literacy Program (Please check all that apply)

- Educational (literacy) gains
- Receipt of a secondary school diploma or its equivalent (GED)
- Transition or placement into another educational program
- Placement on a job
- Obtaining a better job or promotion

Parent Involvement Outcomes measured by your Family Literacy Program

- Parents' increased involvement in the education of their children
- Parents' increased involvement in the literacy development of their children

Family Literacy Program service delivery model used by your program (Please check all that apply)

- Kenan Model
- Toyota Family Literacy Program Model
- Even Start
- Other (please specify)_____

Curriculum used in Family Literacy Program for Early Childhood Education (Please check all that apply)

- Parents as Teachers
- Project Developed Materials
- High Reach
- School District
- Creative Curriculum
- High Scope Curriculum
- Home Instruction Program for Preschool Youngsters (HIPPPY)
- Other (please specify)_____

Curriculum model(s) used for Adult Education component of Family Literacy Program

(Please check all that apply)

- McGraw-Hill/Contemporary Pre GED/GED
- McGraw-Hill Interactive
- Steck Vaughn Pre-GED/GED
- Learning 100
- Florida Works
- Literacy Cyberspace
- Tutor Materials (Pro Literacy)
- Project Developed Materials
- Other (please specify)_____

Curriculum used for P.A.C.T.Time in your Family Literacy Program

- Project-Developed Materials
- Parents as Teachers
- Born to Read
- Home Instruction Program for Pre-school Youngsters (HIPPPY)
- Book Buddies
- LVA Family Literacy and PACT Handbooks
- Other (please specify)_____

Curriculum used for Parent Education in your Family Literacy Program (Please check all that apply)

- Parents as Teachers
- Bowdoin
- Redirecting Children's Behavior
- Born to Read
- Active Parenting
- Home Instruction Program for Pre-school Youngsters (HIPPPY)
- Passports to Success
- Partners for a Healthy Baby

- Portage
- Channing Bete Development Program
- Teaching Parents of Young Children
- Reading Discovery
- Other (Please specify)

Recruitment and Retention

Indicate the degree of challenge your program faces in recruiting students to participate in the program

- Very Challenging
- Challenging
- Moderately Challenging
- Of Little Challenge
- Not at all Challenging

Indicate the degree of challenge your program faces in retaining students in the program.

- Very Challenging
- Challenging
- Moderately Challenging
- Of Little Challenge
- Not at all Challenging

If your Family Literacy Program is no longer operative, please indicate the date the program ended.

- Month
- Year
- My Program is Active – This DOES NOT APPLY (Skip all parts of the next question – below)
Go to **

Please rate the reason(s) that contributed to the closing of your Family Literacy Program based on its relative importance:

Loss of funding source

- Most Important Important Moderately Important of Little Importance Unimportant

Significant reduction in funding

- Most Important Important Moderately Important of Little Importance Unimportant

Lack of sufficient number of participants

- Most Important Important Moderately Important of Little Importance Unimportant

Lack of qualified adult education teachers

- Most Important Important Moderately Important of Little Importance Unimportant

Lack of qualified early childhood educators

- Most Important Important Moderately Important of Little Importance Unimportant

Lack of qualified support staff

- Most Important Important Moderately Important of Little Importance Unimportant

Lack of student interest in program

- Most Important Important Moderately Important of Little Importance Unimportant

Inability to meet Matching requirement

- Most Important Important Moderately Important of Little Importance Unimportant

Inadequate facility

- Most Important Important Moderately Important of Little Importance Unimportant

Other (Please explain) _____

Would you provide a Family Literacy Program in the future if the above barriers were eliminated?

- Yes
 No
 Does Not Apply

Please share helpful comments that may further explain why your program was discontinued: _____

Please list the two most important program challenges you experienced in delivering your Family Literacy services:

(1) _____

(2) _____

****Family Literacy Classroom Environment**

Please rate the following in order of importance to Student Retention:

Small group instruction for adult students

- Most Important Important Moderately Important of Little Importance Unimportant

Formal orientation to goals and expectations of Family Literacy Program

- Most Important Important Moderately Important of Little Importance Unimportant

Follow-up procedures for contacting students who have dropped out

- Most Important Important Moderately Important of Little Importance Unimportant

Periodic evaluation of student progress toward goals

- Most Important Important Moderately Important of Little Importance Unimportant

Student developed personal learning plans

- Most Important Important Moderately Important of Little Importance Unimportant

Needs assessments completed by students upon entry

- Most Important Important Moderately Important of Little Importance Unimportant

Implementation of project-based learning

- Most Important Important Moderately Important of Little Importance Unimportant

Training and Professional Development Needs

Please rate the following items based on the need for training and professional development to enhance the skills of Family Literacy and Early Childhood Education teachers and staff.

Research-based Instruction

Establishing a program that provides high quality, intensive instruction

Most Important Important Moderately Important of Little Importance Unimportant

Providing integrated instructional services to families

Most Important Important Moderately Important of Little Importance Unimportant

Implementing research-based reading and emergent literacy activities for pre-school children

Most Important Important Moderately Important of Little Importance Unimportant

Implementing research-based curriculum for children ages 0-2 years

Most Important Important Moderately Important of Little Importance Unimportant

Implementing research-based curriculum for children ages 3-5 years

Most Important Important Moderately Important of Little Importance Unimportant

Implementing research-based curriculum for adult learners

Most Important Important Moderately Important of Little Importance Unimportant

Implementing research based curriculum for parenting education

Most Important Important Moderately Important of Little Importance Unimportant

Implementing research-based curriculum for parent-child interactive literacy activities for the age groups your program services

Most Important Important Moderately Important of Little Importance Unimportant

Coordination and Collaboration in Family Literacy

Collaborating with partners for products and services

Most Important Important Moderately Important of Little Importance Unimportant

Collaborating with local adult education program

Most Important Important Moderately Important of Little Importance Unimportant

Fostering commitment by local school district

Most Important Important Moderately Important of Little Importance Unimportant

Establishing an advisory board to help articulate a community vision for your program

Most Important Important Moderately Important of Little Importance Unimportant

Early Childhood Education in Family Literacy Settings

Age and culturally appropriate curriculum and instruction for infants and toddlers

Most Important Important Moderately Important of Little Importance Unimportant

Research-based instruction that supports young children's language development

Most Important Important Moderately Important of Little Importance Unimportant

Setting up a language and print-rich environment

Most Important Important Moderately Important of Little Importance Unimportant

Infusing technology and the use of computers in the early childhood curriculum

Most Important Important Moderately Important of Little Importance Unimportant

Talking and asking questions about books with infants and children as a way to introduce reading

Most Important Important Moderately Important of Little Importance Unimportant

Understanding bonding and attachment relationships

Most Important Important Moderately Important of Little Importance Unimportant

Instruction that supports children's physical development

Most Important Important Moderately Important of Little Importance Unimportant

Encouraging active parent-staff communication that values parental input and observations

Most Important Important Moderately Important of Little Importance Unimportant

Adult Education in Family Literacy Settings

Integrating how young children learn into the adult education curriculum

Most Important Important Moderately Important of Little Importance Unimportant

Integrating parenting into the adult education curriculum

Most Important Important Moderately Important of Little Importance Unimportant

Adult Basic Education/ESOL/Adult Secondary Education

Selecting materials that are appropriate for the range of literacy levels in a multi-level classroom

Most Important Important Moderately Important of Little Importance Unimportant

Strategies for English language learners in the Adult Basic Education Classroom

Most Important Important Moderately Important of Little Importance Unimportant

Using direct teaching as an instructional strategy

Most Important Important Moderately Important of Little Importance Unimportant

Infusing technology and the use of computers in the adult education classroom

Most Important Important Moderately Important of Little Importance Unimportant

Promising Practices

Please highlight innovative approaches used in your Family Literacy Program that have been shown in the scientific literature to improve outcomes in any of the following areas:

Instructional Strategies _____

Infusion of Technology _____

Retention Strategies _____

Completion Strategies _____

Marketing Strategies _____

Student Recruitment _____

Development of Collaborative Partners _____

Component Integration (share effective strategies implemented by your program to seamlessly blend the four essential components of a Family Literacy Program to better serve families) _____

Additional Promising Practices that you would like to share _____

Thank you for your time and participation.

The results of the Statewide 2007 Family Literacy Needs Assessment Survey will be available online after June 30, 2007, at Floridatechnet.org. Also, the Literacy Education for Households PTF will share the Survey results at the Adult Education PTF Symposium in Daytona Beach, Florida, May 29 - June 1, 2007.

Please Return Completed Hard Copy Survey To:

Iowana Whitman-Tims, Needs Assessment Committee Member
Family Literacy Practitioners' Task Force
Hillsborough County Public Schools
2222 N. Tampa Street
Tampa, FL 33602
813.276.5654

Participant Entry and Exit Questionnaires

The Practitioners' Task Force on Literacy Education for Households reviewed the standards for performance measures and accountability specifically relating to the secondary core measures, i.e.:

- Increased involvement in education of children, and
- Increased involvement in literacy related activities of children

The objective of the committee's project was to create a viable document that will serve as a framework for evaluating participant outcomes for the two secondary core measures of family literacy programs.

The committee agreed that Participant Entry and Exit Questionnaires are a direct way to appraise parental attitudes, beliefs, and behaviors with regard to involvement in their children's education and literacy related activities.

Document Development

The committee developed three documents:

1. Entry questionnaire
2. Exit questionnaire
3. Facilitator's guide to the entry questionnaire

The purpose of the entry and exit questionnaires is to assist family literacy staff by providing a summary of the status of parent progress and growth with the two secondary core measures while attending family literacy programs.

The purpose of the facilitator's guide to the entry questionnaire is to correlate each question (item) with the secondary core measures, accountable to the implementation strategies as noted by the DOE, PEP scales and sub-scales, and early childhood behavioral outcomes.

Practitioners' Task Force on Family Literacy

Goal Three

Recommendations for Addressing Accountability Measures in the Secondary Core Measures of Family Literacy Programs

The Goal

Review the standards for performance measures and accountability, and provide updated statewide information.

The Objective

Create a viable document that will serve as a framework for evaluating participant outcomes for the two secondary core measures of family literacy programs.

Measuring the effectiveness of family literacy programs requires clear and measurable statements regarding the goals set for participants. With that in mind, the committee cross-referenced the Florida Department of Education (DOE) Adult Education and Family Literacy RFP outcomes with the National Center for Family Literacy (NCFL) and Even Start core measures. The common goals are: core measures in adult education gains, increased involvement in the education of children, and involvement in literacy related activities of children.

Funding is linked directly to performance measures and accountability. Standardized, approved assessments measure educational gains and are recognized by the National Reporting System. There are no standardized assessments for what most family literacy practitioners consider to be the heart of their programs – the secondary core measure gains. However, credence for the secondary core measures will not be given until there is an effective tool to measure participant gains. Funding allocations are not made for intangibles. Therefore, a way to quantify the secondary core gains must be developed.

It is generally accepted by researchers that the home environment is one of the most important influences on the academic success of children. The focus of parent education in family literacy programs is training parents to be full partners in their children’s education and be the primary teacher of their children. This also includes interactive literacy activities between parent and child. Devising a way to measure gains in this crucial component became the primary focus of the sub-committee.

The committee agreed that Participant Entry and Exit Questionnaires are a direct way to appraise parental attitudes, beliefs, and behaviors with regard to involvement in their children’s education and literacy related activities.

The questionnaires are designed to assess and summarize family literacy parent progress in the two secondary core measures. The rationale and justification of each item is correlated to the Parent Education Profile (PEP) scale, and the activities and implementation strategies identified by Florida DOE in the Adult Education Family Literacy RFP. The PEP scale was developed for Even Start programs to measure skills learned by parents in support of their children’s learning. The PEP scales and subscales are research-based parenting education practices related to children’s success in learning. PEP is a framework for organizing and assessing information about parental behaviors, attitudes, and understanding related to children’s literacy development.

Document Development

The committee developed three documents:

1. Entry questionnaire
2. Exit questionnaire
3. Facilitator’s guide to the entry questionnaire

The facilitator’s guide is an entry questionnaire with each question (item) correlated to the secondary core measures through the PEP scales, subscales, implementation strategies, and early childhood behavioral outcomes. The correlations connect the items to the secondary core measures, and serve to give the instructor targeted skills to cover in the parenting and PACT components of their programs.

The entry questionnaire is designed to be administered in a one-on-one interview at the intake process. If possible, it is recommended that it be administered in the participant’s native language. This will ensure participant understanding and more complete answers. The questionnaire is not a test and there are no right or wrong answers to the questionnaire. It is imperative that the facilitator conduct the interview in a friendly, warm and non-authoritarian way in order to build trust and elicit candid responses.

The exit questionnaire should be administered at the end of a program, or when a participant is getting ready to exit. It is also recommended that a one-on-one interview be conducted in a non-threatening manner. While this document cannot offer statistical measurement of growth at this time, the information gathered may offer an accountability piece that justifies measurement of the secondary core measures.

PEP Scales and sub-scales:

I. Parent's support for children's learning in the home environment

- | | |
|---------------------------|-----------------------------|
| Use of literacy materials | Use of TV/Video |
| Learning opportunities | Family priority on learning |

II. Parent's role in interactive literacy activities, language rich interaction

- Expressive and Receptive Languages
- Reading with children
- Supporting book/print concepts

III. Parent's role in supporting child's learning in formal educational settings

- Parent-School Communication
- Expectations of child and family
- Monitoring Progress/Reinforcing Learning
- Partner with educational setting
- Expectations of child's success in learning

IV. Taking on the Parent role

- Choices, rules, and limits
- Managing stresses on the family
- Safety and Health

Secondary Core Measures, Florida DOE, Adult Education and Family Literacy, (presently - Literacy Education for Households) RFP activities and implementation strategies:

Increased involvement in education of children

Activity One: Training for parents on how to be their child's primary teacher and full partners in the education of their children. Learned through Parent Education

Suggested implementation strategies:

- Increase knowledge of children's development;
- Improve understanding of their children's abilities, strengths and needs;
- Increase awareness of alternative approaches to child discipline and behavior management;
- Increase awareness of their roles as primary teacher, the importance of modeling literacy practices, knowledge of appropriate ways to support children's learning;
- Increase awareness of school expectations; learn how to communicate effectively with school personnel, advocate for their children;
- Learn and practice life management techniques: time management, stress management, problem solving, use of community resources;
- Expand social support networks;
- Develop attitudes, strategies, and behaviors leading to improved self-image and mental health;
- Support children's education by promoting school attendance, initiating involvement with school personnel, and participating in school functions;
- Encourage children's learning and development by modeling literacy behaviors;
- Continue education, training and career development;
- Maintain a healthy and supportive home environment and express high expectations for children's achievement.

Increased involvement in literacy related activities of children

Activity Two: Interactive literacy activities between parents and their children. Learned through Parent Education and experienced through the PACT Time Component.

Suggested implementation strategies:

- Increase quantity and quality time spent reading, writing, and talking with children and listening to children;
- Display positive attitudes toward children;
- Communicate positively and effectively with children;
- Apply knowledge of children's development and behavior management techniques;
- Use routine interaction with children in school and home to encourage learning and language development;
- Use observations of children's abilities to plan appropriate activities with children;
- Maintain positive, supportive interaction with children;
- Apply knowledge of stages of children's development by refining communication and behavior management techniques appropriately over time;
- Support and assist children with homework and school-related activities.

Family Literacy Participant Entry Questionnaire

Facilitator's Guide

Please help us get to know you better by answering the following questions:

Name _____ Date of Birth _____

1. Where were you born? _____ If USA: City _____ State _____
If not USA: How many years have you lived in the USA? _____

2. What language do you usually speak at home?

- English Spanish Haitian-Creole Combination Other (Specify)

3. What grade level did you complete in school?

- 6th grade or lower 7th – 11th grade 12th grade/GED
 Bachelor's Degree Graduate School Some College/Vocational School

4. Please indicate your household status.

- Single parent with Child(ren) Extended family (3 or more other adults)
 Couple with Child(ren) Other (specify)

5. How many children (under 18 years of age) live in your home? _____

6. What is the total number of people living in your home, including all children, adults and yourself?

Please list the full name, date of birth, school and grade of your children.

Name _____ Date of Birth _____ School _____ grade _____

Name _____ Date of Birth _____ School _____ grade _____

Name _____ Date of Birth _____ School _____ grade _____

Name _____ Date of Birth _____ School _____ grade _____

7. Does your child(ren) receive free or reduced lunch? Yes No

8. Does your child(ren) receive ESOL services? Yes No

9. How did you first find out about the literacy program?

- Newspaper, radio, TV Library
 Flyer, mailed leaflet Clergy/church
 Relative, friend Child's teacher
 Someone in the program School billboard

10. How do you get to the program?

- Bus Walk
 Ride with friends Project provides it
 Drive Other (list)

A. Listed below are statements concerning goals that adults hope to achieve by enrolling in a family literacy program. Please select 2 goals you would like to achieve by placing a “1” next to the most important goal and a “2” next to the second goal.

- | | |
|--|---|
| <input type="checkbox"/> Get a paying job | <input type="checkbox"/> Upgrade my skills to keep a current job, or get a better job |
| <input type="checkbox"/> Earn a GED or high school education diploma | <input type="checkbox"/> Achieve the skills necessary to enroll in a job training program |
| <input type="checkbox"/> Improve my overall basic literacy skills | <input type="checkbox"/> Improve my English speaking, writing and reading skills |
| <input type="checkbox"/> Obtain the skills necessary to pass the US Citizenship test | <input type="checkbox"/> Learn to use a computer |
| <input type="checkbox"/> Be a better parent | <input type="checkbox"/> Become a better teacher of my child |
| <input type="checkbox"/> Improve the education of my family | <input type="checkbox"/> Improve my child’s chance for future success |
| <input type="checkbox"/> Be with adults with similar needs | |

First Core Measure

B. About how many children’s books are in your home that your children can look at?

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> None, too young | <input type="checkbox"/> 1-2 books |
| <input type="checkbox"/> 3-10 books | <input type="checkbox"/> 11-25 books |
| <input type="checkbox"/> 26-50 books | <input type="checkbox"/> 51 or more |

Secondary Core Measure #2. Implementation Strategy; Increase quantity and quality of time spent reading with children. PEP Scale 1: Parent’s support for children’s learning in the home environment. Correlates with child’s readiness for school PARENTING

C. In what project or activities would you like to participate with your child?

- | | |
|--|---|
| <input type="checkbox"/> Reading to your child | <input type="checkbox"/> Crafts |
| <input type="checkbox"/> Story telling | <input type="checkbox"/> Play and games |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Other (list) |

Secondary Core Measure #2: Implementation Strategy; Teaching parents to be their child’s first teacher. PEP Scale II: Sub-scales; Expressive and Receptive Language (considered a proxy by researchers for learning to read), Reading with Children and Concepts of Print. PACT Time

D. Do you have a library card? Yes No

Secondary Core Measure #2: Implementation Strategy; Increase quantity and quality of time spent reading with children. Pep Scales I & II: Sub-scales; Use of Literacy Materials, Learning Opportunities, Family Priority on Learning, Supporting Book/Print Concepts PACT Time

E. In the last month, which of the following activities have you done? (Check all that apply)

- Read a book or magazine – give title: _____
- | | |
|--|---|
| <input type="checkbox"/> Used a computer | <input type="checkbox"/> Wrote a letter (or e-mail) to a relative or friend |
| <input type="checkbox"/> Visited a public library | <input type="checkbox"/> Volunteered at your child’s school |
| <input type="checkbox"/> Attended a school function | <input type="checkbox"/> Interviewed for a job |
| <input type="checkbox"/> Discussed your child’s school progress with a teacher | |

Secondary Core Measures #1 Increase awareness of school expectations, learn how to effectively communicate with school personnel, modeling reading, writing and communication behaviors. Increasing a print rich environment. PEP Scale III: Sub-scales: Parent-School Communication, Expectations of child and family, Partner with Educational Setting PARENTING

F. How much time does your child watch TV each week?

- Everyday - averaging 6 hours
 Everyday - averaging 4 hours
 Everyday - averaging 2 hours
 3 - 5 days a week
 1 - 2 days a week
 Only on special occasions
 Never watches TV

Secondary Core Measure #2: Knowledge of appropriate ways to support children's learning.

PEP Scale I Parent's Support for Children's Learning in the Home Environment; Sub-scale- Use of TV/Video

PARENTING

G. In what language are the television programs your child usually watches?

- English
 Spanish
 Both
 Other (specify)

Secondary Core Measures #1 & #2: Implementation Strategies; Improve understanding of child's abilities, strengths and needs. Maintain positive, supportive interactions.

PEP Scale I & II; Sub-scales: Use of TV/Video, Expressive and Receptive Language

PARENTING

H. If you read or tell stories to your child, what language do you usually use? (select one)

- English
 Spanish
 Both
 Other (specify)
 Unable to read to my child

Secondary Core Measure #2: Implementation Strategy: Increase quantity and quality of time spent reading.

PEP Scale II; Sub-scales: Expressive and Receptive Language, Reading with Children

The purpose of this question is to measure the use of English at the end of the academic year. The goal is to be able to measure a statistically significant increase from Spanish/Haitian Creole to English.

PACT Time

I. How often do you:

	Everyday	Several times a week	Once a week	Once in a while	Never
Tell stories to your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read books to your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draw or paint with your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about the shape and color of things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary core measure #2 Implementation Strategies: Increase awareness of their roles as teachers of their children, the importance of modeling literacy practices, knowledge of appropriate ways to support children's learning.

PEP Scale I; Sub-scales: Use of Literacy Materials, Learning Opportunities

PACT Time

Call or visit your children's teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help your children with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take your child to the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary core measure #1 Implementation Strategies: Support children's education by promoting school attendance, nurturing involvement with school personnel, participating in school functions.

PEP Scale III; Sub-scales: Parent-School Communication, Expectations of Child and Family, Monitoring Progress/Reinforcing Learning, Partner with Educational Settings, Expectations of Child's Success in Learning

PARENTING

N. Please indicate the accomplishments you want your CHILD to achieve during this year (select 3)

- | | |
|---|---|
| <input type="checkbox"/> Talks more positively about school | <input type="checkbox"/> Has an increased involvement in activities |
| <input type="checkbox"/> Reads more books | <input type="checkbox"/> Shares more information with adults |
| <input type="checkbox"/> Has more friends | <input type="checkbox"/> Feels better about him/herself (self-esteem) |
| <input type="checkbox"/> Goes to the library more often | <input type="checkbox"/> Displays fewer discipline problems |
| <input type="checkbox"/> Is more interested in learning | <input type="checkbox"/> Is better prepared to start school |

Secondary core measures #1 & #2; Implementation Strategies: Improve understanding of their child's abilities, strengths and needs. Develop attitudes, strategies and behaviors leading to improve self-image and mental health. Display positive attitudes toward children. Communicate positively and effectively with children.

PeP Scales III & IV: Sub-scales: Expectations of Child and Family, Managing stresses on the Family, Child development psycho/social measures. Identifies areas of social concerns or importance. Helps measure increased positive social behavior, self-esteem, mental health and quality of life.

PARENTING

O. Here are some activities that your child may or may not do right now. What activities does your child do? More than one young child, pick one and specify age.

Child's name _____ Age _____

	Yes	No	Not Age Appropriate
Memorizes any books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads or pretends to read to someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a favorite book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds book correctly (not upside down or backwards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns the pages of a book properly (from left to right)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes or pretends to write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify pictures and objects in a storybook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes own first name (printed or written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes first name without copying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary Core Measure #2; Implementation Strategy: Applies knowledge of children's development. PEP Scale I; Sub-scale: Uses of Literacy Materials, Concept of print.

PARENTING

P. When you read to your child(ren) do you:

	Yes	No	Not Age Appropriate
Stop reading and ask what is in a picture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop reading and point out letters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold the book for your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop reading and ask what will happen next?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the entire story without your child interrupting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the same story many times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask your child to read to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss stories or books your child reads independently (without help)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Secondary core measure #2; Implementation Strategy: Use routine interaction with children in school and home to encourage learning and language development, Dialogic reading.

PEP Scale II; Sub-scales: Expressive and Receptive Language, Book/print Concepts, and Reading with Children.

PARENTING to learn skill

PACT-Time to practice skill

Thank you for taking the time to complete the questionnaire.

What specific goals do you want to accomplish in this program?

Goals: _____

What specific goals do you want to accomplish for your family in this program?

Goals: _____

Do you have any comments or concerns we can help you with in this program?

Comments and/or concerns: _____

Family Literacy Participant Entry Questionnaire

Please help us get to know you better by answering the following questions:

Name _____ Date of Birth _____

1. Where were you born? _____ If USA: City _____ State _____
If not USA: How many years have you lived in the USA? _____

2. What language do you usually speak at home?

- English Spanish Haitian-Creole Combination Other (Specify)

3. What grade level did you complete in school?

- 6th grade or lower 7th – 11th grade 12th grade/GED
 Bachelor's Degree Graduate School Some College/Vocational School

4. Please indicate your household status.

- Single parent with Child(ren) Extended family (3 or more other adults)
 Couple with Child(ren) Other (specify)

5. How many children (under 18 years of age) live in your home? _____

6. What is the total number of people living in your home, including all children, adults and yourself?

Please list the full name, date of birth, school and grade of your children.

Name _____ Date of Birth _____ School _____ grade _____

Name _____ Date of Birth _____ School _____ grade _____

Name _____ Date of Birth _____ School _____ grade _____

Name _____ Date of Birth _____ School _____ grade _____

7. Does your child(ren) receive free or reduced lunch? Yes No

8. Does your child(ren) receive ESOL services? Yes No

9. How did you first find out about the literacy program?

- Newspaper, radio, TV Library
 Flyer, mailed leaflet Clergy/church
 Relative, friend Child's teacher
 Someone in the program School billboard

10. How do you get to the program?

- Bus Walk
 Ride with friends Project provides it
 Drive Other (list)

A. Listed below are statements concerning goals that adults hope to achieve by enrolling in a family literacy program. Please select 2 goals you would like to achieve by placing a “1” next to the most important goal and a “2” next to the second goal.

- | | |
|--|---|
| <input type="checkbox"/> Get a paying job | <input type="checkbox"/> Upgrade my skills to keep a current job, or get a better job |
| <input type="checkbox"/> Earn a GED or high school education diploma | <input type="checkbox"/> Achieve the skills necessary to enroll in a job training program |
| <input type="checkbox"/> Improve my overall basic literacy skills | <input type="checkbox"/> Improve my English speaking, writing and reading skills |
| <input type="checkbox"/> Obtain the skills necessary to pass the US Citizenship test | <input type="checkbox"/> Learn to use a computer |
| <input type="checkbox"/> Be a better parent | <input type="checkbox"/> Become a better teacher of my child |
| <input type="checkbox"/> Improve the education of my family | <input type="checkbox"/> Improve my child’s chance for future success |
| <input type="checkbox"/> Be with adults with similar needs | |

B. About how many children’s books are in your home that your children can look at?

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> None, too young | <input type="checkbox"/> 1-2 books |
| <input type="checkbox"/> 3-10 books | <input type="checkbox"/> 11-25 books |
| <input type="checkbox"/> 26-50 books | <input type="checkbox"/> 51 or more |

C. In what project or activities would you like to participate with your child?

- | | |
|--|---|
| <input type="checkbox"/> Reading to your child | <input type="checkbox"/> Crafts |
| <input type="checkbox"/> Story telling | <input type="checkbox"/> Play and games |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Other (list) |

D. Do you have a library card? Yes No

E. In the last month, which of the following activities have you done? (Check all that apply)

Read a book or magazine – give title: _____

- | | |
|--|---|
| <input type="checkbox"/> Used a computer | <input type="checkbox"/> Wrote a letter (or e-mail) to a relative or friend |
| <input type="checkbox"/> Visited a public library | <input type="checkbox"/> Volunteered at your child’s school |
| <input type="checkbox"/> Attended a school function | <input type="checkbox"/> Interviewed for a job |
| <input type="checkbox"/> Discussed your child’s school progress with a teacher | |

F. How much time does your child watch TV each week?

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Everyday - averaging 6 hours | <input type="checkbox"/> Everyday - averaging 4 hours | <input type="checkbox"/> Everyday - averaging 2 hours | |
| <input type="checkbox"/> 3 - 5 days a week | <input type="checkbox"/> 1 - 2 days a week | <input type="checkbox"/> Only on special occasions | <input type="checkbox"/> Never watches TV |

G. In what language are the television programs your child usually watches?

- | | | | |
|----------------------------------|----------------------------------|-------------------------------|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both | <input type="checkbox"/> Other (specify) |
|----------------------------------|----------------------------------|-------------------------------|--|

H. If you read or tell stories to your child, what language do you usually use? (select one)

- | | | | | |
|----------------------------------|----------------------------------|-------------------------------|--|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish | <input type="checkbox"/> Both | <input type="checkbox"/> Other (specify) | <input type="checkbox"/> Unable to read to my child |
|----------------------------------|----------------------------------|-------------------------------|--|---|

I. How often do you:	Everyday	Several times a week	Once a week	Once in a while	Never
Tell stories to your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read books to your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draw or paint with your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about the shape and color of things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Call or visit your children's teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help your children with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take your child to the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. How far do you think your child(ren) will go in school?

- | | |
|---|--|
| <input type="checkbox"/> Won't finish high school | <input type="checkbox"/> Will earn a high school diploma/GED |
| <input type="checkbox"/> Will complete at least one year of college | <input type="checkbox"/> Will earn a college degree |
| <input type="checkbox"/> Will earn a high school diploma and complete vocational, trade, business school, or military service | |
| <input type="checkbox"/> Don't know, but think my child: | |
| <input type="checkbox"/> will do well in school | <input type="checkbox"/> will do average in school |
| <input type="checkbox"/> will do poorly in school | |

K. Here is a list of things that families sometimes have in their homes to use. Which of these do you have in your home? (check all that apply)

- | | | | |
|---|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Pencils/pens | <input type="checkbox"/> Magazines | <input type="checkbox"/> Crayons | <input type="checkbox"/> Paper to write on |
| <input type="checkbox"/> Puzzles | <input type="checkbox"/> Calendar | <input type="checkbox"/> Books | <input type="checkbox"/> Legos/blocks |
| <input type="checkbox"/> Coloring books | <input type="checkbox"/> Dictionary | <input type="checkbox"/> Calculator | <input type="checkbox"/> Computer |

L. What learning activities interest YOU the most? Pick the TOP 3 .

- | | | |
|---|--|--|
| <input type="checkbox"/> Using the computer | <input type="checkbox"/> Reading and Writing | <input type="checkbox"/> Getting a GED |
| <input type="checkbox"/> Learning English | <input type="checkbox"/> Helping my child develop skills | <input type="checkbox"/> Learn skills to get a job |
| <input type="checkbox"/> Helping my child with homework | <input type="checkbox"/> Speaking to my child's teacher | <input type="checkbox"/> Parenting skills |

M. Check Agree, Disagree, Do Not Know, or Does Not Apply to the following statements.

	Agree	Disagree	Do Not Know	Does Not Apply
Much of a child's learning has taken place before he or she enters school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A child learns by playing with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I scold my child when he or she doesn't learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If we play when my child wants to, not much learning will take place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children can learn from books before they can talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel prepared to help my child with his/her homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have met and talked with my child's teacher about how he or she is doing in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading to children before they begin school helps them to learn to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N. Please indicate the accomplishments you want your CHILD to achieve during this year (select 3)

- | | |
|---|---|
| <input type="checkbox"/> Talks more positively about school | <input type="checkbox"/> Has an increased involvement in activities |
| <input type="checkbox"/> Reads more books | <input type="checkbox"/> Shares more information with adults |
| <input type="checkbox"/> Has more friends | <input type="checkbox"/> Feels better about him/herself (self-esteem) |
| <input type="checkbox"/> Goes to the library more often | <input type="checkbox"/> Displays fewer discipline problems |
| <input type="checkbox"/> Is more interested in learning | <input type="checkbox"/> Is better prepared to start school |

O. Here are some activities that your child may or may not do right now. What activities does your child do? More than one young child, pick one and specify age.

Child's name _____ Age _____

	Yes	No	Not Age Appropriate
Memorizes any books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads or pretends to read to someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a favorite book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds book correctly (not upside down or backwards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns the pages of a book properly (from left to right)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes or pretends to write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify pictures and objects in a storybook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes own first name (printed or written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes first name without copying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P. When you read to your child(ren) do you:

	Yes	No	Not Age Appropriate
Stop reading and ask what is in a picture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop reading and point out letters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold the book for your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop reading and ask what will happen next?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the entire story without your child interrupting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the same story many times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask your child to read to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss stories or books your child reads independently (without help)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking the time to complete the questionnaire.

What specific goals do you want to accomplish in this program?

Goals: _____

What specific goals do you want to accomplish for your family in this program?

Goals: _____

Do you have any comments or concerns we can help you with in this program?

Comments and/or concerns: _____

Family Literacy Participant Exit Questionnaire

This questionnaire is designed to help us learn more about your experience in the family literacy program.

Name _____ Date of Birth _____
 Student/Family ID # _____ Questions asked in _____ language

A. Listed below are some statements concerning goals that adults may hope to achieve by enrolling in a family literacy program. Please check the goals that you achieved by participating in this program.

- | | |
|--|---|
| <input type="checkbox"/> Get a paying job | <input type="checkbox"/> Upgrade my skills to keep a current job, or get a better job |
| <input type="checkbox"/> Earn a GED or high school education diploma | <input type="checkbox"/> Achieve the skills necessary to enroll in a job training program |
| <input type="checkbox"/> Improve my overall basic literacy skills | <input type="checkbox"/> Improve my English speaking, writing and reading skills |
| <input type="checkbox"/> Obtain the skills necessary to pass the US Citizenship test | <input type="checkbox"/> Learn to use a computer |
| <input type="checkbox"/> Be a better parent | <input type="checkbox"/> Become a better teacher of my child |
| <input type="checkbox"/> Improve the education of my family | <input type="checkbox"/> Improve my child's chance for future success |
| <input type="checkbox"/> Be with adults with similar needs | |

B. How long have you attended classes (months)? _____

C. Did you attend:

- Most classes Some classes Few classes

D. How did you get to the program?

- | | |
|--|--|
| <input type="checkbox"/> Bus | <input type="checkbox"/> Walk |
| <input type="checkbox"/> Ride with friends | <input type="checkbox"/> Project provides it |
| <input type="checkbox"/> Drive | <input type="checkbox"/> Other (list) |

E. Do you have a library card? Yes No

F. In the last month which of the following activities have you done? (Check all that apply)

Read a book or magazine – give title: _____

- | | |
|--|---|
| <input type="checkbox"/> Used a computer | <input type="checkbox"/> Wrote a letter (or e-mail) to a relative or friend |
| <input type="checkbox"/> Visited a public library | <input type="checkbox"/> Volunteered at your child's school |
| <input type="checkbox"/> Attended a school function | <input type="checkbox"/> Interviewed for a job |
| <input type="checkbox"/> Discussed your child's school progress with a teacher | |

G. How much time does your child watch TV each week?

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Everyday - averaging 6 hours | <input type="checkbox"/> Everyday - averaging 4 hours | <input type="checkbox"/> Everyday - averaging 2 hours | |
| <input type="checkbox"/> 3 - 5 days a week | <input type="checkbox"/> 1 - 2 days a week | <input type="checkbox"/> Only on special occasions | <input type="checkbox"/> Never watches TV |

H. In what language are the television programs your child watches usually in?

- English Spanish Both Other (specify)

I. About how many children's books are in your home that your children can look at?

- None, too young
- 1-2 books
- 3-10 books
- 11-25 books
- 26-50 books
- 51 or more

J. Was it difficult for you to participate in the program? Yes No

If yes: Why? _____

K. In what project or activities did you participate with your child? (Check all that apply)

- Reading to your child
- Crafts
- Story telling
- Play and games
- Writing
- Other (list)

L. If you read or tell stories to your child, what language do you usually use? (select one)

- English
- Spanish
- Both
- Other (specify)
- Unable to read to my child

Please think about how you feel now that you have been participating in the family literacy program.

M. How often do you:

	Everyday	Several times a week	Once a week	Once in a while	Never
Tell stories to your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read books to your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draw or paint with your children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk about the shape and color of things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Call or visit your children's teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help your children with their homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take your child to the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N. How far do you think your child(ren) will go in school?

- Won't finish high school
- Will earn a high school diploma/GED
- Will complete at least one year of college
- Will earn a college degree
- Will earn a high school diploma and complete vocational, trade, business school, or military service
- Don't know, but think my child:
 - will do well in school
 - will do average in school
 - will do poorly in school

O. Here is a list of things that families sometimes have in their homes to use. Which of these do you have in your home? (check all that apply)

- Pencils/pens
- Magazines
- Crayons
- Paper to write on
- Puzzles
- Calendar
- Books
- Legos/blocks
- Coloring books
- Dictionary
- Calculator
- Computer

P. In which of the following areas has the program most helped YOU improve? Select the TOP 3 areas.

- Using the computer
- Reading and Writing
- Getting a GED
- Learning English
- Helping my child develop skills
- Learn skills to get a job
- Helping my child with homework
- Speaking to my child's teacher
- Parenting skills

Q. Check Agree, Disagree, Do Not Know, or Does Not Apply, to the following statements:

	Agree	Disagree	Do Not Know	Does Not Apply
Much of a child's learning has taken place before he or she enters school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A child learns by playing with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I scold my child when he or she doesn't learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If we play when my child wants to, not much learning will take place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children can learn from books before they can talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel prepared to help my child with his/her homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have met and talked with my child's teacher about how he or she is doing in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading to children before they begin school helps them to learn to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R. Please indicate the accomplishments you have observed in your CHILD during this year (select 3).

- | | |
|---|---|
| <input type="checkbox"/> Talks more positively about school | <input type="checkbox"/> Has an increased involvement in activities |
| <input type="checkbox"/> Reads more books | <input type="checkbox"/> Shares more information with adults |
| <input type="checkbox"/> Has more friends | <input type="checkbox"/> Feels better about him/herself (self-esteem) |
| <input type="checkbox"/> Goes to the library more often | <input type="checkbox"/> Displays fewer discipline problems |
| <input type="checkbox"/> Is more interested in learning | <input type="checkbox"/> Is better prepared to start school |

S. Here are some activities that your child may or may not do. What activities does your child do? More than one child, pick one and specify age.

Child's name _____ Age _____

	Yes	No	Not Age Appropriate
Memorizes any books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads or pretends to read to someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a favorite book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holds book correctly (not upside down or backwards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns the pages of a book properly (from left to right)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes or pretends to write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify pictures and objects in a storybook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes own first name (printed or written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes first name without copying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T. When you read to your child(ren) do you:

	Yes	No	Not Age Appropriate
Stop reading and ask what is in a picture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop reading and point out letters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold the book for your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stop reading and ask what will happen next?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the entire story without your child interrupting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read the same story many times?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask your child to read to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss stories or books your child reads independently (without help)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What part of the program did you like best? _____

What have you learned from the program about reading to your child? _____

Please explain how the program has helped your child? _____

How has the program helped you to be a better parent? _____

During the time spent in this program, did you achieve the goals you set? _____

Please tell us how much you agree with each of the following statements. Check one for each statement:

Over the past year, participation in family literacy activities has helped me:

	Very Strongly Agree	Strongly Agree	Agree	Strongly Disagree	Very Strongly Disagree
Feel more confident in my skills as a parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be more optimistic about my child's future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be able to evaluate how much progress my child is making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate more effectively with the people who work with my child and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do things with and for my child that are good for my child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be more effective in managing my child's behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep up friendships for my child and family,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get the services that my child and family need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cope with stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve my family's quality of life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in typical activities for children and families in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you, or will you be, taking other classes when this program ends? Yes No

Do you plan to continue with the family literacy program? Yes No

Thank you for taking the time to complete the questionnaire.

Parent Education Standards

Parent's Understanding of Child Development

Physical & Emotional Health

Parents can identify age-appropriate characteristics of good health to facilitate learning. Good general health and adequate development are necessary to optimize learning. Parents should have a general understanding of the following:

- Physical stature and weight within the typical range;
- Appropriate participation in daily events;
- Ability to coordinate eye-hand movements;
- Control and use of large motor skills;
- Ability to engage in visual and auditory activities;
- Oral health and hygiene;
- Scheduling visits to the doctor and immunization records.

Mental health and well-being are necessary to optimize learning. Parents should have a general understanding of the following:

- Basic physical needs (food, sleep, clothing, etc.);
- Health and safety rules (nutrition, fire, handling sharp objects, etc.);
- Teaching appropriate self-care tasks (dressing, washing hands, etc.).

Approaches to Learning

Parents can facilitate a child's learning by engaging natural curiosity, encouraging persistence, and rewarding innovation as their child experiments with new ways of learning. Children are natural learners, are very curious about their environment, and depend on their parents to answer questions, and to model and facilitate learning. Parents should be able to demonstrate the following:

- Ability to answer questions, and expand the thought with another question to continue dialog;
- Ability to allow enough time for a child to complete a task;
- Ability to provide help when appropriate to help complete tasks;
- Ability to create home learning activities;
- Provide learning activities utilizing play dough, legos, water, paint, and other manipulatives, etc.;
- Ability to reward child for trying new tasks (successful or not);
- Ability to reward child for innovative approaches to accomplishing tasks.

Social & Emotional

Parents provide the social and emotional foundations of self-concept, self-control, interpersonal and problem-solving skills for their children. When children's social and emotional needs are met, they are able to demonstrate self-confidence, follow rules, take care of belongings, share with others, show empathy, interact well with adults and children, and seek help from others. Parents should be able to demonstrate the following:

- Ability to recognize and teach appropriate social skills;
- Ability to structure routines for family;
- Ability to apply appropriate disciplinary action when necessary;
- Ability to teach appropriate skills necessary to take care of belongings;
- Ability to recognize appropriate cooperative play activities and actions;
- Ability to teach appropriate ways to begin/end conversations with adults;
- Ability to facilitate activities where children can help others;
- Ability to recognize appropriate situations when a child should ask for help.

Language & Communication

Parents play a large role in helping their children develop language and communication skills. Children's oral language development—including listening and speaking skills—proceeds at an individual pace. When children are immersed in environments rich in language, novel experience, and conversation, children gain dramatically in their comprehension of spoken language and their ability to effectively use oral language to communicate their own ideas and experiences.

Children advance their language and communication development in five primary areas: Listening, speaking, vocabulary development, sentence structure and conversation. Parents should be able to understand, and demonstrate the following:

- Skills necessary to ask children recall and expansion questions;
- Ability to practice two- and three-step directions with child;
- Ability to model clear speech and correct syntax;
- Ability to develop vocabulary by reading a variety of concept-related books;
- Ability to use descriptive language when interacting with their child, or commenting on their play or actions before, during, and after reading;
- Ability to model use of and teach category group labels such as pets, clothing, kitchen utensils, foods, etc.;
- Ability to facilitate child's ability to tell stories about a recent event;
- Ability to model looking up correct spellings and definitions in a dictionary;
- Ability to facilitate opportunities for children to connect phrases and sentences that build ideas;
- Ability to utilize pictures/graphic organizers to engage the use of complex phrases;
- Ability to create fill in the blank activities and flash cards;
- Ability to engage children verbally in activities, role-playing and modeling desired language skills, such as expressing needs, feelings, sharing experiences, predicting outcomes and problem solving;
- Ability to read with expression and explain what each expression means;
- Ability to model and explain nonverbal conversational rules, e.g. (When you look at me, I know you are listening to me).

Emergent Literacy

Learning to read and write are among the most important tasks and achievements parents can teach their child. Children who learn to read early in their education benefit from the huge increase in their vocabulary. Emergent literacy includes emergent reading and writing. Parents should be able to understand and demonstrate the following:

- Ability to create a fun, comfortable place to read in their home;
- Ability to model and teach appropriate book handling skills;
- Ability to picture walk;
- Ability to facilitate teaching meaning from text in books and environmental print;
- Ability to create compound word games;
- Ability to clap out two and three syllable words;
- Ability to develop word family game demonstrating phoneme manipulation (segmentation, blending, substitution, etc.);
- Ability to reinforce letter recognition by asking child to identify specific letters in their name and other familiar words;
- Ability to model the correct sounds of each letter in the alphabet;
- Ability to create a letter-naming activity utilizing manipulatives;
- Ability to create a prop for a child to use when retelling a familiar story for dramatic play time;
- Ability to demonstrate the key actions in the dialogic reading model;
- Ability to recognize age-appropriate writing materials;
- Ability to model signing class work and art work;

- Ability to use play dough, sand, and sponge letters to teach writing;
- Ability to encourage child to sign in, by letting child trace his or her name, etc.

Cognitive Development & General Knowledge

Parents can expose children to a variety of ways to think about, and understand the world around them through mathematics, science, social thinking, and the arts.

Children experience real life mathematical, scientific, cultural, and artistic situations every day. Parents should be able to facilitate cognitive development and general knowledge growth by demonstrating the following:

- Help children count specific items;
- Ability to teach grouping objects by shape and/or color and count;
- Ability to teach direction and position by using manipulatives, such as: up/down, and above, below, beside, behind, front, back, etc.;
- Ability to facilitate teaching measurement by using volume and length;
- Ability to teach simple cause and effect situations using simple items like ice, food color and water, magnets, water wheels, etc.;
- Ability to demonstrate using tools for further investigation such as binoculars;
- Ability to create a simple compare and contrast activity;
- Ability to recognize cultural differences and plan a celebration in recognition of a culture different than their own;
- Ability to create a children's activity demonstrating a specific profession their child has shown an interest in that teaches the role of that professional;
- Ability to use technology to inform children's instruction;
- Ability to engage discussion concerning cooperative living, such as discussing the purpose of rules and following rules;
- Ability to demonstrate activities that teach who and what leaders do, such as principals, teachers, directors, band leaders, etc.;
- Ability to teach geographic thinking using location identification;
- Ability to create an environment conducive to creative expression through artistic activities such as drawing, painting, singing, dancing, and theatrical play;
- Ability to teach expression of appreciation during and after an artistic performance.

Motor Development

Parents monitor the growth of their children's motor development skills.

Children enjoy practicing motor skills and challenging themselves to improve their abilities. Parents can help facilitate growth by demonstrating the following:

- Monitor balance and control by observing children's abilities to: (1) walk evenly on a 2x4 balance beam located low to the ground; (2) navigate narrow paths in the classroom or home; (3) run and jump; run and stop quickly; and, (4) hop on a single foot several times;
- Ability to identify coordinated movements such as kicking a ball, tossing a bean bag in a bucket, climb, swing and ride a tricycle;
- Ability to recognize the development of fine motor skills such as, using clothes pins to hang items, using cookie cutters, removing caps off markers/pens and putting them back, using a paper punch, and lacing activities;
- Ability to recognize age-appropriate hand-eye coordination such as, zipping a jacket, cutting a line around a large picture, stringing beads, dressing dolls, placing puzzle pieces correctly, and making buildings or objects with blocks;
- Ability to recognize child's ability to hold and use writing, drawing, and art tools.

*Adapted from Florida Voluntary Prekindergarten Education Standards, (2005) Florida Department of Education

Practitioners' Task Force on Literacy Education for Households

Emerging and Critical Program Issues

Initial literature and Web inquiries in late 2006 yielded a large amount of useful, practical and research-based information. The Practitioners' Task Force (PTF) identified many more Web resources, books, articles and other media available for free, purchase or duplication than we could include. After much discussion with the committee as a whole and within the research sub-committee, a consensus was reached that we wanted to identify sources that not only offered best practices to replicate for program planning and improvement, but also addressed important issues and information practitioners need to be well grounded in the research and theories of family literacy. For obvious reasons, Florida-based practices and initiatives are also included.

Examination of the literature, electronic discussion lists, published articles, media and Web sites indicates strong, ongoing concern for two critical issues: recruitment and retention, as well as cultural sensitivity. Effective recruitment practices and participant persistence are in many ways interdependent with cultural understanding. Programs unaware of the many cultures individuals experience will have a difficult time meeting the needs of its participants and, therefore, retaining them. As we all know, culture and diversity are not just limited to ethnicity, primary language, race and country of origin. What constitutes a family, the roles of family members, gender identities and roles, family traditions (new or multi-generational), local and geographic norms and differences are also literacies in which every individual learns to operate. Awareness that multiple literacies exist in every family is core knowledge for family literacy practitioners and can inform the development of marketing/recruitment and retention programs. All of the listed resources have sections, chapters or information that explicitly or implicitly discuss recruitment, retention and cultural sensitivity.

In addition to the above critical issues, health, nutrition, and financial literacy are emerging as important collateral subjects for coverage in family literacy programs. The national websites and discussion lists all address health and financial literacy issues. There are a number of electronic and paper-published journals that contain a wealth of information on financial and health topics. Many commercially published articles in journals and magazines are only available for a fee or by paid subscription or may be free through your local library. You may order print copies of the material through interlibrary loan for free at your local library. If you have a public library card, articles may be accessed online at home or at any location that has Internet access. The Florida Electronic Library is a valuable tool for practitioners and is available through your school library or via any computer on a school campus on the same computer network. The Florida Electronic Library URL is <http://www.felibrary.org/>. To learn more about how a school can get connected, go to <http://www.felibrary.org/help/schools.cfm>.

Websites, ListServes, Books, and Media Lists and Summaries

Websites and ListServes

Adult Literacy Education (ALE) Wiki,

http://wiki.literacytent.org/index.php/Main_Page

Families Building Better Readers,

http://www.flfamilyliteracy.org/building_better_readers.php

Family Literacy Academy Program,

http://www.flfamilyliteracy.org/our_academies.php

The Family Literacy Discussion List coordinated by the National Institute for Literacy,
<http://www.nifl.gov/mailman/listinfo/familyliteracy>

Family Literacy Resource Notebook,
<http://literacy.kent.edu/Oasis/famlitnotebook/>

Florida Family Literacy Initiative,
<http://www.flafamilyliteracy.org/>

Florida Literacy Coalition,
<http://www.floridaliteracy.org/>

Goodling Institute for Research in Family Literacy
<http://www.ed.psu.edu/goodlinginstitute/>

Goodling Institute for Research in Family Literacy: Annotated
<http://www.ed.psu.edu/goodlinginstitute/bibliography.htm>

International Reading Association,
<http://www.reading.org/association/>

National Center for Family Literacy (NCFL),
<http://www.famlit.org/>

Research Says!,
<http://www.paec.org/FloridaFamilyLiteracy/ResearchSays/>

Books

Building Family Literacy in an Urban Community, Ruth D. Handel (Teachers College Press, New York, 1999).

Families at School: A Guide for Educators, Adele Thomas, Lynn Fazio and Adele L. Stiefelmeyer (International Reading Association, Delaware, 1999).

Families at School: A Handbook for Parents, Adele Thomas, Lynn Fazio and Adele L. Stiefelmeyer (International Reading Association, Delaware, 1999).

Families Writing, Peter Stillman (Boynnton/Cook-Heinemann, New Hampshire, 1998).

Family Literacy: From Theory to Practice, Andrea Debruin-Perecki and Barbara Krol-Sinclair, editors (International Reading Association, Delaware, 2003).

The Handbook of Family Literacy, Barbara Hanna Wasik, editor (Lawrence Erlbaum Associates, Publishers, New Jersey, 2004).

Many Families, Many Literacies: An International Declaration of Principles, Denny Taylor, editor (Heinemann Trade, New Hampshire, 1997).

A Path to Follow: Learning to Listen to Parents, Patricia A. Edwards, with Heather M. Pleasants and Sarah H. Franklin (Heinemann, New Hampshire, 1999).

Media

Curriculum Associates, Collection of three videos:

- Reading to Your Children/Leyendo a Sus Niños
- Supporting Your Beginning Reading/Append a Lector Principiantes
- Reading and Study Skills at Home/La Lectura y la Habilidad para Estudiar en Casa

Learning Seed

- Disciplining Kids (Without Screaming and Scolding)
- Yelling, Threatening, and Putting Down: What To Do Instead
- Shaping Youngest Minds
- Children Learning Language: How Adults Can Help

Maryland Public Television – LearningWorks

- A Bridge to Reading: What Families Need to Know

Public Broadcasting Service – Reading Rockets – Launching Young Readers

- The Roots of Reading
- Sounds and Symbols
- Fluent Reading
- Writing and Spelling
- Reading for Meaning
- Reading Rocks
- Empowering Parents
- Becoming Bilingual
- Reading and the Brain

Washington Learning Systems – Language is the Key: An Evidence-Based Early Literacy Program

- Talking and Books
- Talking and Play

Summaries

Websites and ListServes

Adult Literacy Education (ALE) Wiki,

http://wiki.literacytent.org/index.php/Main_Page

The Adult Literacy Education Wiki was organized and developed by David J. Rosen. Rosen is a former Director of the Adult Literacy Resource Institute/SABES Greater Boston Regional Support Center. He is now an independent consultant who is interested in adult literacy and technology, adult literacy public policy advocacy, and in research and evaluation, especially in how to engage practitioners and researchers to work together. “Wiki” is the Hawaiian word for “quick.” The ALE Wiki describes itself as, “... a community of practice with links to research for practitioners, researchers, learners and others.” Archived material is included under 32 topics, some of which include health literacy, learner persistence, learner perspectives, GED research, evidence-based adult education, transition to college, women and literacy, world literacy, and non-formal education. Some topics are more developed than others. Much of the material that is archived has been on

other electronic discussion lists. It is a quick and handy place to find information on a large variety of topics. As with other wikis, e.g., Wikipedia, the information is accepted as posted.

Families Building Better Readers (FBBR),

http://www.flafamilyliteracy.org/building_better_readers.php

FBBR is a dynamic reading workshop designed for parents and children in elementary grades. This workshop will teach parents how to set their children up for successful reading practice at home by providing ten research-based activities they can do with their children to improve reading performance. With a construction theme that adds an element of fun to the event for parents and children, each parent will receive a “tool kit” and “blueprint for success” that includes reading materials and activities to do within their own home.

Family Literacy Academy Program,

http://www.flafamilyliteracy.org/our_academies.php

In September 2006, nonprofit Volunteer Florida Foundation, through its Florida Family Literacy Initiative, launched the Family Literacy Academy Program, an important outreach to strengthen family literacy throughout Florida and beyond. The Florida Family Literacy Academies have signed a three-year commitment to serve as testing and teaching sites in discovering and sharing best practices in family literacy.

The Family Literacy Discussion List coordinated by the National Institute for Literacy,

<http://www.nifl.gov/mailman/listinfo/familyliteracy>

The National Institute for Literacy (NIFL), a federal agency, hosts a number of electronic discussions lists (listservs). Each of their lists is moderated by a national organization with expertise on the topics of the list. The NIFL family literacy listserv is coordinated by the National Institute for Literacy and moderated by Gail Price. It is a lively forum with frequent postings and varied discussions. The family literacy listserv describes itself as a place for “adult and early childhood education instructors, parent educators, family literacy practitioners, administrators, researchers, policy developers, and others interested in family literacy to discuss topics such as: parent-child interaction, recruitment and retention, family literacy in the workplace, infant/toddler learning and programming, family literacy in the school setting, parent information, home visits, adult learning, early childhood learning, program integration, assessment and evaluation, training and professional development, transition, and technology.” In addition to regular postings by the moderator, each of the NIFL discussion lists hosts discussion “events” ranging from “Planning Health Literacy Events” to “Financial Literacy.” Upcoming events for all the NIFL lists can be found at http://www.nifl.gov/lincs/discussions/list_events.html

Family Literacy Resource Notebook,

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

Connie Sapin of the Ohio Literacy Resource Center at Kent State University and Nancy Padak, a professor at Kent State, developed and wrote this family literacy online notebook in 1998. While some of the material is specific to the state of Ohio, this 200+ page downloadable notebook is still a valuable resource for family literacy practitioners. It includes chapters on grant writing, curriculum, recruitment and retention of participants, recruiting and training practitioners, marketing strategies, program evaluation, cultural barriers and diversity, as well as definitions of family literacy by governmental agencies and leading scholars. Nancy Padak has also written and published extensively on the subject of integrated and evidence-based instruction.

Florida Family Literacy Initiative,

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

The Florida Family Literacy Initiative began in 1999 as the Governor’s Family Literacy Initiative (GFLI) and has become a national leader by funding family literacy programs and helping them stay successful through constant measurement and accountability. Unlike programs that operate strictly as adult education or early childhood education, family literacy programs engage all members of the family who keep each

other motivated to learn. Enjoyable family reading time as part of this learning environment keeps families attending regularly, even after a long day at work, and provides a forum for them to help each other improve their reading skills.

Florida Literacy Coalition,

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

Established in 1985, The Florida Literacy Coalition (FLC) promotes, supports, and advocates for the effective delivery of quality adult and family literacy services in the state of Florida. The Coalition provides support for all literacy providers in Florida. It also provides enhanced support for programs that use volunteers and provides a statewide adult learner leadership program. FLC hosts a conference every spring and has a variety of material on their Web site or linked through their site. The Web site includes “A Statistical Reference Guide” based on Florida and published by the Coalition in 2003. It also pulls together resources from various sites for teachers, tutors, students, tutor trainers, and program managers.

Goodling Institute for Research in Family Literacy

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

This site brings together some of the most comprehensive research available on family literacy in an annotated bibliography updated in 2006. Much of the other current material at the site, such as ongoing research and the Center for the Book, focuses on Pennsylvania. The following is the mission according to the website:

The mission of the Goodling Institute is to improve family literacy education through research and its application to practice and professional development. The Institute provides national leadership to support and maintain high quality, integrated programs for families with educational needs.

The Institute, housed within The Pennsylvania State University’s College of Education, works collaboratively with the college’s Institute for the Study of Adult Literacy and the National Center for Family Literacy (NCFL) located in Louisville, Kentucky. Operating funds for the Goodling Institute are available through an endowment established at Penn State through a \$6 million federal appropriation.

Goodling Institute for Research in Family Literacy: Annotated Bibliography

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

This site, included in the overall Goodling Institute for Research in Family Literacy site described above, includes descriptive annotations for more than 200 publications categorized in the following 10 subjects related to family literacy:

- Interactive Literacy
- Parenting Education
- Program Descriptions and Models
- Curriculum and Instruction
- Collaboration Within Programs and Among Social Service Agencies
- Assessment and Evaluation of Family Literacy Programs
- Culture and Content
- Government Policy
- Professional Development
- Parent Involvement

Articles considered research studies are marked by the symbol (##). The online site is arranged alphabetically by the author’s name and also by each of the 10 subjects. The annotations do sometimes provide tips or clues to help in planning or improving a program, but most readers will need to review the full article for information.

International Reading Association,

<http://www.reading.org/association/>

The IRA is a membership association for reading teachers and others interested in literacy. The IRA publishes the *Journal of Adolescent and Adult Literacy*, which is indexed at this site. A summary of each article is available. You must become a member or subscribe to the journal to get access through this site. The same articles can be ordered through your local school or public library. The site also contains topics on Adolescent Literacy and Struggling Readers. Some free material is available.

National Center for Family Literacy (NCFL),

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

This site includes a media room, events, a store to purchase items, and access to free resources, resources for parents, a directory of programs, and an action center.

The action center is for advocacy and includes research briefs and statistics about family literacy's effectiveness and the power of parent involvement at

http://www.familit.org/site/c.gtJWJdMQIsE/b.2009009/k.E93C/Family_Literacy_Research_and_Statistics/apps/nl/newsletter2.asp.

The website summarizes research done by the NCFL, which measures progress toward short and long term gains when enrolled in programs meeting the Guide to Quality Even Start Family Literacy Programs.

http://www.evenstart.org/publications/guide_to_quality.shtml

There are several free online titles on reading and research, with the most current being the publication, *Applying Research in Reading Instruction for Adults: First Steps for Teachers*, published in 2005 in partnership with the National Institute for Literacy. The book seeks to build adult literacy instructors' knowledge of scientifically based reading research and provide basic guidance on how to use it in the classroom. It is available for download from the National Institute for Literacy's Partnership for Reading website.

<http://www.nifl.gov/partnershipforreading/publications/adult.html>

Research Says!

<http://www.paec.org/FloridaFamilyLiteracy/ResearchSays/>

This Web site includes research-based staff development training for integrating adult education and family literacy curricula. Through an independent research study, two family literacy programs in Florida were reviewed in an effort to document effective practices in Curricular Integration. The two programs, "Jump Start," in Immokalee and "GROWS," in Apopka were visited during the fall of 2005. From the results of that study, the Governor's Family Literacy Initiative (GFLI), now known as the Florida Family Literacy Initiative, developed an extensive, multimedia training program to share with other family literacy programs and to showcase best practices in curricular integration.

Books

Building Family Literacy in an Urban Community, Ruth D. Handel (Teachers College Press, New York, 1999).

This 12-chapter book offers new insights to educators and parents working to forge authentic partnerships between home and school. During an eight-year research study, Handel delved into the experiences of adult participants in school-based literacy programs by exploring the following topics:

- What accounts for sustained interest on the part of teachers and parents?
- What are the benefits, limitations, misunderstandings, and unintended consequences of their participation?

- In what ways does a program mesh with personal history and out-of-school lives?
- What are the guidelines for the preparation of teachers as family educators/family literacy practitioners?

The special nature of family literacy and its many meanings is well covered in this book. It also locates programs historically and points to future trends. Handel highlights the Partnership for Reading Program where parents learn about children's literature, improve their own reading skills, and delight in sharing books with their children. A list of frequently used books is provided. Handel's clear message is that schools can help two or even three generations of readers by including family literacy as part of their comprehensive programs of school, family, and community partnerships. The book is a comprehensive, unique, and accessible resource for initiating and improving family literacy programs.

Families at School: A Guide for Educators, Adele Thomas, Lynn Fazio and Adele L. Stiefelmeyer (International Reading Association, Delaware, 1999).

This hands-on guide to establishing a family literacy program provides sample lessons, recommended resources, classroom activities, and numerous student handouts. Drawn from the authors' experiences of what works, the material presented can be adapted for use in many program settings. The ideas presented in the book empower parents with the knowledge to solve parenting issues, understand their own literacy development, as well as the literacy development of their child(ren).

Families at School: A Handbook for Parents, Adele Thomas, Lynn Fazio and Adele L. Stiefelmeyer (International Reading Association, Delaware, 1999).

This is a companion book for *Families at School: A Guide for Educators*. It presents ideas and step-by-step activities to help families work together to develop literacy. An extensive list of suggested books is also provided. The strength of this book lies in its clarity and substance. It helps parents take charge of their own and their children's literacy. The activities provide for community building within the program, an important factor in enhancing retention in a family literacy program.

Families Writing, Peter Stillman (Boynton/Cook-Heinemann, New Hampshire, 1998).

Here is a book that speaks to anyone interested in creative writing experiences that will draw a family together for the moment and across generations. Stillman details why and how to record words that go straight to the heart—the simple, vital words that will speak to those we care about most and will continue to speak to descendants many years from now. Recollections, whims, stories of love, pain, and laughter, troubling stories, sad stories, and silly stories are all part of the fabric that makes each family different from others. “The real family treasures,” writes Stillman, “are those made of words, not dusty artifacts.” Stillman proves this with example after example of what happens when families write together, and he provides scores of ideas for activities that generate keepsake writing.

Family Literacy: From Theory to Practice, Andrea Debruin-Perecki and Barbara Krol-Sinclair, editors (International Reading Association, Delaware, 2003).

Family Literacy: From Theory to Practice addresses family literacy as a theoretically sound field of research and practice that can be used to improve literacy worldwide. The book's chapters are divided into four sections:

- Theoretical perspectives.
- Specific practices and strategies used to promote family literacy in collaboration with schools and communities.
- Descriptions of diverse family literacy programs.
- Evaluations of family literacy programs and their participants.

This book provides much more than descriptions. It offers concrete examples that may be easily adapted or replicated by practitioners.

The Handbook of Family Literacy, Barbara Hanna Wasik, editor (Lawrence Erlbaum Associates, Publishers, New Jersey, 2004).

A one-stop resource, this almost 700-page handbook has something for everyone. In her preface, Wasik describes the purpose of the book:

This handbook was written to provide a comprehensive source of information on family literacy programs. ... The authors address issues of importance for project directors, early childhood educators, parent educators and adult educators. Topics include emergent literacy, storybook reading, cultural and language diversity, instructional procedures, literacy-rich classrooms, parent-child and teacher-child relationships, the home environment, and child and adult assessment. Authors discuss program issues, such as integrating across program components, service integration, home visiting, and evaluation. They also provide numerous recommendations for professional development. Researchers, policymakers, and local and state leaders will find current reviews that can inform future directions. ... It can serve the needs of those who want a detailed introduction to this field as well as those seeking advanced knowledge of the research, theory, and practice relevant to family literacy programs. (ix)

Important topics covered include culture and family literacy, health literacy, persistence, a synthesis of the “best of the best” programs and systems, and real-world examples that model good program practices. A particularly fascinating chapter describes the collaboration and development of Family and Child Education (FACE), a program of comprehensive family literacy services for American Indians.

The authors of the chapters in the handbook are a virtual international “Who’s Who” of family literacy and adult education scholars, academics, and association policymakers. From Eunice Askov, a co-director of the Goodling Institute and the first Literacy Leader Fellow at the National Institute for Literacy (NIFL), to John P Comings, director of the National Center for the Study of Adult Learning and Literacy (NCSALL), to Sharon Darling, founder of the National Center for Family Literacy (NCFL), the scholarly, yet accessible, handbook is an invaluable tool for planning, implementing, and evaluating comprehensive programs.

Many Families, Many Literacies: An International Declaration of Principles, Denny Taylor, editor (Heinemann Trade, New Hampshire, 1997).

In 1994, an international group of people met in Tucson, Arizona to discuss family literacy. Prior to the forum, participants were asked to send in a brief summary of their concerns about family literacy. From these summaries, 10 recurring issues emerged, which became the focus of the forum. Several more forums, meetings, and conferences in and outside the U.S. followed. From those meetings and forums, a declaration of principles was developed. This book contains the declaration’s preamble and seven principles with supporting essays. The seven principles are based on the fact that, “No single, narrow definition of ‘family literacy’ can do justice to the richness and complexity of families, and the multiple literacies, including often unrecognized local literacies, that are part of everyday lives.” (p. 4)

The seven sets of principles are:

- principles about families;
- principles about language and literacy;
- ethical principles about family literacy research and program development;
- pedagogical principles about families and literacy programs;
- principles for assessment of family literacy programs;
- principles for educators and funding agencies;
- principles for policy makers.

Many Families, Many Literacies is not always an easy book to read. Denny Taylor describes it as a book of “critical appraisal.” The adverse effects of a “monocultural perspective” are explored. Criticism and deconstruction of the rhetoric of family literacy is present in the book. The back-patting and self-congratulatory attitudes of, “Aren’t we doing a great service for our less fortunate neighbors,” are debunked. The notion of defining “the” standard for Navajo, African, Asian Indian, and the thousands of international cultures in the world is assailed. However, Taylor is quick to point out that this is “an international declaration,” not “the international declaration.”

Growth cannot occur without an in-depth look at how family literacy has developed. This provocative and argumentative book should be read by all family literacy practitioners, academics/educators, and policymakers.

A Path to Follow: Learning to Listen to Parents, Patricia A. Edwards, with Heather M. Pleasants and Sarah H. Franklin (Heinemann, New Hampshire, 1999).

The diverse and difficult needs of today’s children far outstrip the ability of any one institution to meet them. One of the richest resources for understanding a child’s early learning experiences – parents – is often the most frequently overlooked. A Path to Follow suggests that parent “stories” are a highly effective, collaborative tool for accessing knowledge that may not be obvious, but would be of clear benefit.

Edwards and her co-authors define stories as narratives gained from open-ended conversations or interviews where parents respond to questions designed to shed light on traditional and non-traditional early literacy activities in the home. As a child’s first and most important teachers, parents can offer memories of specific formative interactions, observations about early learning efforts, and thoughts on how their own backgrounds have impacted a child’s attitude toward school. By sharing their anecdotal observations, parents provide the key to unlocking a vault of social, emotional, and educational variables.

A second benefit to the story approach is the empowerment parents experience when they are given the opportunity to participate in a personally meaningful way. As parents and schools continue to wrestle with the prodigious challenges of shifting family demographics, time constraints, cultural divides, privacy issues, and economics, stories remain a non-threatening and practical vehicle for collaboration.

Media

Curriculum Associates, Collection of three videos:

Reading to Your Children/Leyendo a Sus Niños

Supporting Your Beginning Reading/Append a Lector Principiantes

Reading and Study Skills at Home/La Lectura y la Habilidad para

Estudiar en Casa

Curriculum Associates has created a lively, engaging set of three videos aimed at engaging parents in their children’s literacy. Wally Amos, winner of the Barbara Bush Literacy Award, talks to parents about the importance of their role in their children’s education. Warm and personal vignettes filmed with real families demonstrate how parents can help children develop a positive self-image and increase their opportunity for success at school.

Reading to Your Children/Leyendo a Sus Niños

Presents strategies and techniques to help parents incorporate daily reading to their children. Demonstrations with real families are presented and offer parents six secrets for sharing books with children.

Supporting Your Beginning Reading/Append a Lector Principiantes

Introduces “how-to” strategies for parents to use at home. This video presents and demonstrates how children learn to read, the stages of learning to read, and activities and techniques to encourage readers.

Reading and Study Skills at Home/La Lectura y la Habilidad para Estudiar en Casa

Offers parents methods for helping children study and continue reading success. This video gives parents six valuable steps to successfully lead their children beyond the homework hassle and up the path to the knowledge zone.

Each 25-minute video comes with a facilitator’s guide, information for holding a parent meeting, lists of recommended books for at-home reading, and follow-up activities for teachers and parents. Affordable parent handbooks feature lists of recommended books and family reading activities. Videos and print materials are available in English and Spanish. www.curriculumassociates.com. 1-800-225-0248 Collection of three videos is \$59.95.

Learning Seed

Disciplining Kids (Without Screaming and Scolding)

Yelling, Threatening, and Putting Down: What To Do Instead

Shaping Youngest Minds

Children Learning Language: How Adults Can Help

The Learning Seed is a company that produces videos/DVDs and teaching guides on a wide variety of subjects. Some of their materials are downloadable, some are not. All materials have a 30-day preview option and can be returned for full refund.

Disciplining Kids (Without Screaming and Scolding)

This practical video/DVD uses short vignettes showing the wrong way to discipline kids (shouting, verbal abuse, threats). It gives clear and sensible ways to talk to children. The focus is on giving attention for positive rather than negative behavior. Through discussion and dramatized stories, viewers learn how to make encouraging statement with “I” messages, deliver reprimands when needed, and give directions so children understand exactly what is expected.

Yelling, Threatening, and Putting Down: What To Do Instead

Parents find that yelling, threatening, and using putdowns with kids comes naturally. The problem is these methods do not work and the failure leads to more yelling and threatening. This video/DVD offers alternatives to these responses. Viewers see four situations where a parent might easily “lose it.” They then learn to match discipline with the child’s capabilities and personality, using redirection and empathy while preventing anger from taking control.

Shaping Youngest Minds

At birth, the brain is remarkably unfinished. Its 100 billion neurons are not yet all connected. How the brain is “wired” for life depends on how a child experiences the world and forms attachments to parents, family, and caregivers.

Children Learning Language: How Adults Can Help

This video/DVD guides viewers along the journey from babbling to complex sentences. Viewers learn how to use a language-rich environment to communicate with infants, toddlers, and preschoolers. Expert advice is given by Naomi Baron, author of *Growing Up With Language: How Children Learn to Talk*. Six stages of learning to talk are identified. These include four factors that make developmental differences normal, the value of child-directed speech (baby talk), and how adults can help children learn language. Research shows that good oral language development is closely linked to success in learning to read.

Each of the videos/DVDs is \$89.00. Each comes with teacher guides to help facilitate discussion. Order at www.learningseed.com; 1-800-634-4941; info@learningseed.com

Maryland Public Television – LearningWorks

A Bridge to Reading: What Families Need to Know

The Maryland Public Television web site contains supports and activities to do before, during and after watching this video. It is a well-developed site with several links to good resources. Thinkport has K-12 resources. Ready to Lead in Literacy is an interactive workshop series to help caregivers guide children from language to literacy. A Bridge to Reading: What Families Need to Know has a link that provides age-appropriate supportive materials to go with the video.

A Bridge to Reading: What Families Need to Know

This video combines the stories of families who have made reading a priority. The 30-minute video offers advice from reading experts to three parents explaining what each parent can do as her child becomes a reader. There are 14 key points made by the reading experts and the parents. The video is informative and engaging.

The cost of the video is \$19.95 and can be ordered at: www.mpt.org/learningworks/bridgetoreading. Questions, comments, and success stories via a “contact us” link are encouraged.

Public Broadcasting Service – Reading Rockets – Launching Young Readers

The Roots of Reading

Sounds and Symbols

Fluent Reading

Writing and Spelling

Reading for Meaning

Reading Rocks

Empowering Parents

Becoming Bilingual

Reading and the Brain

Reading Rockets: Launching Young Readers is a set of videos based on an engaging nine-part public television series on reading. It was created for parents, grandparents, teachers, caregivers, and anyone else who touches children’s lives. Based on the latest research findings, each half-hour program examines a stage children go through in developing reading skills.

The Roots of Reading

Looks at the earliest stages of literacy. The program examines how to get children started on the road to literacy.

Sounds and Symbols

Focuses on how children learn the relationship between sounds, letters, and words as an initial step before decoding the printed word.

Fluent Reading

Explores the ability to decode quickly and achieve fluency. Also explores early testing and intervention to help struggling readers.

Writing and Spelling

Examines the connection between reading, writing, and spelling. Features successful methods for encouraging children to write and build vocabularies.

Reading for Meaning

Highlights effective strategies to help kids understand what they read – the ultimate goal of learning to read.

Reading Rocks

This is a special just for kids. It uses wacky humor and stories of hope to encourage struggling readers to keep trying. It also helps parents and teachers to understand the emotional impact reading troubles present and offers ways to motivate struggling readers at home and school.

Empowering Parents

Visits schools in Maryland and Oregon to help families identify early signs of reading problems and ideas for getting help and support.

Becoming Bilingual

Examines the challenges of teaching children to read in a new language. Visits schools and programs in six cities to learn different ways of creating bilingual readers.

Reading and the Brain

Explores how science is working to solve the puzzle of why some children struggle to read while others do not. Startling new research shows that the answer may lie in how a child's brain is wired at birth. Also features prominent children's book authors Norman Bridwell, Kate Duke, William Joyce, Walter Dean Myers, Rosemary Wells, Christopher Myers, and Nikki Giovanni.

Viewer guides for all the programs are free to download. The main Reading Rockets website (www.readingrockets.org) provides daily updated information for parents and educators. A set of the first five 30-minute episodes (VHS or DVD) is \$89.95. The first six 30-minute episodes (VHS or DVD) is \$99.95. Individual episodes on videotape are \$19.95. All come with viewer's guides and family or teacher guides. Reading Rockets: Launching Young Readers is a production of public television station WETA, Washington D.C., and Rubin Tarrant Productions. It is partially funded by the U.S. Department of Education. Go to www.pbs.org/launchingreaders/ for more information.

Washington Learning Systems – Language is the Key: An Evidence-Based Early Literacy Program

Talking and Books

Talking and Play

Washington Learning Systems describes itself as a small company working to create big changes in the lives of young children. Each set of Language is the Key includes a copy of the two-20+ minute videos or DVD's, a resource guide with handouts and instructions for trainers.

Talking and Books

Teaches adults how to learn language facilitation strategies when looking at picture books with children. The strategies are easy to learn and effective for promoting language development and early literacy

Talking and Play

Shows how teachers and parents can promote language development when children are engaged in play or day-to-day activities. This program reinforces the strategies taught in Talking and Books and helps trainees to transfer the strategies to different settings.

These video/DVDs are available in English, Spanish, Korean, Vietnamese, Mandarin, and Filipino. Each version features parents and children who are native speakers of the language. Washington Learning Systems has a reproduction policy that allows copying of videos/DVDs and print materials. However, copies may not be sold. Parents of all literacy levels respond very positively to this series and eagerly engage in the strategies.

The Practitioners' Task Force on Family Literacy

Grant Opportunities

Able Trust

This trust offers grants for non-profits serving disabled adults.

Contact: 888.838.ABLE (toll-free in Florida) 850.224.4493 Voice or TDD

<http://www.abletrust.org>

Altrusa International Foundation

A local Altrusa Club completes a one page application based on the project and need of the literacy program.

Altrusa is supportive of various literacy activities.

Contact: altrusa@altrusa.com 312.427.4410

www.altrusa.com

Autozone Community Relations

This business supports programs and projects focused in the areas of education, human services and civic endeavors including literacy and English as a Second Language. Proposals should be received by February of the calendar year for funding consideration during the next fiscal year. AutoZone's fiscal year begins on or about September 1.

Contact: AutoZone Community Relations, P.O. Box 2198, Dept. 8014, Memphis, TN 38101

http://www.autozoneinc.com/about_us/community_relations/index.html

Bank Of America Foundation

This foundation's signature initiative helps create positive change in local communities. The Neighborhood Excellence initiative consists of three distinct programs in select markets: Neighborhood Builders, Local Heroes, and Student Leaders.

Contact: 800.218.9946

<http://www.bankofamerica.com/foundation/index.cfm?template=overview&statecheck=fl>

Barnes & Noble Booksellers, Sponsorships And Charitable Donations

This business considers requests for national and local funding from non-profit organizations that focus on literacy, the arts, or education. Deadline: Ongoing

Contact: customerservice@bn.com 800.422.7717

http://www.barnesandnobleinc.com/our_company/sponsorship/sponsorship_main.html

Barbara Bush Foundation For Family Literacy

The foundation aims to develop and expand family literacy efforts nationwide, and to support the development of literacy programs that build families of readers. The goal of the national grant program is to develop and expand family literacy efforts nationwide, and to support the development of literacy programs that build families of readers. A total of approximately \$650,000 is awarded each year; no grant exceeds \$65,000.

Contact: 202.955.6183

<http://www.barbarabushfoundation.com/nga.html>

Charter School Program

Charter Schools are sometimes called “independent” public schools, in that they operate under a performance contract with the local school board or a state university. They are free from many state and local regulations and mandates. Charter schools may be organized by individuals and groups, school personnel, universities, municipalities, or legal entities organized under the laws of Florida.

Contact: Florida Department of Education

<http://www.oppaga.state.fl.us/profiles/2118/>

Coca-Cola Foundation/Youth Education

The foundation supports projects that provide youth with the educational opportunities to become productive citizens. The Foundation encourages new solutions to problems that impede educational systems and it supports existing programs that work. Because the challenges for education are so broad, the Foundation’s commitment is multifaceted. The Foundation provides grants to public and private colleges and universities, elementary and secondary schools, teacher-training programs, educational programs for minority students, and global educational programs. Applications are reviewed quarterly.

Contact: crreview@na.ko.com

www2.coca-cola.com/citizenship/foundation_guidelines.html

Community Libraries In Caring

This program assists small, rural public libraries to improve library collections and services, improve adult and family literacy and develop the economic viability in targeted counties and communities.

Contact: 850.245.6620

<http://dlis.dos.state.fl.us/bld/grants/clic/clic.html>

Darden Restaurants Foundation

The foundation focuses its philanthropic giving on education, social services and nutrition, arts and culture, and the preservation of natural resources. They seek projects that meet community needs where they operate and relate to Darden’s business interests. They also place special emphasis on organizations at which our employees and retirees volunteer and have a keen interest in supporting programs that promote diversity, fairness, and inclusiveness. Applications are accepted on an ongoing basis.

Contact: 407.245.5213

www.dardenrestaurants.com/community/grant_request_form.html

David And Lucille Packard Foundation

The foundation provides grants to nonprofit organizations in the following program areas: conservation; population; science; children, families, and communities; arts; and organizational effectiveness and philanthropy. The Foundation has a “center for the future of children” with a priority on reading programs.

Contact: inquiries@packard.org 650.948.7658

www.packard.org/

The Displaced Homemaker Program

State-funded program designed to address the job training and educational needs of Florida citizens who:

- 1) are 35 years of age or older;
- 2) have worked in the home providing unpaid household services for family members;
- 3) are not adequately employed (as determined by local Regional Workforce Board’s approved definition of self-sufficiency); will have difficulty securing adequate employment; and,
- 4) have been dependent on the income of another family member but is no longer supported by such income, or have been dependent on federal assistance.

Contact: Florida Agency for Workforce Innovation

http://www.floridajobs.org/pdg/displ_home.html

Dollar General Literacy Foundation

The foundation funds nonprofit programs designed to serve adults or families in need of literacy services.

Contact: The Dollar General Literacy Foundation, P.O. Box 1064, Goodlettsville, TN 37072-1064

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

Early Reading First Program

This program supports local efforts to enhance the oral language, cognitive, and early reading skills of preschool age children especially those from low-income families, through strategies, materials, and professional development that are grounded in scientifically based reading research. Eligible applicants are local educational agencies (LEAs), public or private organizations or agencies located in a community served by an eligible LEA, or eligible LEAs, applying in collaboration with one or more eligible organizations or agencies. A list of eligible LEAs that qualify will be posted on the Early Reading First Web site. Contact: 202.260.0968

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

Even Start Family Literacy Program

This program offers grants to support local family literacy projects that integrate early childhood education, adult literacy (adult basic and secondary-level education and instruction for English language learners), parenting education, and interactive parent and child literacy activities for low-income families with parents who are eligible for services under the Adult Education and Family Literacy Act and their children from birth through age seven. Teen parents and their children from birth through age seven also are eligible. Awards are made to State Education Agencies (SEAs), which in turn make competitive subgrants to partnerships of local education agencies (LEAs) and nonprofit community-based organizations.

Contact : Florida Agency for Workforce Innovation, Office of Early Learning

<http://www.floridajobs.org/earlylearning/index.html>

Florida Department Of Education (FLDOE), Division Of Workforce Education Adult Education And Family Literacy – Adult General Education

The purpose is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to: 1) assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; 2) assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and, (3) assist adults in completing high school or the equivalent. Eligible Providers: Local educational agencies; community-based organizations; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; and nonprofit institutions not described above that have the ability to provide literacy services to adults and families.

Contacts: 850.245.9047

<http://www.firn.edu/doe/dwdgrants/2007/adulted07.htm>

FLDOE Adult Education And Family Literacy – Literacy Education For Households (Previously - Family Literacy)

The purpose is to create a partnership among the federal government, states and localities to provide, on a voluntary basis, adult education and literacy services in order to: assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and, assist adults in completing high school or the equivalent. Family Literacy Education supports and improves programs statewide through the following activities: interactive literacy activities between parents and their children; training for parents on how to be the primary teacher for their children and full partners in the education of their children; parent literacy training that leads to economic self-sufficiency; an age-appropriate education to prepare children for success in school and life experiences. Total Funding

Amount (2007–2008) \$5,000,000 total / approximately 33 awards \$150,000 per application. No more than five applications will be awarded per institution.

Contacts: 850.245.9047

<http://www.firn.edu/doc/dwdgrants/2007/adulted07.htm>

FLDOE Adult Education And Family Literacy – English Literacy/Civics Education

English Literacy/Civics Education supports projects that demonstrate best and effective research-based practices in providing and increasing access to English literacy programs linked to civics education to help individuals of limited English proficiency achieve competence in the English language. The purpose of this title to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to: (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and educational agencies; community-based organizations; volunteer literacy organizations; and, (3) assist adults in the completion of a secondary school education. Eligible providers are local institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; and nonprofit institutions not described above that have the ability to provide literacy services to adults and families.

Contacts: 850.245.9047

<http://12.46.245.173/cfda/cfda.html>

Florida Family Literacy Initiative

The initiative funds family literacy programs statewide through a comprehensive three-year funding program that helps local program providers keep their program scope specific to the communities they serve. The comprehensive funding includes: 1) Full grants of up to \$50,000 annually, which are available to programs that have successfully completed start-up and established an effective operating base; and, 2) sustainability grants which are available for grant recipients, using private sector funds as well as funds from the Florida Department of Education, Division of Community Colleges and Workforce Education, to ensure longevity of effective programs.

Contact: 850.413.0910

www.volunteerfloridafoundation.org

Florida Learn & Serve

The purpose of this program is to engage youth in service-learning in programs focusing on education, environment, public safety, and health and human services. Programs must be integrated into the academic curriculum and aligned with Florida Sunshine State Standards; community projects must be community service-oriented. Funding is provided for programs that focus on education, environment, public safety, or health and human services.

Contact: 850. 414.7775 888.396.6576 toll free

www.fsu.edu/~flserve

Florida Work And Gain Economic Self-sufficiency (Wages) Program

Workforce Florida, Inc. programs and services are carried out by the 24 business-led Regional Workforce Boards and the Agency for Workforce Innovation. Direct services are provided at nearly 100 One-Stop Centers with locations in every county in the state. The approach to workforce development in Florida is illustrated in the model below.

Contact: Workforce Florida 850. 921.1119 TTY (via the Florida Relay Service): 711

www.workforceflorida.com/wages/wfi/boards/index.htm

Gannett Foundation, Inc.

This is a company-sponsored foundation. Fields of interest include adult education: literacy, basic skills & GED; African Americans; aging; community development; disabled; economically disadvantaged; education; reading; and Hispanics/Latinos. Support is on a national and international basis.

Contact: foundation@gannett.com

www.gannettfoundation.org/

Head Start

Head Start is both the name of a family of federal programs for low-income children and their families and the name given to the original program for children from three to five years of age. The Head Start family of programs includes: Early Head Start, Migrant Head Start, and American Indian Head Start. Head Start is designed to facilitate child development and promote school readiness by enhancing social and cognitive development through the provision of health, educational, nutritional, social, and other services to meet the comprehensive needs of families. Eligibility for all Head Start programs is targeted at families at or below 100% of the federal poverty level. There are Head Start services for preschool age children in every county in Florida.

Contact: 850. 921.3467

<http://www.floridaheadstart.org>

Jenesis Group

This funder invests in organizations with annual budgets of \$500,000 or less. Priorities include literacy and career readiness and/or “life” skills development.

Contact: 972.999.4597

<http://www.jenesis.org>

John S. And James L. Knight Foundation

This foundation funds programs primarily in the following areas: education; well-being of children and families; housing and community development; economic development; civic engagement/positive human relations; and vitality of cultural life. The Knight Foundation funds community projects in the following Florida locations: Bradenton, Manatee County; Miami, Miami-Dade and Broward counties; Palm Beach, Palm Beach County; and, Tallahassee, Leon County.

Contact: 305. 908.2688

www.knightfdn.org

J.P. Morgan Chase

This business funds programs that promote early childhood literacy and school readiness; partnerships that build capacity within public schools, with particular emphasis on programs that support the middle-school years and engage students in the arts and/or technology; financial literacy programs for young people; and programs that help non-traditional and underserved students prepare for and gain access to college. The grant application process begins with the submission of a simple to use online questionnaire. To get started, identify the region in which your program will be administered by going to the Grant Contacts page to locate your state contact.

Contact: 212.270.6000

<http://www.jpmorganchase.com/cm/cs?pagename=chase/href&urlname=jpmc/community/grants/obtain>

Kellogg Youth & Education Grants

This program seeks to improve learning outcomes for vulnerable children and youth. These grants focus on innovation—supporting new ideas about how to engage children and youth in learning and new ways to bring together community-based systems that promote learning. Eligible applicants include nonprofit organizations. Deadline: Rolling.

Contact: 269.968.1611

www.wkkf.org/default.aspx?tabid=54&cid=3&nid=17&languageid=0

Library Services And Technology Act Grants

This is a state-based program with a broad mandate to use technology to bring information to people in innovative and effective ways, and to assure that library service is accessible to all, especially those who have difficulty using the library.

Contact: 850.245.6620

<http://dlis.dos.state.fl.us/bld/grants/lsta/lsta.html>

Libri Foundation

The foundation provides books for children. Libraries are qualified on an individual basis. In general, county libraries should serve a population under 16,000 and town libraries should serve a population under 10,000 (usually under 5,000). Libraries should be in a rural area, have a limited operating budget, and an active children's department. The average total operating budget of a BOOKS FOR CHILDREN grant recipient is less than \$40,000.

Contact: libri@librifoundation.org

<http://www.librifoundation.org/apps.html>

Lowe's Charitable And Educational Foundation

The foundation considers large scale funding requests for projects in the areas of education and community improvement. Their stated education priority is in the area of trades-education at the community college level and projects and programs benefiting primary education and utilizing products. Grants generally range from \$5,000 to \$25,000.

Contact: 800.445.6937

<http://www.lowes.com/lowes/lkn?action=pg&p=aboutlowes/community>

Migrant Head Start

Migrant Head Start programs modify the methods of service delivery to meet the unique needs of migrant and seasonal farm worker families. Migrant Head Start programs have an emphasis on serving infants and toddlers as well as preschool aged children, so they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Migrant Head Start programs provide a comprehensive array of services in 21 counties in Florida.

Contact : Florida Agency for Workforce Innovation, Office of Early Learning

<http://www.floridajobs.org/earlylearning/index.html>

RGK Foundation

The foundation funds a range of programs in such areas as education, community, and health. The medicine/health grant program will support programs that promote the health and well-being of children, provide access to health services, and foundation-initiated programs. The foundation will support community programs that improve children and family services, early childhood development and parenting education.

Deadline: Rolling.

Contact: 512.474.9298

<http://www.rgkfoundation.org/guidelines.php>

Rosie's For All Kids Foundation

This foundation awards grants to nonprofit organizations throughout the U.S. that provide childcare, early education, and other essential programs to economically disadvantaged and at-risk children. The Foundation's primary mission is to support center-based, licensed childcare and preschool programs for children growing up in low-income, urban neighborhoods. Other areas of support include education, after-school programs, and literacy programs. Applications are accepted throughout the year. Deadline: Rolling.

<http://www.forallkids.org/site.php>

Rotary International

Rotary Clubs fund literacy projects in local communities.

Contact your local Rotary Club member.

http://www.rotary.org/programs/service_opportunities/participate/literacy.html

Singing For Change/Jimmy Buffett's Margaritaville.

Grant priorities include programs serving groups of people marginalized in society because of low levels of skill, education, and income. Grants range from \$500-\$10,000.

Contact: info@singingforchange.com 816.363.8132

<http://margaritaville.com/sfc.php>

Starbucks Foundation

The foundation invites proposals from organizations that work with youth (ages 6-18) in the fields of arts & literacy and /or environmental literacy. The average grant is \$10,000. It will consider grants between \$5,000 and \$20,000. Starbucks asks that organizations limit their requests to one per year. Annual applications are due on September 1st.

Contact: foundationgrants@starbucks.com 206.318.7022

www.starbucks.com/foundation.com

Target

Target provides local grant money to hometown organizations, and focuses on programs that promote a love of reading or encourage children to read together with their families.

Deadline: Target accepts grant applications between March 1 and May for programs taking place between October 1st and September 30th.

Contact: Contact your local Target store.

<http://sites.target.com/site/en/corporate/page.jsp?contentid=prd03-004090>

UPS Foundation

The foundation supports programs that provide education and employment skills to undereducated adults and their families to equip them with the tools to succeed in their communities, schools and workplaces.

Contact: community@ups.com

<http://www.community.ups.com>

Verizon Foundation

The foundation supports programs that create innovative eSolutions, help bridge the digital divide, foster basic and computer literacy, help enrich our communities, and create a skilled workforce. One of the foundation's funding priorities is literacy.

Contact: Verizon.Foundation@Verizon.com 800.360.7955

<http://foundation.verizon.com>

Voluntary Prekindergarten Program

A constitutional amendment passed by Florida's voters in November 2002 required a voluntary pre-kindergarten program for all four-year-old children by fall 2005. House Bill 1-A was signed into law by Governor Bush on January 2, 2005, creating a program designed to prepare four-year-olds for kindergarten and build the foundation for their educational success. Public, private, and faith-based providers may be eligible to deliver the program depending on whether they meet the minimum standards required in law. Contact : Florida Agency for Workforce Innovation, Office of Early Learning

<http://www.floridajobs.org/vpk/index.html>

The Wachovia Foundation

This foundation's priorities include work force development, financial literacy/empowerment and the elimination of the pre-K - 12 "achievement gap" in education.

Contact: contact.community@wachovia.com

http://www.wachovia.com/inside/page/0,,139_414_430_432,00.html

Wallace Foundation

This foundation provides funding, through grants, to programs that support the arts, communities, and education. Deadline: Ongoing.

Contact: The Wallace Foundation, General Management, 5 Penn Plaza, 7th Floor, New York, NY 10001

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

Wal-Mart

Wal-Mart funds local education initiatives.

Contact: all requests for funding must be directed to the Community Involvement Coordinator at your local Wal-Mart store. For more information about the Wal-Mart Foundation, call 800.530.9925.

www.walmartfoundation.org

Weyerhaeuser Family Foundation Children's Initiative

The initiative funds programs that serve children under the age of six, provide services to children in non-traditional settings, and involve parents or guardians in the planning, delivery or evaluation of the program.

Contact: 651. 215.4408

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

21st Century Learning Centers

The purpose of the 21st Century Learning Centers Program is to provide opportunities for academic enrichment; offer students a broad array of services, programs, and activities; and offer families of students served by community learning centers opportunities for literacy and related educational development. A community learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session. Centers provide students with a broad array of other activities such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs - during periods when school is not in session. Community learning centers must also serve the families of participating students, e.g., through family literacy programs. Grant recipients are funded for a period not to exceed five years. Grants cannot be made in an amount less than \$50,000.

Contact: 850.245.0852

<http://www.fldoe.org/curriculum/21century>

United Way

United Way Success By 6® focuses on improving school readiness through community change. Contact your local United Way.

<http://national.unitedway.org/sb6/index.cfm>

In-kind Opportunities

AmeriCorps*VISTA

AmeriCorps*VISTA (Volunteers in Service to America) provides full-time members to nonprofit, faith-based and other community organizations, and public agencies to create and expand programs that ultimately bring low-income individuals and communities out of poverty. To apply for AmeriCorps*VISTA members, a potential sponsor must contact the Corporation State Office covering the area in which the proposed project would be located to discuss application requirements and procedures. The Corporation State Office will send an AmeriCorps*VISTA project application to the agency and provide technical assistance during the application process. You can also download the initial application.

Contact: fl@cns.gov

<http://www.americorps.gov>

Florida Literacy Coalition—AmeriCorps*VISTA Initiative

The coalition administers a statewide grant to support programs working in adult and family literacy. Organizations may apply through FLC as a sub-grantee for up to two full-time AmeriCorps*VISTA positions. Contact: 407.246.7110

www.floridaliteracy.org

Beginning With Books

Beginning with Books distributes book packs through organizations that serve low-income families, e.g., WIC, Head Start, and family support centers, through its Gift Book Program. It also provides parent counseling on reading and talking about books to their children.

Contact: 412.361.8560

<http://www.beginningwithbooks.org>

Bonding With Baby Book Donation Program

This program is designed to give all children an equal start by providing the Bonding With Baby board books free to disadvantaged families through nonprofit organizations. These books utilize a wordless format so parents of any background, skill, or language can “read” them with their children. They feature real life characters and culturally universal stories that can appeal to all parents.

<http://www.bondingwithbaby.org>

Dolly Parton’s Imagination Library

Dolly Parton’s Imagination Library has been replicated in communities across the United States. All children in the community are enrolled at birth or when they move into the community. Each month, from the day the child is born until their 5th birthday, a selected book arrives at the mailbox. The Dollywood Foundation has developed the delivery system, negotiated price, selected the publisher and the individual titles, and created registration and promotional materials. Local champions finance the cost of the books and the mailing. Local champions are businesses, individuals, United Ways, school systems, local and state government, foundations and nonprofit organizations.

Contact: 865.428.9607

<http://www.dollywoodfoundation.com>

Federal Work Study Program

The Federal Work Study Program is for undergraduate and graduate students who need the income to help pay for their education. Work can consist of part-time and community service.

Contact your local institution of higher education—community colleges, universities, work colleges.

First Book

First Book gives children from low-income families the opportunity to read and own their first, new books. The children supported by First Book include those who participate in literacy programs based in shelters for homeless and abused children, public housing programs, Head Start centers, migrant worker camps, libraries, and school-based programs.

Contact: 866.READ.NOW

www.firstbook.org

Books For Kids Foundation

The foundation promotes literacy among all children with special emphasis on disadvantaged children and youth. Books for Kids donates books, creates libraries, and participates in reading initiatives within community-based organizations, service agencies, schools and under-served institutions. In addition to assisting recognized learning programs, such as Head Start, the Books for Kids Foundation seeks to create opportunities for children and parents in under-served or over-looked locations.

Contact: Books for Kids Foundation, 225 West 35th Street, 3rd Floor, New York, NY 10001

www.booksforkidsfoundation.org

Global Fund For Children, Books For Kids

Global Fund for Children donates materials to children through community organizations that are able to demonstrate a need. These donations help local groups expand their educational resources and facilitate dialogue about diversity and multiculturalism. Deadline: Ongoing.

Contact: info@globalfundforchildren.org 202.331.9003

<http://www.globalfundforchildren.org/applyforagrant/index.html>

Mobile One-stop Career Center

The Mobile One-Stop Career Center is a self-contained vehicle equipped with state-of-the-art telecommunications equipment capable of being deployed inside or outside of the vehicle. The Mobile Center will make a full array of employment, reemployment, and employer services available to private and public entities that have workforce-related needs and purposes that the center can serve.

Contact: Florida Agency for Workforce Innovation 850. 245;7105

<http://www.floridajobs.org/onestop/index.html>

National Book Scholarship Fund (Nbsf)

The National Book Scholarship Fund (NBSF)[®] provides local literacy programs throughout the United States with New Readers Press books and other educational materials needed to support their literacy initiatives. NBSF grants are made in the form of the New Readers Press materials requested in the grant proposal. Grants typically average \$2,000, but have ranged from \$500 to \$7,000 depending on the needs of the applicant organization.

Contact: 315. 422.9121

<http://www.nbsf.org>

Reach Out And Read (ROR)

Reach Out and Read (ROR) is a national non-profit organization that promotes early literacy by giving new books to children and advice to parents about the importance of reading aloud in pediatric exam rooms across the nation.

Contact: startup@reachoutandread.org

<http://www.reachoutandread.org>

Reading Is Fundamental

The program prepares and motivates children to read by delivering free books and literacy resources to those children and families who need them most. All RIF programs combine three essential elements to foster children's literacy: reading motivation, family and community involvement, and the excitement of choosing free books to keep. RIF's National Book Program (NBP) motivates children, families, and community members to read together through a triad of principles basic to the entire RIF organization: book ownership, motivational activities, and family involvement in children's reading.

Contact: 877.RIFREAD 202.673.1641 contactus@rif.org

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

TechSoup

TechSoup Stock connects nonprofits and public libraries with donated and discounted technology products. Choose from over 240 products from companies such as Microsoft, Adobe, and Symantec.

Contact: startup@reachoutandread.org 415.633.9300

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

Wxel Ready To Learn (PBS)

PBS Ready To Learn is public television's contribution toward ensuring that all children begin school ready to learn. The core of Ready To Learn is a full day of non-violent, commercial-free, educational children's television programming broadcast on WXEL TV 42 free of charge to every American household. Ready To Learn also provides extensive outreach services to parents, child care providers, and other early childhood educators.

Contact: 800.915.9935

<http://www.wxel.org/resources/readytolearn.php>

Grant Writing

Getting Started

Planning

The most successful grant seekers are those who strategically plan their efforts rather than indiscriminately pursue funding opportunities.

- Review your organization's mission.
- Assess the need of those you want to serve.
- Review your ability to deliver services.
- Prioritize the needs you want to meet.
- Discuss potential project partners.

Develop a Concept Paper

A concept paper simply describes and outlines your idea on paper. Before one can seek funders, it is important to construct this framework, simply boiling down a big idea by answering the following questions:

- What's the problem?
- What do you want to do about it?
- How do you want to do it?
- How much will it cost?
- How will you know when you succeed?

Research and Identify Potential Funders

After completing a concept paper, you may now need to research potential funding sources. (See Funding Section). The following organizations regularly post information on funders.

- The Foundation Center www.fdncenter.org
- The Complete Guide to Florida Foundations www.floridafunding.com
- Chronicle of Philanthropy www.philanthropy.com
- Florida Literacy Coalition www.floridaliteracy.org
- United Way www.state.fl.us/dms/hrm/fsecc/local.html

Proposal Guidelines

It is critical that once a promising grant source is identified, the writer adheres to the grant application's guidelines and instructions. Read the guidelines carefully; then read them again! Guidelines usually include information about:

- submission deadlines;
- award levels;
- eligibility;
- timetable;
- proposal format;
- award levels forms;
- margins and spacing;
- evaluation process
- restrictions on the number criteria of pages, etc.;
- budgets;
- funding goals and priorities;
- evaluation process and criteria;
- whom to contact;
- other submission requirements.

Writing Your Proposal

While the format for proposals may somewhat vary, most grant writers will need to organize their proposals into seven sections.

- Introduction
- Problem/Needs Statement
- Objectives
- Project Description
- Evaluation
- Budget
- Abstract

Introduction

This section describes the group requesting the grant. It establishes the organization's credibility and the significance of the idea being presented. It typically includes information on the organization's: 1) mission; 2) history; 3) customers; and, 4) accomplishments.

Problem/Needs Statement

This section identifies the problem and addresses why the project is necessary. The problem should be supported by evidence drawn from experience, statistics, and appropriate literature. Include local data when available.

Some good starting sites to go to are:

- U.S. Census <http://www.census.gov/>

- National Assessment of Adult Literacy (NAAL) <http://nces.ed.gov/naal/>
- U.S. Department of Education <http://www.ed.gov/index.jhtml>
- Florida Department of Education <http://www.fldoe.org/>
- Florida Literacy Data and Statistics Reference Guide (Florida Literacy Coalition) http://www.floridaliteracy.org/about_literacy__facts_and_statistics.html
- Community Needs Assessments

Objectives

This section describes how the project being proposed will address the problem that has been identified. Objectives should be stated in clear, measurable terms. Below are examples of measurable and non-measurable objectives:

Measurable Objective:

- 75% of students will achieve one level increase on the TABE Test.
- Or
- 80% of enrolled participants will attend at least nine classes during the semester.

Not Measurable and Vague:

The program will help students with their reading.

Project Description

This section provides an overview of the project. It should provide a clear understanding of project components and activities and present the sequence, flow, and interrelationship of those activities.

Evaluation

This section shows how you will document the value of your project. It should:

- Outline your system for collecting and communicating your project results.
- Identify what will be evaluated, the methods used to evaluate and who will provide the evaluation.
- Show your success in achieving your measurable objectives.
- Describe testing instruments.
- Show how the project contributes to sponsors' goals.

Abstract

This is an umbrella statement of your case and a summary of your entire proposal.

Budget

This section provides a financial description of the project with explanatory notes.

- Don't forget to list other funders and anticipated in-kind donations. Funders like it when you can demonstrate that you are leveraging resources.
- This is often one of the first sections funders look at when they open your proposal, make sure to do your homework on costs and justify your budget.

Proposal Writing Resources and Tutorials

Proposal Writing Short Course, The Foundation Center:

<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

Proposal Budgeting Basics, The Foundation Center:

Guide for Writing a Funding Proposal; S. Joseph Levine, Ph.D.

Michigan State University www.learnerassociates.net/proposal/

http://foundationcenter.org/getstarted/tutorials/prop_budgt/index.html

Grant Proposal Writing Tips, Corporation for Public Broadcasting:

www.cpb.org/grants/

Grant Writing Tips:

www.seanet.com/~sylvie/grants.htm

Grant-planning questions, basic elements of good proposals, and links to grant resources from an experienced grant writer. www.seanet.com/~sylvie/grants.htm

Non-profit Guides

Grant-writing tools for nonprofits, including tips, sample proposals, and links,

www.npguides.org

Grant Writing Tips, Virginia Adult Learning Resource Center

<http://www.aelweb.vcu.edu/publications/foundgrants/pdf/grant-tips.pdf>

Writing a Successful Grant Proposal

The Minnesota Council on Foundations' detailed outline of a grant proposal, which is particularly oriented to project proposals, www.mcf.org/mcf/grant/writing.htm

Dr. Charity

Nonprofit survival guide to fundraising, grant-writing, marketing, and management,

www.drcharity.com/grants.html

Grant-writing Basics

Ten tips for writing a successful proposal, along with additional resources for grant writers from the Harvard Graduate School of Education, www.gse.harvard.edu/~hgseosr/toolbox.html

Grant-Writing Tips

Do:

1. Follow instructions and adhere to the format that is requested.
2. Be consistent
3. Your homework. Research the funding agency, its priorities, application process, and history of giving, well before submitting a letter of inquiry or grant application. Individualize, or tailor your application for each unique funder.
4. Double-check and triple-check your application! Ask a colleague to review the application for grammar, spelling, adherence to guidelines, and attachments.
5. Get to the point. Shorter is better. Never exceed the recommended page or application length.
6. Use declarative rather than conditional verbs. Avoid the words if, could, and might. Instead, boldly declare that the gift WILL create a positive outcome.
7. Provide evidence about the “need” or “problem” on multiple levels. If space allows, provide a recent state or national statistic with the source identified by name or title. Next provide a statistic related to your geographic region or county. Finally, summarize internal data to show how many participants are helped or services that are provided by your organization.

8. Describe concrete benefits to the investor (e.g., increased public visibility). When submitting a proposal to a corporation, use language describing an investment, rather than a gift. Be explicit on the benefits to the company, such as visibility through press releases or naming opportunities.
9. Form partnerships and collaborations. Letters from potential collaborators stating their willingness to share equipment, expertise, or other resources can be very beneficial.
10. Communicate program goals, a strategy for implementation, and benchmarks for success.
11. Fulfill all your obligations and provide progress reports as required.
12. Ask for readers' comments. Funders will often provide you with feedback upon request. Use this information to make adjustments to your proposal.
13. Keep trying; excellent proposals are often turned down because the institution has already funded other similar projects.

Don't

1. Stretch your project to make it appear related to the foundation's mission. Be realistic!
2. Inflate your request hoping to get half of what you request.
3. Be over ambitious. Reviewers tend to scrutinize "large" grant applications more than smaller ones. Applicants of larger grants may also be too ambitious in what they hope to accomplish.

Sources:

Elizabeth Howell Brunner, GrantProposal.com
10 Commandments of Private Foundation Grant Proposals by John Huley,
MacArthur Foundation, February 2006

