

Family Literacy in Elementary Schools: Connecting with Parents in Meaningful Ways

Toyota-Funded Family Literacy Programs
Louisville, Kentucky
October 3, 2006



NCFL's Mission

The National Center for Family Literacy (NCFL) was established in 1989 with a grant from the William R. Kenan, Jr. Charitable Trust. Founded by current president Sharon Darling, NCFL began with a simple but ambitious mission:

To help parents and children achieve their greatest potential "together" through quality family literacy programs

Toyota Families for Learning (TFFL) Impact

Established
national training
and technical
assistance
system

Research
demonstrated
effectiveness of
family literacy

**Toyota
Families
For
Learning**

Model became basis
of national and state policy

Model used to leverage
federal funds – spending
increased from \$24 million
to \$250 million in one
federal program alone

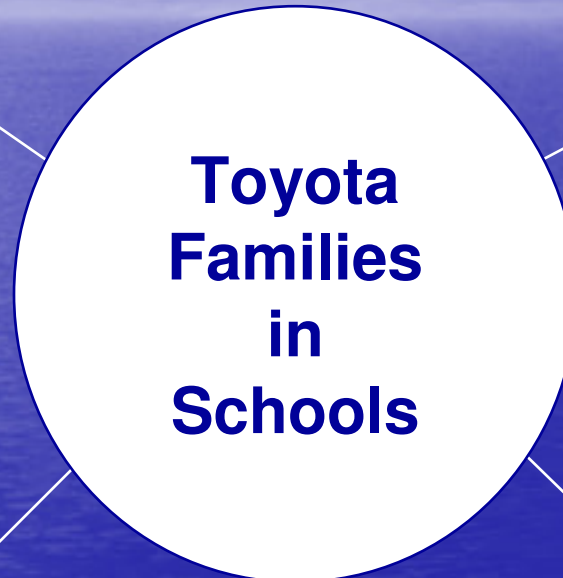
Toyota Families in Schools (TFS) Impact

State Initiatives

Federal
Leadership

Issue Brief-NGA

Widespread
dissemination of
program results
through videos,
booklets and support
materials



Positioned in
federal
legislation to
leverage funds
to replicate TFS
model

High demand for
information has
led to program
expansion

Toyota Family Literacy Program (TFLP) Impact

New York Times
Foundation
establishes
Immigrant Family
Literacy Initiative

**Toyota
Family
Literacy
Program**

Proposition 10
funding
establishes 24
family literacy
sites in Los
Angeles for 0-5
year olds

Providence
establishes annual
Immigrant Family
Literacy Forum

Families
Learning and
Understanding
English Together
(FLUEnT) Act

Expectations for TFLP Grantees

Tasks:

- Develop three comprehensive family literacy programs in elementary schools serving predominantly Hispanic communities
- Focus on children in grades K-3 and their parents

Major Program Goals:

- To support the academic achievement of ELL children served and their parents
- To connect Hispanic families into the American schooling system

Three-Year Program Support

- On-going training opportunities
- Technical Assistance to programs
- Attendance at NCFL's National Conference on Family Literacy
- Data collection, analysis and reporting
- News Conference in each program city
- TFLPChatline
- Opportunities to network with other Toyota cities
- Resources for programs
- Support of NCFL staff

Key Roles in Program Development in Elementary Schools

- Principal
- Adult Instructor
- Elementary Teacher Envoy
- Liaison to the Parents
- City Coordinator
- Other School District Staff Members

And.....

- Mayor and Other City Leadership
- Collaborative Partners

Federal Definition of Family Literacy

"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."

Data Collected from Toyota Family Literacy Program (TFLP)

- Family Profile Manual
- Teacher Report on Student Performance
- PACT Survey for Parents
- Benchmark Information Gained from Technical Assistance Visits
- Mid-Year and End-of-Year Narrative Reports
- Parent Stories/Practitioner Stories

Family Profile Manual

- Introduction
- Data Requirements
- Data Checklist
- Parent Participation Hours
- Initial Family Background
- Parent Survey (Pre and Post)
- End-of-Year Status Report
- Adult Assessment
- Child Assessment

TFLP Teacher Report on Student Performance

	TFLP Children	Non-TFLP Children
Overall academic performance	78.6%	72.8%
Motivation to learn	85.8%	83.4%
Support from family	91.5%	73.4%
Relationship with other students	93.0%	93.5%
Attendance	96.1%	91.5%
Classroom behavior	91.1%	87.4%
Self-confidence	86.9%	83.2%
Involvement in classroom activities	87.7%	87.0%
Likelihood of future success in school	91.1%	85.3%

TFLP Teacher Report on Student Performance – Chicago Data

	TFLP Children	Non-TFLP Children
Overall academic performance	88.5%	73.9%
Motivation to learn	94.2%	89.1%
Support from family	98.1%	82.6%
Relationship with other students	82.7%	76.1%
Attendance	98.1%	80.5%
Classroom behavior	94.3%	93.5%
Self-confidence	94.3%	93.5%
Involvement in classroom activities	96.2%	86.9%
Likelihood of future success in school	98.1%	91.3%

PACT Survey for Parents

- More involved in my child's education (94.5%)
- My teacher prepares me for PACT Time (80.1%)
- Encouraged to ask questions about my child's work (87.7%)
- Better able to help my child with homework (89.0%)
- Better understanding of child's curriculum (90.3%)
- More knowledgeable about my child's learning needs (85.2%)
- My child's grades have improved (86.7%)
- I feel comfortable in my child's classroom (91.8%)
- My child likes me to come to PACT Time (89.6%)
- My whole family spends more time reading (90.6%)

TFLP Typical Parent Profile

- Less than 25% of the parents have a high school diploma
- One-third of the parents completed only grade 6 or less
- Eighty-six percent of participants are female
- Eighty-eight percent speak Spanish as their primary language
- Over 85% attended school outside the United States
- Over 80% percent reported income below the poverty level
- Parents are classified as the working poor

However, parents reported increases in a wide range of literacy activities this past school year...

- Reading books in the home increased 18%
- Number parents holding library cards increased 19%
- Parents reading to their child 3 or more times a week increased by 13%
- Parents reading to their children in Spanish only decreased by 16%
- Seventy-seven percent of parents expressed expectation that their child would go to college

Adult Assessments

- Comprehensive Adult Student Assessment System (CASAS) average reading scores moved from Beginning Basic to Intermediate Basic
- CASAS Speaking/Listening assessment scores moved from High Beginning to Low Intermediate
- Basic English Skills Test (BEST) Speaking/Listening assessment moved from Beginning ESOL Literacy to Low Intermediate ESOL

66th Street Elementary School

- Two family literacy adult/ESL classes
- Adult/ESL instructor uses the elementary adopted reading series ***Open Court*** to develop language and literacy lessons for the parents
- Instructor works very closely with elementary classroom teachers to determine what the parents will be involved in during PACT Time
- Briefs the parent before PACT Time
- Debriefs the parents after PACT Time occurs for any clarification that is needed

Continued...

- On the California English Language Development Test (CELDT), over 80% of the TFLP children (including special needs children) reached the highest level of the test; 36% prior to the 5th grade.
- Children are expected to reach Level 5 by 5th grade and to be able to compete with native English speakers.
- 66th Street was the only school to reach the “school target” for English language Development in Region 7 of LAUSD

Additional Parent Information 66th Street Elementary School

- 100% of parents have a library card
- 100% visit a library at least monthly
- 66.7% of parents read to their children every day
- 33.3% in English only; 5.6% in Spanish only; and 61.1% in both languages
- 83.3% of parents want their children to obtain a college degree
- Average CASAS reading scores moved from 212.8 to 223.2 pre to post

Dr. Irene James states....

"Since the TFLP parents have been working with their children during PACT Time on an almost daily basis, all TFLP children have been promoted to the next grade level. An even greater success is that three of those children will be placed in the gifted program next year at our school."

Other TFLP Research....Gaston Institute University of Massachusetts

Qualitative Evaluation of the Chelsea, MA, TFLP

- How does the participation of immigrant parents in family literacy programs affect their involvement in their children's education?
- How does participation affect their involvement in community activities?
- When comparing and contrasting the experiences of immigrant parents who participate in family literacy, what are the most significant variables that affect parental involvement?

The background is a blue gradient with a horizon line. The top half shows a lighter blue sky with wispy white clouds, and the bottom half shows a darker blue sea with subtle ripples. The word "RESOURCES" is centered in the middle of the image.

RESOURCES

Hispanic Family Learning Institute (HFLI)

Family literacy offers Hispanic and other immigrant families access to education and a learning environment that maintains strong cultural and language bonds between parents and their children.

- Program Development-adapting and aligning services to address the needs of Hispanic and other immigrant families
- Program Support –through training and technical assistance
- Research-researching the effectiveness of family literacy programs
- Policy and Advocacy-advising and advocating based on information gained from program implementation

Practitioner Toolkit: Working with Adult English Language Learners

- Background Information: Adult Non-Native English Speakers
- Activity Packets: Needs Assessment and Lesson Plans
- Parent Education in Family Literacy: Literacy Activities in the Home
- Topics in Adult ESL Education and Family Literacy: Preparing for Permanent Residency and Citizenship
- Resources: Parent Education

Practitioner Toolkit

- Limited hard copy dissemination
- Online sites
 - www.famlit.org/Publications/Practitioner-Toolkit-ELL.cfm
 - www.cal.org/caela/elltoolkit

Parenting for Academic Success: A Curriculum for Families Learning English

Twelve (12) Unit Curriculum that focuses on:

- Home and Culture
- School and Culture
- Language and Literacy Acquisition

Table of Contents

- Opening Unit
- Honoring the Home Culture
- Family Stories
- Helping Children Succeed in School
- Parent – Teacher Meetings
- Talking with Your Child
- Literacy in Everyday Activities
- Playing with Language
- Letters and Sounds
- Reading Aloud to Your Child
- Reading for Meaning
- Closing Unit

Based on the information gained from the development and implementation of the Toyota Families in Schools (TFS) and the Toyota Family Literacy Program (TFLP), NCFL is currently developing a guidebook that will contain best practices in implementation of a family literacy program in elementary schools – to be premiered at Conference in 2007.

What NCFL has learned about community needs.....

- Educational Level of Parents
- Communication
- Staff Issues Regarding Language Differences
- Cultural Differences
- Academic Achievement of Children
- Parent Involvement at School
- Social Support Needs



The National Center for Family Literacy (NCFL) and Toyota appreciate the opportunity to work with programs across the nation to develop comprehensive family literacy services. Please visit our website at www.famlit.org to learn more about our organization.