Evaluation of the First 5 LA Family Literacy Initiative:

Final Evaluation Report

January 12, 2011

Prepared for

First 5 LA
750 North Alameda Street, Suite 300
Los Angeles, CA 90012

Prepared by

American Institutes for Research
2800 Campus Drive
San Mateo, CA 94403

Evaluation of the First 5 LA Family Literacy Initiative:

Final Evaluation Report

January 12, 2011

Prepared for

First 5 LA
750 North Alameda Street, Suite 300
Los Angeles, CA 90012

Prepared by

American Institutes for Research
2800 Campus Drive
San Mateo, CA 94403

Report authors:
Heather Quick, Karen Manship, Deborah Parrish, Shannon Madsen, Eva Lyman-Munt, Jessica Ernandes, Daniela Rojas, Fiona Helsel, Carollee Howes, Youngok Jung

Study leadership:
Deborah Parrish, Principal Investigator, *American Institutes for Research (AIR)*
Heather Quick, Project Director, *AIR*
Karen Manship, Deputy Project Director, *AIR*

Study team:

American Institutes for Research		*Center for Improving Child Care Quality, UCLA*
Shannon Madsen	Derek Chan	Youngok Jung
Ana Paula Miranda	Daniela Rojas	Carollee Howes
Jessica Ernandes	LaRena Woods	
Eva Lyman-Munt	Jamie Shkolnik	

Acknowledgments

Abstract

The First 5 LA Family Literacy Initiative, which began in 2002, is a comprehensive program to promote language and literacy development for children and their parents in Los Angeles County. The evaluation of the Initiative, conducted by the American Institutes for Research, used a mixed-methods approach over the course of the eight-year program, collecting quantitative and qualitative data from program directors, teachers, parent and child participants, Family Literacy program alumni, and Family Literacy Support Network (FLSN) staff, through surveys, focus groups, interviews, and classroom observations.

Parents' reading assessment scores showed statistically significant growth over the course of their participation in the Family Literacy program, with greatest growth in the first year of participation and highest scores upon program exit for parents who participated in the program for two years. Parents also consistently showed growth in parenting knowledge and behaviors during the course of their participation. After leaving Family Literacy programs, parents remained committed to the importance of education for themselves and their children, and reported having better English skills, having knowledge of where to go in the community for assistance, having an understanding of the school system and its requirements for their children, being involved in their children's schools and classrooms, and continuing parenting practices that are known to support children's learning. Preschool children also showed some growth in their knowledge and skills, including their ability to name letters, colors, and numbers; in concepts of print and comprehension skills; in counting objects; and in problem-solving skills. However, young children's (8-30 months) vocabulary did not grow faster than expected through normal development.

Greater family participation in the Family Literacy program was associated with greater increases in parent reading scores and more frequent library use and school involvement both at the end of the program and when their children entered elementary school. All other factors equal, children's participation in early childhood education (ECE) classes was not significantly related to their growth on pre-literacy or math skills; however, parent participation in adult education (AE) classes was associated with children's ability to name numbers and understand story and print concepts, and parent participation in parenting education (PE) classes and parent-child interactive literacy activity (PCILA) time was associated with growth in children's English skills.

Family literacy program quality was measured in a variety of ways over the course of the Initiative, and generally remained stable over this time. ECE classrooms were in the middle range of quality, on average. Technical assistance from the FLSN was associated with quality improvements in the PE and PCILA components (in which teacher qualifications, use of curriculum, and integration improved), but declines in quality in the AE component (where teacher qualifications and student-to-teacher ratios worsened). Better teacher qualifications, integration, and structured but interactive pedagogy were associated with improvement of several parenting practices, and fewer hands-on activities, classroom resources, integration, and AE teacher experience were associated with improvements in parents' reading scores.

The report concludes with a comprehensive summary and provides recommendations for family literacy programs and for First 5 LA going forward.

Executive Summary

The First 5 LA Family Literacy Initiative, which began in 2002, is a comprehensive program to promote language and literacy development for children and their parents and to promote parenting knowledge and skills, with a goal of greater economic self-sufficiency among low-income families in Los Angeles County. Each Family Literacy Initiative grantee provided services through each of four interrelated family literacy program components: 1) early childhood education (ECE), 2) parent-child interactive literacy activities (PCILA), 3) parenting education (PE), and 4) adult education (AE). In addition to providing direct funding to family literacy programs, First 5 LA also funded the Family Literacy Support Network (FLSN) to provide assistance—through training and technical assistance—to grantees for program improvement activities. Since 2002, First 5 LA has contracted with the American Institutes for Research to conduct a comprehensive process and outcome evaluation of the Family Literacy Initiative.

Theory of Action and Research Questions

The Family Literacy Initiative was designed to improve short-term and long-term outcomes for parents and children. FLSN technical assistance supports program quality improvement in all four components. These components are expected to first influence short-term outcomes for families, including improved literacy skills in children and parents and improved parent knowledge and practices that support their children's learning. Over time, the skills parents and children learn in family literacy programs are expected to influence longer-term outcomes for families, including children's school performance and families' economic well-being.

Building on this theory of change, the evaluation was designed to answer six primary research questions:
1. How are Family Literacy program participants growing and changing over time?
2. What is the relationship between program participation and outcomes?
3. What is the relationship between program quality and participant outcomes?
4. What is the range of program quality among grantees?
5. What factors facilitate or impede program quality improvement?
6. What is the relationship between FLSN support and grantee program quality improvement?

Methodology

To address the research questions, we used a mixed-methods approach over the course of the eight-year evaluation, including exploratory analyses in the first two years that primarily focused on program processes and implementation, and more detailed quantitative data analyses to focus greater attention on outcomes in later years. Qualitative and quantitative data were collected over the eight years of the evaluation at all levels of the Initiative, including from program directors, teachers, parent and child participants, alumni, and FLSN staff, through surveys, focus groups, interviews, and classroom observations. In addition, we obtained child and parent participation and outcome data from grantees. We also measured many explanatory variables—variables that may affect the outcome measures—including parent and child participation in each program component, and program and classroom quality characteristics measured by teacher and program director surveys and direct classroom observations. In this report, we describe some changes over the course of Year 7, and we examine the relationship between family outcomes and these explanatory variables including data from all years of the Initiative.

Because PCILA is a unique feature of Family Literacy programs that ties the other three components together and because we found some evidence of a connection between time parents spend in PCILA and changes in their parenting behaviors over time (Quick et al., 2009), we also took a closer look at the PCILA component in a set of case study grantee programs within the initiative to explore the range of structures and approaches to PCILA, strategies for enhancing parent and child learning, and parent perspectives on what they learned through their experiences with PCILA.

Main Findings

Findings are summarized below by research question.

RQ1. How are Family Literacy program participants growing and changing over time?

Parents' reading assessment scores showed statistically significant growth over the course of their participation in the Family Literacy program, with greatest growth in the first year of participation and highest scores upon program exit for parents who participated in the program for two years. Parents also consistently showed growth in parenting knowledge and behaviors, including statistically significant increases in Year 7 in the percentage of parents believing they should read to children beginning in their first year of life, using the library regularly, using interactive reading strategies, engaging children in language and literacy activities at home, understanding how the public school system works, being involved in children's schools, consistently following routines with children, and setting rules and consequences for children's behavior.

Children also showed some growth in their knowledge and skills. For instance, the number of words children understood and said grew significantly for both English- and Spanish-speaking children. However, children did not demonstrate language development at a rate faster than expected through normal development.[1] There were statistically significant increases in children's English receptive vocabulary that were greater than expected through normal development. Though there was no statistically significant growth in Spanish receptive vocabulary, all children were above the at-risk cutoff[2]. Children also showed statistically significant growth in their ability to name letters, colors, and numbers; in concepts of print and comprehension skills; in counting objects; and in problem-solving skills.

After leaving Family Literacy programs, parents remained committed to the importance of education for themselves and their children. They also reported increases in a number of desirable outcomes, including better English skills, having knowledge of where to go in the community for assistance, having an understanding of the school system and its requirements for their children, being involved in their children's schools and classrooms, and continuing parenting practices to support their children's learning, such as reading to their children and using the library. For most families, television watching has increased in frequency since leaving the program, but remains lower than the national average. Parents also report that children are doing well in school after leaving Family Literacy programs; forthcoming elementary school data will shed more light on this critical question.

---

[1] This statement refers to 16-30 month-olds; normal curve equivalents are not available for 8-18 month-olds.
[2] The "at risk cutoff" is a score of 85, above which children are within one standard deviation of the norms for their age.

Despite these successes, parents identified some remaining challenges, including finding employment, supporting the academic achievement of their children, helping children with their homework, and managing the behavior of older children. Overall, however, a majority of parents agreed that their Family Literacy program had helped prepare them to address the challenges they face.

RQ2. What is the relationship between program participation and outcomes?

Looking at data over the course of the Family Literacy Initiative, we found that the number of hours parents spent in ESL and ABE were significantly and positively related to their reading scores, controlling for student demographics and program characteristics. The number of hours parents spent in PE and PCILA were also significantly and positively related to parents' reports of their library use and school involvement, controlling for other variables such as demographic characteristics; however, the positive relationship with school involvement disappeared when program quality was taken into account. Additionally, the more hours parents participated in parenting education and PCILA time during their time in the program, the more likely they were to report continuing frequent reading to their children, library use, and involvement in their children's schools *after* leaving the Family Literacy program. Interestingly, there was no significant relationship between a child's attendance in ECE classes and outcomes, but when family participation across components was examined we found statistically significant relationships between parents' AE participation and naming colors and story and print concepts, and between parents' PCILA and PE participation and children's English language proficiency.

RQ3. What is the relationship between program quality and participant outcomes?

A number of quality characteristics of the AE program were related to growth in parents' English reading skills, including having a teacher who had more years of experience in the family literacy program and who used less hands-on activities, and being in AE programs that had more classroom resources and better integration with the other components. Being in an AE program that had more teachers with an AE credential was negatively related to parent reading skills, which may be a function of programs placing more weight on having community-based teachers regardless of credential. Looking at program quality in the PE and PCILA components, we found a number of statistically significant positive relationships with parent outcomes. Having a teacher with experience in a family literacy environment and an appropriate credential were positively and significantly associated with growth in library use, use of literacy activities, frequency of reading to children, and school involvement. Additionally, use of hands-on activities, fewer lectures in PE, and use of a curriculum were associated with parents' greater library use, with the former two variables also being related to increased use of literacy activities and increased frequency of reading to their children. Greater integration of PE and PCILA with other family literacy components is also associated with parents' increased school involvement and library use.

In ECE, we find a positive relationship between didactic teaching and growth on the Pre-LAS, and no relationship between instructional learning formats and child outcomes. These unexpected findings may indicate that there were some unmeasured program characteristics contributing to the outcomes we examined.

RQ4. What is the range of program quality among grantees?

For the most part, program quality in Family Literacy programs improved or remained stable over Years 5 through 7. In Year 7 of the Initiative, most program staff remained qualified for the components they taught, although few PE teachers held a parenting education credential. Most component teacher to student ratios remained stable in Years 5 through 7, although PCILA ratios improved over this time period.

The majority of teachers in all components reported using a variety of sources to plan instruction, including curriculum guidelines, data collected through assessments, topics covered in other family literacy components, and their understanding about the needs of children or adults. A majority of AE, PE, and PCILA teachers reported using requests and suggestions from students to guide instruction as well.

Overall, we found that approaches to structuring PCILA time varied widely from grantee to grantee, though there were common elements that grantees selected from and combined in different ways. Many PCILA sessions looked somewhat like typical preschool class sessions, while others brought in other, less traditional approaches to involving parents in learning how to support their children's learning.

We found that all programs relied on literacy activities as part of the PCILA curriculum, though some had greater emphasis on this than others. We observed many instances of teachers modeling effective strategies for scaffolding their children's learning and for maintaining children's engagement in the activities. We also observed some instances of one-on-one coaching of parents, where teachers provided individualized guidance to parents to help support their learning.

AE teachers reported using hands-on activities in their classrooms far more often than lecturing, but PE teachers reported using lecture more often than hands-on activities. However, more frequently than lecturing, parenting teachers engaged students in a class discussion or question and answer session and allowed parents time to discuss their experiences with each other.

ECE classrooms were generally in the medium range of quality as measured by the Classroom Assessment Scoring System (CLASS). Teacher-child interactions were generally positive overall, although classrooms had low Quality of Feedback scores, a difficult but important dimension of the CLASS that is associated with development of children's critical thinking skills. Additionally, ECE teachers spent more time engaging children using a didactic approach, which tends to be a less developmentally appropriate instructional strategy than elaborating or scaffolding children's learning.

RQ5. What factors facilitate or impede program quality improvement?

Over a third of the program directors reported that the FLSN has been instrumental in helping them achieve high-quality programs. However, program directors were concerned about program resources overall (which fund staff positions, staff hours, and professional development), and they cited the struggle for funding as a primary barrier to program improvement. In anticipation of the end of the Family Literacy Initiative, and given the current economic climate, programs were seeking additional sources of funding. Program directors described the difficulty of finding these replacement sources of funding, noting the reduction in number of funding sources available and the increasing competition to access those limited resources. Several programs anticipated having to cut services if new funding was not received, but remained committed to their missions.

RQ6. What is the relationship between FLSN support and grantee program quality improvement?

The FLSN has continued to focus on developing the capacity of grantees and improving program quality. The nature of grantees' requests for assistance has shown several patterns over the course of the Family Literacy Initiative, evolving from support in meeting the reporting requirements of First 5 LA, understanding the scope of work, and administering assessments in 2002-2005, to curriculum, program scheduling, and staffing in 2005-2007, to attendance and retention by 2009. When asked about the biggest improvements to program quality that grantees made over the course of the Initiative, the FLSN director cited improvements in ECE instruction, written policies and procedures, data use, teachers' use of reflective practice, and enhanced parent partnerships.

Program directors indicated that the FLSN helped them identify best practices, train staff, identify funding opportunities, develop ideas to improve recruitment practices and participant retention rates, and create opportunities for staff development. FLSN support was mostly associated with improvements in the PE and PCILA components, in which teacher qualifications, use of curriculum, and integration improved. However, more FLSN site visits were associated with fewer years of experience among AE teachers and higher student-to-teacher ratios in these classes.

Recommendations

In June 2009, First 5 LA's Board of Commissioners adopted a new strategic plan focused on targeting coordinated services to specific neighborhoods where services are most needed. Based on findings presented in this report, we provide the following recommendations for family literacy programs and for First 5 LA going forward under this new strategic plan.

For Family Literacy programs

1. On average, Family Literacy ECE classrooms earned scores in the "low" range on the Quality of Feedback dimension within the CLASS. CLASS training might be a helpful resource, overall. Specifically, teachers could improve their instruction in this area by focusing more on the following actions:

    a. Provide more scaffolding by acknowledging a child's starting point and helping the child build from that point to succeed or complete a task, as opposed to didactic instructional approaches.
    b. Extend back-and-forth exchanges with individual children to help them engage in discussion.
    c. Persist in helping individual children with tasks, as opposed to moving on to another child if the first provides an incorrect answer.
    d. Ask children to explain their thinking and explain the rationale behind their responses.
    e. Expand on children's understanding by providing additional information on a topic.
    f. Offer more recognition for, and encourage, efforts that increase children's involvement and persistence.

2. Given that we observed English being used frequently in many classrooms with primarily Spanish-speaking children, ECE classrooms should also focus on incorporating research-based strategies to teach dual language learners, which would include incorporating more Spanish language support.

3. Because parents did not demonstrate strong skills in this area during the book reading sub-study in Year 5, programs should consider more direct training for parents to understand the types of questions and discussions they can have while reading to their children that challenge children to think beyond the literal meaning of words and pictures—such as asking children to predict and evaluate story events.

4. Early childhood education child to teacher ratios have not changed significantly over time, remaining higher than NAEYC recommendations[3] on average. Given these higher than optimal ratios, programs should consider exploring options for increasing the presence of well-trained adults in ECE classrooms to ensure that children are getting the level of attention needed to scaffold their learning (see recommendation 1 above).

5. Programs should add an additional focus to parenting classes on effective parenting practices as children get older, including information about elementary, middle and high school systems and adolescent behavior management, so that parents have the information they need to continue to support their children's learning and development after they leave the program.

6. Programs could serve more working families by offering twilight or other flexibly-scheduled programs. Because families show more positive outcomes with more hours of participation, however, the total number of hours offered to families should remain as high as possible; less change is expected from a less intense program.

7. If programs are restructured to be more flexible, programs should focus on quality elements that are related to improved family learning (see recommendation 9 below). The FLSN director emphasized that if all four components cannot be incorporated, PCILA is the most critical component to keep, because PCILA offers parents the opportunity to learn and practice concrete strategies to help their children learn.

8. However, First 5 LA should focus some effort on defining PCILA activities more specifically and focusing on PCILA strategies that are most strongly related to positive parent and child outcomes. Given this evaluation's findings of negative relationships between teacher-reported coaching and modeling with parenting outcomes, more research would help to elucidate teachers' current understanding and uses of coaching and modeling practices. This research would help to identify the types of professional development needed for teachers to implement PCILA strategies that contribute most to positive child and parent outcomes.

For First 5 LA

9. Given program directors' overall satisfaction with support provided by the FLSN and the association of FLSN support with several aspects of program improvement, First 5 LA should consider including technical assistance organizations to support the implementation of its new strategic plan.

10. Technical assistance to family literacy programs should be targeted towards elements of program quality that are most closely related to participant outcomes, such as hiring teachers with credentials and experience in the family literacy context, maintaining and continuing improvements in component integration, and increasing the use of effective pedagogical practices such as hands-on activities in parenting education classes and strong language interaction in ECE classes (as outlined above).

---

[3] See http://www.earlychildhood.org/standards/ratios.cfm

11. First 5 LA should continue to facilitate networking opportunities for family literacy grantees so they can draw on the experiences of other agencies and share ideas for funding resources; this networking may be even more important after the sunsetting of the Initiative and in a depressed economic environment.

12. Findings from the longitudinal analyses suggest that teachers' familiarity with family literacy facilitates parent learning; thus, First 5 LA should also consider continuing to provide opportunities for new family literacy staff to learn more about family literacy models.

13. First 5 LA may wish to facilitate a process to document and share successful integration strategies among grantees and with the field. Integration is seen as one of the foundations of family literacy programs, but as our results suggest, it continues to be a concept that is broadly interpreted and inconsistently implemented. More research regarding integrating program components would contribute to the field's understanding of "what works" best for family literacy programs.

14. It is worthwhile to invest in a user-friendly online data system for future First 5 LA-funded programs. Systems should include reports that are easy for program staff to access and use. The Family Literacy Initiative's data system has made program evaluation more efficient and has encouraged data use among grantee staff. Given their experience, Family Literacy program and technical assistance staff may be in a good position to assist other First 5 LA grantees in learning to use such data systems if rolled out more widely.

15. The FLSN director suggested that First 5's investment to date in Family Literacy has been an investment in local leaders. Most Family Literacy programs have formed collaborative relationships with local community organizations to coordinate services for the families they serve. Family Literacy program staff are also skilled at community engagement, creating structures like parent advisory boards that have served as a training ground for parents to become community leaders. First 5 LA should draw on this program staff and parent expertise in its targeted communities, perhaps to provide training to new grantees or organize parent initiatives in these communities.

Table of Contents

Chapter 1. Introduction and Methodology

Overview of Initiative

The First 5 LA Family Literacy Initiative, which began in 2002, is a comprehensive program to promote language and literacy development of children and their parents and parenting knowledge and skills, with a goal of greater economic self-sufficiency among low-income families in Los Angeles County. Each Family Literacy Initiative grantee provided services through each of four interrelated family literacy program components: 1) early childhood education (ECE), 2) parent-child interactive literacy activities (PCILA), 3) parenting education (PE), and 4) adult education (AE). In the first three years of the Initiative (2002-2005), 15 agencies received grants (Cohort 1); in Year 4 (2005-06), a total of 24 four-year grants were awarded to 22 agencies (grantees), including 14 of the original Cohort 1 grantees.[4]

In addition to providing direct funding to family literacy programs, First 5 LA also funded, through the Initiative, the Family Literacy Support Network (FLSN) to provide assistance—through training and technical assistance—to grantees for program improvement activities.

First 5 LA has contracted with the American Institutes for Research (AIR) since the beginning of the Initiative to evaluate the Initiative's implementation and overall effectiveness. The first four years of the evaluation (Phase I) focused on process, outcomes, and policy-relevant issues. The results of this phase of the study can be found in the final Phase I evaluation report (Quick et al., 2007). The first report of Phase II of the evaluation, focusing on Year 5 (2006-07) and Year 6 (2007-08) of the Initiative, continued to examine family outcomes but also explored in greater detail the relationships between elements of program quality and those family outcomes (see Quick et al., 2009). Both of these reports can be found at http://www.first5la.org/Family-Lit-Eval. This final evaluation report summarizes findings over the course of the Initiative, including longer-term outcomes for children and families.

Participating Families

Enrollment requirements for families in Family Literacy programs vary, though services are generally need based. From 2003-2009, the Family Literacy Initiative served approximately 2,700 families and over 3,500 children (Exhibit 1.1). Although grantees varied in size, the average grantee served approximately 23 families (38 adults and 48 children) each year. Most of these families participated for one or two years, but many families participated for three or more years (Exhibit 1.2). Some families joined Family Literacy programs when their children were infants and stayed until their children were ready for kindergarten. Other families came and went, leaving the program when they had a new baby (especially if the program did not offer infant care), and returning when their child was ready for the preschool program. Therefore, the number of years of participation presented in Exhibit 1.2 may or may not be consecutive.

---

[4] The second round of grants also included 9 Cohort 2 grantees (one of which also had a Cohort 1 grant), and 2 Cohort 3 grantees. Subsequently, in 2008, two grantees declined First 5 LA funding. All other grants have continued through the time of this writing.

Exhibit 1.1. Number of Families (and Adults and Children in Those Families) Participating in All Four Components (AE, PE, PCILA, ECE)[a] Over Years 2-7 of the Initiative (2003-2009)

	Total number of participants (Years 2-7)	Mean number of participants, per grantee, per year (Years 2-7)
Families	2,731	23.34
Adults	2,781	38.19
Children	3,570	47.50

Source: Years 2 through 7 service data downloaded from the grantee data system
[a]Adult education, parenting education, parent-child interactive literacy activities, and early childhood education, respectively

Exhibit 1.2. Number of Families Participating in Family Literacy Programs for One, Two, Three, and Four Years Over Years 2-7 of the Initiative (2003-2009)

Total number of years of participation in Family Literacy program	Total number of families (Years 2-7)
One year	1,553
Two years	810
Three years	251
Four years	76
Five years	30
Six years	11

Source: Years 2 through 7 service data downloaded from the grantee data system

Of the parents who participated over the course of the Initiative, the vast majority were women (97 percent), were Hispanic/Latino (97 percent), and spoke Spanish as their primary language (87 percent) (Exhibit 1.3). However, the number of years families had been living in the United States varied; about 30 percent reported living in the U.S. fewer than six years, but some had lived here more than 10. In terms of economic status, 77 percent were unemployed, although many had spouses or partners who were employed, and 71 percent were living in households with incomes of less than $20,000 per year. Most (69 percent) reported having less than a high school education, and half of these had an eighth grade education or less (34 percent overall). Many families began the program unfamiliar with the U.S. school system, as 78 percent had no schooling in the U.S.

Exhibit 1.3. Demographic Characteristics of Parents Participating in All Four Components at Program Entry, by Year

	Percentage (N) of Parents (Years 2–7)
Parent Ethnicity	
Hispanic or Latino	97% (2239)
Asian	3% (45)
Black or African American	3% (42)
White	2% (31)
American Indian or Alaska Native	0.7% (9)
Native Hawaiian or other Pacific Islander	0.3% (4)
Other	3% (35)
Immigration (Years in the U.S.)	
Less than one year	4% (87)
1-2 years	6% (134)
3-5 years	21% (491)
6-10 years	31% (732)
More than 10 years, but not entire life	30% (722)
Entire life/born in the United States	9% (208)
Parent education	
8th grade or less	34% (780)
9th to 12th grade, no diploma	35% (815)
High school graduate/GED	15% (341)
Some college, no degree	8% (181)
Associate degree or higher	9% (209)
Household income	
$10,000 or less	25% (562)
$10,001 to $20,000	46% (1051)
$20,001 to $40,000	26% (596)
over $40,001	3% (75)
Parent gender	
Female	97% (2326)
Male	3% (72)
Employment	
Employed at some point in the last year	23% (538)
Unemployed all year	77% (1757)
Public assistance received	
Housing support	1% (31)
Health coverage	56% (1398)
Child care	1% (37)
Food support	61% (1513)
Other assistance	2% (47)

Source: Participant profile data downloaded from the grantee data system. Percentages may not sum to 100 due to non-mutually exclusive categories (for ethnicity and public assistance received) and/or rounding.

All participating children were between birth and five years old. On average, approximately 70 percent of children were three years old or younger at the beginning of the program year; 29 percent were four or five years old. They were typically in good health, and only a few (4 percent) had an

Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) in place to specify special education services (Exhibit 1.4).

Exhibit 1.4. Demographic Characteristics of Children Participating in All Four Components of Family Literacy Programs, at Program Entry

	Percentage (N) of Children (Years 2–7)
Child age	
Less than 1 year	9% (291)
1 to 2 years	10% (309)
2 to 3 years	21% (651)
3 to 4 years	30% (908)
4 to 5 years	24% (727)
5 years or older	6% (184)
Child gender	
Male	51% (1531)
Female	49% (1480)
Child health	
Poor	0.7% (5)
Fair	3% (89)
Good	33% (989)
Very good	39% (1167)
Excellent	25% (766)
Child has IEP or IFSP	4% (110)

Source: Participant profile data downloaded from the grantee data system. Percentages may not sum to 100 due to rounding.

Theory of Change and Research Questions

The Family Literacy Initiative was designed to support improved short- and longer-term outcomes for parents and children. FLSN technical assistance supports program quality improvement in all four components. These components are expected to first influence short-term outcomes for children, parents, and their families. Over time, the skills parents and children learn in family literacy programs are expected to influence longer-term outcomes for families, including children's school performance and families' economic well-being.

Exhibit 1.5 illustrates the theory of change.

Exhibit 1.5. First 5 LA Family Literacy Initiative Theory of Change
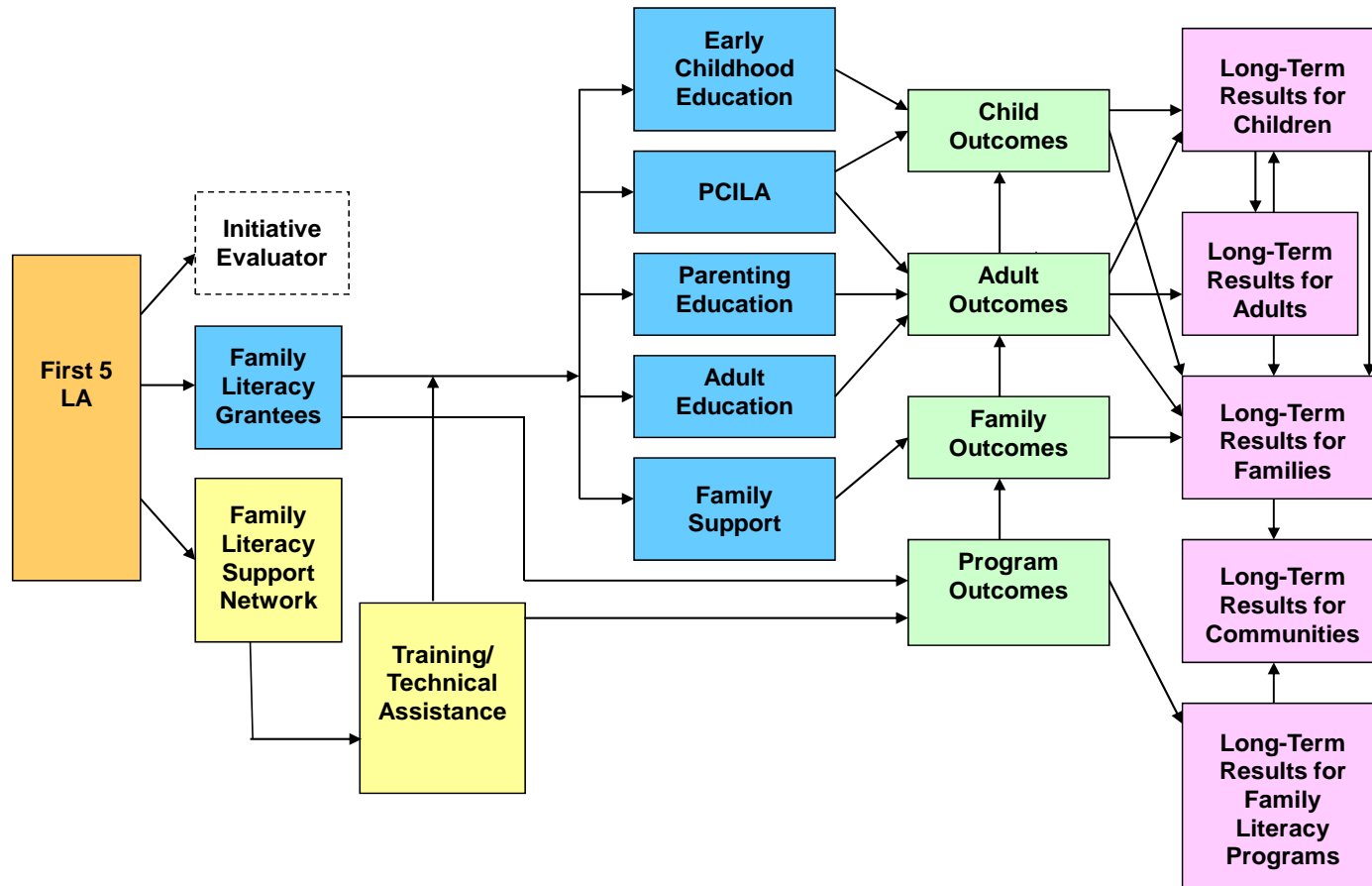
Building on this theory of change, this evaluation was guided by six primary research questions. These research questions explored the implementation of the Initiative and assessed outcomes for participants, grantee programs, and the FLSN.

Three research questions focused on participant outcomes:
    7. How are Family Literacy program participants growing and changing over time?
    8. What is the relationship between program participation and outcomes?
    9. What is the relationship between program quality and participant outcomes?

Three research questions addressed FLSN and grantee program outcomes:
    10. What is the range of program quality among grantees?
    11. What factors facilitate or impede program quality improvement?
    12. What is the relationship between FLSN support and grantee program quality improvement?

To guide the analysis, these questions were further specified as follows:

1. **How are Family Literacy program participants growing and changing over time?**

    1.1. How do Family Literacy program participants grow and change over the course of a year of participation?
        1.1.1. How do parents' English reading skills change over the course of a year of participation?
        1.1.2. How do parenting knowledge and behaviors change over the course of a year of participation?
        1.1.3. How does children's language develop over the course of a year of participation?
        1.1.4. How do children's pre-academic skills (early literacy and math skills) change over the course of a year of participation?

    1.2. How do Family Literacy program participants continue to grow and change after they leave the Family Literacy program?
        1.2.1. To what extent do parents exhibit a commitment to learning and education after leaving the program?
        1.2.2. To what extent do parents develop personal and economic self-sufficiency after leaving the program?
        1.2.3. To what extent do parents exhibit positive parenting practices after leaving the program?
        1.2.4. To what extent do children achieve educational success relative to a demographically matched comparison group in elementary school?

2. **What is the relationship between program participation and outcomes?**

    2.1. What is the relationship between program participation and outcomes for families over the course of their participation in the program?
        2.1.1. What is the relationship between hours of attendance (in adult basic education (ABE) and English as a second language (ESL) classes) and growth in parents' English reading skills over the course of their participation in the program?
        2.1.2. What is the relationship between hours of attendance (in PE and PCILA) and growth in parenting knowledge and behaviors over the course of their participation in the program?

    2.1.3.   What is the relationship between hours of attendance (in ECE/all components) and growth in children's language development over the course of their participation in the program?

    2.1.4.   What is the relationship between hours of attendance (in ECE/all components) and growth on direct assessments of children's pre-academic skills (early literacy and math skills) over the course of their participation in the program?

2.2.   What is the relationship between program participation and outcomes for families after they leave the program?

    2.2.1.   What is the relationship between hours of attendance (in PE and PCILA) and continued growth in parenting knowledge and behaviors after parents leave the program?

    2.2.2.   What is the relationship between hours of attendance (in ECE/all components) and performance on measures of educational achievement in elementary school?

3. What is the relationship between program quality and participant outcomes?

3.1.   What is the relationship between AE component quality and growth in parents' English reading skills over time?

3.2.   What is the relationship between PE and PCILA component quality and growth in parenting knowledge and behaviors over time?

3.3.   What is the relationship between ECE component quality and growth in children's language development?

3.4.   What is the relationship between ECE component quality and growth on direct assessments of children's pre-academic skills (early literacy and math skills)?

4. What is the range of program quality among grantees?

4.1.   What quality features characterize the AE component at the end of the Initiative, and how have these changed over time?

4.2.   What quality features characterize the PE/PCILA component t the end of the Initiative, and how have these changed over time?

4.3.   What quality features characterize the ECE component at the end of the Initiative, and how have these changed over time?

4.4.   What program-wide quality features characterize the programs at the end of the Initiative, and how have these changed over time?

5. What factors facilitate or impede program quality improvement?

5.1.   What challenges to program improvement do programs face and how have they addressed these?

6. What is the relationship between FLSN support and grantee program quality improvement?

6.1.   What is the relationship between FLSN support and changes in AE component quality?

6.2.   What is the relationship between FLSN support and changes in PE/PCILA component quality?

6.3.   What is the relationship between FLSN support and changes in ECE component quality?

6.4.   What is the relationship between FLSN support and changes in program-wide quality features?

In addition to addressing these specific research questions, we also conducted descriptive quantitative and qualitative analyses to document:

- Family demographics

- Families' level of participation in Family Literacy programs over time

- The structure and focus of the PCILA component

- Grantees' use of First 5 LA funds

- First 5 LA costs per family and per child for family literacy services

Evaluation Measures, Data Sources, and Data Collection Procedures

To address the research questions, we used a mixed-methods approach over the course of the evaluation, including exploratory analyses in the first two years primarily focused on program processes or implementation, and more detailed quantitative data analyses to focus greater attention on program outcomes in later years. Qualitative and quantitative data were collected at all levels of the Initiative; over the eight years of the evaluation, we collected data from program directors, teachers, parent and child participants, alumni, and FLSN staff, through surveys, focus groups, interviews, and classroom observations. We also obtained child and parent participation data and outcome data from grantees. Confidentiality of all data was protected by maintaining surveys and notes in locked cabinets, storing data on a local area network restricted to project staff, training all project staff in appropriate participant protection procedures, and reporting results only in aggregate. AIR staff do not have access to identifying information from parent surveys, CASAS tests, or child assessments.

In this report, we include analyses of Year 7 (2008-09) data as well as some historical data and follow-up data. To assess parent and child outcomes and to describe family, classroom, and program characteristics we use the measures described below.

Outcomes include family outcome measures, such as parents' employment, educational attainment, English reading skills, parenting practices, parent involvement in schools, children's language development, and children's pre-academic skills. Later in 2010, we also anticipate acquiring and analyzing data from Los Angeles Unified School District (LAUSD) on elementary school outcomes for children who participated in Family Literacy programs.

We also measure many explanatory variables—variables that may affect the outcome measures—including parent, program, classroom, and participation data. Measures include demographic variables such as parents' level of schooling, whether the parents were educated in the U.S., household income, number of children in the household, and child age. Program variables include component integration (a scale indicating the extent to which the four program components interact with each other), resources (a scale indicating the extent to which programs have adequate classroom resources and materials), teacher-student ratios, teacher education level, and teacher qualifications. Classroom variables include measures of the content and curriculum, pedagogy, instructional approach, and teaching style. Participation variables include the number of hours spent in each of the four program components: 1) hours spent by children in ECE, 2) hours spent by parents and children in PCILA, 3) hours spent by parents in AE, taking ESL and/or ABE classes, and 4) hours spent by parents in PE classes. A fifth participation variable measures the total hours spent in Family Literacy, without double-counting hours spent by parents and children in the PCILA sessions.

Outcome data for this report came from several sources:

1. Adult reading assessment (Comprehensive Adult Student Assessment System (CASAS) reading assessment)

2. Parent surveys

3. Alumni parent surveys

4. Direct child assessments (pre-academic measures for children 3-5), including:

   a. Language development measures such as English proficiency (Pre-Language Assessment Scales (Pre-LAS) scores) and receptive vocabulary (Peabody Picture Vocabulary Test (PPVT) scores);[5]

   b. Emergent mathematics measures, such as the Woodcock-Johnson Applied Problems subtest, naming numbers ,and counting objects measures; and

   c. Emergent literacy measures, including: naming letters, naming colors, and story and print concepts.

5. MacArthur-Bates Communicative Development Inventories[6] (language survey completed by parents for their children 8 to 30 months old[7])

6. Analysis of elementary school participation and achievement data for children who enrolled in LAUSD schools after leaving Family Literacy programs (Year 8, pending receipt and analysis)

Explanatory variables for this year's report came from:

1. Family, Parent, and Child Profiles (family demographics)

2. Attendance data (hours of participation in each component)

3. Teacher surveys for teachers from all four components (program quality variables)

4. ECE classroom observations

   a. Classroom Assessment Scoring System (CLASS)[8] variables (classroom quality)

   b. Emerging Academic Snapshot[9] variables (time children spend in various activities)

5. Program director surveys (program quality variables)

Qualitative and descriptive data included to characterize program implementation and provide examples throughout the report include:

1. Parent focus groups

---

[5] Dunn, L. M., & Dunn, L. M. (1997). *Peabody Picture Vocabulary Test – Revised.* Circle Pines, MN.

[6] Fenson, L., Marchman, V. A., Thal, D. J., Dale, P. S., Reznick, J. S., & Bates, E. (2007). *MacArthur-Bates Comunicative Development Inventories: User's guide and technical manual, second edition.* Baltimore, MD: Paul H. Brookes Publishing Company.

[7] When children were bilingual and parents did not speak the child's second language well, programs were encouraged to ask teachers who speak that language to complete a second survey for the child in that language, while parents completed the survey in their common language.

[8] La Paro, K. M., & Pianta, R. C. (2000). *Classroom Assessment Scoring System (CLASS).* Charlottesville, VA.

[9] Ritchie, S., Howes, C., Kraft-Sayre, M., & Weister, B. (2001). *Emerging academics snapshot.* University of California at Los Angeles. Los Angeles.

2. Alumni surveys (including open-ended responses)

3. Program director interviews and surveys

4. Teacher surveys

5. FLSN director interview and summaries of technical assistance site visits

6. PCILA observations

7. PCILA teacher interviews

8. Final Year 7 invoices from First 5 LA grantees

The data sources listed above are all included in the current report. Previous years' reports have also included:

1. Executive director interviews

2. Teacher focus groups

3. AE and PE classroom observations

4. Parent interviews

5. Parent-child book reading session observations

6. A review of FLSN TA site visit notes

7. FLSN member interviews

8. FLSN technical assistance and training activity observations

9. Document reviews (e.g., performance plans, grantee year-end reports, FLSN quarterly reports, FLSN internal evaluation materials)

10. Informant interviews with First 5 LA staff, commissioners, and family literacy experts

The data sources used in this report and the timing of the collection of each are presented in Exhibit 1.6 and described below. Results from analyses of data from sources not included in this report can be found in prior reports (Quick et al., 2004, 2005, 2007, 2009).

Exhibit 1.6. Data sources used in this report

Construct	Data Source	Years Collected
Program and Classroom Characteristics	Program Director Interviews	Year 7
	Program Director Surveys	Years 5-7
	Teacher Surveys	Years 5-7
	ECE Classroom Observations	Years 2, 5
	PCILA Classroom observations	Year 7
	Interviews with PCILA teachers	Year 7
Children's Outcomes	Direct Assessments of Children	Years 2, 5
	MacArthur Communicative Development Inventory (CDI)	Years 6-7
Adult Literacy Outcomes	Comprehensive Adult Student Assessment System (CASAS) Reading Assessment	Years 1-7
Parenting Outcomes	Even Start Performance Indicator Reporting System (ESPIRS) Parent Survey	Years 2-5
	Family Literacy Initiative Parent Survey (FLIPS)	Years 6-7
Parent perspectives	Parent focus groups	Year 7
Family outcomes after leaving the program	Alumni parent survey	Year 7
Family participation in each class type	Attendance data	Years 2-7
Family demographic characteristics	Profile forms	Years 2-7
Grantee expenditures	Final grantee invoices	Year 7
Technical Assistance	Interview with FLSN Director	Year 8
	FLSN site visit notes	Years 5-6

CASAS Reading Assessment (Years 2–7)

All grantees were required to administer the CASAS reading assessment to all adult participants enrolled in adult basic education (ABE) or English-as-a-second-language (ESL) classes. This tool is designed to measure adult basic reading skills in English, and was used in our analysis of AE outcomes. This assessment was given to parents after approximately every 100 hours of AE instruction they received. These data were downloaded from the grantees' online data system.

The CA-ESPIRS and the Family Literacy Initiative Parent Survey (Years 2–7)

For the first five years of the Initiative, grantees used the California Even Start Performance Indicator Reporting System (CA-ESPIRS) parent survey to capture outcomes related to the PE and PCILA

components of the Family Literacy programs. The tool was used to assess changes in parents' support for their children's learning and the home literacy environment. The form is included in Appendix A.

In Year 6, we developed a new parent survey to replace the CA-ESPIRS. The new Family Literacy Initiative Parent Survey (FLIPS) included questions about topics similar to those covered in the CA-ESPIRS survey, but with revised scales to support greater variation in responses and provide more room for changes in parents' responses over time, as well as some new topics identified as important outcomes for families. The FLIPS parent survey is also included in Appendix A. These data were downloaded from the grantees' online data system.

Survey of Alumni Parents (Year 7)

The alumni parent survey was developed to assess longer-term outcomes for families who graduated or otherwise exited from one of the Family Literacy programs in Years 2 through 6. This phone survey was administered (in either English or Spanish) in the spring of 2009 to a sample of parents who had completed participation in their Family Literacy program; it asked them about a range of topics, including parenting behaviors (with some questions overlapping with the CA-ESPIRS and the FLIPS), family and economic outcomes, and ongoing challenges. To reach alumni families, AIR partnered with programs to mail invitation letters to all alumni (approximately 1,200) to participate in the phone survey, offering a $15 Target gift card to each alumni respondent as an incentive. Approximately 25 percent were returned due to incorrect addresses. Of the remaining invitations, 267 parents returned a postcard indicating their interest in participating. Of these, 208 parents were reached by phone and completed the survey. The alumni phone survey protocol is included in Appendix A.

Direct Child Assessments (Years 2 and 5)

The main focus of the child outcomes study conducted by our partners at the University of California at Los Angeles (UCLA) Center for Improving Child Care Quality was the administration of direct child assessments to a sample of 3-5-year-old children. The purpose of the substudy was to measure outcomes for children in a range of developmental areas (e.g., language, emergent literacy skills, emergent math skills) using a variety of assessment tools administered by trained, independent assessors. The study enabled us to capture developmental growth across time for children participating in the Family Literacy Initiative grantee programs.

There were two separate cohorts of children who were directly assessed for the child outcomes substudy—one in Year 2 and one in Year 5. A representative sample of children in each cohort were assessed at two time points. In Year 2, a total of 82 children were assessed at both time points; in Year 5, a total of 100 children were assessed at both time points. These two cohorts are combined for analysis in this report.

MacArthur-Bates Communicative Development Inventories (MacArthur CDI) (Years 6 and 7)

Beginning in Year 6, the evaluation used a new outcome measure for children. As a result of First 5 LA's decision not to use the Desired Results Developmental Profile (DRDP)/DRDP-R as an outcome measure for the Family Literacy Initiative, First 5 LA, AIR, and the FLSN reviewed alternative tools to provide Initiative-wide information on children's developmental progress for children younger than three years old. The MacArthur CDI was selected because it had been shown to be a valid and

reliable tool, it involved low training costs and program staff burden (as it is a parent-completed survey rather than a one-on-one assessment), and because it enabled the measurement of language development in both English and Spanish for bilingual children. Grantees used this tool with parents of children 8 to 30 months of age in Years 6 and 7. These data were downloaded from the grantees' online data system.

Elementary Follow-Up Study

Later in 2010, LAUSD will provide AIR with a de-identified test score and attendance data set including children identified for their participation in Family Literacy and in other LAUSD early childhood programs, with variables indicating which program they participated in. Findings from this data will be reported after data are received and analyzed.

Family Demographics (Profile Forms) (Years 2–7)

Profile forms completed with parents at intake provided demographic information for each family (e.g., income, family size, language spoken at home), participating adult (e.g., level of education, employment status and history), and participating child (e.g., age, gender, other services received). The profile forms provided data to characterize the demographics of the participating families which were also used as controls in some of the regression models examining each of the outcomes. Profile forms are included in Appendix A. These data were downloaded from the grantees' online data system.

Service (Attendance) Data (Years 2–7)

For each individual participating in their program, grantees entered the number of hours offered and attended for each component for each month into an online data system provided for the Initiative. We used these data to calculate the average intensity of services offered and to limit analyses of outcome data (CASAS scores and parent survey responses) to parents who had attended hours beyond a threshold (set by Even Start) considered to be enough participation to show growth (50 hours of PE plus PCILA and 100 hours of AE). The data also enabled us to select for analysis only those families who participated in all four Family Literacy program components and to examine the relationships between intensity of services received and family outcomes. These data were downloaded from the grantees' online data system.

Teacher Surveys (Years 5, 6, and 7)

Teacher surveys were the primary measure of program quality characteristics. An annual survey was distributed to teachers in each of the four components at each of the grantee programs in Years 5, 6, and 7. Surveys asked teachers about a range of topics, including their qualifications, experience, classroom practices, and resources. The Year 7 survey instrument is included in Appendix A. The survey was completed by 138 teachers in Year 5 (for a 75 percent response rate), 157 in Year 6 (78 percent), and 131 in Year 7 (84.5 percent).

Observations of ECE Classrooms (Years 2 and 5)

In Years 2 and 5, our partners at the UCLA Center for Improving Child Care Quality conducted observations of ECE classrooms as part of the child outcomes substudy. These observations of classroom settings and teacher-child interactions assessed the quality of ECE services that each sampled child was receiving. Staff evaluated a variety of factors associated with program quality,

including the amount of time children spent on language and literacy activities and the quality of teacher-child interactions. Specifically, the following measures were used in both Years 2 and 5:

- The Classroom Assessment Scoring System (La Paro & Pianta, 2000; Pianta, La Paro, & Hamre, 2004)

- Emerging Academics Snapshot (Ritchie, Howes, Kraft-Sayre, & Weiser, 2001)

Classroom observations were conducted in classrooms at 13 grantee programs (out of 15) in Year 2 and 21 grantee programs (out of 22) in Year 5.[10]

Program Director Surveys (Years 5, 6, and 7)

The evaluation team developed and administered a program director survey in Years 5, 6, and 7 to capture quantifiable information about each program. The survey, mailed to program directors in the spring of each year, provided us with detailed information about program quality—specifically, the extent to which the program reflects the quality indicators identified in Year 4 of the evaluation (see Appendix B for a list of the indicators). Main topics covered in the survey included program director's background and role in the program, component integration, additional services offered by the program, program policies, challenges faced by the program, and FLSN support for program improvement.

The program director survey instrument changed very little over the course of the three-year period. Only minor adjustments were made as new issues arose (such as new concerns over sustainability and our focus on PCILA). The Year 7 program director survey is included in Appendix A as an example. All surveyed program directors returned the survey each year, for a 100 percent response rate. Twenty-one program directors were surveyed in Year 5, 22 in Year 6, and 20 in Year 7.

Parent Focus Groups (Year 7)

While on site for the Year 7 site visits to six grantee programs, we also conducted focus groups with parents. The focus group was designed to gather information regarding parents' perceptions of the impacts of the programs on their lives and families, with particular emphasis on the PCILA component, and their perceptions of program strengths and areas for improvement. A total of 70 parents participated in focus groups across the six sites, with group sizes ranging from 8 to 18 parents per site.

Program Director Interviews (Year 7)

In the spring of Year 7, we interviewed each of the 20 grantee program directors—either in person or by phone—using a semi-structured interview protocol. As in prior years, the interviews were a key source of data regarding how the Family Literacy Initiative was implemented across programs and the successes and challenges each program confronted. Two additional emphases of the Year 7 interviews were documenting the goals and strategies used for the PCILA component and identifying issues related to program sustainability after the anticipated "sunsetting" of the Initiative.

FLSN Interviews (Year 8) and Site Notes (Year 6)

The team also conducted a telephone interview with the director of the FLSN in September 2010 (Year 8) to document the activities of the FLSN as well as to gather specific information about

---

[10] Due to scheduling challenges, classroom observations were not conducted at all sites.

grantee needs and services provided to address these needs. Additionally, we examined the relationship between the number of technical assistance visits the FLSN reported that they made to each grantee in Year 6 and grantees' changes in program quality between spring of Year 5 and spring of Year 6.

Observation of PCILA Classrooms (Year 7)

During the Year 7 visits to six grantee programs, we also conducted observations of PCILA classrooms to form the foundation for case studies of PCILA models. The evaluation team developed a semi-structured PCILA observation tool to guide observations of PCILA time. This observation tool was adapted from the Goodling Institute's Interactive Literacy/PACT observation tool; it was expanded to include quality indicators identified through the literature review, and it was further revised for the Year 7 observations (after its pilot testing in Year 5). The PCILA observation protocol is included in Appendix A along with other interview protocols and survey instruments. Staff received training on this tool and conducted observations of PCILA classes in seven classrooms across the six grantee programs.

Interviews with PCILA Teachers (Year 7)

In Year 7, we conducted interviews with PCILA teachers during site visits to six grantee programs. These programs were selected to further explore the implementation of PCILA, as each used a different PCILA model. The interviews explored the goals and structure of PCILA activities, and gathered information about the challenges and benefits of various instructional strategies. In total, 17 PCILA teachers participated in either one-on-one or group interviews about their practices.

Grantee Invoices

First 5 LA provided final invoices submitted by each grantee at the end of Year 7. We analyzed these budgets to characterize how grantees used First 5 LA funds and to understand how much First 5 LA invested per participating child and family.

Analytic Methods

Though this evaluation makes use of a wealth of data across seven years of the Initiative and incorporates data following parents and children after graduation, it is critical to note that the study was not designed to be experimental, which would allow parent and child outcomes to be clearly attributed to the Family Literacy program intervention. Only a study design with random assignment of families to treatment or control groups would have allowed for this type of attribution, and First 5 LA staff decided early on that random assignment of families was not possible or desirable. There are likely many unobserved (i.e., unmeasured) factors that motivate some families to participate in Family Literacy programs while others do not, or that enable better outcomes for families in some programs or circumstances than others. Given the absence of random assignment, it is not appropriate to conclude that Family Literacy programs caused any outcomes described in this report. To address this limitation, we have examined the relationships between different levels of participation and outcomes, and we have controlled for demographic and other characteristics of families wherever possible. Analysis decisions and analytical models are described in each chapter before each set of results is presented.

This Evaluation in the National Family Literacy Context

Two evaluations of the national Even Start program (the federal funding stream for family literacy programs) have recently been conducted,. In 2003, Abt Associates and Fu Associates, Ltd. completed the Third National Even Start Evaluation to measure the effectiveness of the program and to provide information on program implementation. The evaluation included two complementary studies: (1) descriptive annual data on the universe of Even Start projects, and (2) the Experimental Design Study (EDS), which was an experimental study of Even Start's effectiveness in 18 Even Start projects. The EDS portion of the evaluation was conducted by collecting pre-test, post-test, and follow-up data from families at these 18 sites that were willing to randomly assign incoming families to participate in Even Start or to be in a control group. However, control group parents did receive some educational services during the time of the study.

The EDS study found that children who participated more intensively in ECE scored higher on standardized literacy measures. Further, parents who participated more intensively in PE had children who scored higher on standardized literacy measures. On the other hand, there was no relationship between the amount of time that parents participated in AE or PE and their scores on literacy outcomes. Overall, Even Start children and their parents performed as well as, but not better than, control group children and their parents on a wide variety of measures. The data show that children in the control group made the same kinds of gains as Even Start children on early literacy, language development, math skills, and social skills. Parents in the control group made the same kinds of gains as Even Start parents on assessments of adult literacy. And finally, families in the control group made the same kinds of changes as Even Start families regarding economic self-sufficiency and home literacy practices and resources. Overall then, Even Start did not change the literacy skills or parenting skills of parents, or the literacy skills of children, over and above the changes that were seen in parents and children who did not participate in the program. This raises questions as to whether (1) Even Start families participated with sufficient intensity (families participated an average of 10 months) to derive the needed benefits, and (2) the services offered to Even Start participants were of sufficiently high quality and of the appropriate content (U.S. Department of Education, 2003). The evaluation described in this report draws on a set of long-term, detailed data on family participation, parent and child outcomes, and program quality characteristics to help answer such questions, at least for these First 5 LA grantees.

Evaluations of family literacy programs have also been completed or are in progress in other parts of the country (e.g., Kentucky, Washington DC, and others). However, these evaluations have not been able to collect as much rigorous data—particularly as much detailed attendance data or direct assessments of parents and children—as this evaluation of the First 5 LA Initiative. This study makes use of the substantial data collected by grantees and by AIR over eight years, enabling detailed, longitudinal analyses that other studies have not been able to conduct.

Comparisons of results from relevant studies are included with findings in this report as applicable and available.

Report Overview

This report continues with descriptions of the range of a variety of quality aspects of the Family Literacy programs over time in Chapter 2.

Chapter 3 presents a description of different approaches to PCILA, a unique component of Family Literacy programs.

Chapter 4 presents an overview of parents' and children's growth during their time in the Family Literacy program, including a longitudinal analysis of adult reading skills (CASAS scores), a longitudinal analysis of parent survey responses (including responses on such practices as reading to children, limiting television watching, and using appropriate discipline practices), child outcomes including children's vocabulary (from the MacArthur CDI) and pre-literacy and numeracy skills (from the direct child assessments), and a brief examination of the relationship between parent and child learning.

In Chapter 5, we examine the extent to which parents report continuing to use what they have learned in the Family Literacy program once they have left the program, focusing on responses to items from the alumni survey. Once data from LAUSD are received and analyzed, this chapter will also include an analysis of children's elementary school outcomes.

Chapter 6 focuses on program sustainability, summarizing interviews with and survey responses from program directors. Descriptive information from the grantee budgets (including the cost per family and per child) is also included.

Chapter 7 presents a summary of conclusions and recommendations, including perspectives on the role of family literacy grantees under First 5 LA's 2009-2015 strategic plan.

Chapter 2. Indicators of Program Quality

Program quality is an important consideration in evaluating the Family Literacy Initiative. In prior years of the evaluation, we found several aspects of program quality to be related to family outcomes (Quick et al., 2009). In this chapter, we describe elements of Family Literacy program quality that may be related to program effectiveness in serving families. (We investigate relationships between these program quality characteristics and family outcomes over the course of the Initiative in Chapter 4.)

In this chapter, we focus on the following research questions:

4. What is the range of program quality among grantees?

    4.1. What quality features characterize the AE component at the end of the Initiative, and how have these changed over time?

    4.2. What quality features characterize the PE/PCILA component at the end of the Initiative, and how have these changed over time?

    4.3. What quality features characterize the ECE component at the end of the Initiative, and how have these changed over time?

    4.4. What program-wide quality features characterize the programs at the end of the Initiative, and how have these changed over time?

5. What factors facilitate or impede program quality improvement?

    5.1. What challenges to program improvement do programs face and how have they addressed these?

6. What is the relationship between FLSN support and grantee program quality improvement?

    6.1. What is the relationship between FLSN support and changes in AE component quality?

    6.2. What is the relationship between FLSN support and changes in PE/PCILA component quality?

    6.3. What is the relationship between FLSN support and changes in ECE component quality?

    6.4. What is the relationship between FLSN support and changes in program-wide quality features?

In particular, we focus on indicators of quality in Year 7 and examine changes in these quality features over time. As part of this analysis, we also look at factors that impede or support quality improvement, including technical assistance support from the Family Literacy Support Network (FLSN). We begin with program director perspectives on quality and a description of the quality indicators of interest to this study.

Program Director Perspectives on Program Quality Over Time

We conducted interviews with Family Literacy program directors during Year 7 (2008-2009) to contextualize quantitative findings regarding quality. When program directors were asked if they thought their programs had improved during the 2008-2009 school year, their responses were largely positive. The vast majority of program directors (77 percent) reported believing that their programs had improved, citing increases in various area of program quality. Five of 20 program directors interviewed reported increases in participation and attendance, two reported improvements in

component integration, two reported increased levels of communication and cohesion among staff, and one reported additional professional development available to staff.

Another 18 percent of program directors indicated that while their program did not improve, it remained stable and continued to deliver quality services to children and families. Only one program director reported that program quality had declined, citing teacher layoffs, dampened enthusiasm, and dramatically lowered staff morale as the cause.

FLSN Perspective on Program Quality Over Time

When asked about the biggest improvements to program quality that grantees have made over the course of the Initiative, the FLSN director cited five major areas. First, programs have improved in the area of ECE instruction. They have increased their focus on language development and shared book-reading activities, improved their focus on areas identified by the FLSN in research studies to be good practice (e.g., letter knowledge, balancing teacher led/child directed instruction, and circle strategies), and shown improved child-teacher and parent-teacher relationships. Second, programs have improved their written policies and procedures; job descriptions, roles and responsibilities, MOUs with collaborators, handbooks for staff or parents, attendance documentation, and goal-setting systems are now more often in writing. Third, programs are improving in using data to improve instruction. The FLSN has provided a lot of support in this area, and now programs know how to read, interpret, and use data reports better than in years past. Fourth, programs are increasingly employing reflective practice—being more intentional about what they are doing and how to improve. Fifth, programs are forming enhanced parent partnerships, increasingly promoting the school-to-home connection and parent leadership.

Indicators of Quality

In Year 5 of the evaluation, we identified critical indicators of quality for Family Literacy programs, drawing on the Framework for Continuous Quality Improvement (FLSN, 2005) prepared by the FLSN, the Even Start Guide to Quality (Dwyer & Sweeney, 2001), and a review of the research literature on family literacy and each of its four components. We then refined the list of quality indicators based on a review by several experts in the field. The final set of quality indicators is presented in Appendix B.

To assess these quality indicators, we examined data from administrative attendance records, ECE classroom observations in Years 2 and 5, and surveys administered to teachers and program directors in the spring of 2007, 2008, and 2009 (Years 5 through 7 of the Initiative). We begin with an examination of the indicators of quality across family literacy components. We focus on the following aspects of quality:

- Intensity of services offered
- Teacher qualifications and teacher-student ratios
- Content and curriculum
- Pedagogy
- Use of data
- Classroom resources
- Integration among program components

Intensity of Services Offered

The intensity of each family literacy component, as measured by the number of hours offered to each participant in each component, is an important quality consideration. For example, Comings (2004) notes that although the average time an adult spends in a family literacy program is less than 70 hours over a 12-month period, at least 100 hours of program participation is necessary for adult students to begin reaching their learning goals. Indeed, this may be why the Third National Even Start Evaluation found no difference between participant and control group parents on reading skills (U.S. Department of Education, 2003). Based on an evaluation of Even Start Family Literacy programs, Dwyer and Sweeney (2001) concluded that parents should participate in at least 20 hours per month in parenting-related activities including parent discussion groups and parent-child literacy activities to produce substantial improvements in outcomes for children. Overall, we expect to observe greater impacts for programs that offer more intensive services to parents. To evaluate grantees' progress toward reaching the intensity goals set by First 5 LA—of 60 hours per month of early childhood education (ECE), 48 hours per month of adult education (AE), 10 hours per month of parenting education (PE), and 10 hours of PCILA—we estimated the average number of hours offered by programs in these components. Overall, we find that programs meet these requirements in Year 7, as in prior years.

Exhibit 2.1. Mean number of hours offered to families per month (number of programs offering class), by component, Year 7

	AE[a]	PE[b]	PCILA[c]	ECE[d]
English as a second language (ESL)	48.0 (18)			
Adult basic education (ABE)	56.8 (6)			
GED	56.6 (2)			
Vocational education	38.9 (8)			
Parenting education		10.2 (20)		
PCILA (adults)			11.6 (20)	
Early childhood education				65.3 (20)
PCILA (children)				10.5 (20)

Source: Year 7 service data downloaded from the data system
[a]Adult education
[b]Parenting education
[c]Parent-child interactive literacy activities
[d]Early childhood education

Teacher Qualifications and Teacher-Student Ratios

Teacher qualifications have been shown to be related to student outcomes in many educational settings (see, for example, Darling-Hammond, Berry, & Thoreson, 2001). In ECE in particular, teachers' education level as well as qualifications specifically related to early care and education have been shown to be associated with positive developmental outcomes for children (Bowman, Donovan, & Burns, 2000; Whitebook, 2003; Fuller, Livas, & Bridges, 2005). According to teacher surveys, in Year 7, most teachers in Family Literacy programs were credentialed as appropriate for teaching their program component; 72.2 percent of AE teachers (primarily ESL teachers) held a credential in ESL, and 94.7 percent held bachelor's degrees or higher (Exhibit 2.2). However, only 36.4 percent of PE teachers held a credential in PE. An additional 19.2 percent had a child

development teacher permit or higher and 35 percent had a single-subject or multiple-subject teaching credential. PCILA teachers, who cross parenting and early childhood roles, also had a range of credentials. While only 11.8 percent of PCILA teachers had a PE credential, 58.7 percent had a child development associate teacher permit or higher. Two-thirds (67.6 percent) of ECE teachers held an associate teacher permit or higher.

Of all components, AE teachers had the most years of experience on average teaching in their program component (12.5 years) and in a family literacy setting (7.1 years).

Exhibit 2.2. Percentage of teachers with various qualifications and mean years of experience, by component, Year 7

	AE[a]	PE[b]	PCILA[c]	ECE[d]
Degree or coursework				
Bachelor's degree or higher	94.7%	84.6%	63.0%	47.1%
Degree in adult education	42.4%	26.3%	3.3%	--
Degree in general education	38.7%	40.0%	20.6%	19.6%
Degree in child development (ECE or human development)	--	38.5%	65.2%	66.2%
Credentials, permits, and certificates				
Adult education credential in ESL	72.2%	--	--	--
Adult education credential in vocational education	13.8%	--	--	--
Adult education credential in parenting education	14.3%	36.4%	11.8%	--
Adult education credential in other subject	42.4%	15.8%	3.0%	--
Single- or multiple-subject teaching credential	34.2%	34.6%	13.0%	8.8%
CLAD/BCLAD certificate	7.1%	--	--	--
Child development teacher permit or higher	--	19.2%	43.5%	48.5%
Child development associate teacher permit or higher	--	19.2%	58.7%	67.6%
Years of experience				
Mean years of experience teaching this component (in any setting)	12.5	7.4	4.6	8.8
Mean years of experience teaching in a family literacy setting	7.1	4.0	4.9	4.5

Source: Year 7 teacher surveys
[a]Adult education
[b]Parenting education
[c]Parent-child interactive literacy activities
[d]Early childhood education

As described in Chapter 1, we surveyed teachers in Years 5, 6, and 7. Across this time period, most programs' and components' average teacher qualifications did not change significantly. However, there was one notable change: from Year 6 to Year 7, the average number of years of experience of AE teachers in the family literacy context increased. In other words, adult education teachers had more experience on average in Family Literacy programs in Year 7 than in the two previous years, suggesting that there is less turnover among AE teachers. Appendix C shows program-level averages for each variable, showing any significant change over time.[11]

---

[11] Tables in this chapter present information about quality characteristics as reported by teachers across the Initiative. However, because we wanted to examine changes in *program* quality over time, when significance testing

We also examined changes in student to teacher ratios over time. Mean ratios by program in AE, PE, and ECE classrooms did not change significantly over time. However, ratios in the PCILA classroom (both the ratio of children to teachers and of all students—parents and children combined—to teachers) increased from Year 5 to Year 6 and across the whole period of Year 5 through Year 7 (Exhibit 2.3). In other words, there were *more* students (children and parents) per teacher in PCILA classrooms in Year 7 than in the two prior years. This is not surprising, as the FLSN director noted that programs are struggling to serve as many families as possible with dwindling resources (see Chapter 6 for additional discussion of this challenge).

Exhibit 2.3. Number of children and number of total students (children and parents) per teacher in PCILA, Years 5-7
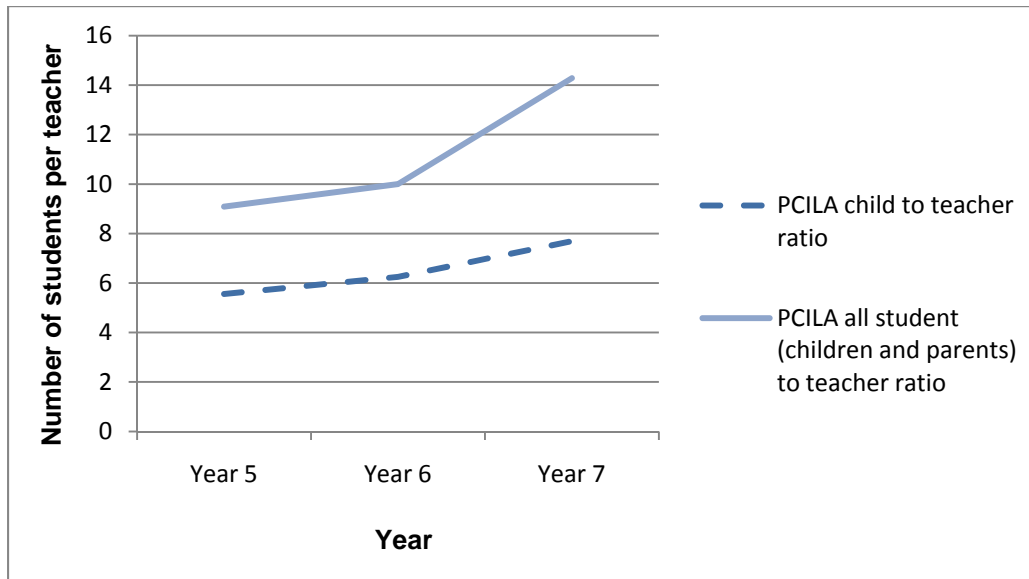
Source: Years 5-7 teacher surveys, program level means

Content and Curriculum

In Year 7, most teachers chose to use a formal curriculum to guide their teaching. This practice was most common among AE teachers (100 percent of AE teachers reported using a formal curriculum) and least common among PCILA teachers (69.6 percent) (Exhibit 2.4). Most teachers also reported using both curriculum guidelines and a formal lesson plan to guide their instruction to a "large" or "moderate" extent. According to teacher surveys, Side-by-Side (Pearson Longman, n.d.) was the most common curriculum used in AE, the Bowdoin Method (Center for Effective Parenting, n.d.) was the most common curriculum used in PE, and Creative Curriculum (Teaching Strategies, Inc., n.d.) was the most common curriculum used in PCILA and ECE.

---

across years was conducted we used program-level means (taking means of quality characteristics for each program, then conducting significance testing on those means). These program level means are not presented in this chapter, but program level means that showed significant change over Years 5-7 are presented in Appendix C.

Exhibit 2.4. Percentage of teachers reporting the use of formal curricula and lesson plans to guide their instruction, by component, Year 7

	AE[a]	PE[b]	PCILA[c]	ECE[d]
Formal curriculum used	100.0	96.2	69.6	95.6
Formal lesson plan used to guide instruction for most classes or every class	84.2	92.3	69.6	91.2
Curriculum guidelines used to guide instruction to a large or moderate extent	94.7	88.5	84.8	97.1

Source: Year 7 teacher surveys
[a]Adult education
[b]Parenting education
[c]Parent-child interactive literacy activities
[d]Early childhood education

We also examined the change over time in classroom content and curriculum. Teacher practices in this area remained stable over time in the ECE, PE, and PCILA components. However, the reported frequency with which AE teachers used a formal lesson plan and the extent to which they used curriculum guidelines in planning their instruction both decreased from Year 5 to Year 6.

We also examined content that PE and ECE teachers incorporated into their classes.

Content Specific to Parenting Education

In Year 7, PE teachers focused on content areas covering a multitude of areas related to parents' well-being and strategies for supporting the well-being of their children (Exhibit 2.5).

- When asked how frequently they focus on each item in a list of topics, the vast majority of PE teachers reported discussing with parents how to support their children's learning (88.5 percent) and focusing on building parents' self-esteem (84.6 percent) at least several times per month.
- More than half of PE teachers also reported discussing ways in which parents can advocate for their children, strategies for problem-solving, discipline, child development, and various aspects of PCILA time at least several times per month.
- Many PE teachers also reported discussing health and nutrition (42.3 percent), anger management (38.5 percent), ways to navigate school systems (30.8 percent), and how to access social services and resources (30.8 percent) with parents at least several times per month.

Exhibit 2.5. Percentage of PE teachers reporting a focus on various content areas, Year 7

	PE[a]
Topics covered at least several times per month	
How to support children's learning	88.5%
Building parents' self-esteem	84.6%
Techniques for reading with children	76.9%
How parents can be an advocate for their children	76.9%
Problem-solving techniques	73.1%
Discipline	73.1%
Child development	69.2%
What parents should do during PCILA	69.2%
Reflecting on what happened during PCILA	57.7%
Health and nutrition	42.3%
Anger management	38.5%
Helping parents understand the school system	30.8%
Social services/resources	30.8%

Source: Year 7 teacher surveys
[a]Parenting education

There were no significant changes between Years 5 and 7 in PE teachers' content focus; PE teachers reported similar priorities in each year of the teacher survey.

Content Specific to Early Childhood Education

To describe ECE classroom content, we draw on both teacher survey responses and classroom observations. First, we asked early childhood teachers to rate the importance they place on developing various skills in children they teach. The vast majority of teachers rated emotional development as a top priority for their instruction. Over 80 percent of teachers also rated social, language, and early literacy development each as top priorities (Exhibit 2.6).

Exhibit 2.6. Percentage of ECE[a] teachers rating the development of various skill areas as the top priority for their ECE instruction, Year 7
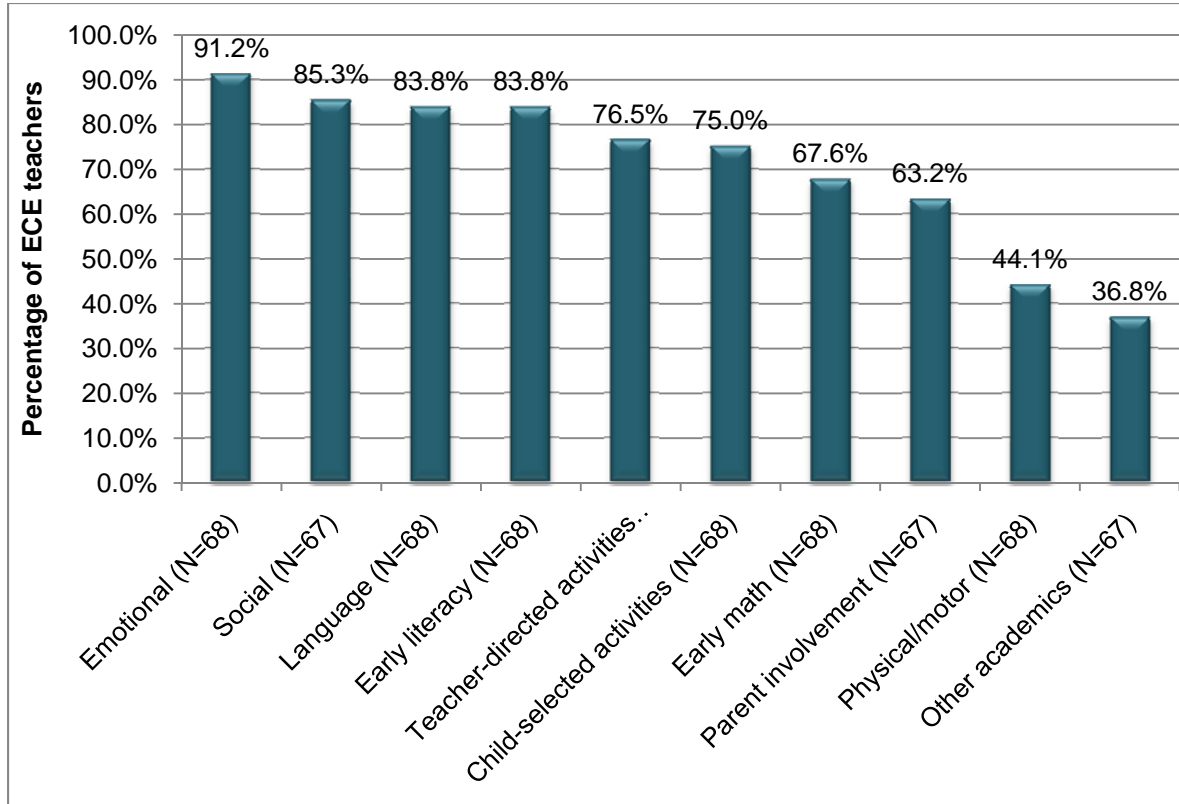
Source: Year 7 teacher survey
[a]Early Childhood Education

During ECE classroom observations in Years 2 and 5, we used the Emerging Academics Snapshot (Ritchie, Howes, Kraft-Sayre, & Weiser, 2001) to measure the relative proportion of time children spent on various activities and in the classroom. Exhibit 2.7 shows the proportion of time children spent in different types of activities across both years. As shown in this exhibit, the largest proportion of children's time (23 percent) was spent focusing on literacy activities. This includes approximately 7 percent of children's time spent being read to, 4 percent reading or pretending to read, 5 percent learning about letters or sounds, 5 percent engaging in oral language development, and 1 percent writing[12]. First 5 LA Family Literacy programs may be focusing more on reading to children and encouraging them to read than other early childhood programs; in comparison to these figures, the National Center for Early Development and Learning's Multi-State study of Pre-Kindergarten and Study of State-wide Early Education Programs found that children in classrooms studied were observed to spend 5 percent of their time being read to, 3 percent engaged in reading or pretending to read, 4 percent learning about letters and sounds, 7 percent in oral language development, and 2 percent in writing activities for a total of 21 percent of time spent on literacy activities (Early et al., 2005). In Family Literacy classrooms, the second most commonly observed activities were aesthetic activities, including dance and art. Similarly, in the National Even Start Evaluation Experimental Design Study (EDS), many classrooms did not place sufficient emphasis on language acquisition and reasoning (U.S. Department of Education, 2003).

---

[12] Sum does not equal total due to rounding.

Exhibit 2.7. Mean proportion of time children spent engaging in various activities in the ECE[a] classroom, Years 2 and 5 combined

	Mean proportion of time (SD)
Child's overall engagement in literacy activities	.23 (.17)+
Child was being read to	.07 (.06)
Child was reading or pretending to read	.04 (.06)
Child was learning about letters/sounds	.05 (.06)
Child was engaging in oral language development	.05 (.07)
Child was writing	.01 (.03)
Child's engagement in math activities	.09 (.07)
Child's engagement in science activities	.11 (.10)
Child's engagement in social studies activities	.13 (.10)
Child's engagement in aesthetics activities (e.g., art, music)	.20 (.12)
Child's engagement in fine motor activities	.13 (.09)
Child's engagement in gross motor activities	.08 (.08)

Source: Emerging Academics Snapshot data from the child outcomes substudy, Years 2 and 5
Note: N = 158 child-level observations
+Sum of activities within literacy activities category does not sum to total due to rounding.
[a]Early Childhood Education

Pedagogy

How material is covered in the classroom (pedagogy) can be just as critical as the content itself. Below we present pedagogical approaches taken by teachers in each component in Year 7. There were no significant differences by program with respect to teacher reports of pedagogical approaches in AE, PE, or PCILA classes between Years 5 and 7.

Pedagogy Specific to Adult Education

AE teachers seem to value interactive learning among their adult students. In Year 7, most agreed that homework (84.2 percent) and active class participation (97.4 percent) are critical for learning. Many reported using writing activities (94.7 percent) and hands-on activities (81.6 percent) in their classes, and fewer (52.6 percent) reported using a lecture format (Exhibit 2.8).

Exhibit 2.8. Percentage of teachers agreeing or strongly agreeing with the following statements about instructional practices, Year 7

	Year 7
Active participation in class is critical for students' learning.	97.4%
I frequently engage my students in writing activities.	94.7%
Homework and other self-study outside the classroom is important to students' learning.	84.2%
I use hands-on activities to help students learn.	81.6%
I use a lecture format most often in class to provide students with important information.	52.6%

Source: Year 7 teacher surveys

Pedagogy Specific to Parenting Education

Parenting education teachers use a variety of strategies in their classrooms, such that no one strategy is used by teachers a majority of the time. Teachers reported that they spend just under half of their class time (48 percent) on average having a class discussion or question and answer session. Teachers also reported providing parents time to discuss their experiences with each other, lecturing, and engaging parents in hands-on activities to a slightly lesser extent (Exhibit 2.9).

Exhibit 2.9. Percentage of time PE teachers report using various pedagogical strategies

	Year 7
Having a class discussion/Q&A session	48.0%
Providing parents time to discuss experiences with each other	44.4%
Giving a lecture or presentation	41.7%
Engaging parents in hands-on activities	32.8%

Note: Percentages sum to more than 100 because these are average percentages reported across teachers, and activities could be occurring at the same time
Source: Year 7 teacher surveys

Pedagogy Specific to PCILA

PCILA teachers also reported using a variety of instructional approaches in their classrooms. A majority of PCILA teachers (61.6 percent) reported letting parents and children engage in pairs on their own, and nearly half (45.6 percent) reported modeling strategies for parents to use with their children. Over a third of PCILA teachers reported coaching individual parent/child pairs and leading whole-group activities (37.8 percent and 37.2 percent, respectively), while more than a fifth reported having discussions with parents about what they learned in PCILA and giving parents and children instructions for upcoming activities (Exhibit 2.10). A more detailed description of PCILA classroom activities is presented in Chapter 3.

Exhibit 2.10. Percentage of time PCILA[a] teachers report using various instructional approaches

	Year 7
Letting parents and children engage in pairs on their own	61.6%
Modeling strategies for parents to use to teach their children	45.6%
Coaching individual parent/child pairs by offering suggestions	37.8%
Leading whole-group activities	37.2%
Discussing with parents what they learned in PCILA	23.7%
Giving parents and children instructions for the next activity	22.1%

Source: Year 7 teacher surveys
[a]Parent-child interactive literacy activities

There were no significant differences by program with respect to pedagogical approaches in AE, PE, or PCILA classes between Years 5 and 7.

Pedagogy Specific to Early Childhood Education

During classroom observations conducted in Years 2 and 5 of the evaluation, we assessed teacher-child interactions using the Classroom Assessment Scoring System (CLASS; La Paro, Pianta, Hamre, & Stuhlman, 2002, 2004). Research has highlighted the importance of adult-child relationships for

supporting children's healthy development and building skills important for school readiness, such as language skills, reading competence (Mashburn et al., 2008; Burchinal, Peisner-Feinburg, Pianta, & Howes, 2002), and social competence (Mitchell-Copeland, 1997). At-risk students in classrooms with strong instructional and emotional support have been shown to outperform children from less supportive classroom environments (Hamre & Pianta, 2005). Observations of Family Literacy ECE classrooms show the highest scores in the areas of avoiding a negative climate and behavior management (Exhibit 2.11). Overall, classrooms scored in the "middle" quality range (score of 3-5) in all dimensions except Negative Climate, where a high quality score was earned, and Quality Of Feedback, where a low quality score was earned.

Quality of Feedback is a critical dimension because of the role of teacher feedback loops, assistance, reinforcement, and prompting students to explain their thinking in expanding student learning and encouraging participation. It is not uncommon for preschools to earn scores in the low range on this dimension because the scoring rubric for this dimension is rigorous, and thus this dimension warrants some additional explanation. In order to earn a high score, teachers must demonstrate that they spend large amounts of time supporting students who are having a hard time understanding a concept or lesson through strategies such as:

- Providing scaffolding by acknowledging a student's starting point and helping the student build from that point to succeed or complete a task
- Extended back-and-forth exchanges with individual students to help them engage in the discussion
- Persisting in helping individual students, as opposed to moving on to another student if one student provides an incorrect answer
- Asking students to explain their thinking and explain the rationale behind their responses
- Expanding on students' understanding by providing additional information
- Offering recognition and encouraging efforts that increase involvement and persistence

Scores in the high range for the Negative Climate dimension are more common. Classrooms scoring highly on this dimension demonstrate a *lack* of characteristics such as irritability or anger on the part of the teacher, peer aggression, punitive control in the form of yelling or threats, sarcasm, or bullying among students.

The classrooms in this study received scores in the middle range on the other dimensions: Positive Climate, Teacher Sensitivity, Behavior Management, Productivity, and Instructional Learning Formats. The Positive Climate dimension captures the emotional connection between the teacher and students and among students; Family Literacy programs in this study are at the high end of the middle range for this dimension, meaning that on the whole the programs demonstrated fairly high levels of warmth, respect, and enjoyment in the classroom. Teacher Sensitivity represents how attuned to students' needs the teacher is; again, Family Literacy programs are at the high end of the middle range of scores, meaning that on the whole the teachers are doing a relatively good job of being aware and responsive to students' academic and emotional needs. Family literacy programs are also scoring at the top end of the middle range of scores on the Behavior Management dimension, meaning that teachers are in general providing fairly clear behavioral expectations for students and not losing large amounts of time due to redirection of misbehavior. Yet another dimension where Family Literacy programs are scoring at the high end of the middle range is Productivity, meaning that the teachers are, for the most part, managing instructional time and routines efficiently. Instructional Learning Formats reflects the ways in which teachers maximize student interest and engagement; Family Literacy programs are scoring about in the middle on this dimension, meaning that sometimes teachers are actively facilitating interesting activities and creating opportunities for

students to be engaged in lessons, but at other times they may be less effective at making learning objectives clear or expanding student involvement.

Exhibit 2.11. Mean scores (and range) on the CLASS, Years 2 and 5 combined
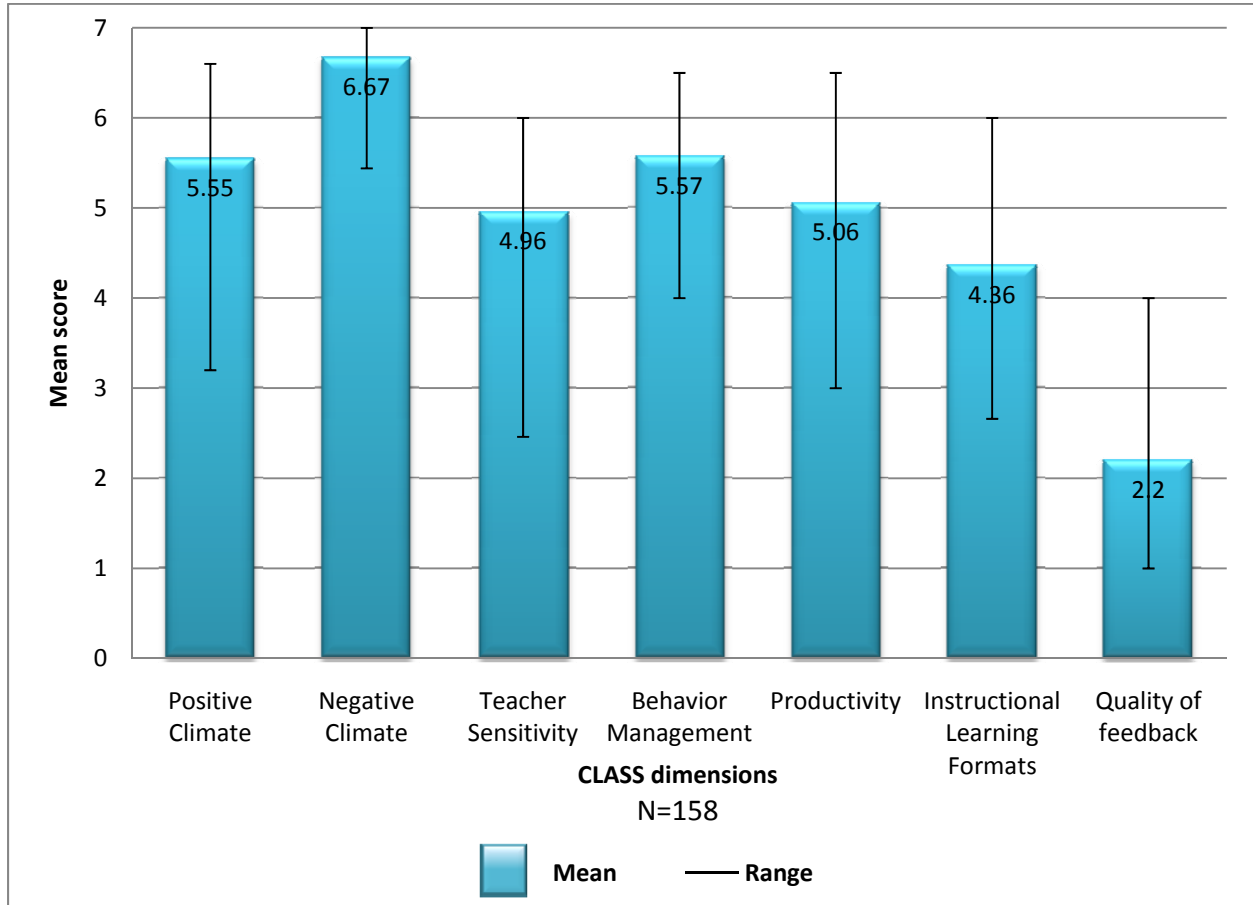
Note: The CLASS scoring rubric ranges from 1 to 7, where a score of 1-2 represents "low quality," a score of 3-5 represents "medium quality," and a score of 6-7 represents "high quality."
Source: Observation data from the child outcomes substudy, Years 2 and 5

Classroom observations also revealed that teachers spent an average of 10 percent of their time with children elaborating on children's responses and 12 percent scaffolding children's responses (Exhibit 2.12)—practices that support children's language development and overall learning. On the other hand, they engaged children in a didactic manner—teaching directly to children as a group with little interaction—38 percent of the time. Didactic teaching in an early childhood classroom is generally thought of as less developmentally appropriate.

Research has not drawn firm conclusions about the ideal balance of English and native language instruction for English learners, although most researchers on young children's English language acquisition believe it is important to build a strong foundation of conceptual understanding in children's home language in early childhood for them to more easily and effectively transfer their understanding of such concepts as they are acquiring English (California Department of Education, 2008). In Family Literacy programs, teachers do not provide a significant amount of native language instruction; teachers were observed talking to children in a language other than English only 16

percent of the time. This suggests that teachers may not be providing adequate native language support for the majority of participating children whose home language is Spanish.

Exhibit 2.12. Mean proportion of time ECE[a] teachers engaged in various interaction styles, Years 2 and 5 combined

	Mean proportion of time (0-1) (SD)
Teacher elaborates on child's responses	.10 (.11)
Teacher scaffolds child's responses	.12 (.10)
Teacher engages in didactic manner	.38 (.15)
Teacher engages in discourse in second language	.16 (.16)

Source: Emerging Academics Snapshot data from the child outcomes substudy, Years 2 and 5
[a]Early Childhood Education

Use of Data

Teachers in all four components reported using a variety of different information sources to guide their instruction (Exhibit 2.13). A majority of teachers in all components reported using curriculum guidelines, data collected through assessments, topics covered in other family literacy components, and their instincts or knowledge about what children or adults need to plan instruction. A majority of AE, PE, and PCILA teachers reported using requests and suggestions from students to guide instruction as well. The source reported as most frequently utilized by AE, PCILA, and ECE teachers was their instincts or knowledge about the needs of adults and children. The two sources the most PE teachers reported using were their instincts or knowledge and requests and suggestions from students.

Exhibit 2.13. Percentage of teachers reporting they use different sources of information to guide their instruction to a large or moderate extent, by component, Year 7

	AE[a]	PE[b]	PCILA[c]	ECE[d]
Curriculum guidelines to plan instruction	94.7%	88.5%	84.8%	97.1%
Data collected through assessments	84.2%	84.6%	91.3%	97.1%
Topics or themes covered in other family literacy components	60.5%	84.6%	82.6%	70.6%
Instincts or knowledge about what children or adults need	97.4%	92.3%	95.7%	98.5%
Requests, suggestions, or ideas from students	84.2%	92.3%	87.0%	--

Source: Year 7 teacher surveys
[a]Adult education
[b]Parenting education
[c]Parent-child literacy activities
[d]Early childhood education

Teacher responses on most of these items remained statistically stable over Years 5 through 7, with one exception. The extent to which AE teachers in each program used requests and suggestions from their students to plan their instruction decreased significantly from Year 5 to Year 6, and then remained stable from Year 6 to Year 7.

Classroom Resources

There was great variety in the ratings teachers in different components provided as to the adequacy of different resources in their classrooms. That is, in some cases, teachers from different components reported having dissimilar experiences with the availability of the same resource. Teachers across components generally reported that some resources were more readily available than others (Exhibit 2.14).

While over half (57.9 percent) of AE teachers reported that they always had adequate textbooks for their classes, only 38.5 percent of PE teachers reported that they always had adequate textbooks. Exactly 50 percent of both AE and PE teachers reported always having an adequate amount of other activity materials and supplies.

A majority of PCILA and ECE teachers reported always having adequate manipulatives, art supplies, and writing utensils for their students.

Teachers from the four components reported having mixed experiences with the adequacy of resources for students from different cultures and with differing abilities. Less than half of PCILA and ECE teachers (43.5 percent and 38.2 percent, respectively) felt that the materials available for teaching students with disabilities were always adequate. About half of AE (55.3 percent) and PE (53.8 percent) teachers felt that they always had materials in appropriate languages and materials appropriate for the cultural background of students, while over three-quarters of PCILA (75.3 percent) and ECE (85.3 percent) teachers felt they always had these materials. Finally, most AE teachers (71.1 percent) reported having materials appropriate for the age of parents in their classrooms.

Most teachers from the four components also felt that they always had adequate classroom space. However, most teachers from the four components reported not always having adequate technology resources.

Exhibit 2.14. Percentage of teachers rating various resources as always adequate for their classes, by component, Year 7

	AE[a]	PE[b]	PCILA[c]	ECE[d]
Textbooks	57.9%	38.5%	--	--
Other activity materials and supplies	50.0%	50.0%	--	--
Manipulatives	--	--	89.1%	88.2%
Crayons, markers, and paper	--	--	91.3%	91.2%
Paints, clays, and other art materials	--	--	87.0%	83.8%
Materials appropriate for age of parents in class	71.1%	--	--	--
Materials appropriate for the cultural background of the students in class	44.7%	53.8%	76.1%	73.5%
Materials in appropriate languages for students in class	55.3%	53.8%	78.3%	85.3%
Materials for teaching children with disabilities	--	--	43.5%	38.2%
Classroom space	52.6%	69.2%	71.7%	80.9%
Space for parents and children to work together	--	--	78.3%	--
Appropriate furniture	55.3%	76.9%	87.0%	91.2%
Outdoor space	--	--	73.9%	75.0%
Heat and air conditioning	63.2%	80.8%	84.8%	85.3%
Audio-visual equipment	39.5%	57.7%	--	--
Computer equipment and software	10.5%	19.2%	21.7%	26.5%

Source: Year 7 teacher surveys
[a]Adult education
[b]Parenting education
[c]Parent-child literacy activities
[d]Early childhood education

Though these ratings varied in Year 7, teacher ratings of program resources remained stable over Years 5 through 7 in the AE, ECE, and PCILA components. In addition, a scale created by taking the mean of PE teachers' responses to the items above showed significant growth from Year 6 to Year 7, suggesting greater access to resources for these teachers in Year 7 compared with the prior year.

Integration Among Program Components

Integration among the four components is the key feature of family literacy programming, and a primary theory of why family literacy is effective. Potts (2004) suggests that to maximize the impact of family literacy services, the focus and goals of program services should be aligned and coordinated. We measured integration in each component by asking teachers how often they receive information from each of the other components, how much they share information about their own class content with other components, and how often they meet with teachers from all four components at the same time. To measure "total" integration, we also created a composite variable incorporating all of these elements as well as program director survey responses regarding the extent that common themes and messages are used and regarding the frequency of communication among teachers.

Exhibit 2.15 presents the percentage of teachers in each component reporting these indicators of integration in Year 7. PCILA teachers were most likely to report frequently modifying their curriculum to cover topics from other components and receiving information from parenting and AE teachers. This is not surprising, given that PCILA is the component where integration essentially takes place; in PCILA, parents have the opportunity to practice what they have learned in parenting

classes, build on what the child has learned in ECE classes, and use improved English and academic skills to support their child's learning.

Exhibit 2.15. Percentage of teachers reporting various indicators of integration, by component, Year 7

	AE	PE	PCILA	ECE
Frequently modify curriculum to cover topics from other components	31.6%	46.2%	52.2%	22.1%
Receive information on ECE lessons	84.2%	73.1%	34.5%	--
Receive information on PCILA lessons	76.3%	50.0%	--	41.2%
Receive information on parenting lessons	65.8%	--	69.6%	69.1%
Receive information on adult education lessons	--	73.1%	69.6%	55.9%
Meet with teachers in all four components at least 2-3 times/month	23.7%	23.1%	37.0%	25.0%

Source: Year 7 teacher surveys
[a]Adult education
[b]Parenting education
[c]Parent-child literacy activities
[d]Early childhood education

There were some changes from Year 5 to Year 7 in teachers' descriptions of integration practices, perhaps as programs continued to work towards a better understanding of what it means to have integrated program components. In Year 6, PCILA teachers reported incorporating themes and messages from other components more than in Year 5. In Year 7, teachers reported receiving significantly more information from parenting teachers about their lessons than in Year 6. The composite measure of integration of PE with other components (a scale incorporating frequency with which parenting teachers share information with other teachers *and* with which they incorporate other components' content into their own classroom)—decreased significantly from Year 5 to Year 6 but then significantly increased again from Year 6 to Year 7.

The extent to which ECE teachers incorporated content from other components also increased from Year 6 to Year 7, and the total measure of ECE integration (sharing with other teachers, and incorporating other teachers' themes into the ECE classroom) also increased in that same year.

Overall, it appears that the PE, PCILA, and ECE components have improved their integration with other components in recent years.

Factors That Facilitate or Impede Program Quality Improvement

During interviews, we asked program directors to tell us about their program improvement experiences—in particular, what factors facilitate or impede program quality changes. We also interviewed the FLSN director to understand her perspective on what facilitates program quality improvement.

Program Director Perspectives

Interviews conducted with program directors provided insight into the factors that facilitate or impede program quality improvement. Many program directors reported that their improvements in quality were the result of FLSN support and changes in staffing. About a third of the program directors interviewed (35 percent) told us in interviews that the FLSN had been instrumental in

helping them achieve high-quality programs. Program directors said that the FLSN helped them identify best practices, train staff, identify funding opportunities, develop ideas to improve recruitment practices and participant retention rates, and create opportunities for staff development.

In addition, 25 percent of program directors interviewed indicated that staff changes had been an important lever for change. While four program directors indicated that hiring new, knowledgeable, talented, or highly credentialed staff members dramatically helped their programs, one described how letting go of one uncommitted staff member was key to creating positive change in that program.

However, grantees also reported confronting a number of obstacles as they worked to improve their programs. By and large, program directors reported that these obstacles of quality improvement were related to the recent economic downturn. When asked generally about program quality, 80 percent of program directors highlighted reduced funding as a key challenge to program quality improvement. These sustainability challenges are discussed further in Chapter 6.

Having an appropriate space can also contribute to program quality. Program directors reported mixed experiences with obtaining adequate program space. Two program directors reported moving to larger facilities that allowed them to better serve program participants. One of the program directors described how the program's new facilities allowed them to provide services to 48 additional children in two new preschool classrooms. On the other hand, several program directors reported that not having enough space was a large impediment to program quality improvements. One program director explained, for example, that the program's building has just one classroom with only enough space for 3- to 5-year old children. As a result, the program's waitlist for children birth to 3 is exceptionally long, and parents are often forced to bring younger children with them to parenting classes, which often distracts them from learning.

Remaining Challenges for Grantee Programs

Although many program directors reported that their programs had improved and that they were delivering high-quality services, as noted above, the remaining challenges to program quality improvements that they described were related to obtaining and maintaining adequate funding. Budget cuts have meant cutbacks in staff or staff hours and cuts to program enhancements like field trips for parents and professional development for staff. Several program directors also indicated that it takes an overwhelming amount of time for staff to research potential funding sources and complete applications, cutting into the time they might normally spend focusing on program quality improvements.

Program directors also described several other barriers to quality improvement their programs continue to encounter:

- Difficulty finding staff development opportunities that are affordable and at convenient times for staff (or for all staff to be trained together)
- Retaining families in a time of economic downturn, when many have left to work or have moved away
- Recruiting new families, especially those willing to commit to participating in all four required program components
- Finding appropriate staff for open positions
- Finding time for teachers in all four components to meet for joint planning or professional development
- Finding adequate space to serve all the participants they want to serve
- Preventing staff turnover and promoting staff cohesion

Technical Assistance and Program Quality Improvement

Much of the FLSN's support for grantees is provided through on-site technical assistance. During these site visits, FLSN staff meet with grantee program staff to learn more about their current issues and challenges and offer guidance, support, or resources to move grantees forward.

The primary goals of the FLSN, as described by the FLSN director, have focused on quality and accountability since the outset of the Initiative. Specifically, the FLSN concentrates on developing the capacity of grantees, finding out what works, and working to discover how program quality can be improved. Over time, the activities to achieve these goals may have changed as strategies have necessarily adapted to the economic climate or new policies, but the primary scope of work supporting the goals has remained constant.

The FLSN director noted several patterns with regard to the nature of grantees' requests for assistance over the course of the Family Literacy Initiative. In the first three years of the Initiative (2002-03 through 2004-05), the areas in which programs needed the most FLSN support included meeting the deliverables required by First 5 LA, understanding the scope of work, and administering assessments. The FLSN would have liked to focus more on instruction (focusing on ECE as the greatest need area), but many of the grantees were still working on compliance with First 5 LA's program and reporting requirements.

As the Initiative progressed, programs' needs for assistance from the FLSN evolved. In 2005-06 and 2006-07, the most pressing areas were curriculum, program scheduling, and staffing. To help programs with curriculum, the FLSN provided instructional planning tools, lesson plan templates, and supporting instructional curriculum materials.

In 2007-08, programs continued to request assistance with curriculum, but because First 5 introduced two new assessments (the FLIPS parent survey and the MacArthur Communicative Development Inventory) programs also requested help with these.

In 2008-09, curriculum remained a high-need area, but there were also many requests from grantees regarding attendance and retention, as well as sustainability. To help programs analyze their attendance patterns, the FLSN investigated what kinds of policies they had in place, examined monthly attendance data, and instituted a monthly attendance data report. Grantees were having trouble viewing their data after they inputted it into the online data system, so the FLSN also helped grantees view their attendance data and other data in a report format so they could clearly see what they needed to work on.

According to the FLSN site visit notes, the technical assistance needs addressed most often by FLSN site visitors in both Years 5 and 6 concerned organizing data and data entry issues, improving the quality of instruction and the learning environment, and working on quality aspects outlined in the Framework for Continuous Quality Improvement (FLSN, 2005). However, other technical assistance needs addressed did fluctuate somewhat between the two years (Exhibit 2.16).

- In Year 6, a smaller percentage of visits than in Year 5 addressed the needs of program leadership and administration (20 percent in Year 6 vs. 32 percent in Year 5), parent involvement or interaction (13 percent vs. 25 percent), recruitment and retention (13 percent vs. 21 percent), and integration (11 percent vs. 14 percent).
- Grantee programs appear to have become more concerned about funding as First 5 LA funds decreased. In Year 6, almost one-quarter of visits addressed fiscal sustainability, while only 4 percent of visits addressed sustainability issues in Year 5.

- From Year 5 to Year 6, the percentage of visits that addressed data collection or entry issues, instruction and learning environment questions, aspects of framework, and staff qualifications and development slightly increased or remained roughly the same.

Exhibit 2.16. Distribution of support provided by the FLSN across various grantee needs during site visits, Years 5 and 6

	Year 5		Year 6	
	Percentage of visits that addressed this need (N=83 visits)	**Number of grantees that received support for this need**	**Percentage of visits that addressed this need (N=54 visits)**	**Number of grantees that received support for this need**
Data collection, entry, and analysis	48%	18	50%	15
Instruction/learning environment	40%	17	43%	15
Framework	38%	17	39%	13
Program leadership and administration	32%	15	20%	9
Parent involvement/interaction	25%	13	13%	7
Staff – qualifications, development	22%	10	22%	10
Recruitment/retention	21%	9	13%	6
Integration	14%	7	11%	5
Fiscal/sustainability	4%	3	24%	10

Source: Year 5 and 6 summaries of FLSN site visit notes

The FLSN also documented the framework area(s) that were the focus for each need. According to the FLSN site visit notes, the framework areas of focus during site visits also varied somewhat from Year 5 to Year 6 (Exhibit 2.17).

In Year 5 and Year 6, the three areas in which needs were most often addressed were program leadership and administration, quality-focused needs, and "other" issues outside of the framework, such as help with First 5 LA deliverables, use of the data system, and other administrative tasks.

In Year 6, PE, PCILA, and ECE needs were addressed in a greater percentage of visits than in Year 5. While in Year 6 32 percent of visits addressed each of these needs, in Year 5, 25 percent of visits addressed PE and PCILA needs and only 18 percent addressed ECE needs.

Exhibit 2.17. Distribution of support provided by the FLSN across various grantee needs (coded by framework area and quality focus) during site visits, Years 5 and 6

	Year 5		Year 6	
	Percentage of visits that addressed this need (N=83 visits)	Number of grantees that received support for this need	Percentage of visits that addressed this need (N=54 visits)	Number of grantees that received support for this need
Adult education	16%	7	15%	7
Parenting education/PCILA	26%	11	32%	10
Early childhood education	18%	10	32%	12
Program leadership and administration	64%	21	57%	15
Other	58%	20	43%	13
Quality-focused needs	58%	21	63%	14

Source: Year 5 and 6 summaries of FLSN site visit notes

Relationship Between FLSN Technical Assistance Received and Changes in Program Quality

As noted above, there was variation in the level of support that the FLSN provided to each grantee, and thus looking at change across all grantees may obscure the impacts experienced by those that received more support. Therefore, we used grantee-specific information provided by the FLSN director in Year 5 to compare changes in quality among those who received more or less direct support from the FLSN during Year 6. [13] That is, we explored the relationship between the level of change on each quality indicator and the level of support received from the FLSN (as measured by the number of technical assistance site visits). Specifically, we examined changes in quality from spring surveys in Year 5 to Year 6 to capture change that occurred within one year and also from Year 5 to Year 7 to capture changes in quality that might require more time to implement.

For this analysis, we focused on the following aspects of program quality:

- Overall program policies and procedures
- Use of a curriculum and formal lesson plans
- Instructional practices
- Teachers' use of assessment data and parent input
- Classroom resources
- Component integration
- Teacher qualifications
- Teacher-student ratios

Overall, we found statistically significant relationships between the number of site visits grantees received and changes in eight aspects of program quality. Six of these significant relationships concerned PCILA and PE practices:

---

[13] Although the FLSN kept detailed records of the majority of their visits and provided AIR with a spreadsheet characterizing each visit, a number of site visits were not included in this spreadsheet. Therefore to examine the relationship between the number of visits received and changes in program quality, we rely on a summary report provided by the FLSN that includes a more complete listing of visits for each grantee.

- Compared to PCILA teachers in programs that received three or fewer technical assistance visits from the FLSN in Year 6, PCILA teachers in programs receiving four or more visits showed greater increases from spring of Year 5 to spring of Year 6 in their reported use of formal curriculum and use of curriculum guidelines to guide instruction (Exhibits 2.18 and 2.19).

Exhibit 2.18. Change in programs' mean percentage of PCILA[a] teachers reporting use of formal curriculum between Years 5 and 6, by number of FLSN visits in Year 6
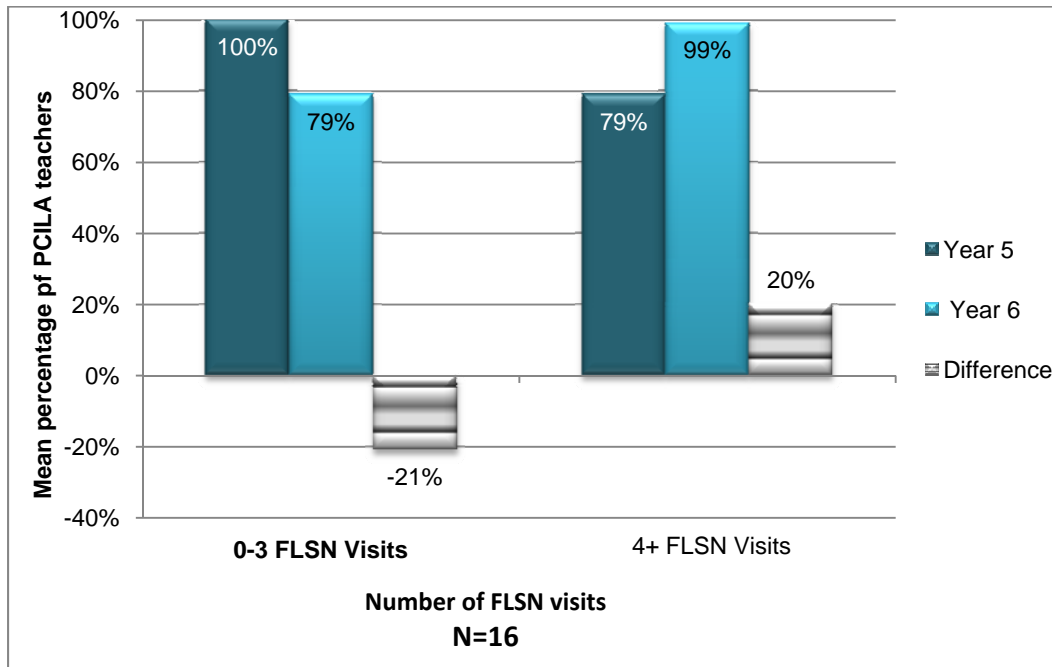
Sources: site visit information provided by FLSN director; teacher surveys, Years 5-7
[a]Parent-child interactive literacy activities

Exhibit 2.19. Change in PCILA[a] teachers' mean rating of the extent to which they use curriculum guidelines to guide instruction between Years 5 and 6, by number of FLSN visits in Year 6
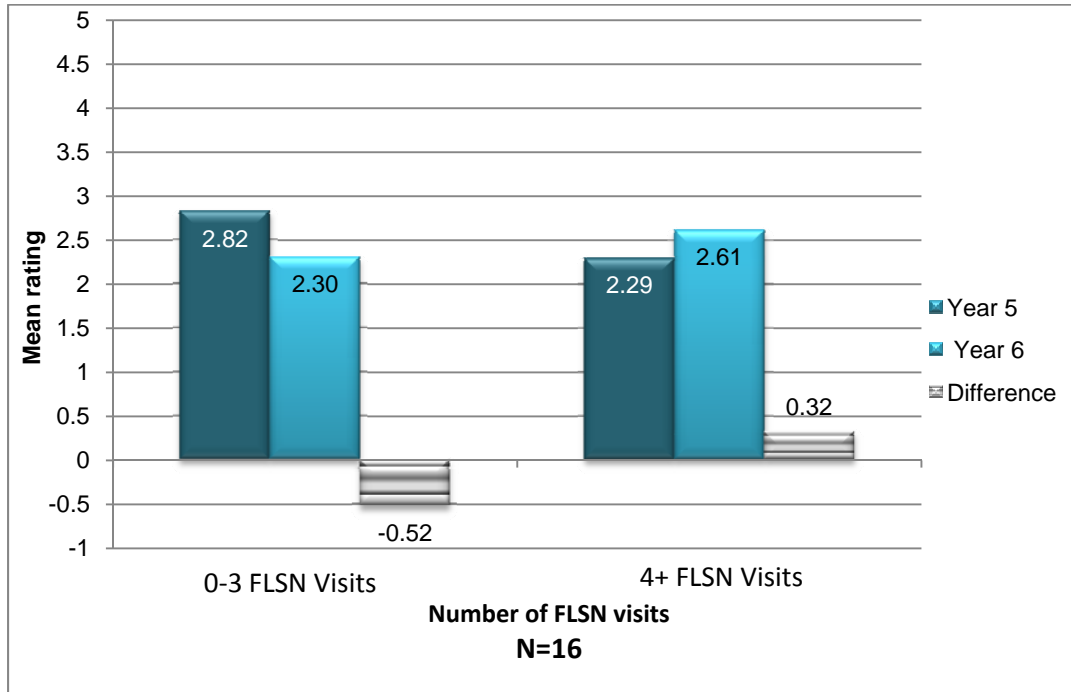
Source: site visit information provided by FLSN director; teacher surveys, Years 5-7
[a]Parent-child interactive literacy activities

- Programs receiving more FLSN visits showed less decline in the percentage of credentialed PCILA teachers. Specifically, while programs receiving four or more visits from the FLSN in Year 6 showed no change in the percentage of PCILA teachers with an appropriate credential (Child Development Associate or higher, or PE credential), programs that received fewer than four visits showed a decrease in the proportion of credentialed PCILA teachers from Year 5 to Year 7 (Exhibit 2.20).

Exhibit 2.20. Change in mean percentage of PCILA[a] teachers who have PCILA-related credential from Years 5 to 7, by number of FLSN visits in Year 6
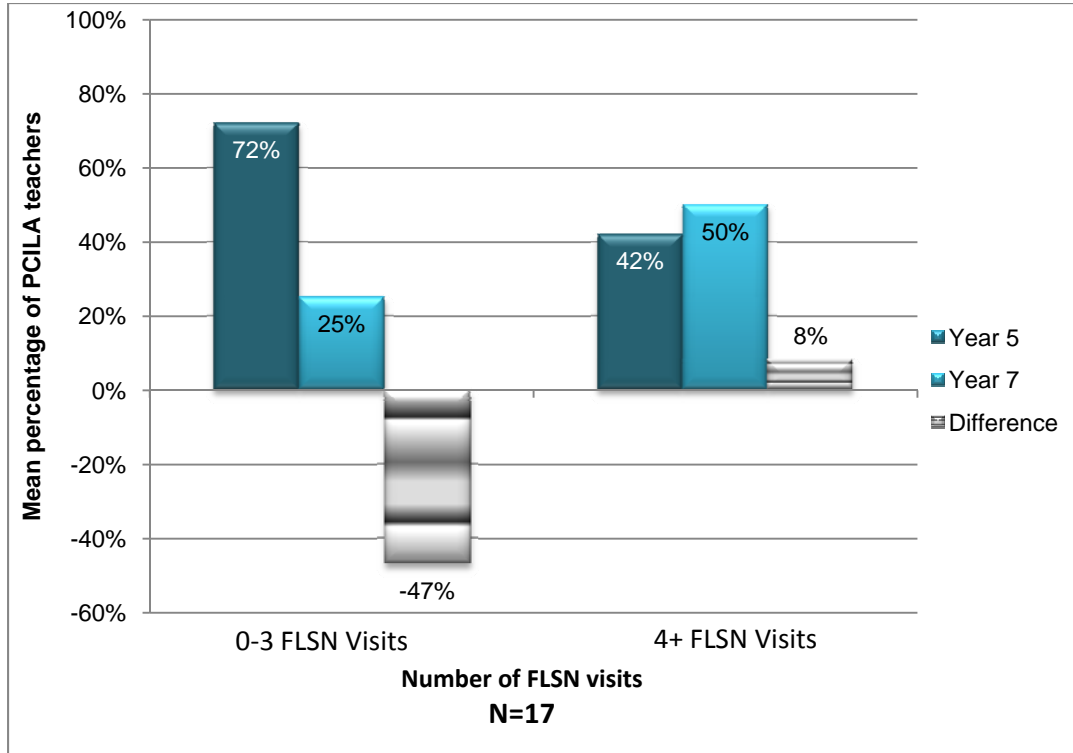
Source: site visit information provided by FLSN director; teacher surveys, Years 5-7
[a]Parent-child interactive literacy activities

Grantees receiving more site visits from the FLSN in Year 6 were also more likely to report having a higher percentage of teachers with a PE credential in Year 6 than in Year 5 (Exhibit 2.21). However, grantees receiving more site visits from the FLSN in Year 6 also showed decreases from Year 5 to Year 7 in PE teachers' mean years of family literacy teaching experience (Exhibit 2.22). It is difficult to know the reason for this relationship. The FLSN director told us that the FLSN does not make direct recommendations to grantees about hiring. They do, however, review job descriptions, share the state permit matrix, and discuss the program self-reflection tool, encouraging programs to move toward the Exemplary classification. As First 5 LA funds decrease over time and programs receive money from additional sources, changes in average years of teacher experience and qualifications overall may be due to different requirements and restrictions of these new funding sources.

Exhibit 2.21. Change in programs' mean percentage of PE[a] teachers with a PE credential between Years 5 and 7, by number of FLSN visits in Year 6
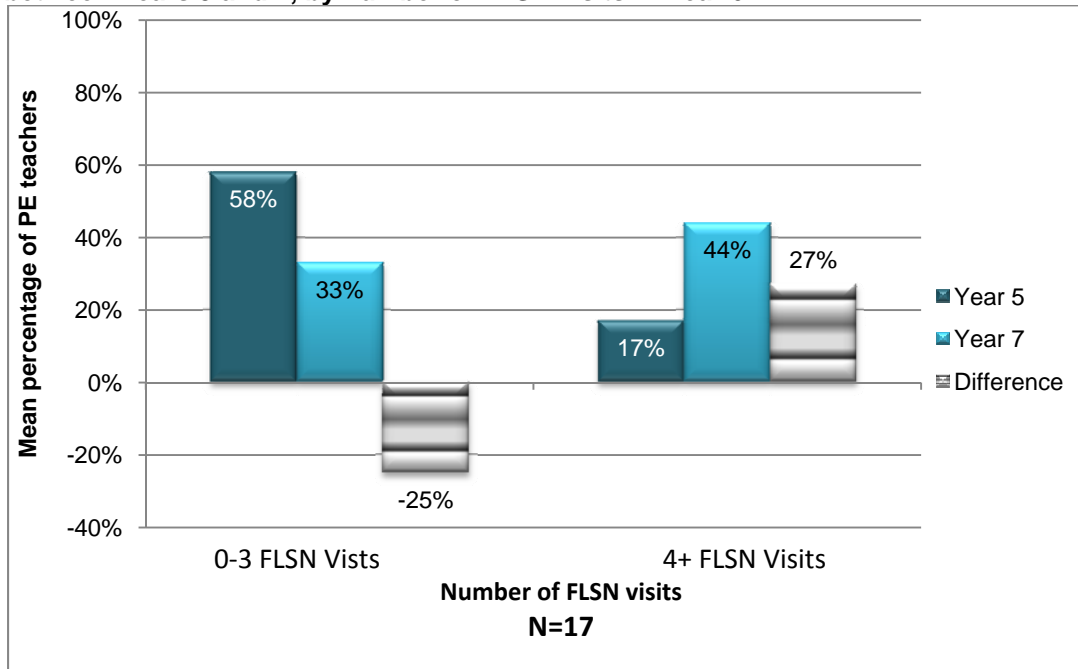
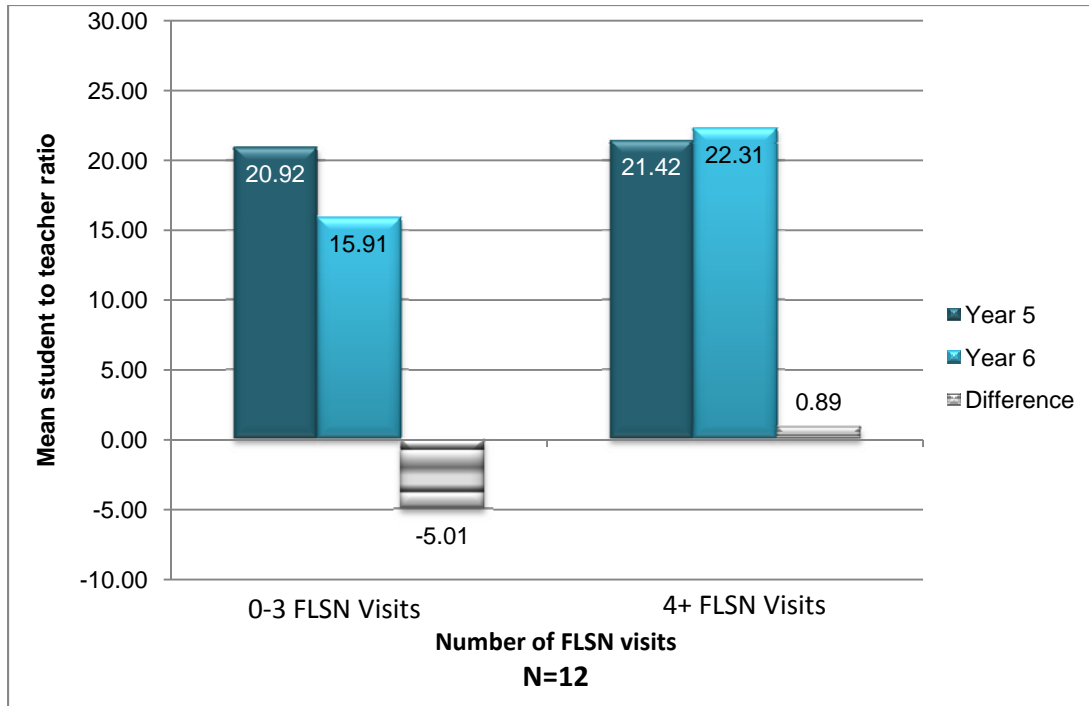Source: site visit information provided by FLSN director; teacher surveys, Years 5-7
[a]Parenting education

Exhibit 2.22. Change in mean years PE[a] teachers have taught in any FL program between Years 5 and 7, by number of FLSN visits in Year 6
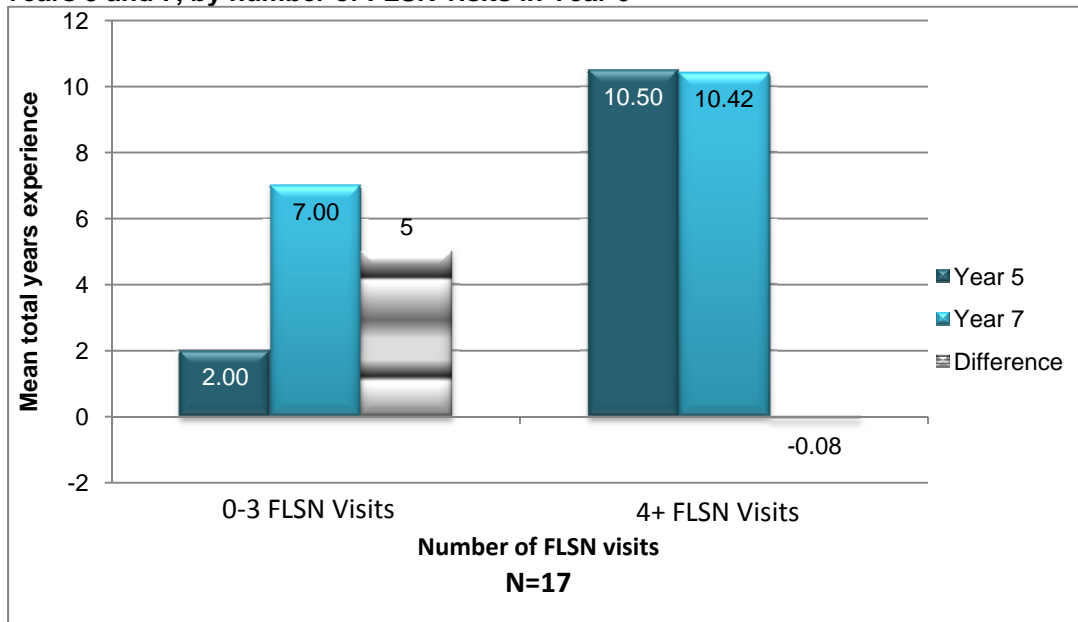
Source: site visit information provided by FLSN director; teacher surveys, Years 5-7
[a]Parenting education

- Compared to grantees with low numbers of FLSN visits, grantees with more visits had ECE teachers that reported higher levels of PE integration with other components, as determined

on a scale measuring the extent to which they receive information from other components and incorporate that content into their own classes (Exhibit 2.23). That is, parenting teachers in grantees receiving more FLSN visits tended, on average, to receive more information from other component teachers and tended to modify their curriculum accordingly.

Exhibit 2.23. Change in extent PE teachers integrated material from other components (scale score) between Years 5 and 6, by number of FLSN visits in Year 6
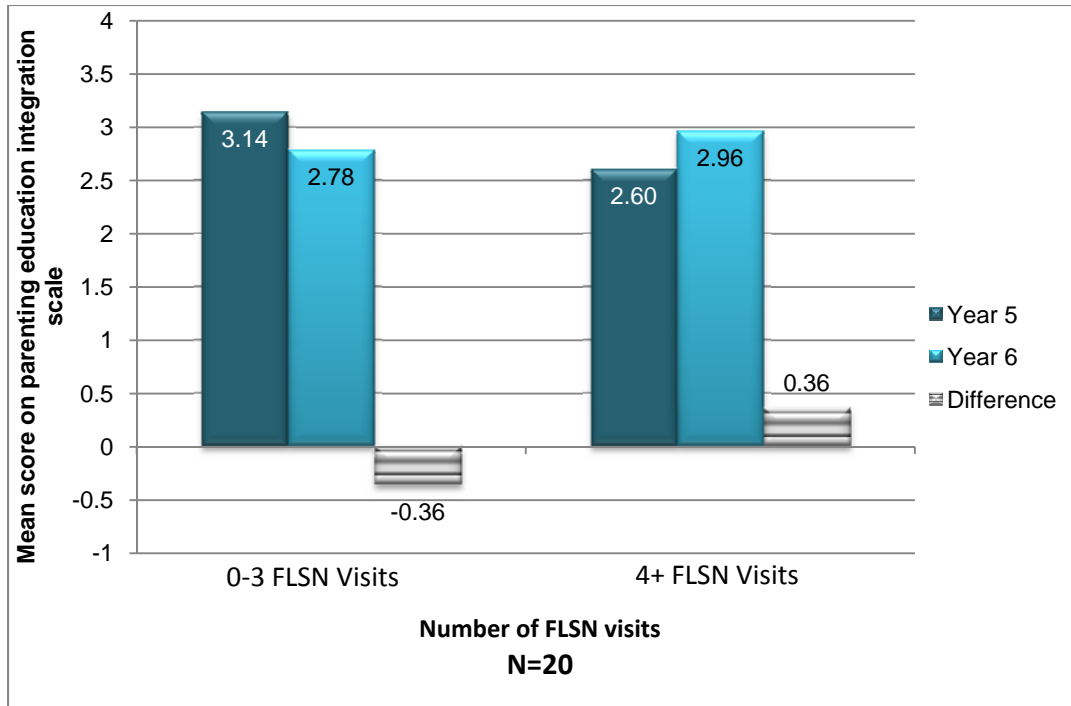
Source: site visit information provided by FLSN director; teacher surveys, Years 5-7

Two additional aspects of program quality that we found to be significantly associated with FLSN support were related to AE, although both of these were negative. That is, grantees receiving fewer FLSN visits tended, on average, to experience greater increases in program quality within the AE component than grantees receiving more FLSN visits.

- Compared to grantees receiving high numbers of visits from the FLSN, grantees receiving low numbers of visits showed greater increases from Year 5 to Year 6 in AE teachers' mean years of family literacy teaching experience (Exhibit 2.24). When asked to comment on this finding, the FLSN director noted that it is possible that programs receiving less funding might fill positions with staff who have fewer years of experience, as they generally receive lower pay.

Exhibit 2.24. Change in programs' mean total years AE teachers have taught in any FL program between Years 5 and 6, by number of FLSN visits in Year 6
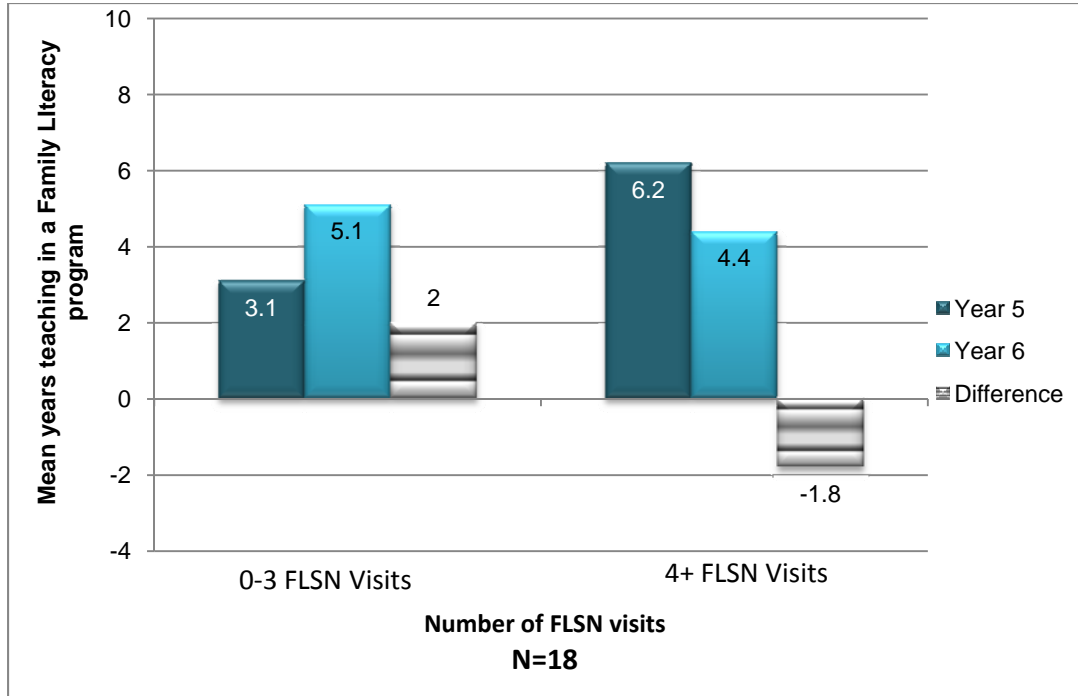
Source: site visit information provided by FLSN director; teacher surveys, Years 5-7

- Grantees receiving three or fewer visits from the FLSN in Year 6 were also more likely to have lower student-to-teacher ratios in Year 6 than grantees receiving four or more visits (Exhibit 2.25). From program director interviews and FLSN site visit notes, we know that in Years 5 and 6 grantees frequently reported struggling with budget cuts and that sustainability was a common topic of discussion during FLSN site visits, especially in Year 6. Therefore, it may be that grantees with limited funds tended to request more FLSN visits to receive assistance with fundraising. This, in turn, may explain why grantees receiving more visits also had high student-to-teacher ratios, as these grantees may have disproportionately experienced staff layoffs while retaining the same amount of students. When asked about the finding, the FLSN director emphasized that programs requested FLSN visits for a number of reasons, fundraising assistance being only one among them. However, she agreed that funding might contribute to the pattern of higher ratios. She noted that AE in California requires at least 25-30 students in a classroom to obtain a teacher. Programs struggling with funding might "stack" their classrooms so that they can ensure that they have a teacher to come to their site.

Exhibit 2.25. Change in programs' mean AE student to teacher ratios between Years 5 and 6, by number of FLSN visits in Year 6

Source: site visit information provided by FLSN director; teacher surveys, Years 5-7

Summary

For the most part, program quality among Family Literacy grantees improved or remained stable over Years 5-7. All but one program director felt that their program improved or remained high quality from Year 6 to Year 7. Classroom resources remained mostly adequate over time, according to teachers' ratings. However, program directors are very concerned about program resources overall, which fund staff positions, staff hours, and professional development, and they cite the struggle for funding as a primary barrier to program improvement.

Most program staff remain qualified for the components they teach, although few PE teachers hold a PE credential. Most component teacher to student ratios remained stable in Years 5-7, although PCILA ratios improved over this time period.

To plan instruction, a majority of teachers in all components reported using a variety of sources, including curriculum guidelines, data collected through assessments, topics covered in other family literacy components, and their instincts or knowledge about what children or adults need to plan instruction. A majority of AE, PE, and PCILA teachers reported using requests and suggestions from students to guide instruction as well.

AE teachers reported using hands-on activities in their classrooms far more often than lecturing, but PE teachers reported using lecture more often than hands-on activities, perhaps because of the nature of the content. However, more frequently than lecturing, parenting teachers engaged students in a class discussion or question and answer session and allowed parents time to discuss their experiences with each other.

ECE classrooms are generally in the medium range of quality as measured by the CLASS (supplemented by data from the Emerging Academic Snapshot). Teacher-child interactions were

observed to be generally positive, although classrooms had low Quality of Feedback scores—a difficult but important dimension of the CLASS that is associated with development of children's critical thinking skills. Additionally, compared with the time spent interacting with children by elaborating or scaffolding, ECE teachers spent over three times as much time engaging children using a didactic approach, which is thought of as less developmentally appropriate than more interactive learning.

The FLSN has continued to focus on developing the capacity of grantees and improving program quality. The nature of grantees' requests for assistance has shown several patterns over the course of the Family Literacy Initiative, evolving from support in meeting the deliverables required by First 5 LA, understanding the scope of work, and administering assessments in 2002-2005, to curriculum, program scheduling, and staffing in 2005-2007, to attendance and retention by 2009. When asked about the biggest improvements to program quality that grantees made over the course of the Initiative, the FLSN director cited improvements in ECE instruction, written policies and procedures, data use, teachers' use of reflective practice, and enhanced parent partnerships.

Over a third of the program directors believed that the FLSN had been instrumental in helping them achieve high-quality programs. Program directors indicated that the FLSN helped them identify best practices, train staff, identify funding opportunities, develop ideas to improve recruitment practices and participant retention rates, and create opportunities for staff development. FLSN support, as measured by the number of site visits, was mostly associated with improvements in the PE and PCILA component, in which teacher qualifications, use of curriculum, and integration improved. However, more FLSN site visits were also associated with fewer years of experience among AE teachers and higher student-to-teacher ratios in these classes. The FLSN director points to funding as a possible contributing factor to these patterns, noting that programs struggling with funding might enroll higher numbers of students in their AE classrooms so that they can ensure that they have a teacher, and that programs receiving less funding might fill positions with staff who have fewer years of experience.

In addition to difficulties securing funding, grantees described several other remaining challenges, including finding qualified staff for open positions, preventing staff turnover, recruiting and retaining families, finding the time for teachers in all four components to meet for joint planning, and finding appropriate and affordable staff development opportunities.

Chapter 3. A Focus on the "Fourth Component" of Family Literacy: Parent-Child Interactive Literacy Activities (PCILA)

PCILA (*PCILA*) is sometimes considered the "fourth component" of family literacy, since it is the unique component that helps to integrate the other three components into a coherent program in support of families. Through PCILA, parents and children participate in collaborative activities that are designed to promote children's learning, including literacy and language development, and parents have the opportunity to put the skills they have learned from their PE classes into practice, and, ideally, receive feedback and coaching from a trained ECE teacher or parent educator.

This "learning lab" notion of PCILA may be especially important for parent learning. In prior analyses of parent outcome data, we found that more hours spent in PE class was associated with greater improvements in parent knowledge and access to and use of literacy resources for their children. However, we also observed a closer link between changes in actual parent behaviors (such as reading to their children and engaging their children in interactive literacy activities) and time spent in PCILA sessions (Quick et al., 2009). This suggests that opportunities to practice what they are learning may be critical for supporting parent growth.

A description of elements of PCILA classroom resources, instructional content, and pedagogy were presented in Chapter 2. Because of PCILA's unique position within Family Literacy programs and the potential for impacting parent behavior, we decided to take a closer look at PCILA classes in the Initiative in Year 7. This chapter focuses on the following research question:

> 4.2. What quality features characterize the PE/PCILA component by the end of the Initiative, and how have these changed over time?

To better understand PCILA—variations in approaches, effective practices, and parent perspectives—we conducted site visits to six programs in Year 7. We selected these six programs to represent a range of program approaches, resources, and outcomes. We took into consideration PCILA program structure, teacher experience, the availability of classroom materials and resources, age distribution of children, and parenting outcomes on the prior year's assessments. While on site, field staff observed PCILA sessions, interviewed PCILA teachers and program directors, and held focus groups with parents. This chapter details the themes that emerged from this more in-depth examination of PCILA.

Variation in Approaches to PCILA

Characterizing PCILA across the entire Initiative is challenging, because although there are common threads that run through PCILA sessions across program sites, each program has a unique approach to implementing this fourth component of family literacy. When asked about the primary goals of the PCILA component, program directors across all programs gave different answers. Although the name would imply that PCILA time should emphasize literacy activities, many program directors indicated that the scope of PCILA extends beyond developing literacy skills for children to include enhancing parenting skills and parent-child relationships. Some of the primary goals highlighted by program directors included:

- To provide time for parents and children to learn together,

- To integrate and practice what parents and children have learned in different program components,

- To help parents and children bond,

- To build parents' skills and awareness of their role as teachers,

- To teach parents the importance of play, and

- To help parents learn about their children's development.

The Structure of PCILA Activities Across Sites

Across the sites visited, we observed or learned about a number of different approaches to structuring PCILA that programs use to engage parents and children. In most cases, programs combine several of these structures or rotate through them over the course of the session:

Group Activities

Perhaps the most common form of group activity observed while visiting the six case study sites was circle time, where parents and children sat together on the floor and engaged with teachers leading activities such as songs, finger plays, or story time. In most cases, group activities are teacher directed, though some programs also rotate responsibility for story time or leading a song to the parents.

Teacher-Directed Activities for Parent-Child Pairs

Another common form of teacher-directed activity observed while on site involved one-on-one activities designed by the teacher to be implemented by the parent. These often included art projects and other organized activities and involved a set of instructions given to the parent or to the parent-child pair. This approach was often set in a context that lent itself to coaching opportunities where teachers could offer guidance to parents to help them out of a challenging situation (often behavior related) or to otherwise enhance their learning. Often the focus of these activities was to strengthen the parent-child relationship and give parents ideas about what they can do with their children at home.

Parent or Child-Directed Activities

Many programs—overall, and those selected for site visits—also offered parents and children opportunities to select their own activities during PCILA. In most cases, parents are encouraged to follow their child's lead and allow them to select the activity for the pair, though in other cases, parents are more directive. These "free choice" activities were typically one-on-one, but, in some cases, children wanted to play with each other too, so a small group of parents and children might engage in an activity such as dramatic play or building with blocks.

Classroom Volunteering

Perhaps a less common approach to PCILA is to use parents as volunteers in the ECE classroom. In these scenarios, parents may or may not work directly with their own children or even with children their own child's age. At one site, where this was a focal strategy, the parent volunteers received special training on working with children of this age range in a classroom context. Some benefits of this approach to PCILA highlighted by staff using this model were as follows: higher teacher-student ratios are present in the ECE classroom, parents learn how to interact with teachers, parents feel more comfortable in a school setting, parents gain job readiness skills, parents can learn about the development of children older than their own children, and parents have the opportunity to learn how to interact with children by observing teachers modeling best practices.

PCILA at Home

Generally not used exclusively as the approach to PCILA, home-based activities usually supplement in-program activities to reinforce learning or to compensate for lack of space or time for a full PCILA session on site. At-home activities might include an organized project or activity, a go-at-your-own-pace book backpack approach, or something as informal as keeping a log of the time parents and children spend reading together. These activities also may or may not include debriefing or journaling—giving parents an opportunity to reflect on what they have observed their children doing or what they are learning.

Special Events and Celebrations

Given that PCILA is the one component that includes both parents and children, it is often the context where special events or celebrations occur. This may mean celebrating Cinco de Mayo or Mothers' Day or other holidays or cultural events; children's graduation is another common program celebration. These activities are often planned by parents, which gives them an opportunity to practice leadership skills and also encourages program integration. Other benefits of these events highlighted by staff and parents include helping parents to develop a sense of ownership of an activity, fostering a feeling that the program values their culture, and giving parents an opportunity to feel pride in their children's accomplishments. These special events may also mean taking a special trip to the zoo or the aquarium to give children (and often parents) the opportunity to see firsthand animals or sites that they have read about in books but have never actually seen in person.

Combinations of Activities

Perhaps the most common approach to PCILA is to rotate through various activities over the course of the session. For example, a common strategy is often to offer parents and children free choice time when they arrive (parent/child-directed activities), then come together for circle time (group activities), then have an art project for parents and children to work on together (teacher-directed activities for parent/child pairs), and then wrap up with more free choice time or perhaps a closing group activity, such as singing. This approach looks very much like a typical preschool session and gives parents the opportunity to experience what children do on a regular basis in their ECE classroom. Other activities such as classroom volunteering or PCILA at home are usually in addition to these classroom sessions.

The Evolution of PCILA Over Time

When the Initiative began in 2002, most (but not all) of the 15 funded grantees had been offering some form of parent-child interaction time for families. For some programs this was a fairly new addition to their array of services. Since then, staff at these programs have become more comfortable with the PCILA model and many have made modifications and adjustments to better respond to family needs. Several programs added new structures (such as parent volunteers or a home component) to maximize parent learning. For example, at one site, the purpose of PCILA had been simply to give parents an opportunity to read and play with their child. Because they were not seeing the kind of learning they were hoping for among parents, program staff decided to introduce competencies expected of children in kindergarten. Program staff then focused on how to observe children's progress toward these competencies and introduced activities for parents to use to support their development of these competencies. This approach gave parents something specific to focus on each week and spurred parent reflection and increased learning over time. As illustrated by this program's changes over time, the flexibility of PCILA makes it a perfect focus for program improvement efforts.

Strategies for Enhancing Parent and Child Learning

Although the ultimate goal of family literacy, and PCILA by extension, is breaking the cycle of poverty and illiteracy by giving children the tools and resources they need (including strong parents) to succeed in school, the emphasis of PCILA is primarily on supporting parent learning. The importance of skill development among parents was central in the programs observed. Teachers and staff gave parents opportunities to learn about literacy activities appropriate for children, they demonstrated effective strategies through modeling, and they gave explicit guidance to parents through individualized coaching. These strategies are described here.

A Focus on Literacy in the PCILA Classroom

Although not the only focus, one goal of PCILA activities is to engage parents in supporting language and literacy development among children in several ways. The most obvious is through reading, and, specifically by having parents and children read together. However, there are other ways to promote language and literacy, such as singing songs, encouraging the use of complex language in parent-child interactions, helping parents use strategies to promote and extend their children's vocabulary, and encouraging parents to model positive literacy practices at home.

Literacy activities were seen in all of the PCILA classrooms observed during the case study site visits. However, the level of emphasis and the types of opportunities for parents and children to practice their literacy skills varied among programs. While at one site the literacy focus of PCILA was not very strong at all, in another, it was the main thrust of the session, and reading fluency and vocabulary development were explicit goals. This latter site, in fact, used a direct instruction model (through teacher-led group activities) for much of the session to support children's literacy development with flash cards and oral recitation by the children.

Book reading, however, appeared to be the most common literacy activity across sites, though even this common activity was implemented differently. In some sites the book reading was more teacher-directed (e.g., with the teacher reading a book to the entire class) with varying levels of parent and child participation, while in others, children were more likely to choose a book and have their parent read it (child directed).

Teacher-led group activities in which the teacher read a book aloud to parent-child pairs varied in terms of their instructive value to parents as well. Coincidentally, many of the sessions observed even used the same book (Eric Carle's *The Very Hungry Caterpillar*) to organize the book reading time, which made contrasts in approaches even more

> ***Focusing parent attention on child learning***
>
> "*[Before in PCILA], parents would read and play with the child. And we'd say, "What did you do with the child this week?" But because now they know specifically what competency to look for that week and how those competencies build, it's more focused and easier for them to understand.*"
>
> - PCILA teacher

explicit. Some PCILA teachers used this opportunity to teach parents about how to engage children in the book and to support their comprehension skills. For example, at one site, after reading the book, the teacher explained to parents how they could bring the story to life by singing songs about caterpillars, asking their children questions about caterpillars (e.g., What do caterpillars eat? How did the caterpillar feel? What colors were the fruit that he ate? How many holes were there in the fruit?). At this same site, the PCILA teacher made sure to integrate the content of her class with that of the ECE class by reading the same book in both classes and doing related art projects and literacy activities that supported an in-depth understanding of the book. The other teacher in this class (the

program's parenting teacher) also played an important role in supporting literacy by encouraging parents to think of other potential activities that might relate to the book, such as having the children pretend to be a caterpillar and eat various fruits.

Another context for practicing literacy activities during PCILA was during free choice time. Most PCILA classrooms (typically the ECE classroom) had activity centers (such as library corners and science tables) set up that parents and children could rotate through and freely explore. These centers often had a literacy focus or element. For example, during one observed class period, parents and children were engaged in a wide range of activities that supported language and literacy development, including: 1) playing a computer game about letters and rhyming, 2) reading a book in the library center, 3) stacking ABC blocks in alphabetical order, 4) working on writing the child's name at the writing table, 5) playing with a magnetic alphabet fishing game, and 6) working with alphabet cards to help a child practice saying each letter's name.

At-home activities also frequently have a literacy focus; for example, at one site, parents are asked to document the books they read with their children. They may note the author and title of the book, the main storyline, who they read to, how the child reacted, and whether the child liked the story. Sometimes the logs are turned in as "homework" and discussed with the PCILA teacher. One site has turned this idea of reading logs into a parent book club where parents discuss with each other their reading experiences.

Modeling for parents

"There's … circle time, and that's really the main role of the teachers – the main opportunity to model. They have smaller opportunities for learning moments to happen in the classroom, and they can be models and coaches at that point. Circle time is the primary time of modeling – reading out loud, modeling their tone, asking them to predict or recall, introducing those print and story concepts, singing, clapping, breaking it down into smaller pieces."

- PCILA teacher

Modeling Effective Practices for Parents

One of the key strategies that PCILA teachers use to help parents learn about how to engage with their child is to model the behaviors that they would like to see in the parents. For the purposes of this analysis, modeling refers to the occasions when teachers consciously perform a behavior intended to demonstrate how parents could support their children's learning or development. Sometimes this appears to be more intentional than others. Since PCILA sessions are frequently set up like preschool activities, it is sometimes difficult to discern whether teachers are intending to model for the parents or whether they are simply teaching the children directly. The end result is perhaps the same, though a direct comment to parents may ensure that parents are paying attention and thinking about how they might apply the behavior to their own interactions with their children.

For example, during one book reading activity, the teacher said to the parents, "I'm going to show you how to bring the book to life." She proceeded to model the "caterpillar walk" to show parents that they can act out the actions taking place in *The Very Hungry Caterpillar*. Teachers also frequently modeled what types of questions to ask of children, how to read a book to keep children engaged, how to increase children's vocabulary using language extension and the introduction of new words, and how to relate children's language and art and experiences to the language and content of the book read in class.

Modeling often took place during whole group activities, where all parents could benefit from observing the teacher's demonstration. In interviews with teachers, we often heard that this modeling was, in fact, intentional, and group time was frequently viewed as a time to show parents what they could do.

In addition to giving parents strategies for supporting their child's learning, teachers also used modeling to help parents with behavior management strategies. We observed a number of occasions where the child got upset or frustrated, and the teacher stepped in to demonstrate for the parent how they might redirect the child's attention to help him or her better engage in the activity. Most of this modeling was teacher directed, though we also observed instances where parents asked teachers for help with these difficult situations.

Coaching Parents in Context

In terms of explicit guidance for parents, coaching goes one step beyond modeling. For this analysis, we define coaching as providing individualized guidance or direction regarding specific parent behaviors with the intent of helping parents to better support their children's learning and development. Coaching is more difficult than modeling. It requires observation of parent-child interactions and more individualized attention to parent-child pairs, and it requires that teachers step into a parent-child interaction and offer assistance—something that could be viewed as threatening by the parent if not done well or if the teacher has not established a relationship with the parent that allows this. Perhaps as a result of these challenges, we observed less coaching in our visits to the case study PCILA classrooms.

Similar to the instances of modeling, when we did see coaching by teachers, it was often either in the context of helping parents to better scaffold their child's learning or helping parents with a behavioral challenge. Teacher-initiated coaching was often focused on giving parents strategies for supporting their learning. For example, after observing a child struggling with her ABCs, the teacher gave the mother a sheet with the alphabet printed on it and suggested that they sing the ABC song at home while reviewing the handout to help her daughter with letter learning. In another example, a parent-child pair was engaged in a math activity. The teacher gave the parent tips on how to ask the child questions about the patterns she was observing and suggested that the parent could both replicate the activity at home and extend it by increasing the level of discussion about the activity with the child. Teachers also gave parents quick tips during their interactions with their children. For example, we observed teachers advising parents to physically position themselves at the child's level when talking with them, and encouraging conversations between parents and children by suggesting questions parents could ask.

Keeping children interested and engaged in the activity is sometimes difficult for parents who are focused on making sure they are doing the activity correctly or when they are reading to a child and they lack confidence in their reading skills. When teachers observed that children were not paying attention to the activity, they often intervened to coach parents on how to improve their children's engagement. In one such situation, the teacher advised a parent: "You don't have to read the whole book to her. You can see she's losing interest…" and she guided her on how to follow her child's lead and move onto another activity. Another teacher stepped in when a child got upset and left the activity she was doing with her mother to go to the library corner. The mother stayed at the table and continued to work on the art project that she and her daughter had been doing together, and the teacher reassured her that the class was about the pair's interaction, not about the art activity, "It's okay, you can go with her," she explained. "If she moves, you move."

Parent Perspectives on What Works for Them

In conversations with parents about their experiences in PCILA, we heard consistent messages across the six case study sites visited. Parents love the one-on-one time they get to spend with their child, and they appreciate the learning opportunities that PCILA activities and the teachers provide. When asked about the role that the PCILA teacher plays during PCILA time, we heard slightly different perspectives from parents at different sites, perhaps reflecting varying approaches across the Initiative. A common response was: "She guides us on how to work with our children." Perhaps a reflection of the teacher's role as coach, some parents referred to the teacher's role as "monitoring" or "evaluating" parents' interactions with their children and providing feedback. At another site, parents reflected on the collaborative notion that teachers are there to help parents help their children: "We are a team with the teachers and our children." In addition, the PCILA teacher was viewed as a counselor or an expert to whom parents could go for advice. Parents described struggling with behavioral issues with their children and seeking guidance from the PCILA teacher.

> ### *Special time for parent and child*
>
> *"The kids feel like they're the most important thing in the world at that time, it's a special time just for them. At home the time is shared with the other kids, and my husband, it's not specifically time for him. Here, with each kid we have here, it's special for them. They feel better, more confident. It's amazing for them – they say 'we did this and that!' This time is invaluable. It's incredible."*
>
> - Parent

Parents reported a wide range of benefits of their participation in PCILA activities. First and foremost, parents appreciate the time—away from the demands of home—in which they can focus entirely on their child. The time enables parents and children to strengthen their relationship and parents to improve their understanding of where their children are developmentally and what they need to support their learning. This is also a time that parents feel they can relax and just play with their children. Learning about the importance of play for their children's learning was also a big lesson we heard from parents. Several parents noted that they did not realize they were supposed to play with their children before their PCILA classes.

> ### *Adding drama to reading*
>
> *"[We learned]… how to read books to them. We've gotta not just read but make faces, make noises, interact with the book, not just read it to read it."*
>
> - Parent

Parents also reported learning specific strategies for interacting with and supporting their children's learning. They learned that it is important to follow their children's lead—to allow them to select the activity and to encourage them to do it their way, even if it is not exactly how the parent would approach the task. Another common lesson reported by parents was about the importance of engaging their children in dialogue—asking them questions to get them talking, and responding to their interests—to encourage their language development and thinking skills.

Finally, reading is a major focus of PCILA and of family literacy more broadly, and parents talked about learning how to read to their children—not the mechanics of reading itself, but strategies for reading to maximize children's interest in the story. Parents talked about reading with inflection and drama, making faces, using gestures, and acting out the story to fully engage children. Parents also talked about asking children questions as they read, and how it is important to ask different kinds of questions rather than always asking them to simply name an object or identify its color.

Summary

Because PCILA is a unique feature of Family Literacy programs that ties the other three components together and because we found some evidence of a connection between time parents spend in PCILA and changes in their parenting behaviors over time (Quick et al., 2009), we took a closer look at the PCILA component in a set of case study grantee programs within the Initiative. We focused on six sites, and drawing on observation data, interviews with teachers and program directors, and focus groups with parents, we explored the range of structures and approaches to PCILA, strategies for enhancing parent and child learning, and parent perspectives on what they learned through their experiences with PCILA.

Overall, we found that approaches to structuring PCILA time vary widely from grantee to grantee, though there are common elements that grantees appear to select from and combine in different ways. Many PCILA sessions look somewhat like typical preschool class sessions, while others bring in other less traditional approaches to involving parents in learning how to support their children's learning.

We found that all programs rely on literacy activities as part of the PCILA curriculum, though some place greater emphasis on this than others. We observed many instances of teachers modeling effective strategies for scaffolding their children's learning and for maintaining children's engagement in the activities. Although less frequent than modeling, we also observed instances of one-on-one coaching of parents where teachers provide individualized guidance to parents to help support their learning.

Finally, parents expressed strong appreciation for the PCILA sessions not only for the lessons they are learning but also for the time the sessions allow them to spend with their children—focused exclusively on their needs and interests.

Chapter 4. Participant Outcomes Over the Course of the Initiative

In the previous chapters, we discussed changes in program quality over time and took a closer look at the structure of PCILA programs within a subset of grantees. Now we turn to a discussion of how parents and adults change and grow while enrolled in Family Literacy programs and how participation in the program is related to these changes. This chapter covers the following research questions:

1. **How are Family Literacy program participants growing and changing over time?**

    1.1. How do Family Literacy program participants grow and change over the course of a year of participation?

        1.1.1. How do parents' English reading skills change over the course of a year of participation?

        1.1.2. How do parenting knowledge and behaviors change over the course of a year of participation?

        1.1.3. How does children's language develop over the course of a year of participation?

        1.1.4. How do children's pre-academic skills (early literacy and math skills) change over the course of a year of participation?

2. **What is the relationship between program participation and outcomes?**

    2.1. What is the relationship between program participation and outcomes for families over the course of their participation in the program?

        2.1.1. What is the relationship between hours of attendance (in adult basic education (ABE) and English as a second language (ESL) classes) and growth in parents' English reading skills over the course of their participation in the program?

        2.1.2. What is the relationship between hours of attendance (in PE and PCILA) and growth in parenting knowledge and behaviors over the course of their participation in the program?

        2.1.3. What is the relationship between hours of attendance (in ECE/all components) and growth in children's language development over the course of their participation in the program?

        2.1.4. What is the relationship between hours of attendance (in ECE/all components) and growth on direct assessments of children's pre-academic skills (early literacy and math skills) over the course of their participation in the program?

    2.2. What is the relationship between program participation and outcomes for families after they leave the program?

        2.2.1. What is the relationship between hours of attendance (in PE and PCILA) and continued growth in parenting knowledge and behaviors after parents leave the program?

        2.2.2. What is the relationship between hours of attendance (in ECE/all components) and performance on measures of educational achievement in elementary school?

3. **What is the relationship between program quality and participant outcomes?**

    3.1. What is the relationship between AE component quality and growth in parents' English reading skills over time?

3.2. What is the relationship between PE and PCILA component quality and growth in parenting knowledge and behaviors over time?

3.3. What is the relationship between ECE component quality and growth in children's language development?

3.4. What is the relationship between ECE component quality and growth on direct assessments of children's pre-academic skills (early literacy and math skills)?

To examine the research questions, we conducted analyses of changes in parents' scores on the Comprehensive Adult School Assessment System (CASAS), of changes in parents' responses to the Family Literacy Initiative Parent Survey (FLIPS), and of children's language development and pre-academic skills.

To investigate the patterns of development in young children's language, we conducted an analysis of children's scores on a normed inventory of vocabulary development. The inventory was given by program leaders to parents, and parents were asked to reflect the words their children were able to understand and say at two time points during the year. We analyzed growth over time and compared Family Literacy children's scores to national norms.

To look at trends and relationships involving young children's pre-academic skills, we conducted an analysis of children's scores on eight direct assessments. The assessments measured skills such as English language level; vocabulary in English and/or Spanish; understanding of how books work; counting objects; applied math problems; and naming colors, letters, and numbers. We analyzed growth over time as well as relationships between various aspects of program participation and program quality and children's score gains on the assessments.

Parents' English Reading Skills

The majority of parents participating in the Family Literacy Initiative over the years have attended English-as-a-second-language (ESL) classes to improve their English skills. Other parents have attended adult basic education (ABE) classes. The focus of this section is on the progress of these parents on their English reading skills over the course of their participation in the Initiative.

> ***Understanding English***
>
> *"It's also helped me a lot with my son's school papers because a lot of times they want [me] to check their homework. But since I didn't understand English, I would say 'I don't understand.' But now – I don't speak it, but I understand, even when they're chatting…. Understanding is the motivation more than anything – at least understand what they're saying so I can always keep abreast of what they're doing in school."*
>
> - Parent

Changes in English Reading Skills in Year 7

Parents have consistently reported on their increased confidence with understanding and speaking English as a result of their participation in the program. Changes in their skill level have meant that they can go the store and ask for what they need; they can take their child to the doctor and explain the problem; they can talk with their child's teacher and understand the teachers' recommendations for supporting their child's learning. Parents in focus groups spoke of how their newfound English skills have helped to open doors for them.

To explore these increases in English skills in a quantitative way, we begin with an analysis of growth over the course of one year on parents' basic reading skills, as measured by the CASAS reading assessment. We focus on parents participating in any of the Family Literacy programs in Year 7 of the Initiative (2008-09). As in years past (see Quick et al., 2009, for similar results for Years 5 and 6), analyses of change over time were limited to parents who had participated in ESL and/or adult basic education (ABE) for at least 100 hours. This restriction, a convention used by Even Start and the Initiative as a whole, allows for sufficient time in the program to demonstrate growth. We examine score growth between Time 1 (the first assessment of the year) and Time 2 (the last assessment of the year); in Year 7, the average time elapsed between Time1 and Time 2 was 5.7 months.

> **Increased communication skills**
>
> *"English classes have helped too, I don't speak perfectly but it's helped a lot. It's helped me to be able to communicate with my boss, and with people, and I'm more proud of myself."*
>
> - Parent

Overall, statistically significant score growth on the CASAS reading assessment suggests that parents are becoming more literate in English (Exhibit 4.1). This is true at the beginning basic skills level (parents who score 210 or below at Time 1) as well as at the low intermediate to advanced level (parents who score above 210 at Time 1). The Even Start benchmark for improvement on the CASAS is 5 points for beginning basic skills parents and 3 points for low intermediate to advanced parents. In Year 7, on average, the benchmarks were met: the average growth was 8.1 points for beginning basic skills parents and 3 points for low intermediate to advanced parents (Exhibit 4.1). Overall, 74 percent of parents met their respective benchmark.

Exhibit 4.1. Mean CASAS reading scores at Time 1 and Time 2 for all parents receiving at least 100 hours of ESL and/or ABE, Year 7
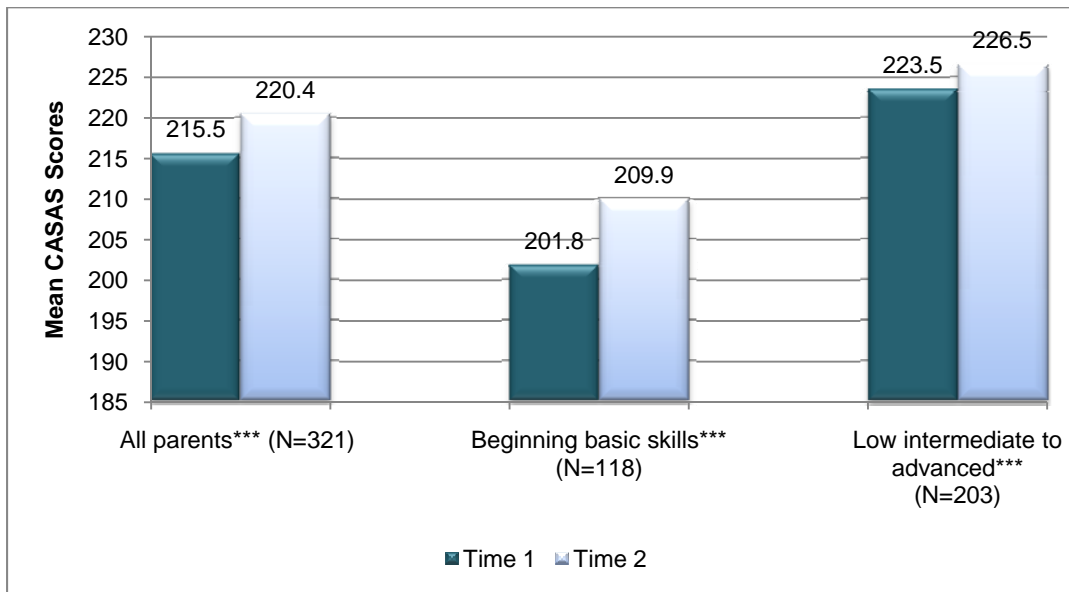
*** indicates a statistically significant difference between Time 1 and Time 2 at level p<.001

As in past years' analyses, we find that parents at the lower end of the scale at the beginning of the year demonstrate greater growth than parents who start at a higher level. This is not surprising given that parents at the lower end of the scale have more room to grow. It raises questions, however, about how score growth changes over time. This approach captures one year of growth, but not necessarily

the first year of growth, as many parents participate in the Initiative for more than one year. To capture a parent's complete participation, we must include a broader array of data, which we are able to do as far back as Year 2 of the Initiative (2003-04).

Changes in English Reading Skills Over Time

To understand how reading test score growth changes over time, we consider CASAS scores from Years 2 through 7 (2003-04 through 2008-09). We examine changes in score growth from the first to subsequent years of participation by using an ordinary least squares (OLS) regression model with a series of indicator variables representing a participant's first, second, or third or later year of participation.

T-test results show that parents have the highest growth in their first year of participation. Parents who participate for two years show slightly slower growth in their second year than in their first but still have higher scores upon exiting the program than parents who participate for only one year. Parents who remain in the program for three or more years show slower growth and have scores upon exiting at approximately the same level as parents who participate for only two years. Mean Time 1 and Time 2 scores by year for parents who participated in the Family Literacy Initiative for one year, two years, and three or more years are shown in Exhibit 4.2.

Figure 4.2. CASAS reading scores, over time (Years 2-7), by total years in a Family Literacy program
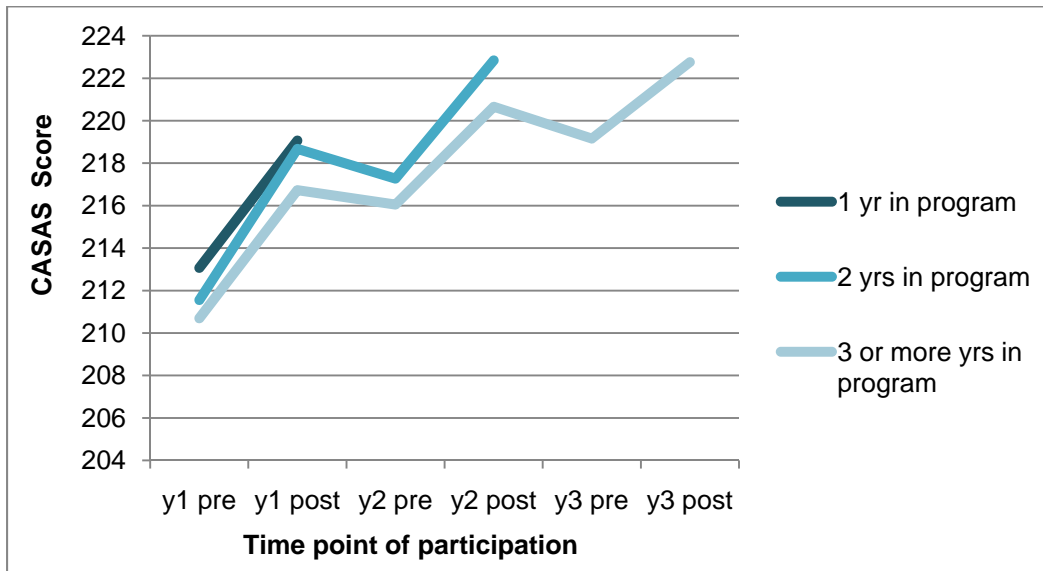
Relationships Between Adult Education Class Attendance and CASAS Score Growth

Comings (2004) notes that at least 100 hours of program participation is necessary for adult students in family literacy programs to begin reaching their learning goals. Because family literacy programs in this Initiative require a significant time commitment from parents every month, we expect parents to receive substantial hours of instruction and show growth in their English reading skills. Again, because no control group was available to clearly explore the impact of the Family Literacy Initiative, the evaluation uses a dose-response model to understand the relationship between the extent of program participation and outcomes. To explore these relationships, we use an OLS regression model regressing the last test score of the program year, which we call T2 score, on the

first test score of the program year, which we call T1 score, along with hours of participation in ESL and adult basic education (ABE) classes within the Family Literacy program, individual's year in the program, and student demographic characteristics. Parents have as many records in the analysis dataset as they have years in the program.

Although we cannot draw causal conclusions, we do find support for our hypothesis that parents who participate in more hours of ESL and/or ABE classes show more growth on the CASAS reading test. Using regression analysis, we find that the number of hours of ESL and ABE is significantly and positively related to CASAS reading post-test scores, controlling for T1 score (model 1) (Exhibit 4.3). This relationship holds true even after controlling for student demographics (Model 2) and program characteristics (Models 3 and 4 in the next section). In both models, other things equal, 100 hours in the program is associated with an increase of 1.17 points on the CASAS test. Typically, parents spend about 40 hours in class per month, up to 400 hours or more per program year.

Exhibit 4.3. *Models 1 and 2.* **Regression analysis for variables predicting CASAS reading test score at Time 2**

	Model 1	Model 2
Intercept	50.382***	54.823***
T1 score	0.7819***	0.7507***
Second year	-0.291	-0.126
Third year	-2.266*	-2.564**
Total ESL/ABE hours	0.0117***	0.0117***
Some high school, no diploma		1.2525+
High school diploma or higher		2.8552***
At least some school in U.S.		2.1251*
Income as a proportion of poverty level		0.0087**
N	1,085	953
R²	0.637	0.659

+ $p<.1$, * $p<.05$, ** $p<.01$, *** $p<.001$

Student characteristics also appear to be important. Although overall, parents showed more growth after participating for more hours, we find that having a high school diploma or higher educational attainment and having attended any amount of schooling in the United States are both significantly positively related to post-test scores. In addition, total household income as a proportion of the poverty level is also positively related to post-test score. These findings suggest that, although programs are geared toward providing services to families most in need and although all types of participating parents show growth overall, parents may be best able to learn if they have some minimum level of personal resources. Below this level, meeting basic needs may be the top priority for families.

Relationships Between Adult Education Component Quality and CASAS Score Growth

Research has also emphasized the importance of qualified adult education teachers and quality classrooms and practices for supporting adult learning (Crandall, 1994; Patterson & Mellard, 2007). We therefore examine a variety of indicators of component quality, including teacher qualifications and experience, classroom resources, curriculum, and pedagogical practices. To examine the

relationship between program quality and adult reading outcomes, we used the same final OLS model described above (Model 2), adding selected program quality indicators, which are measured in each of Years 5, 6, and 7 for each program (as described in Chapter 1).

We find that a number of program quality characteristics are associated with higher post-test scores, most—but not all—in the hypothesized direction (see Exhibit 4.4). First, a look at teacher qualifications reveals a positive relationship between years of experience teaching in a family literacy program and parents' score growth. This suggests that a familiarity with the family literacy model and/or with families participating in these types of programs may benefit student learning and is consistent with results from prior years of analysis. However, the percentage of teachers in a program holding an adult education credential is negatively related to score growth.[14] This is contrary to what one might expect and may reflect other differences; for example, there are more non-credentialed teachers at family literacy programs in community-based organizations. These staff may be hired from the community or chosen because of their knowledge of participating families and/or knowledge specific to teaching ESL even if they do not have an adult education credential. These staff, though not all credentialed, may be adept at providing instruction that meets the needs of the unique families who participate in family literacy programs.

Exhibit 4.4. *Models 3 and 4.* **Regression analysis for variables predicting CASAS reading test score at Time 2, including program quality variables**

	Model 3	Model 4
Intercept	58.783***	55.864***
T1 score	0.7202***	0.738***
Second year	0.4343	0.2286
Third year	-2.335*	-1.851+
Total ESL/ABE hours	0.0099***	0.0079***
Some high school, no diploma	1.1858	0.8188
High school diploma or higher	3.5247***	2.8338***
At least some school in U.S.	2.2282*	1.316
Income as a proportion of poverty level	0.0034	0.0028
Percent of credentialed teachers	-4.584***	
Years of teaching FL	0.3033***	
FL students to all student ratio	-0.5942	
Use of hands on activities	-1.633**	
Use of lecture	0.7277	
Adequacy of resources	2.625*	
Integration - share info with other components	1.6919***	
Program dummies†		controlled
N	689	953
R²	0.680	0.703

+ p<.1, * p<.05, ** p<.01, *** p<.001

† To control for overall program effects, indicators for each program were included in the model; coefficients for each program are not presented here.

---

[14] Even in a model in which other program quality variables are not controlled, the coefficient for this variable is negative and significant.

In our analysis of Year 6 CASAS scores, we found a significant positive relationship between score growth and teachers' use of hands-on activities and a negative relationship between score growth and use of a lecture format. However, when we expand this analysis to include Years 5, 6, and 7, we find some contradictory results. First, we find no significant relationships between score growth and teachers' use of a lecture format, and we find a *negative* relationship between score growth and teachers' use of hands-on activities. That is, with other quality factors held constant, the use of hands-on activities is negatively related to CASAS score growth. When other quality indicators are not included, neither of these variables is significant, which may indicate that there is a complex relationship between classroom pedagogy and other quality variables that is difficult to measure.

Again, consistent with findings from prior analyses, we also find a positive relationship between score growth and classroom resources—including instructional materials, space, and facilities—in the adult education classroom.

Finally, we examined the extent to which adult education classes were integrated with the rest of the Family Literacy program. We conceptualized this measure in three ways, including how well adult education teachers share information with other teachers, how well other teachers share information with adult education teachers, and a total measure of integration measuring bidirectional sharing. It appears that sharing information about the adult education instructional practices or curriculum with the teachers in the other three components is what matters most, and when this variable is included in the model, the coefficient is significantly positive, suggesting that parents in programs where adult education teachers do more sharing with other teachers show greater CASAS score growth overall.

To determine if our specification of the model using program quality characteristics adequately captured program variation, we also ran a model with indicator variables for each Family Literacy program instead of program quality variables. This model (Model 4) was very similar to Model 3; no major differences in terms of significant relationships were found.

These evaluation findings shed light on the benefits of extended participation in Family Literacy programs for parents, the types of parents who might benefit the most from Family Literacy interventions, and the program characteristics that may best support adult learning. Overall, we find significant growth on the CASAS reading assessment for parents, and we find greater growth among parents who participate in more hours (even after controlling for demographic and program characteristics). We also find several program quality indicators to be associated with increased score growth, including teacher experience in a family literacy program, lower credential rates among teachers, less use of hands-on activities, better classroom resources, and better integration (as measured by the amount of sharing that adult education teachers do with other teachers in other components).

Parenting Knowledge and Behaviors

To understand parent growth descriptively, we examine parents' knowledge and behavior patterns over the course of one program year. We draw on data from the Family Literacy Initiative Parent Survey (FLIPS) developed in collaboration with First 5 LA, the FLSN, and grantees, and first administered with families in Year 6. Incorporating data from grantee attendance records, we then examine the relationship between changes in parent knowledge and behaviors, as indicated by parents' responses to FLIPS items over the course of Years 6 and 7, and their level of participation in parenting and PCILA classes. Drawing further on program quality data gathered from teacher surveys in Years 6 and 7, we make connections between parent outcomes and the quality of family literacy services received over this time period. Results from each of these analyses are described below.

Changes in Parenting Knowledge and Behaviors in Year 7

While changes in parent reports of their parenting practices do not necessarily mean that participation in family literacy programs is affecting these changes, it is important to first understand the patterns of growth over time. This section provides a snapshot of changes in parents' reported knowledge of child development and parenting practices over the course of Year 7. As in prior reports, we organize findings by the following types of outcomes:

- Parent knowledge and attitudes

- Availability of home literacy resources

- Reading behaviors

- Language and literacy activities at home

- Attitudes about and involvement in the educational system

- General parenting practices

In the following sections, we report on individual parent survey items that address each of these outcomes as well as composite measures, or scales, created by combining items that capture multiple aspects of the same construct.[15] For all graphs, only parents who participated in the Family Literacy program for at least a month between surveys are included; the mean number of months between surveys was 7.48.

Parent Knowledge and Attitudes

In Year 7, parents showed evidence of increased understanding of best reading practices with their children. At the beginning of the program year (Time 1), most parents reported believing that the best time to begin reading to children is during their first year (82.2%), while 15.7% reported believing that the best time to begin reading to a child was between the ages of 2-4 and 2.1% of parents believed the best time was between ages 5-6. By the end of the program year (Time 2), 89.4% of parents reported believing that the best time to begin reading to a child is during the child's first year, a statistically significant increase over the beginning of the year (Exhibit 4.5).

---

[15] Significance levels reported on individual parent survey items refer to mean differences on the original items, rather than to differences in the percentage of parents giving one response or another.

Exhibit 4.5. Percentage of parents reporting on their views of the best time to begin reading to a child, Year 7
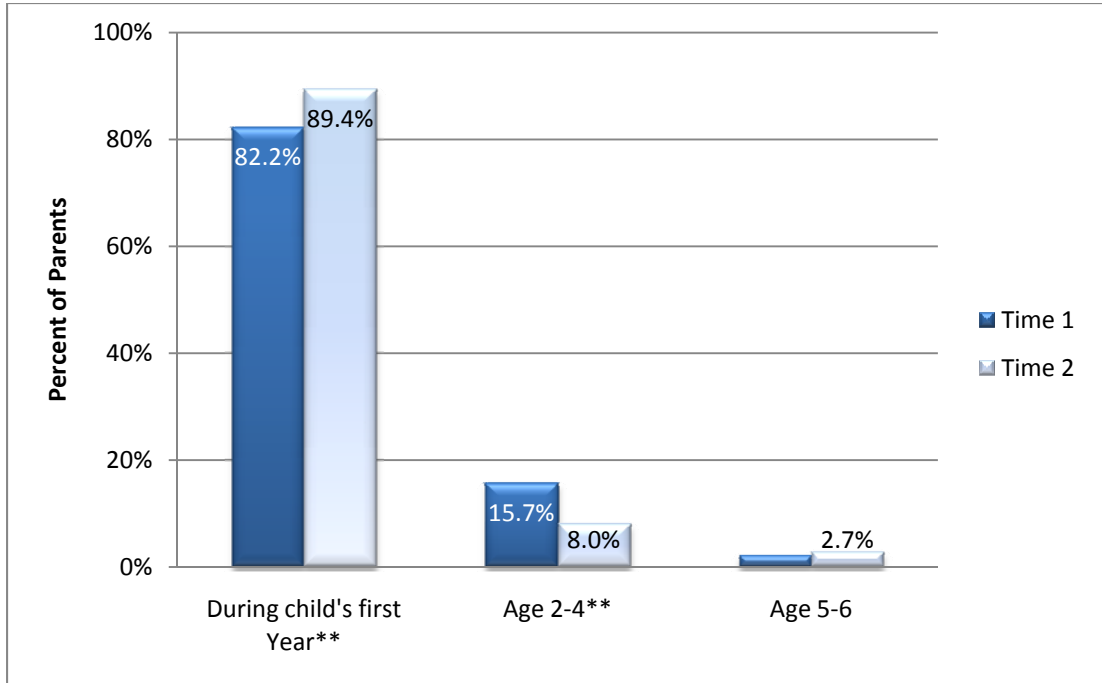
Source: Year 7 parent surveys

*p <.05, **p<.01, ***p<.001

Library Use

Another critical ingredient necessary for providing children with early literacy experiences is access to literacy materials and resources, such as through the public library. Overall, we find that parents' use of the library increased from Time 1 to Time 2.

A composite scale of parent reports of their use of the library showed statistically significant increases from Time 1 to Time 2, indicating that parents were providing more literacy-rich environments for their children by the end of the program year (Exhibit 4.6).

Exhibit 4.6. Mean rating of parent reports of their library use (scale of 4 survey items), Time 1 and Time 2, Year 7
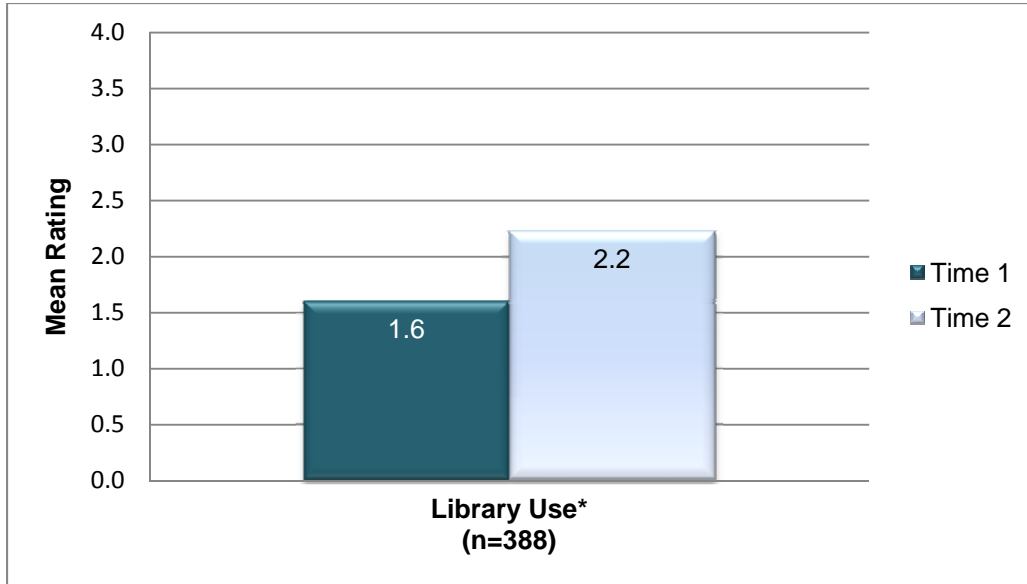
Source: Year 7 parent surveys

*p <.05, **p<.01, ***p<.001

As illustrated in Exhibit 4.7, parents showed statistically significant growth between the beginning and the end of the program year on all library visiting behaviors asked about on the FLIPS survey.

- While over half of parents reported visiting the public library in the past month (56.6%) at Time 1, more than three-quarters of parents reported visiting the library within the past month at Time 2.

- Similarly, about half of parents reported visiting the library specifically to borrow children's book at least once a month (57.3%) at the beginning of the

> ***Learning the benefit of the library***
>
> *Before I started this program I did not know the importance of reading … and also having books at home where they can reach them… [The program] gave us their card so that we could go to the library – there is a bigger selection there. In one fieldtrip, I opened a library account so I got a card… They gave us the opportunity to read more to our kids."*
>
> - Parent

program year, while about 70% of parents reported borrowing library books at least monthly by the end of the program year.

- At Time 1, less than half of parents (41.8%) reported participating in children's activities on a monthly basis at a public library. A larger proportion of parents reported visiting the library monthly to participate in children's activities (59.6%) at Time 2.

- Finally, at Time 1, less than one-third of parents reported visiting the public library on a monthly basis to use the computer, while over half of parents reported visiting the library for this purpose at Time 2 (50.4%).

Exhibit 4.7. Percentage of parents reporting use of the library, Time 1 and Time 2, Year 7

|	Time 1	Time 2	N
Visited the public library in the past month	56.6	76.9***	385
Visit the library to borrow children's books at least monthly	57.3	70.3***	384
Visit the library to participate in children's activities at least monthly	41.8	59.6***	376
Visit the library to use the computer at least monthly	31.3	50.4***	377

Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Reading Behaviors

We also examined parent practices with regard to reading to their children. The National Early Literacy Panel's recent meta-analysis of empirical research reinforces the notion that reading to children is important for language and literacy outcomes (National Early Literacy Panel, 2008). We find evidence that family literacy parents are, in fact, routinely reading to their children and engaging them in discussions about books.

Overall, statistically significantly more parents reported using beneficial reading strategies with their children at the end of the program year than at the beginning of the program year (Exhibit 4.8).

- A greater proportion of parents reported reading to children at least daily over the past week at the end of the year (56.7%) than at the beginning (36.9%). By comparison, in 2007, only 44.6 percent of Californian children between birth and the age of 5 were read to every day by a parent. The national average was 47.8 percent (Russ et al., 2007).

- About one-third of parents reported that they had read to their children more than 10 minutes the day before when asked at Time 2, while less than one-quarter of parents (23.4%) reported doing so when asked at Time 1.

- At Time 1, less than one-half of parents (47.4%) reported following a regular routine for reading books with children often or very often, while about two-thirds of parents (64.8%) reported doing so at Time 2.

- More parents also reported having books on hand for their children to look through at the end of the program year than at the beginning of the year. While 40.8% of parents reported often having books available during everyday activities at Time 1, over half of parents reported having books available at Time 2 (56.1%).

- Similarly, a larger proportion of parents reported engaging their children in conversation while reading at the end of the program year than at the beginning. A greater percentage of parents reported asking children what was in a picture while reading at Time 2 (75.1%) than Time 1 (59.8%). A larger proportion of parents also reported asking their child to predict what would happen in a story while they were

reading together. While 43.4% of parents asked their children to engage in predictive behaviors at Time 1, 62.0% of parents reported engaging in this activity at Time 2.

Exhibit 4.8. Percentage of parents reporting the use of various reading behaviors and strategies, Time 1 and Time 2, Year 7

	Time 1	Time 2	N
Read to children at least daily over the past week	36.9	56.7***	390
Read to children for more than 10 minutes yesterday	23.4	33.8***	385
Follow a regular routine for reading books with children often or very often	47.4	64.8***	386
Bring books for children to look at during everyday activities often or very often	40.8	56.1***	380
Asked children to say what is in a picture when reading together at least 3-4 times last week	59.8	75.1***	381
Asked children what he/she thinks will happen next when reading a story together at least 3-4 times last week	43.4	62.0***	376

Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Language and Literacy Activities at Home

Family literacy program parents also reported engaging their children in a wide variety of activities that support language and literacy development, and over the course of Year 7, reported doing these activities more frequently. Scores on a composite scale of language and literacy activities—including reading to children and language activities like singing or telling stories—increased significantly from Time 1 to Time 2 in Year 7, indicating that parents used more strategies for supporting their children's learning in these areas by the end of the program year (Exhibit 4.9).

Exhibit 4.9. Mean rating of parent reports of literacy activities with their child (scale of 12 survey items), Time 1 and Time 2, Year 7
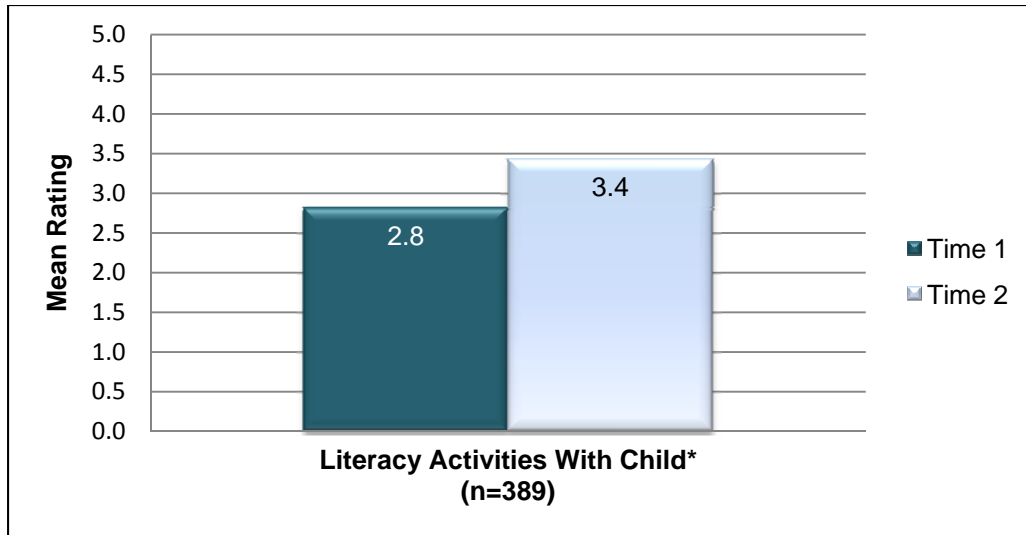
Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Specifically, parents showed changes over the course of the program year in several specific practices (Exhibit 4.10):

- About one-third of parents (33.4%) reported telling their children a story at least three times within the past week, while over half of parents (59.1%) reported telling stories as frequently at Time 2.

- At the beginning of the program year, almost two-thirds of parents (63.9%) reported singing songs or playing music with their children at least three times within the past week, but an even larger proportion of parents reported this behavior at the end of the program year (76.8%).

- While at Time 1, about one-third of parents (34.1%) reported having their child tell a story at least three times within the past week, over half of parents (53.5%) reported having their children tell a story at this frequency at Time 2.

- A greater proportion of parents also reported discussing the alphabet at Time 2 than at Time 1. While about half of parents reported talking to their children about the alphabet at Time 1, almost three-quarters of parents (72.7%) reported talking about letters with their children at Time 2.

- Most parents reported having their children use a variety of writing utensils at both the beginning and end of the program year. However, a greater proportion of parents reported having their children use crayons, markers, or other writing materials at the end of the year (86.2%) than at the beginning (76.7%).

- Finally, more parents reported often engaging their child verbally when asked at Time 2 than at Time 1. About two-thirds of parents (63.7%) reported often talking to

their children about what they saw or what they were doing at Time 1, but an even greater percentage of parents reported talking to their children often about these topics at Time 2 (74.7%).

Exhibit 4.10. Percentage of parents reporting the use of various other literacy activities with their children, Time 1 and Time 2, Year 7

|	Time 1	Time 2	N
Told your children a story at least 3-4 times last week	33.4	59.1***	374
Sung songs or played music with your children at least 3-4 times last week	63.9	76.8***	388
Had your children tell a story at least 3-4 times last week	34.1	53.5***	381
Talked to your children about letters of the alphabet, like pointing out letters on signs or in books at least 3-4 times last week	57.7	72.7***	381
Had your children play with crayons, markers, or other writing materials at least 3-4 times last week	76.7	86.2**	377
Talk to your children about what they see around them or what they are doing often or very often	63.7	74.7***	380

Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Parent Attitudes About and Involvement in the Educational System

In addition to supporting parents' understanding of child development and helping parents develop strategies for engaging their young children in learning activities, family literacy programs also encourage parents to value education and support their children's success in school by maintaining involvement as their children transition to kindergarten and beyond. Larger proportions of surveyed parents reported feeling more knowledgeable about and more comfortable with their child's school system and transition to kindergarten at the end of the Year 7 program year than at the beginning of the program year (Exhibit 4.11).

- Most parents, for example, felt confident by the end of the year that they could help their children with their transition to kindergarten (81.1%), and less than a quarter reported feeling intimidated by the public school system (23.8%). However, there was no statistically significant change on these items from Time 1 to Time 2.

- There was a statistically significant difference, however, in the proportion of parents reporting an understating of how the public school system in the United States works. While 57.2% of parents reported having this understanding at the beginning of the program year, two-thirds (66.7%) of parents reported knowing how the public school system works at the end of the year.

Exhibit 4.11. Percentage of parents agreeing (or strongly agreeing) with various statements about their knowledge and comfort with school and the transition to kindergarten, Year 7

	Time 1	Time 2	N
I feel confident that I can help my children with their transition to kindergarten	77.1	81.1	376
I understand how the public school system in the United States works	57.2	66.7**	369
I feel intimidated by the public school system.	26.7	23.8	374

Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Family Literacy programs also encourage parents to be directly involved in activities in their children's schools—involvement that is critical for ensuring that children succeed in school in the long run (Kreider, Crasp, Kennedy, & Weiss, 2007). Scores on a composite measure of parents' involvement in their child's learning and classroom activities (where 0 indicates no involvement, and a higher score indicates participation in more classroom activities, such as volunteering in the child's classroom) show relatively high levels of involvement at Time 1 and statistically significant increases from Time 1 to Time 2 (Exhibit 4.12).

Exhibit 4.12. Mean rating of parent reports of their involvement with their child's school (scale of 7 survey items)
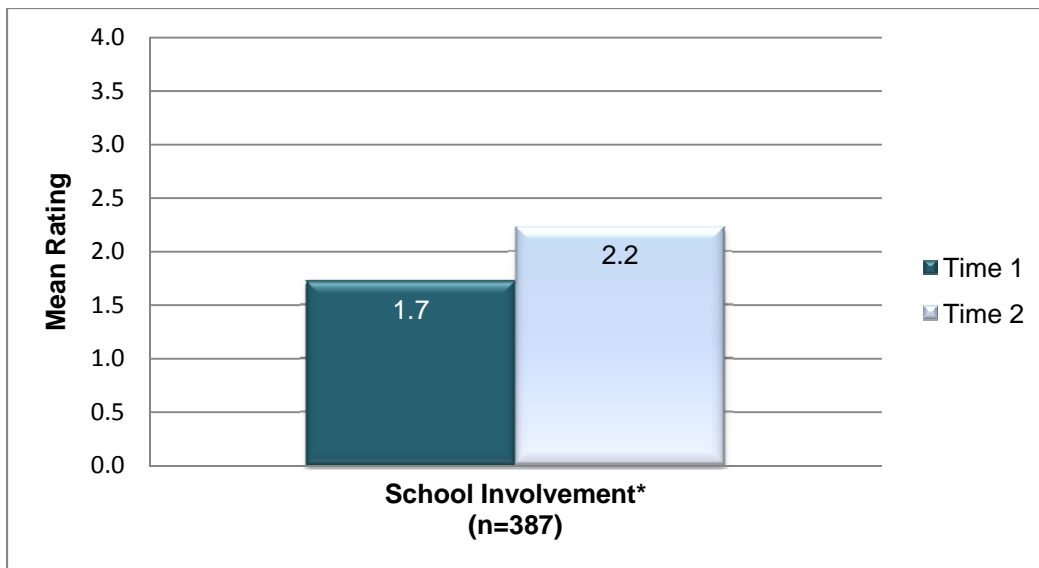
Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Statistically significant differences were also apparent in the proportion of parents reporting often engaging in their child's school and learning activities between the beginning and end of the program year (Exhibit 4.13).

- On the whole, more parents reported participating in their child's classroom at the end of the program year than at the beginning of the program year.
    - o For example, while 44.4% of parents at Time 1 reported often going to their child's school to attend school events that their child was participating in, 58.3% of parents reported often attending these school events at Time 2.
    - o Similarly, while about half of parents (50.4%) reported often talking at the beginning of the program year to their child's teacher about their child's learning, about two-thirds of parents (66.8%) reporting often talking to their child's teacher at the end of the program year.
    - o Parents also reported speaking with their child's teacher about which strategies best support their child's learning at home. While at the beginning of the program year, 46.0% of parents frequently spoke with the child's teacher to learn these strategies, at the end of the year, 60.5% of parents did.
    - o Finally, one-third of parents reported often volunteering in their child's classroom at Time 1, while almost half of parents (47.1%) reported this behavior at Time 2.
- Larger proportions of parents also reported participating in their child's school or engaging in community service at the end of the program year than at the beginning. More parents, for example, reported participating in parent committee meetings, volunteering at school events, helping to organize or lead activities at the family literacy program in their community, and volunteering at community activities at Time 2 than at Time 1.

Exhibit 4.13. Percentage of parents reporting engaging in various parent involvement activities often or very often, Year 7

	Time 1	Time 2	N
Participation in child's learning and classroom activities			
Go to child's school to attend school events that child is participating in, like a play, art show or party	44.4	58.3***	381
Talk to child's teacher about what child is learning	50.4	66.8***	377
Talk to child's teacher to learn about things to do at home to support what child is learning	46.0	60.5***	385
Volunteer in child's classroom	33.5	47.1***	382
Participation in school/community service			
Participate in parent committee meetings at child's school such as PTA meetings, parent advisory committees, or school governing boards	27.7	36.6**	382
Volunteer at school events like fundraisers	18.7	35.3***	379
Help organize or lead activities at the family literacy program or in the community	12.6	25.3***	380
Volunteer at community activities like cleaning up litter in neighborhood	14.2	23.9***	380

Source: Year 7 parent survey.

*p <.05, **p<.01, ***p<.001

Note: Significance testing was done on item means (not shown).

General Parenting Practices

A majority of parents reported using a variety of constructive parenting strategies with their children at both the beginning and end of the program year. On a composite measure of parents' use of effective strategies for supporting children's positive behavior, there were statistically significant differences from Time 1 to Time 2, indicating that by the end of the program year, parents were more likely to report consistently following routines and setting rules and consequences to guide children's behavior (Exhibit 4.14).

Exhibit 4.14. Mean rating of parent reports of behavior management practices with their children (scale of 2 items), Time 1 and Time 2, Year 7
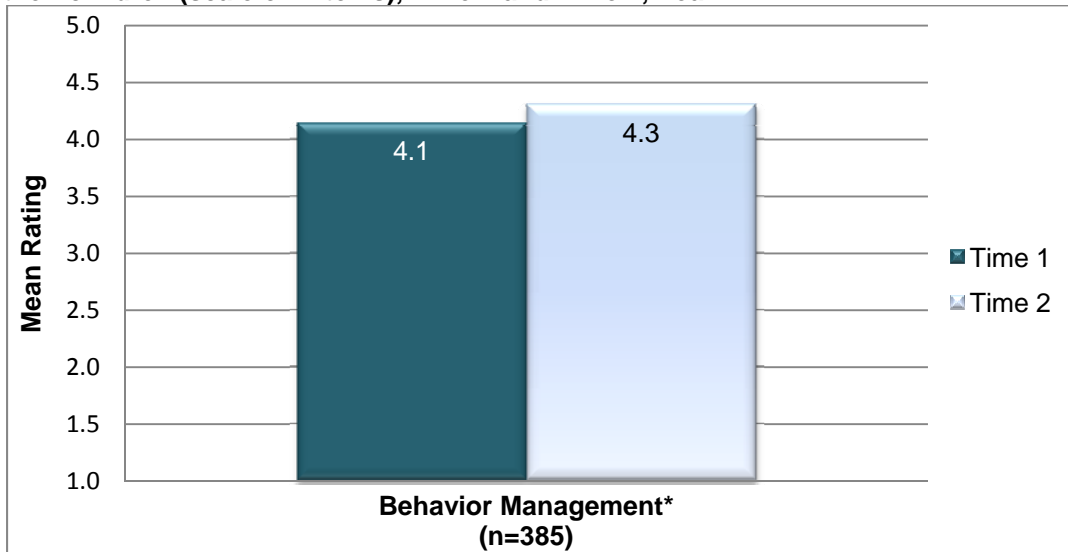
Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

As illustrated by the composite scale above, parents reported using more positive parenting practices overall at the end of the program year than at the beginning. Specifically, we find a statistically significant change in two particular practices asked about on the FLIPS (Exhibit 4.15):

- More parents reported having set rules and consequences for their children by the end of the program year (81.7%) than the beginning (76.1%).

- The proportion of parents reporting that they praised their children when they do something good also increased significantly from Time 1 (81.0%) to Time 2 (85.4%).

Exhibit 4.15. Percentage of parents agreeing (or strongly agreeing) with various statements about guiding children's behavior, Year 7

	Time 1	Time 2	N
During most days, I follow regular schedules and routines for my children at home	79.8	84.1	372
I use a variety of strategies for guiding my children's behavior when they misbehave or act up	78.9	86.7	380
I have set rules and consequences for my children	76.1	81.7*	377
I praise my children when they do something good	81.0	85.4*	384

Source: Year 6 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Monitoring children's television viewing is also an important role for parents; according to recommendations from the American Academy of Pediatrics (1999), children's television viewing should be limited, and children under 2 should not watch TV at all. The parent survey also gathered information from parents about their children's TV viewing patterns. Parents were asked how much

TV children watched per day and how often they interacted with their children when their children watch TV. At the end of the program year, parents reported that their children watched an average of 1.6 hours of television each day, down from 1.7 hours at the beginning of the program year, a small but statistically significant decrease.

Exhibit 4.16. Mean number of hours per day parents report that their children watch television, Time 1 and Time 2, Year 7
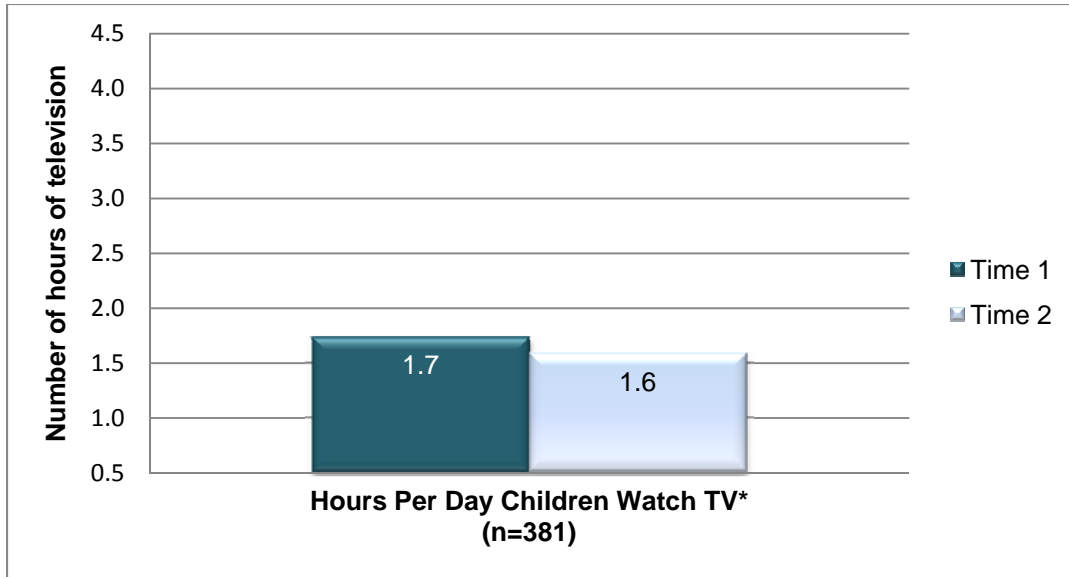
Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

It is also important to consider how parents are involved in their children's TV watching. At the end of the program year, more parents reported interacting with their children while they watched TV than at the beginning of the program year (Exhibit 4.17).

Exhibit 4.17. Mean rating of parent reports of their TV-related activities with their children (scale of 3 survey items), Time 1 and Time 2, Year 7
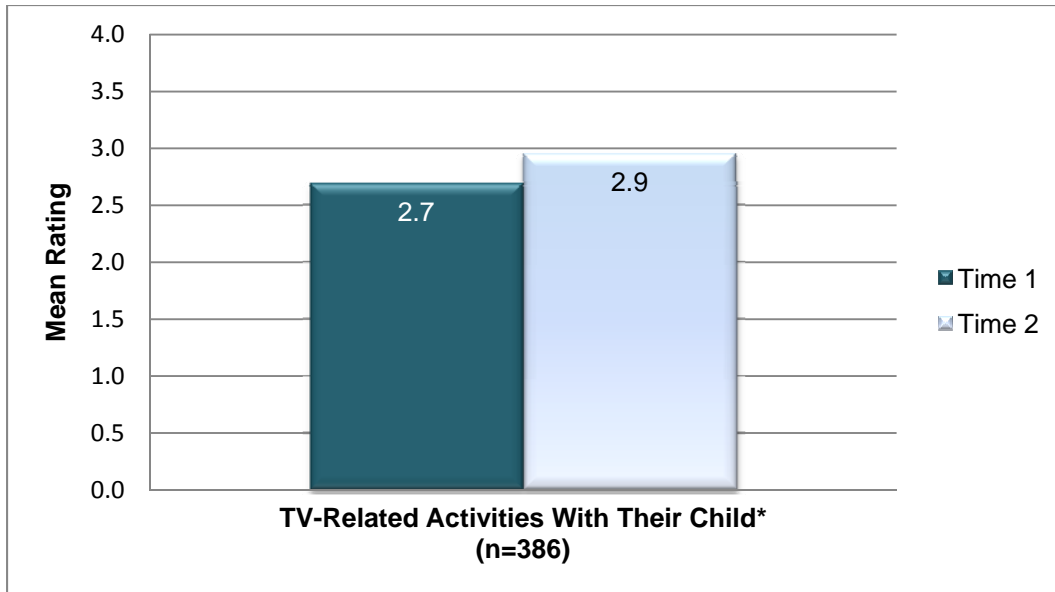
Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

Specifically, as illustrated in Exhibit 4.18, while a large proportion of parents (70.6%) reported selecting the TV programs their children watched at Time 1, an even larger proportion reported doing this at Time 2 (77.8%). Similarly, over half of parents (53.4%) reported watching TV programs with their children at Time 1, while 62.0% reported watching TV with their children at Time 2. Finally, about half of parents (49.6%) reported often asking their children questions about TV programs they watched at Time 1, while at Time 2, almost two-thirds of parents (65.4%) reported asking their children these questions.

Exhibit 4.18. Percentage of parents reporting they interact with their children regarding television in various ways often or very often, Year 7

	Time 1	Time 2	N
Select the TV programs their children will watch	70.6	77.8**	374
Watch TV programs with their children	53.4	62.0**	384
Ask their children questions about the TV program	49.6	65.4***	379

Source: Year 7 parent survey.
*p <.05, **p<.01, ***p<.001
Note: Significance testing was done on item means (not shown).

To examine both amount of television and parents' interactions with their children around television, we examined four different groups of families:

- High-TV-viewing children (those who watch more than 2 hours per day) with low-involved parents (those who infrequently select the programs, co-view the programs, or discuss the programs with their children),

- High-TV-viewing children with high-involved parents,

- Low-TV-viewing children with low-involved parents, and

- Low-TV-viewing children with high-involved parents.

The last category would be considered most in line with recommended practice.

At the beginning of the program year, the greatest proportion of parents reported that their children watched low amounts of TV but that parents had low levels of interaction with their children when they did watch (34%) (Exhibit 4.19). Another one-third of parents reported that their children infrequently watched TV and that parents often engaged with their children when they watched. One-fifth of parents reported that their children watched more than two hours per day, and that parents seldom interacted with their children while they watched. Few parents (14%) reported that their children watched more than two hours of TV per day and that they interacted with their children frequently while they watched.

At the end of the program year, most parents again reported that their children watched low amounts of TV, but more parents reported having high levels of interaction with their children while they watched. In fact, almost half of parents (48%) reported that their children infrequently watched TV, but when they did, that parents were often engaged in choosing, watching, and asking about programs with their children. Another quarter of parents reported watching low amounts of TV, but having low levels of TV watching interaction with their children. About 12% of parents reported that their children watched more than two hours of TV a day, and that parents often were engaged in watching TV with their children. Finally, a smaller proportion of parents, about 14%, reported at the end of the program year that their children frequently watch TV and that they infrequently interacted with their children while watching.

As in the Year 6 analysis, overall, parents moved into the low viewing/high involvement category, though most of the change appears to involve increasing involvement rather than decreasing TV viewing (χ^2=131.1, p<.0001).

Exhibit 4.19. Percentage of parents reporting different levels of children's TV viewing and parent involvement in children's TV viewing, Year 7
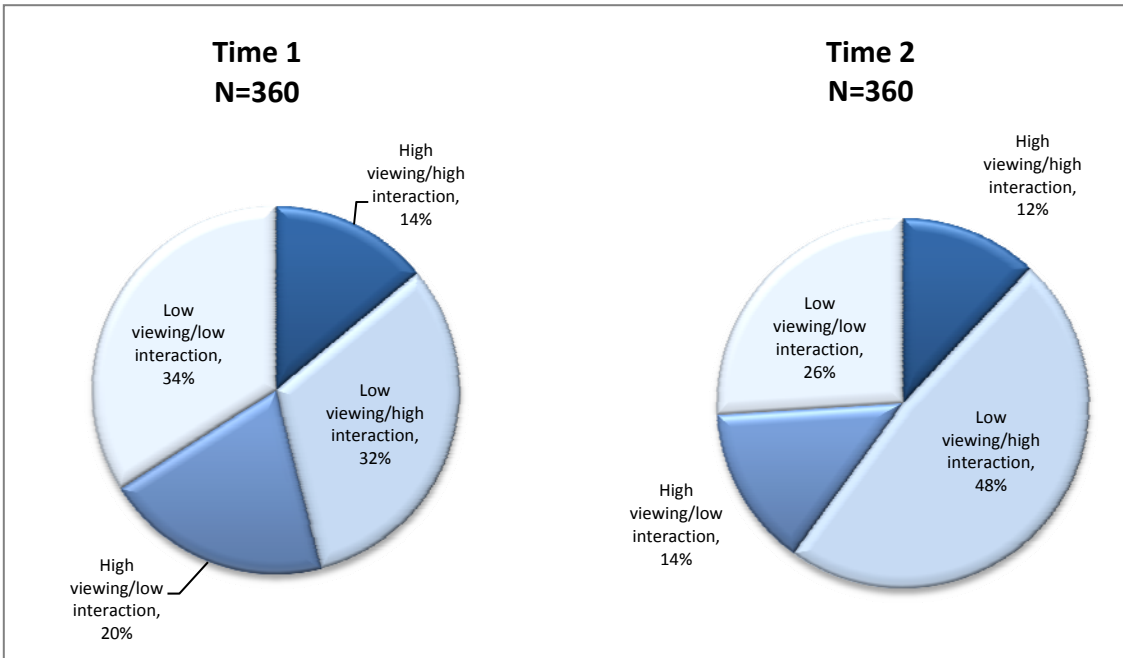
Source: Year 7 parent survey.

Relationships Between Parenting Education and PCILA Attendance and Changes in Parenting Knowledge and Behaviors Across Time

In Year 6, we examined the relationships between participation in family literacy services and parent learning and behaviors, using OLS regression models to examine the relationship between parents' hours of attendance in parenting education and PCILA and a composite measure of parents' language and literacy activities with their children. Now we examine these relationships across time, using data from both Year 6 and Year 7 (both years for which FLIPS parent survey data are available),[16] including parents who participated in both years. To control for these multiple years, a second year indicator variable is included in each model to estimate the differences in growth between a parent's first and second year of participation. Building on the Year 6 findings, we focus now on changes in parent behaviors in four areas:

- Library use

- Use of language and literacy activities at home

- Reading to children

- School involvement

---

[16] In year 6, the Initiative began using a new parent survey- the Family Literacy Initiative Parent Survey (FLIPS), replacing the ESPIRS parent survey. Though the two surveys measure similar constructs, complications in measuring change in these constructs when item wording was different on the two surveys prevented us from being able to examine changes in parent survey responses across all years of the Initiative.

We find several significant relationships worth noting, as illustrated in Exhibit 4.20.

Exhibit 4.20. *Model 1.* **Regression analysis for variables predicting four parent behavior scales at Time 2**

	Library Use	Literacy Activities	Reading to Child	School Involvement
T1 response	0.4295***	0.5615***	0.5517***	0.5502***
Second year	-0.3128**	-0.0739	-0.1068	-0.1513
Some high school, no diploma	-0.1421	-0.145	-0.1042	-0.0303
High school diploma or higher	-0.1161	-0.0008	0.0641	-0.0389
At least some school in U.S.	-0.2242*	-0.1183	-0.1390	-0.2236*
Income as a proportion of poverty level	0.0274	0.1476**	0.1649**	0.0249
Parenting education hours	--	--	--	0.0035*
PCILA[a] hours	--	--	--	0
Total parenting + PCILA hours	0.0025***	0.0002	0.0004	--
N	513	513	513	510
R²	0.25	0.42	0.44	0.34

* $p<.05$, ** $p<.01$, *** $p<.001$
[a]Parent-child interactive literacy activities

Parents who participated in more hours of *total* parenting education and PCILA time reported more library use (shown above) and school involvement activities (not shown) at Time 2, controlling for their Time 1 response, demographic characteristics, and whether the response was in their first or second year of responding to the FLIPS. When parenting and PCILA hours were included in the model separately, hours in both components showed a positive relationship to library outcomes (model not shown). However, when included separately, hours in parenting education showed a positive relationship to parents' school involvement activities and PCILA hours did not, suggesting that parents best learn strategies to be involved in their children's schools during parenting education class.

As might be expected, households with higher incomes relative to their household size (higher proportion of the poverty level) showed more frequent use of literacy activities with children and reading to children. Also as expected, parents' responses at Time 2 were related to their responses at Time 1.

Relationships Between Parenting Education and PCILA Program Quality and Changes in Parenting Knowledge and Behaviors

To estimate the relationship between program quality and parent outcomes, we use similar OLS regression models to predict Time 2 scores from each quality indicator, controlling for Time 1 score, participant demographics, and total number of hours the parent attended parenting education and/or PCILA classes. Again, though causal relationships cannot be determined through our analysis, there are several statistically significant relationships worth noting (Exhibit 4.21).

Exhibit 4.21. *Model 2.* **Regression analysis for variables predicting four parent behavior scales at Time 2, including program quality characteristics**

	Library Use	Literacy Activities	Reading to Child	School Involvement
T1 response	0.3751***	0.5057	0.4898***	0.4628***
Second year	-0.189	-0.0413	-0.0616	-0.0904
Some high school, no diploma	-0.1778	-0.1816*	-0.1565	-0.0238
High school diploma or higher	-0.1431	-0.0523	0.0005	-0.0359
At least some school in U.S.	-0.1098	-0.0877	-0.0918	-0.1453
Income as a proportion of poverty level	0.0095	0.1469**	0.1693**	0.0111
Total parenting + PCILA[a] hours	0.0024***	0.0003	0.0006	0.001
Extent of parenting education focus on child development and school involvement strategies	0.0365	0.1126	0.1247	-0.0789
Teacher yrs of experience in FL program	0.03*	0.0528***	0.0533***	0.0464***
Percent of credentialed teachers	0.3137*	0.1863*	0.0261*	0.2872**
Teacher-student ratio	2.1287	0.1273	0.0919	-1.237
Extent of use of coaching, modeling, and discussion in PCILA classes	-0.0813	-0.3951**	-0.4301**	-0.2106
Extent of use of interactive learning in parenting education class	1.0423***	0.4651**	0.431*	0.2845
Adequacy of resources	-0.385*	0.2048	0.1102	0.185
Integration	0.3052**	0.0659	0.0555	0.234**
Extent to which teachers use curriculum to plan instruction	0.2482*	0.0421	0.0623	0.1836*
N		513	513	510
R²		0.50	0.51	0.40

* $p<.05$, ** $p<.01$, *** $p<.001$
[a]Parent-child interactive literacy activities

These analyses consistently suggest that teacher qualifications make a difference. The number of years a teacher has been teaching in a family literacy environment is positively and significantly associated with growth in parent library use, use of literacy activities, frequency of reading to children, and school involvement. Having a credentialed parenting education or PCILA teacher is also positively and significantly related to changes in library use, literacy activities, reading to children, and school involvement.

Class structure also seems to matter. The extent to which teachers use hands-on activities more and lecture less in parenting education class, and the extent to which both parenting education and PCILA teachers use a curriculum to plan their instruction, are both associated with parents' greater library use. The extent to which parenting teachers use more hands-on activities and less lecturing is also positively related to increased use of literacy activities with their children and increased frequency of reading to their children, while, perplexingly, the use of positive pedagogical techniques in PCILA class such as coaching and modeling for parents is negatively related to these same outcomes. It is unclear why we find this latter relationship; it may be that teachers' interpretations of "coaching" and "modeling" are inconsistent, and thus their estimates of the proportion of time they

engage in these activities may not be reliable. Further investigation into the potential reasons underlying this finding will be important for understanding implications for practice and professional development from the perspective of program staff and administrators.

Greater integration of parenting and PCILA with other family literacy components is associated with parents' increased school involvement and library use. On the other hand, teachers' ratings of the adequacy of classroom and program resources are negatively associated with library use. If more resources such as children's books are available at the program for parents to use and borrow, it may be less necessary for them to use the library.

When program quality variables are included, the relationship between hours of parenting education and PCILA attendance and school involvement disappears, suggesting that parents who participate in more hours of these classes are in programs with higher ratings on the included quality characteristics, and these quality characteristics are more strongly associated with increases in parents' reports of their school involvement than hours of participation are.

In the models above, integration, adequacy of resources, teacher-student ratios, and the use of a curriculum to plan instruction are averaged across parenting education and PCILA to simplify the models. However, when we look at these quality variables more closely for parenting education and PCILA separately, we find different relationships for each component with regard to parents' library use (Exhibit 4.22).

Exhibit 4.21. *Models 2a and b.* **Regression analysis for variables predicting parent library use at Time 2 , including component-specific program quality variables**

	Model 2a: separating parenting education and PCILA[a] teacher-student ratios	Model 2b: separating parenting education and PCILA use of curriculum
T1 response	0.3782***	0.3735***
Second year	-0.1836	-0.1804
Some high school, no diploma	-0.1772	-0.1747
High school diploma or higher	-0.1084	-0.1332
At least some school in U.S.	-0.206	-0.1286
Income as a proportion of poverty level	0.0356	0.0134
Total parenting + PCILA hours	0.0027***	0.0024***
Extent of parenting education focus on child development and school involvement strategies	0.0948	0.063
Years of teaching FL	0.0317*	0.0234
Percent of credentialed teachers	0.3267**	0.2937*
Student-teacher ratio (average)	--	-1.8537
Parenting education teacher-student ratio	3.0162**	--
PCILA teacher to all student (parents + children) ratio	-1.889	--
Extent of use of coaching, modeling, and discussion in PCILA classes	0.0005	-0.0376
Extent of use of interactive learning in parenting education class	0.7988***	0.9977***
Adequacy of resources	-0.1899	-0.3284
Integration	0.2405	0.2834
Extent to which teachers use curriculum to plan instruction (average)	0.0865	--
Extent to which PCILA teachers use curriculum to plan instruction	--	0.0709
Extent to which PE[b] teachers use curriculum to plan instruction	--	0.1716*
N		
R²		

[a]Parent-child interactive literacy activities
[b]Parenting education

As illustrated in Model 2a, teacher-student ratios in parenting education class (but not in PCILA) are associated with much greater growth in parents' reports of their library use at Time 2. We also find that using a curriculum to plan instruction in parenting education class in particular (but also not in PCILA) is also associated with greater library use (Model 2b). In a similar model examining relationships with parents' school involvement, we also find use of a curriculum in parenting education to be associated with parent growth, while use of a curriculum in PCILA is not (B = 0.1977, p = .0009, model not shown). This is not a surprising finding given that PCILA time is (and should be) largely driven by parents' natural interactions with their children.

Overall, as in previous years, we find that parents show growth in Year 7 in their knowledge of child development and report increases in the frequency with which they use practices to support their children's learning, including going to the library, reading to children, using interactive literacy activities, using positive behavior management practices, limiting children's television watching and interacting with children when they do watch television, and becoming involved in their children's schools. Examining changes in these practices over time, we find evidence that greater participation in parenting education and PCILA is associated with parents' increased reported library use and school involvement; participation in parenting education may be particularly important for increases in school involvement. Some program quality characteristics are also associated with changes in these parenting practices; the most consistent qualities associated with parent growth are having a teacher who has more experience teaching in a family literacy context, having a teacher who holds an appropriate credential, and greater integration of parenting education and PCILA with other components.

Language Development for Children Birth to Age 3

Parents of children in Family Literacy programs can see the improvement in their children's vocabularies. We visited programs and conducted parent focus groups to learn about their experiences with the program; overwhelmingly, parents spoke positively of the program and its impact on their children's language development. In every focus group, at least one parent mentioned observing marked increases in language and vocabulary development.

To examine the growth of FLSN children's vocabularies in a quantifiable way, we assessed early language development for children 8 to 30 months old using the MacArthur-Bates Communicative Development Inventories (CDI). Data are from 2007-08 and 2008-09. Because so few children had completed inventories at two points in time,[17] we examined only the vocabulary portion of the assessment, excluding portions such as whether the child forms plurals or uses the past tense from the analysis. In addition, we did not limit our analysis to only those children with a minimum number of hours of attendance—instead, we included all children with two assessments.

There are two forms of the CDI: *Words and Gestures*, which measures both receptive and productive vocabulary, and *Words and Sentences*, which measures productive vocabulary. The Inventories are available in English and Spanish. Each program gave parents the English or Spanish form of the CDI to fill out based on parents' judgment of their child's language abilities at the time. Parents completed the CDI at two time points, with approximately four to five months between Time 1 and Time 2. A sample of 159 total children from two different years completed surveys at both Time 1 and Time 2. Our sample size is small because not all programs served children under age three, and not all programs used the measure as intended.

The *Words and Gestures* form of the CDI is used to assess the language development of children 8 to 18 months old and asks parents to indicate, among other things, which words their child understands and says. The *Words and Sentences* form is used to assess children 16 to 30 months old and asks parents to indicate which words their child says. If a child was between 16 and 18 months of age at Time 1, the parent was instructed to administer the *Words and Sentences* form so that the child's Time 2 form would be the same. If a child was between 16 and 18 months at Time 2, the parent was instructed to administer the *Words and Gestures* form to match the form used at Time 1.

---

[17] For some children, the problem was simply that we had CDI data at only one point in time. However, for other children, we had CDI data at two time points, but their age did not fall in the range specified by the developers of the tool, so we were unable to use their data.

Language Development for 8- to 18-Month-Olds: Words and Gestures

Children in the 8- to 18-month age range whose parents reported on their English language skills using the *Words and Gestures* form of the CDI understood and could say, on average, three English words at Time 1 and 10 English words at Time 2 (Exhibit 4.22), nearly five months later. Children whose parents reported on their Spanish language skills understood and could say five Spanish words at Time 1 and 21 Spanish words at Time 2, on average. However, the difference in number of words between the English-speaking children and the Spanish-speaking children was not statistically significant at Time 1 or Time 2. The average age of these children was 9.5 months at Time 1 and 14.3 months at Time 2, and children participated in an average of approximately 273 hours of early childhood education (ECE) services between Time 1 and Time 2.[18]

Exhibit 4.22. 8- to 18-month-old children's growth on the vocabulary portion of the MacArthur CDI, *Words and Gestures* form, Years 6-7
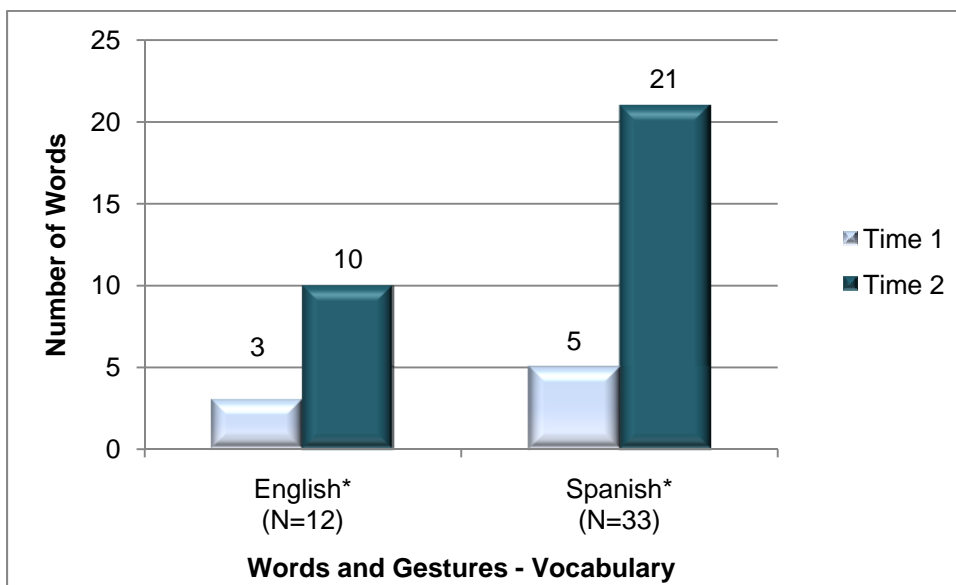
* p<.05, ** p<.01, *** p<.001

The statistically significant increase in the raw scores presented above suggests growth in children's vocabularies as measured by the *Words and Gestures* form of the CDI. However, while the raw scores indicate that children's vocabularies are growing, we cannot use raw scores to assess whether their vocabularies are growing at a faster rate than would be expected through normal development. In order to examine this, we should look at percentiles, to compare the children in our sample with national norms. However, the developers of the CDI caution against reporting percentiles for 8-12 month old children because at that age children produce so few words that it is difficult to assign a percentile accurately. Therefore, we do not present percentiles for the *Words and Gestures* form in this analysis.

---

[18] The average age of the children whose parents responded to the English form of the CDI was not substantially different from the average age of the children whose parents responded to the Spanish form.

Language Development for 16- to 30-Month-Olds: Words and Sentences

Children in the 16- to 30-month age range whose parents responded to the *Words and Sentences* form of the CDI understood and could say 109 English words at Time 1 and 242 at Time 2, on average (Exhibit 4.23). Children whose parents were administered the Spanish form understood and could say approximately 140 words at Time 1 and 250 words at Time 2, on average. However, the difference in number of words between the English-speaking children and the Spanish-speaking children was not statistically significant at Time 1 or Time 2. These children received an average of 215 hours of ECE services in the 4.5 months between Time 1 and Time 2. The average age of the children was 22.1 months at Time 1 and 26.6 months at Time 2.

> ***Parent Descriptions of Children's Language Development***
>
> "My 3-year-old hardly talked at all; she wasn't even forming words. And now she has learned a lot."
>
> "My daughter is speaking more English than ever and is very talkative.... She talks a lot and asks a lot of questions."
>
> - Parent

Exhibit 4.23. 16- to 30-month old children's growth on the vocabulary portion of the MacArthur CDI, *Words and Sentences* form, Years 6-7
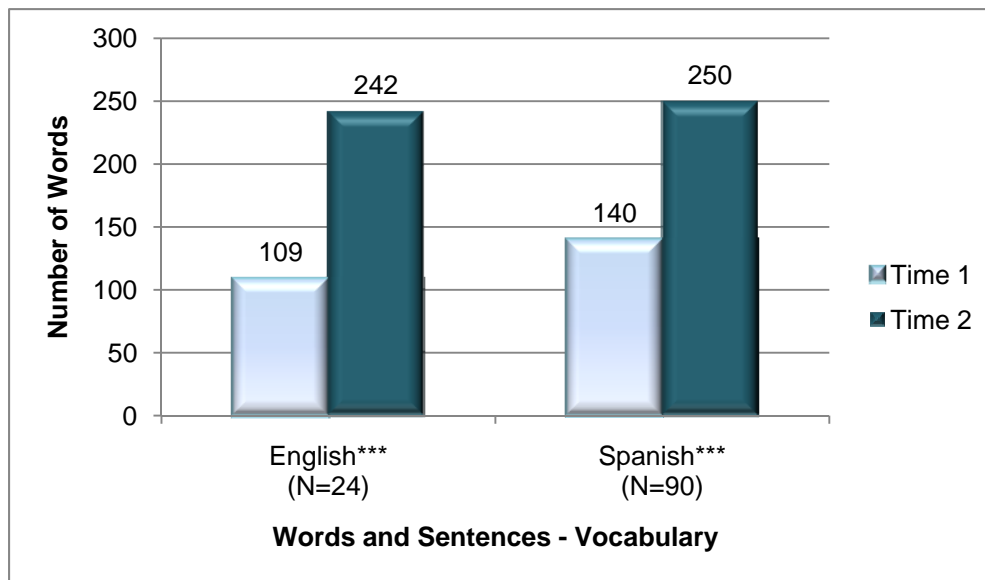
* p<.05, ** p<.01, *** p<.001

On the *Words and Sentences* form of the Inventory, raw scores also suggest growth in children's vocabularies, as shown by a statistically significant increase in number of words produced from Time 1 to Time 2. As mentioned above, however, we cannot assess whether their vocabularies are growing at a faster rate than would be expected through normal development by looking at raw scores. We examined percentiles for the 16- to 30-month-old children, for whom accurate percentiles can be assigned. Because taking the mean of a group of percentiles is not a valid measure of a group's average performance, we converted each child's percentile to a normal curve equivalent (NCE) score before taking the mean of the group. NCE scores measure where a student falls along the normal curve (from 0 to 100). Exhibit 4.24 presents the NCE scores for children in the 16- to 30-month age range.

Exhibit 4.24. 16- to 30-month-old children's vocabulary normal curve equivalents, MacArthur CDI, *Words and Sentences* form, Years 6-7
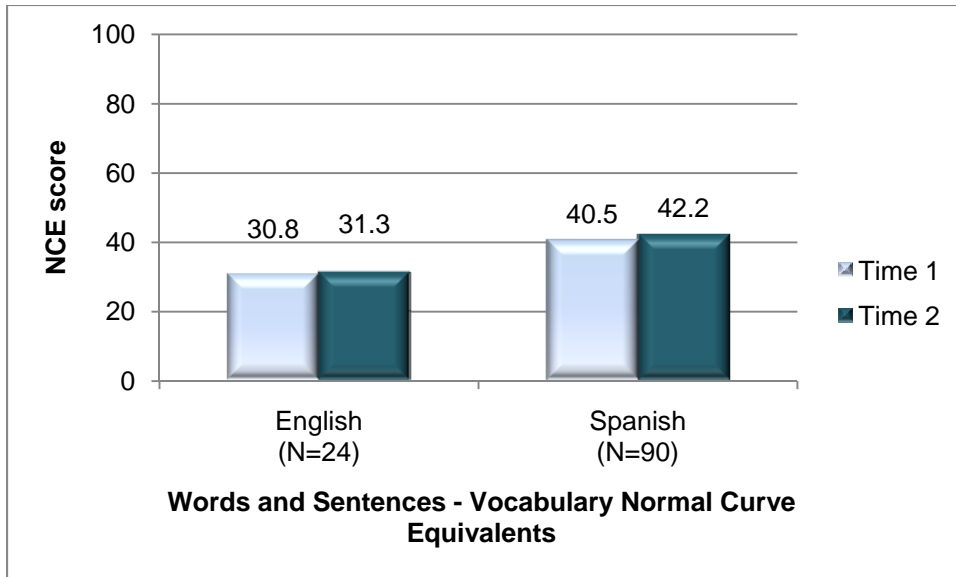
* p<.05, ** p<.01, *** p<.001

An examination of the NCE scores shows no statistically significant growth from Time 1 to Time 2. (Children who were administered the English form of the *Words and Sentences* CDI had a mean NCE score of 30.8 at Time 1 and 31.3 at Time 2. Children receiving the Spanish form of the CDI had a mean NCE score of 40.5 at Time 1 and 42.2 at Time 2.) This suggests that children's vocabularies are *not* developing at a faster rate than their peers in the norming sample.[19] In addition, although the numbers are small for the English sample, it appears that Family Literacy children, whose mean NCE score is below 50, are performing below the children in the norming sample (which is, admittedly, demographically more advantaged than Family Literacy participants). It must be noted that for a child acquiring two languages, which most of the children in our sample are, the vocabulary in one language of that child does not represent the full picture of his/her total vocabulary knowledge or use.

Preschool Children's Pre-academic Skills

To measure preschool children's outcomes, our partners at the Center for Improving Child Care Quality at UCLA assessed the knowledge and skills of 3- to 5-year-old participants in a number of domains—English language skills, receptive vocabulary, emergent literacy skills, and emergent math skills–using standard tools in one-on-one sessions with trained assessors.

In Year 2 (2003-04), 109 children from the 15 cohort 1 programs were assessed in the fall/winter using a battery of assessments; 82 of these children were reassessed at the end of the year. This substudy was repeated in Year 5 (2006-07) with 146 children from the cohort 1, 2, and 3 grantees; 100 of whom were reassessed at the end of the year. On average, Time 2 assessments were 5.5 months after Time 1 assessments.

---

[19] Note that, although the most recent sample of children used for developing norms for both MacArthur forms was relatively large and more diverse than the original norming sample (now 26.9 percent non-white, with 31.5 percent of mothers having a high school education or less), it was made up of children from primarily middle- and upper middle-class families. Because of the differences in demographics, care should be exercised when comparing the study sample to the norming sample (Fenson et al., 2007).

All of these measures (except the Pre-LAS, which is a screening measure of English ability) were administered in either English or Spanish, depending on the child's language proficiency.

Changes in Children's Pre-academic Skills

To investigate changes in Family Literacy children's pre-academic skills, we examined growth over time, and conducted comparisons where relevant with studies of children of comparable ages in Early Head Start (assessed just before entry to kindergarten) (Love et al., 2005),[20] State Preschool (assessed in pre-kindergarten) (Early et al., 2005), and First 5 LA School Readiness Initiative programs (assessed at the end of the year prior to kindergarten enrollment) (Quick, Hauser, & Parrish, 2008). Tables presenting the means for these comparison groups can be found in Appendix D.

Language Development

Children's English proficiency was assessed using the Preschool Language Assessment Survey (Pre-LAS) (Duncan & DeAvila, 1998) English screener to determine whether they should be assessed in English or Spanish. Children showed statistically significant growth on English language skills as measured by the Pre-LAS English screener (Exhibit 4.25).

Exhibit 4.25. Children's mean English proficiency scores as measured by the Pre-LAS, Years 2 and 5 combined
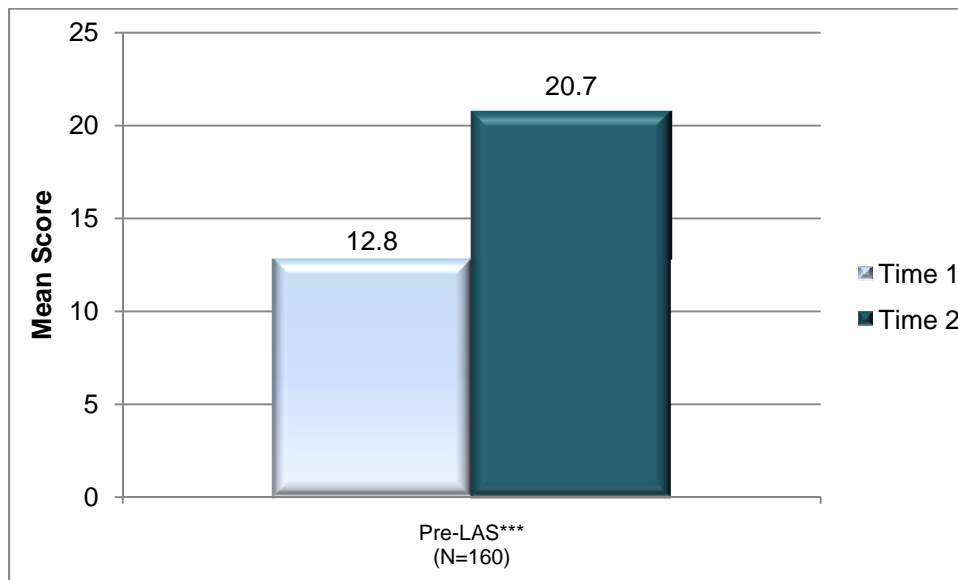
* p<.05, ** p<.01, *** p<.001

The mean Time 2 score was 20.7, statistically significantly higher than the mean Time 1 score of 12.8. Mean scores at both time points were well below a "passing" score of 31, and, as a result, the majority of children were assessed in Spanish rather than English on the other outcome measures. However, of the 181 children who were assessed on any measure at both time points, 16 percent of the 172 children who were administered the Pre-LAS at Time 1 received a passing score of 31 and were assessed in English at Time 1. At Time 2, 22 percent of the 166 children who were administered the Pre-LAS received a passing score. The mean Time 2 score is somewhat lower than

---

[20] Data from both the treatment and control groups from the Early Head Start study are included in the comparison sample.

the end-of-year scores for School Readiness children, whose mean score was 26.9 (t=5.59, p<.0001), but higher than for children from the State Preschool study, whose mean score was 18.2 (t=2.29, p<.05).

Children's receptive vocabulary was assessed using the Peabody Picture Vocabulary Test, 3rd Edition (PPVT-III) (Dunn & Dunn, 1997) for English; its Spanish version – the Test de Vocabulario en Imagenes Peabody (TVIP) (Dunn, Lugo, Padilla, & Dunn, 1986) – was used to assess receptive vocabulary in Spanish. Children's average receptive vocabulary scores in English (on the PPVT) showed statistically significant growth from Time 1 (86.2) to Time 2 (93.9). While we would expect to see growth as a result of natural development on most of the other assessments described in this section, the PPVT is standardized, and scores are therefore adjusted for the age of the child. Growth on this measure indicates an *acceleration* of vocabulary development above and beyond what one would expect through normal development (Exhibit 4.26). The Time 2 mean score on the PPVT (93.9) is comparable to the mean score of 89.6 from the School Readiness study (t=1.78, p=.077) as well as to the mean State Preschool score of 89.5 (t=1.91, p=.056), and represents a percentile of approximately 30. By contrast, however, Even Start children participating in the Experimental Design Study scored at the 4th percentile at pre-test, almost two full standard deviations below the national norm and one full standard deviation below Head Start children. The same children scored only at the 6th percentile on this measure at the post-test, suggesting that First 5 LA Family Literacy programs are outperforming Even Start programs as a whole. Note that scores of Family Literacy children at both time points were above the 85 point cutoff for being considered "at risk," which means that the assessed children were within one standard deviation of the norms for their age. Furthermore, by Time 2, children were scoring quite close to the national norm of 100 points.

Scores on the TVIP – the Spanish language equivalent of the PPVT – did not show statistically significant growth from Time 1 (89.0) to Time 2 (89.7), although scores at both time points were above the "at risk" cutoff of 85 (Exhibit 4.26). The children who took the TVIP (Spanish form) appear to show normal development, in that their scores did not show decline, but their scores do not indicate that children's vocabulary growth in Spanish is accelerating. At Time 2, Family Literacy children outperformed School Readiness children, whose mean score was 85.4 (t=2.33, p<.05) and State Preschool children, whose mean score was 83.8 (t=3.73, p<.001).

When asked about her thoughts on the difference in performance on the PPVT versus the TVIP, the FLSN director cited the fact that most programs conduct instruction in English. While the FLSN encourages programs to use children's most familiar language and presents research to Family Literacy programs indicating that it can be easier for a child to transition to English if they learn concepts first in their home language, agency policies, staff belief systems, and staff language abilities sometimes lead to instruction in English. In addition, the FLSN director noted that some programs struggle with parents who *request* that instruction be in English; she has observed that sometimes it takes time for parents to understand and support the home-language philosophy and speculated that this may be partly because the English-only messages from the media are so powerful.

Exhibit 4.26. Children's mean receptive vocabulary scores as measured by the Peabody Picture Vocabulary Test (PPVT/TVIP), Years 2 and 5 combined
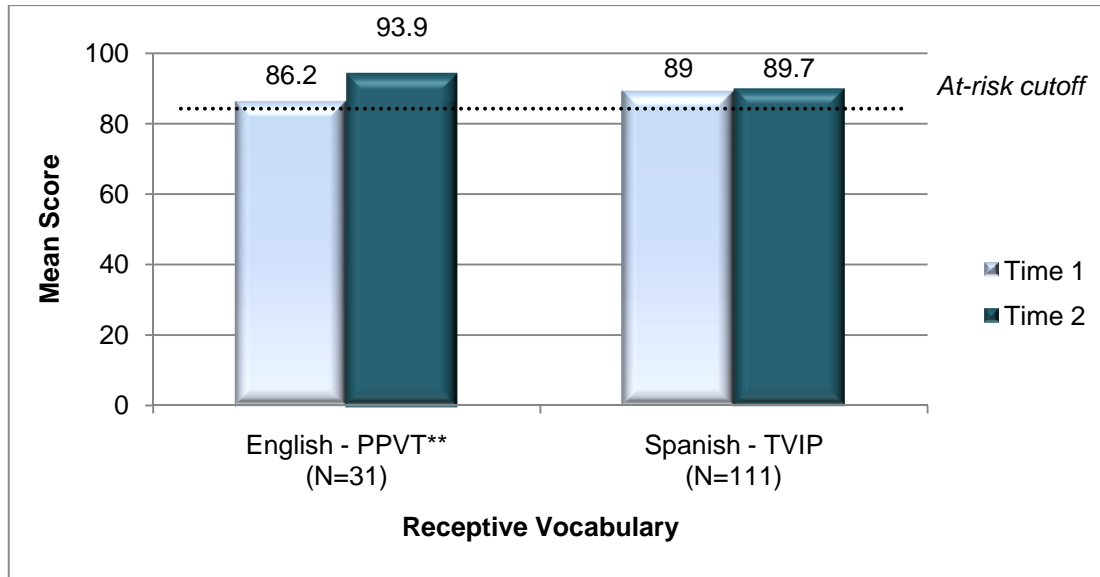
* p<.05, ** p<.01, *** p<.001

Emergent Literacy Skills

Research has shown that preschool performance on alphabet knowledge tasks and naming letters, numbers, colors, and objects can predict later reading and writing skills (National Early Literacy Panel, 2008). To examine children's early literacy skills, we used a series of naming tasks, including having children name letters and colors.

Children showed statistically significant growth on their ability to name letters, increasing from 7.3 out of 26 letters at Time 1 to 11.6 letters at Time 2, on average (Exhibit 4.27). Time 2 scores were lower than the 14.9 letters that School Readiness children could name (t=3.52, p<.001) but comparable to the 10.0 letters that State Preschool children could name (t=1.95, p=.052).

Children also were able to name significantly more colors at Time 2 compared to Time 1, increasing from 5.9 to 6.8 out of 10 colors (Exhibit 4.27). The Time 2 mean score for Family Literacy children is slightly lower than for School Readiness children, who named 8.7 colors (t=7.44, p<.0001), and State Preschool children, who named 8.0 colors at the end of the program year (t=4.52, p<.0001).

> **Parent Descriptions of Children's Learning**
>
> *"[My son] knows how to write his [first] name, and he's learning to write his last name. The progress is incredible."*
>
> *"My daughter started at 3 months old, and by the age of 2 she knew all her ABCs…. By 3 she was writing her name. By the age of 4 she was reading. And all because she started when she was 3 months old."*
>
>   - Parent

Exhibit 4.27. Mean number of letters and colors children named, Years 2 and 5 combined
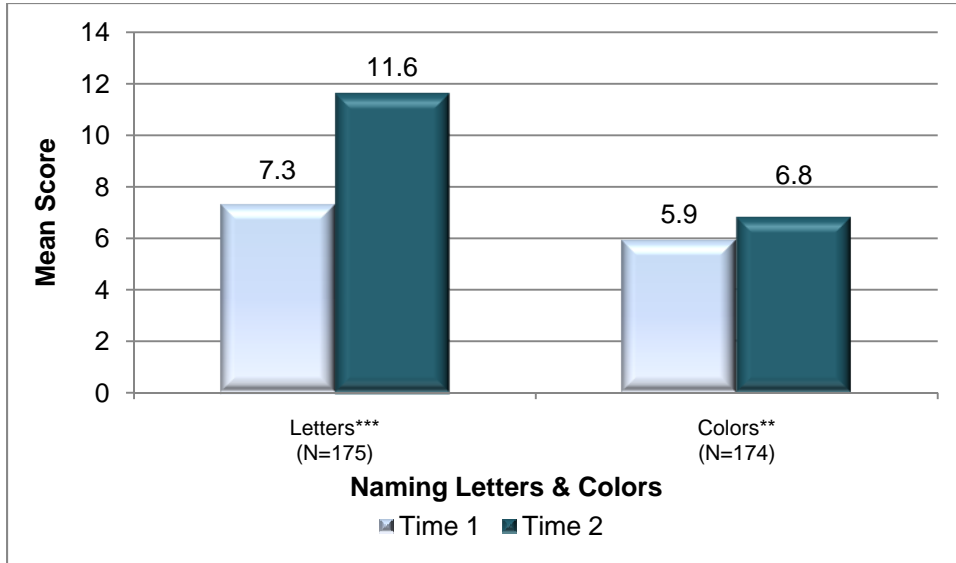
* p<.05, ** p<.01, *** p<.001

In addition to alphabet knowledge and color naming, we assessed a second aspect of children's emergent literacy skills—their knowledge of books, print conventions, and story comprehension—using the Story and Print Concepts measure developed for the Family and Child Experiences Survey (FACES) to measure children's emergent literacy (Exhibit 4.28).

> ***Parent Descriptions of Children's Learning***
>
> *"[The program] teaches her colors and shapes. And now, when she gets to kindergarten she'll be ahead."*
>
> - Parent

Exhibit 4.28. Mean scores on the Story and Print Concepts measure, Years 2 and 5 combined
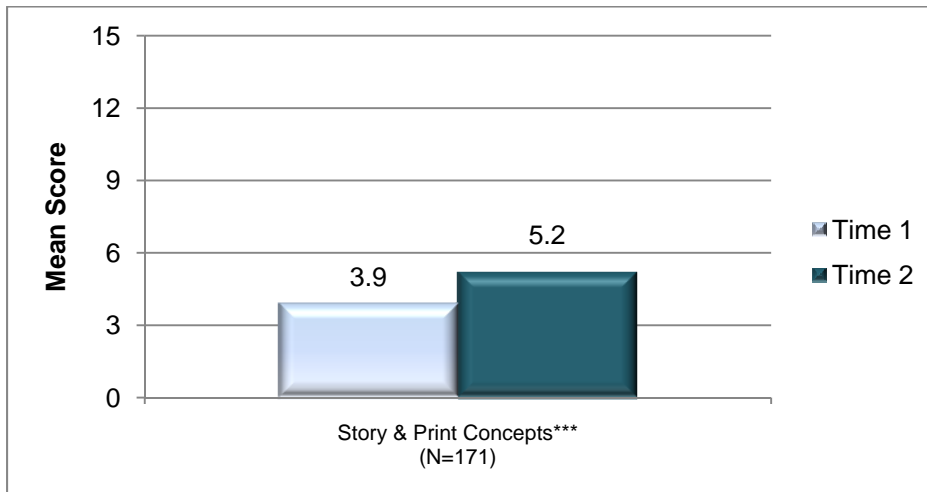
* p<.05, ** p<.01, *** p<.001

Overall, children's concepts of print and comprehension skills showed statistically significant improvement over time—increasing from a mean score of 3.9 at Time 1 to a mean score of 5.2 at

Time 2—on the Story and Print Concepts measure, which examines children's knowledge of the structure and functioning of books, and has a maximum score of 15. Time 2 scores were somewhat lower than those of School Readiness children, whose mean score was 5.8 (t=2.09, p<.05), and Early Head Start children, whose mean score was 7.5 (t=12.06, p<.0001).

Emergent Mathematics Skills

Beyond language and literacy development, the development of numeracy and other early mathematics skills is also important for preparing children for school, although it has received somewhat less attention from Family Literacy programs than literacy-related activities have. These skills were assessed with number naming and object counting tasks, as well as a problem-solving assessment—the Woodcock-Johnson/Woodcock-Muñoz Applied Problems Subtest (Woodcock, McGrew, & Mather, 2001; Muñoz-Sandoval, Woodcock, McGrew, & Mather, 2004).

First, children participating in Family Literacy programs showed statistically significant growth on their ability to name numbers, naming 4.9 numbers (out of 10) at Time 2, compared to 3.4 at Time 1 (Exhibit 4.29). At Time 2, Family Literacy children could name slightly fewer numbers than School Readiness children, who named 6.7 numbers on average (t=4.57, p<.0001), and State Preschool children, who named 5.6 numbers on average (t=2.45, p<.05).

> **Parent Descriptions of Children's Learning**
>
> *"My daughter is 4, and she knows how to count. She knows quantities, numbers, and there's a difference."*
>
> - Parent

Children's ability to count objects also showed a statistically significant increase from Time 1 to Time 2, with the average child increasing from 11.2 to 15.2 objects counted (Exhibit 4.29). The Time 2 mean for Family Literacy children is comparable to the mean score of 16.8 for School Readiness (t=1.44, p=.151) and 16.9 for State Preschool (t=1.89, p=.060).

Exhibit 4.29. Mean number of numbers children named and objects children counted, Years 2 and 5 combined
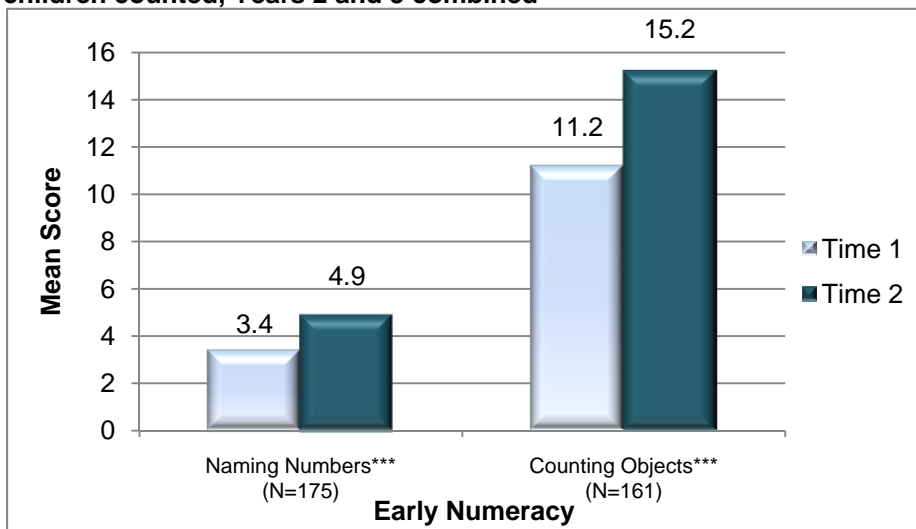
* p<.05, ** p<.01, *** p<.001

Children completing the English or Spanish version of the Applied Problems subtest of the Woodcock-Johnson/Woodcock-Muñoz showed statistically significant gains on this measure,

increasing from a mean of 86.8 at Time 1 to 90.9 at Time 2 (Exhibit 4.30). Because this is a standardized measure, the growth from Time 1 to Time 2 indicates that the children's problem-solving abilities are accelerating throughout the course of the Family Literacy program. The children appear to be developing these skills more rapidly than they would through the course of normal development. Furthermore, children scored above the "at risk" cutoff of 85 and are approaching the national norm of 100.[21]

Exhibit 4.30. Children's mean scores on the Woodcock-Johnson/Woodcock-Muñoz Applied Problems subtest, Years 2 and 5 combined
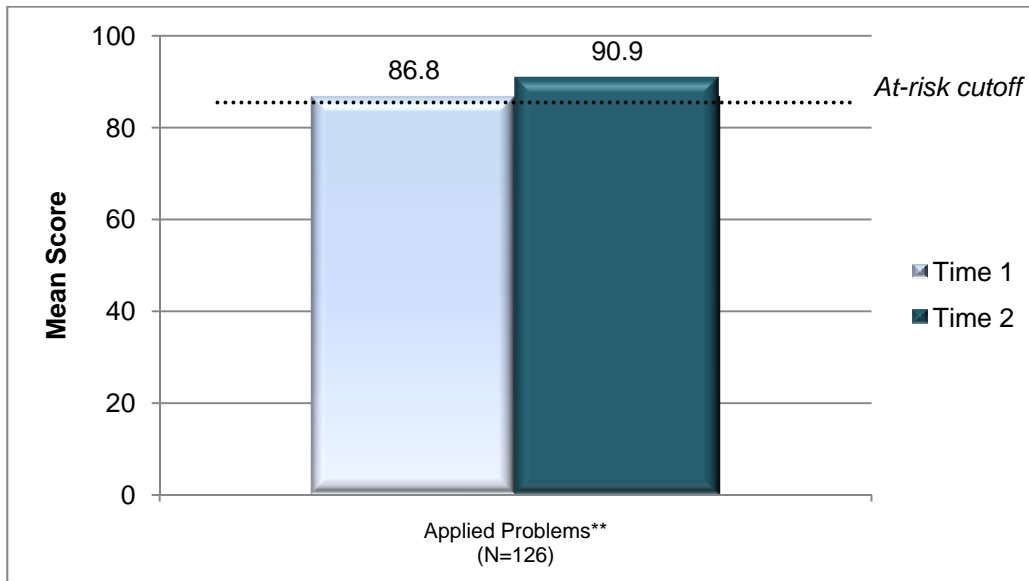
* p<.05, ** p<.01, *** p<.001

Relationships Between Program Attendance, Program Quality, and Score Growth on Direct Assessments of Children's Pre-academic Skills

Our analysis of the relationships between various program factors and score growth on the direct child assessments includes multiple regression analyses that examine the relationships between score growth and 1) level of participation in the program (hours of attendance), and 2) program quality. To evaluate these relationships, we examine four sets of models.

The first model examines the simple relationship between a child's score on each assessment at Time 2 and attendance in the ECE component of the Family Literacy program, controlling for Time 1 score and age.[22] This basic model tests the hypothesis that children who receive more ECE services through their Family Literacy program will show more growth from Time 1 to Time 2. In this model (Exhibit 4.31), however, we find no significant relationship between ECE program attendance on the part of the child and performance on these eight outcome measures at Time 2.

---

[21] Comparison data from School Readiness and State Preschool not available in the aggregate for this measure.

[22] For TVIP and the Woodcock-Johnson/Woodcock-Muñoz Applied Problems measures, child's age was not included as a covariate, because these assessments are already standardized based on age.

Exhibit 4.31. *Model 1.* **Regression analysis examining the relationship between a child's score on each of eight assessments at Time 2 and the number of ECE hours the child attended, controlling for the child's score at Time 1 and age at Time 2**

	Pre-LAS	TVIP	Naming Letters	Naming Colors	Story & Print Concepts	Naming Numbers	Counting Objects	Applied Problems
T1 score	0.689***ʼ	0.853***	0.698***	0.580***	0.458***	0.673***	0.662***	0.605***
Child's age	0.103	--	0.407***	-0.003	0.114***	0.165***	0.164	--
ECE[a]hours	-0.007	-0.003	-0.004	0.000	-0.001	-0.001	-0.002	-0.009
N	133	94	147	146	144	147	137	106
R²	0.530	0.567	0.664	0.426	0.351	0.654	0.371	0.411

* p<.05, ** p<.01, *** p<.001
[a]Early childhood education

Next, to test the hypothesis that increased participation across all family members is associated with more growth for children, we created a second model that adds the number of hours parents attended adult education classes, as well as hours parents attended parenting education and parent-child interactive literacy activities (PCILA). In this model (Exhibit 4.32), we find some positive relationships between parent attendance and the child's score growth. For example, children whose parents participated in more adult education hours showed greater growth on the Naming Colors and Story & Print Concepts measures, and children whose parents logged more PCILA and parenting hours showed greater growth on the Pre-LAS. However, controlling for parent participation, we find that child attendance in the ECE component of the Family Literacy program is negatively related to performance on the Pre-LAS measure at Time 2; in other words, if we take into account the parents' level of participation, it seems that more child time spent in ECE is related to lower scores on this measure.

The positive relationship between parent attendance in parenting education and PCILA and children's growth on the Pre-LAS suggests that, above and beyond what children are learning in their ECE classes, parent exposure to strategies aimed at supporting children's learning may help parents who are not native speakers scaffold their children's English language development.

Exhibit 4.32. *Model 2.* Regression analysis examining the relationship between a child's assessment score at Time 2 and family program attendance, controlling for the child's score at Time 1 and age at Time 2

	Pre-LAS	TVIP	Naming Letters	Naming Colors	Story & Print Concepts	Naming Numbers	Counting Objects	Applied Problems
T1 score	0.719***	0.863***	0.692***	0.555***	0.398***	0.670***	0.631***	0.607***
Child's age	0.088	--	0.413**	-0.006	0.119**	0.165**	0.197	--
ECE[a] hours	-0.009*	-0.004	-0.005	-0.001	-0.001	-0.001	-0.002	-0.007
Adult Ed hours	0.001	0.023	0.001	0.007**	0.005*	0.002	-0.004	0.009
PCILA[b] and Parenting hours	0.024*	-0.025	0.008	-0.002	0.002	0.003	0.011	-0.027
N	132	93	146	145	143	146	136	105
R²	0.557	0.588	0.665	0.454	0.382	0.661	0.364	0.423

* p<.05, ** p<.01, *** p<.001
[a]Early childhood education
[b]Parent-child interactive literacy activities

Research suggests that children who participate intensively in high-quality interventions are the ones who benefit the most (Ramey & Ramey, 1992). Thus, we next explore the relationships between growth on outcomes and program quality measures, controlling for the level of family participation. Model 3 adds several measures of program quality based on observations of classroom settings and teacher-child interactions in the winter/spring of Year 2 and in the winter of Year 5. Observation measures included:

- The Emergent Academic Snapshot (Ritchie, Howes, Kraft-Sayre, & Weiser, 2001)
- Classroom Assessment Scoring System (CLASS): Preschool Version (La Paro & Pianta, 2000; Pianta, La Paro, & Hamre, 2004)

These measures enabled staff to evaluate a variety of factors associated with program quality, including the amount of time children spent on language and literacy activities and the quality of teacher-child interactions. Classroom observations were conducted in classrooms at 21 grantee programs. The measures taken from the CLASS and Snapshot observation tools used to examine program quality in our analysis were:

- (Snapshot) *Literacy:* The percentage of time spent on activities related to reading and writing.[23]
- (Snapshot) *Math:* For outcome variables related to mathematics, the percentage of time spent on activities related to mathematics was included instead of *Literacy*.
- (Snapshot) *Didactic:* The percentage of time a child's teacher spends employing explicit, didactic instructional strategies.
- (Snapshot) *Scaffold:* The percentage of time a child's teacher spends scaffolding children's learning.

---

[23] This variable was created by taking the mean of five *Snapshot* variables: 1. the percentage of time a child spends being read to; 2. the percentage of time a child spends reading or pretending to read; 3. the percentage of time a child spends learning letters; 4. the percentage of time a child spends on oral language activities; and 5. the percentage of time a child spends practicing writing.

- (Snapshot) *Elaborate:* The percentage of time a child's teacher spends helping children expand their thinking by elaborating on their responses.
- (CLASS) *Learning Formats:* The ways in which teachers maximize student interest, engagement, and ability to learn from lessons and activities.
- (CLASS) *Quality of Feedback:* The degree to which teachers provide feedback that expands learning and understanding and encourages participation.

Exhibit 4.33. *Model 3.* **Regression analysis examining the relationship between a child's assessment score at Time 2 and family program attendance, controlling for the child's score at Time 1, age at Time 2, and program quality**

	Pre-LAS	TVIP	Naming Letters	Naming Colors	Story & Print Concepts	Naming Numbers	Counting Objects	Applied Problems
T1 score	0.720***	0.786***	0.788***	0.544***	0.487***	0.732***	0.736***	0.603***
Child's age	0.019	--	0.340***	0.001	0.102**	0.139**	0.061	--
ECE[a] hours	-0.005	-0.003	-0.006	-0.002	-0.003*	-0.002	-0.004	-0.007
Adult ed hours	-0.004	0.019	-0.001	0.004	0.006	0.000	0.012	0.003
PCILA[b] and parenting hours	0.021*	-0.023	0.010	-0.001	0.001	0.005	0.004	-0.020
Literacy	13.771*	-14.120	9.802*	-3.300	2.495	--	--	--
Math	--	--	--	--	--	4.911	3.499	2.814
Didactic	13.580*	-22.634	0.991	-0.132	0.109	0.503	-7.134	3.035
Scaffold	7.714	64.447**	7.579	2.928	-1.360	3.299	16.964	-13.847
Elaborate	-2.350	-4.999	-6.650	-.386	-1.335	0.042	1.614	9.155
Learning formats	-1.194	-3.103	-0.135	-0.026	-0.537	0.255	0.587	1.114
Quality of Feedback	-0.662	1.059	-1.869*	0.648	-0.007	-0.740*	-1.397	0.292
N	89	65	102	101	100	102	94	84
R²	0.659	0.641	0.729	0.449	0.502	0.717	0.459	0.470

* $p<.05$, ** $p<.01$, *** $p<.001$
[a]Early childhood education
[b]Parent-child interactive literacy activities

In Exhibit 4.33, Model 3 shows several relationships. First, when we control for our six measures of program quality, the negative relationship between child attendance in ECE and growth on the Pre-LAS disappears. However, the relationship between ECE hours and gains on the Story and Print Concepts task becomes statistically significantly negative. At the same time, parent hours spent in adult education classes is *positively* related to growth on this outcome measure, suggesting that it is parents' English learning (and perhaps comfort reading aloud to their child) that supports children's story comprehension and understanding of how books work. As in earlier models, we again see that parent hours spent in parenting education class and PCILA time are positively related to growth on the Pre-LAS, even controlling for ECE classroom quality characteristics.

A few measures of classroom quality also seem to matter. For example, the proportion of time children spent on literacy-related activities in the ECE classroom is statistically significantly associated with greater growth on the Naming Letters task and on the Pre-LAS measure.

A teaching style focused more on explicit, didactic teaching of material is statistically significantly associated with growth on the Pre-LAS. As mentioned above in Chapter 2, Family Literacy teachers engaged children in a didactic manner—teaching directly to children as a group with little interaction—38 percent of the time, on average. Though didactic teaching in an early childhood classroom is generally thought of as less developmentally appropriate, it may be that teachers who take a more didactic approach spend more time talking to children and modeling English for them, which in turn supports their English acquisition. For Spanish vocabulary development, scaffolding seems to be more important. That is, more time spent by teachers scaffolding children's learning is associated with greater growth on the TVIP among Spanish-speaking children.

The CLASS measure of Instructional Learning Formats is not significantly associated with outcomes for these children, but Quality of Feedback appears to be negatively associated with performance on the Naming Letters and Naming Numbers measures. It is possible that teachers who employ more strategies to encourage students—through lengthy feedback loops, expansion, and conversations—to explain their thinking and rationale for responses to teacher questioning are spending less time on rote activities such as teaching children the names of letters and numbers.

Given the relatively few statistically significant relationships with program quality variables and the somewhat persistently negative relationships between outcomes and hours of ECE attendance, we hypothesized that there were additional (unmeasured) program characteristics that were underlying these unexpected findings. As a proxy for these unmeasured program characteristics, we included indicator variables for each program, thereby controlling for the unique characteristics of each program (Exhibit 4.34).

Exhibit 4.34. *Model 4.* **Regression analysis examining the relationship between a child's assessment score at Time 2 and the family program attendance, controlling for the child's score at Time 1, age at Time 2, and which program the child attended**

	Pre-LAS	TVIP	Naming Letters	Naming Colors	Story & Print Concepts	Naming Numbers	Counting Objects	Applied Problems
T1 score	0.727***	0.846***	0.680***	0.537***	0.415***	0.595***	0.678***	0.621***
Child's age	0.015	--	0.337***	0.029	0.135***	0.165***	0.149	--
ECE[a] hours	-0.001	-0.010	-0.004	-0.001	0.003	0.000	-0.009	0.012
Adult ed hours	-0.012	0.024	-0.002	0.007*	-0.001	0.000	-0.001	-0.014
PCILA[b] and parenting hours	0.026*	-0.019	0.006	-0.002	0.004	0.006	0.009	-0.017
Program dummies†	--	--	--	--	--	--	--	--
N	132	93	146	145	143	146	136	105
R²	0.625	0.651	0.726	0.506	0.530	0.731	0.445	0.554

* p<.05, ** p<.01, *** p<.001

† Indicators for each program were included in the model for control purposes; coefficients for each program are not presented here.

[a]Early childhood education

[b]Parent-child interactive literacy activities

As Exhibit 4.34 indicates, including program dummy variables eliminates any negative relationships between hours and outcomes, suggesting that there is something else going on. That is, when we

control for which program a child attends, there is no statistically significant relationship between attendance in ECE and growth on any of the outcome measures. This suggests that there may be important indicators of program quality that are not included in the model. Family Literacy programs are all implemented differently, and the way in which they are implemented may have a profound impact on the relationship between attendance and performance gains.

The FLSN director speculated about circumstances under which spending more time in ECE classes might lead to *poorer* outcomes for children. One such circumstance is high staff turnover; the FLSN has documented 84 staffing changes in program directors and lead teachers in the last five years, with specific programs experiencing higher rates of turnover than others. Another possibility is that some programs, perhaps the license-exempt programs, have too many children in the ECE classrooms because they are exempt from child-teacher ratio requirements. In addition, some teachers may employ poor classroom management skills, or they may focus too heavily on either one-on-one instruction or small group time, as opposed to striking a balance between the approaches. In addition, agencies requiring teachers to communicate with children in English may contribute to poorer outcomes if English is not the child's most familiar language. Also, many ECE teachers do not hold degrees or certifications in early childhood education, and children spending more time in classrooms without well-trained staff may not be receiving the highest-quality instruction.

Generally, the director believes it is important for programs to focus on letter knowledge, language development, vocabulary, instruction, circle teaching strategies, and routines in order to support children's literacy development.

Relationship Between Parent and Child Outcomes

To understand the relationship between parent and child learning in the family literacy context, we examined correlations between parent CASAS reading scores and children's scores on the above assessments. There is a significant positive correlation between parent reading scores and children's scores on assessments of counting, naming numbers, and story and print concepts (Exhibit 4.35). There is also a positive correlation between the amount of time parents reported reading to their children and use of interactive literacy activities, and receptive vocabulary scores for Spanish-speaking children (Exhibit 4.35). There are no other significant correlations between parent and child outcomes.

Exhibit 4.35. Correlations between parent CASAS scores and parenting scales[24] **at Time 2 and child assessments at Time 2**

	Pre-LAS	TVIP	Naming Letters	Naming Colors	Story & Print Concepts	Naming Numbers	Counting Objects	Applied Problems
Time 2 parent CASAS score	0.13	0.08	0.17	0.08	*0.22* *	*0.27* **	*0.26* *	0.12
ESPIRS Reading Amount Scale	-0.101	*0.22* *	-0.08	0.04	0.12	-0.07	-0.04	0.08
ESPIRS Reading Practices Scale	-0.11	*0.28* **	0.08	0.12	0.07	0.13	0.02	0.12
ESPIRS Library Use Scale	-0.17	0.14	0.004	-0.01	0.001	0.03	0.01	0.03
Amount of television children watch	0.01	-0.005	-0.08	-0.05	0.06	-0.07	0.08	-0.04
Interactive Television Practices Scale	-0.08	0.001	0.02	-0.02	0.04	0.006	-0.004	-0.02

However, in regression models controlling for child's age and family participation in family literacy components, there were no significant relationships between parenting practices and child learning, or between parent CASAS scores and child learning.

Overall, children in Family Literacy programs demonstrate statistically significant growth over time on seven of the eight direct assessments included in this study: Pre-LAS; PPVT; counting objects; applied math problems; story and print concepts; and naming letters, colors, and numbers. Children did not show growth on TVIP, a measure of children's Spanish vocabulary. Because one focus of Family Literacy programs is English language development, it is possible that children are spending more time practicing English vocabulary and less time emphasizing Spanish vocabulary. Children in Family Literacy programs are not losing any Spanish vocabulary; on the contrary, they are developing at a normal rate, are above the at-risk cutoff score of 85, and are approaching the national norm of 100. Rather, the situation is simply that Family Literacy children's Spanish vocabulary growth is not *accelerating* with respect to their peers from Time 1 to Time 2, whereas in English it is.

With regard to the relationships between family attendance in the program, program quality, and score growth on the direct child assessments, there are several indications that parent participation in the program is positively associated with children's greater growth on the assessments. After controlling for unmeasured characteristics of Family Literacy programs, parent attendance in the adult education component of Family Literacy programs is positively related to greater growth on the Naming Colors task. In Model 3, where we do not control for unmeasured characteristics of program quality but we do control for the CLASS and Snapshot observation variables that measure certain aspects of program quality, parent attendance in the adult education component of Family Literacy programs is positively related to greater growth on the Story and Print Concepts task. This suggests

---

[24] The Reading Amount scale incorporates the number of books in the home and the frequency parent reported reading to the child. The Reading Practices Scale represents the frequency the parent reported asking children what is in a picture, pointing out letters in books, asking children to predict what will happen next, and asking children to read with them. The Library Use scale incorporates whether the parent has a library card, how frequently they go to the library generally, and how many books they brought home from the library the previous week. The Interactive Television Practices Scale is the mean frequency parents watch television with their children and ask them questions about the television programs.

that, at least for some pre-academic tasks, parents' continued education—above and beyond the benefits children may receive in their ECE classes—is related to children's ability to name colors and their understanding of story and print concepts. Parents who spend more time in adult education classes may develop the confidence to spend more time reading with their children and helping their children understand how books work and to identify images (such as colors) in books. Furthermore, parent attendance in parenting education classes and PCILA is associated with greater growth on the Pre-LAS measure in all models, including when we control for quality characteristics of ECE classrooms. There is some evidence that parent learning is associated with greater child learning; parents with higher CASAS scores have children with higher scores on assessments of counting, number naming, and story and print concepts.

Summary

This chapter presented findings about participant outcomes and how they have changed over time, the relationship between program participation and outcomes, and the relationship between program quality and outcomes. Participant outcomes included parents' English reading skills, parenting knowledge and behavior, and children's language and pre-academic skills. Program participation was measured by parent and child attendance in the various program components, and program quality was measured by variables such as teacher qualifications, classroom structure, component integration, and instructional learning formats, as reported by teachers on annual surveys.

Parent reading assessment scores showed statistically significant growth over the course of their participation in Family Literacy, with greatest growth in the first year of participation and highest scores upon program exit for parents who participated in the program for two years. Parents also consistently showed growth in parenting knowledge and behaviors. For instance, statistically significant increases were found in Year 7 in the percentage of parents believing they should read to children from birth, using the library regularly, using interactive reading strategies, engaging children in language and literacy activities at home, understanding how the public school system works, being involved in children's schools, consistently following routines with children, and setting rules and consequences for children's behavior. Additionally, there was a statistically significant decrease in Year 7 in how much television children watched.

Children also showed growth in their knowledge and skills. For instance, the number of words children understood (as measured by the MacArthur CDI) and said grew significantly for both English- and Spanish-speaking children, but children did not demonstrate language development at a rate faster than expected through normal development.25 There were statistically significant increases in children's English receptive vocabulary that were greater than expected through normal development. Though there was no statistically significant growth in Spanish receptive vocabulary (that is, children were developing at the same rate as their peers), all children were above the at-risk cutoff, meaning they were not considered to be at risk in their Spanish receptive vocabulary development. Children also showed statistically significant growth in their ability to name letters, colors, and numbers; in concepts of print and comprehension skills; in counting objects; and in problem-solving skills.

Looking at data over the course of the Family Literacy Initiative, we found that the number of hours parents spent in ESL and ABE were significantly and positively related to their reading scores, controlling for student demographics and program characteristics. The number of hours parents spent

---

[25] This statement refers to 16-30 month-olds; normal curve equivalents are not available for 8-18 month-olds.

in PE and PCILA were also significantly and positively related to parents' reports of their library use and school involvement, controlling for other variables such as demographic characteristics; however, the positive relationship with school involvement disappeared when program quality was taken into account. Interestingly, there was no significant relationship between a child's attendance in ECE classes and outcomes, but when family participation across components was examined we found statistically significant relationships between parents' AE participation and naming colors and story and print concepts, and between parents' PCILA and PE participation and children's Pre-LAS scores.

A number of quality characteristics of the AE program were related to growth in parents' English reading skills, including having a teacher who had more years of experience in the family literacy program and who used less hands-on activities, and being in AE programs that had more classroom resources and better integration with the other components. Being in an AE program that had more teachers with an AE credential was negatively related to parent reading skills, which may be a function of programs placing more weight on having community-based teachers regardless of credential. Looking at program quality in the PE and PCILA components, we found a number of statistically significant positive relationships with parent outcomes. Having a teacher with experience in a family literacy environment and an appropriate credential were both positively and significantly associated with growth in library use, use of literacy activities, frequency of reading to children, and school involvement. Additionally, use of hands-on activities, fewer lectures in PE, and use of curriculum were associated with parents' greater library use, with the former two variables also being related to increased use of literacy activities with their children and increased frequency of reading to their children. Greater integration of PE and PCILA with other family literacy components was also associated with parents' increased school involvement and library use.

Looking at ECE program quality and child outcomes (controlling for level of family participation) yielded some unexpected findings, including a negative relationship between ECE attendance and growth in language scores that disappears when program quality is controlled for, a negative relationship between ECE attendance and gains on print and story concepts, a positive relationship between didactic teaching and growth on the Pre-LAS, and no relationship between instructional learning formats and child outcomes. These unexpected findings may indicate that there were some unmeasured program characteristics contributing to the findings.

The next chapter provides information about post-Initiative outcomes for families, including commitment to learning and education, self-sufficiency, and involvement in children's learning.

Chapter 5. Post-Initiative Outcomes for Families

In previous chapters, we examined changes in parents' and children's own skills and parent support for their children's learning while families participated in the Family Literacy programs. This chapter examines longer-term outcomes for families, parents, and children, because in addition to these in-program changes, we are also interested in how they fare after leaving the programs. Data from a survey of parents who had participated in one of the Initiative's family literacy programs one to five years prior to the survey ("alumni parents") provide information about parent employment and educational attainment since leaving the program, parenting practices, parents' involvement in their children's schools, and parent reports of how their children are performing in elementary school. Follow-up data to be received from Los Angeles Unified School District will provide additional information on children's elementary school academic and attendance outcomes.

Specifically, this chapter addresses the following research questions:

6.2. How do Family Literacy program participants continue to grow and change after they leave the Family Literacy program?

6.2.1. To what extent do parents exhibit a commitment to learning and education after leaving the program?

6.2.2. To what extent do parents develop personal and economic self-sufficiency after leaving the program?

6.2.3. To what extent do parents exhibit positive parenting practices after leaving the program?

6.2.4. To what extent do children achieve educational success relative to a demographically matched comparison group in elementary school?

Parent Reports of Post-program Experiences: The Alumni Survey

As described in Chapter 1, to explore post-program outcomes for families, we conducted a phone survey in the spring of 2009 with 208 alumni parents. Many of these parents left because their children aged out of the program, but some left for other reasons, such as meeting their learning goals or getting a job.

Respondents Compared to Non-respondents

Because Family Literacy families typically have high transiency rates, following up with them one to five years after their last known address yields a relatively low response rate, which in turn raises questions about response bias. To determine if the parents who responded to the alumni survey are comparable to parents who participated in Family Literacy Initiative programs but did not respond, we examined their demographic characteristics and initial reports of their parenting practices.

Based on data from profile forms parents completed at program intake, we observe that parents who responded to the alumni survey were similar to those who did not (or could not be reached) in terms of their employment status, education level, and the length of time they had lived in the U.S. They were also approximately equally as likely to have a child with special educational needs. Survey respondents were slightly more likely to earn above $15,000 per year than non-respondents and slightly *less* likely to speak English at home. However, these differences may be of less importance given that all Family Literacy program participants are low income compared to the general population, and the majority speak a language other than English at home, making respondents and non-respondents very similar overall. Of greatest concern for the analysis are differences between respondents and non-respondents in terms of their responses to parent survey questions (measuring

parenting outcomes) at program entry. We found no statistically significant differences on responses to parent survey questions at entry. Both groups reported about the same frequency of reading to their children, telling their children stories, and visiting the library when they entered the Family Literacy programs. Therefore, we feel confident that response bias is not a serious threat to the validity of the results described below.

Analysis

For questions that are original to the alumni survey and were not asked of parents previously, we simply present means and frequencies. Where possible, when parents were asked the same question on the ESPIRS or FLIPS parent survey while they were in the program, we conducted t-tests to test for statistical significance in the differences between a parent's first in-program response, last in-program response (on a post-test), and alumni survey response. In order to examine the relationship between hours of attendance and alumni outcome scores, controlling for first score from the parent survey, we ran several OLS regressions.

Because of the switch from the ESPIRS parent survey to the FLIPS parent survey in Year 6, in order to conduct an analysis that measured growth, it was necessary to combine items from these two surveys that often had similar questions but different response options. We began by conducting t-tests on the percentages of parents who met a threshold that was common across the instruments. For example, for a question that had ESPIRS response options of yes and no, and FLIPS response options of always, frequently, sometimes, and never, we collapsed the FLIPS response options into yes and no.

To run regressions, however, and because some parents completed an ESPIRS and a FLIPS survey during their program participation, we standardized both variables in order to combine them. Because we believed that the distribution of parent responses would be similar across the two instruments, we standardized (using z-scores, which have a mean 0 and standard deviation 1) the first year of data for each instrument. So for a particular question, each ESPIRS respondent in subsequent time points was standardized among the first ESPIRS parent survey respondents. Similarly, each FLIPS respondent's answers were standardized among the first FLIPS parent survey respondents. Responses for subsequent years (last in-program response, and alumni survey response) were standardized based on the mean and standard deviation for the set of first responses to the question with the same wording.[26]

To characterize parent and family outcomes after participating in the Initiative, we focus on four broad areas: parents' commitment to learning and education, parents' self-sufficiency, parenting practices and involvement in children's learning, and parent reports of children's elementary school outcomes.

---

[26] While we could have then standardized the ESPIRS alumni survey to the mean and standard deviation for the ESPIRS alumni survey (and similarly for FLIPS and for the last parent survey), we wanted to be able to determine whether there was growth across three successive time points: from the first in-program parent survey to the last in-program parent survey to the alumni survey. If each was standardized within its own version of the instrument and type (last parent or alumni) then the mean for each type would be zero, and we would not be able to determine if there was growth over time. So we standardized each item, regardless of when it was completed (before exiting the program or at the alumni survey) to the mean and standard deviation for the *first* administration of the same instrument. Therefore, the baseline average for the first year is zero, and if relative z-scores for the last in-program or alumni response are positive, this represents the amount of growth in standard deviations of the first survey. In other words, the average for first response is set to zero, and a positive z-score for an item on the last or alumni survey indicates growth over the baseline. A negative number for last in-program or alumni indicates negative growth, or a decline in the outcome being measured.

Parent Commitment to Learning and Education

An important goal of Family Literacy programs is to reinforce parents' understanding of the importance of learning and education. By modeling the concept of lifelong learning for their children, parents can help them develop a love of learning and support their educational success. While enrolled in the program, all parents are engaged in learning for their own personal improvement—most take English-as-a-second-language (ESL) classes, while others are enrolled in adult basic education (ABE) or general education development (GED) courses. However, when they (or their children) graduate from the Family Literacy program, these classes may no longer be available to them. Thus, we suspected that participation in formal learning opportunities would decline after leaving the program.

However, results from the phone survey with alumni parents suggest that parents continue to invest in their own learning and education. Most alumni parents, in fact, reported continuing their education; 72 percent reported that they enrolled in some form of educational classes after leaving the program (see Exhibit 5.1). Specifically, one quarter of parents reported being enrolled in GED classes, two-thirds reported being enrolled in other adult education classes, and 6 percent reported being enrolled in college classes. Additionally, 21 percent (43) received a degree or certificate after leaving the program, including 10 parents receiving their GED. The fact that a majority of parents reported continuing their education suggests a persistent valuing of education in alumni family households. As parents pursue their own education, they become better equipped to support their children's learning and are more likely to encourage their children to succeed as well (Darling, 1992).

> **Parent investments in learning**
>
> *"I learned English. I learned more [about] how to use computers. It motivated me to continue to learn."*
> *"They motivated me to continue with my education so that I can attend college…. [Before,] I didn't tend to take [my children] to the library, and now we are very involved in everything that's related to education."*
>
>   - Parent

Exhibit 5.1. Percentage of alumni parents reporting enrollment in and/or completion of various types of classes after leaving Family Literacy programs

	Percentage (N)
Enrolled in any educational classes	72% (150)
Enrolled in GED classes	25% (51)
Enrolled in other adult education classes	66% (138)
Enrolled in college classes	6% (12)
Received a degree or certificate	21% (43)

Source: Alumni Survey

Parents' Self-Sufficiency

In addition to parents' commitment to lifelong learning, we also explored parents' post-program experiences related to their comfort with using English (which many of them began to develop while enrolled in the program), their employment, and their ongoing access to resources in the community.

English Skills

Parents participating in Family Literacy programs often enroll in adult education courses to bolster their own skills, to become more self-sufficient, and to provide themselves with a foundation to better support their children's learning and development. The majority of participants in Family

Literacy Initiative-funded programs reported speaking Spanish as their primary language while in the program, and thus, most parents enrolled in ESL courses to support their English language development. Of the 208 alumni parents surveyed, 191 (92 percent) enrolled in ESL courses while participating in the program.

In the alumni survey, these parents were asked to rate their English skills when they started the program as well as at the time of the survey. As shown in Exhibit 5.2, parent responses reveal statistically significant improvements in their English skills from program entry to the time of the alumni survey. While 57 percent of parents reported knowing no English or only a few phrases of English when they joined the program, only 13 percent reported knowing just this minimal level of English after exiting the program. Conversely, only 9 percent of parents reported being fluent in English or knowing enough of the language to carry on an in-depth discussion in English when they entered the program, and 38 percent reported this level of English proficiency at the time of the alumni survey. Though parents' confidence in their English skills is important in itself, it is worth noting that there was only a small ($r = 0.19$) and statistically insignificant correlation between alumni parents' rating of their English skills at the time of the alumni survey and their final CASAS score while participating in Family Literacy. However, 70 percent of parents who were enrolled in ESL classes indicated that the program had helped improve their English reading, writing, or speaking skills to a moderate or large extent.

Exhibit 5.2. Alumni parents' rating of their English skills at program entry and at time of alumni survey
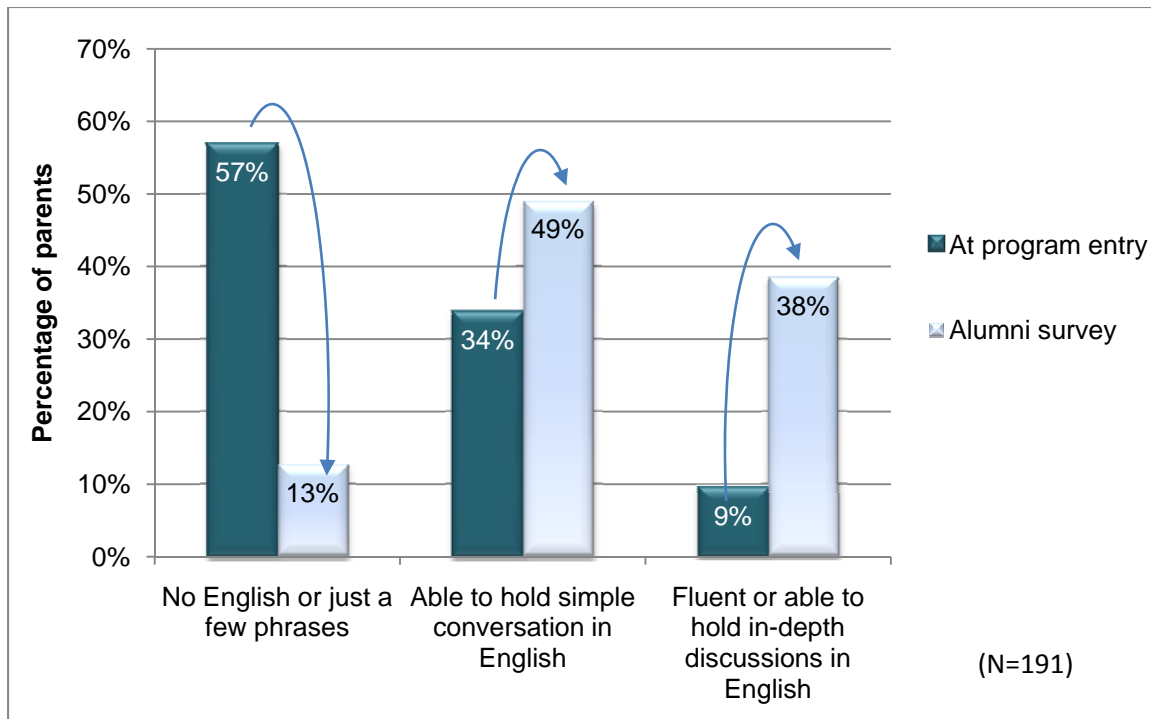
Note: Arrows pointing from one bar to another indicate a statistically significant change (p<.05) from one time point to the other.
Sources: ESPIRS surveys Years 2-5, FLIPS surveys Years 6-7, and Alumni Survey

Employment

Because of the number of hours required of parents (for adult education and parenting education classes and for PCILA time, at minimum) by Family Literacy programs, most participating parents are not employed, although often their spouses or partners are. Sixteen percent of parents who participated in the alumni survey were employed when they entered the program, and 26 percent of these alumni stated that they were employed at the time of the follow-up survey. One-third of parents (33 percent) reported that they are now looking for a job, but 37 percent reported that they choose to stay home to care for children (Exhibit 5.3). Given that many parents still have young children at home, that many spouses or partners work, and that the country is experiencing a recession, it is not surprising that only 26 percent of parents reported being employed.

Exhibit 5.3. Employment status of alumni parents, 2009, one to five years after leaving a Family Literacy program
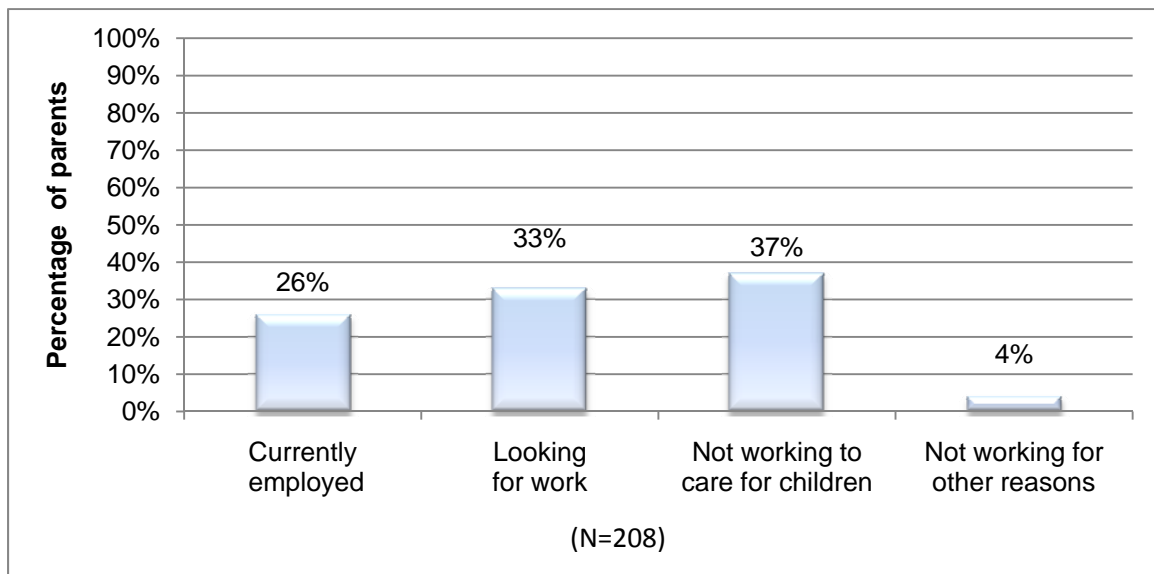
Source: Alumni Survey

Other Community Support

Family literacy programs also aim to provide parents knowledge of other resources in their community where they can get assistance if needed. Given the high level of unemployment among parents, knowing where to find services such as employment assistance, food stamps, and other fiscal support could be critical. On the alumni survey, most parents reported knowing where to go in the community for these types of support; 89 percent reported that they knew which agencies or resources could help them find a job or receive other basic services.

Family literacy programs also informally provide social support to parents by bringing together parents in similar life situations with similar concerns for their families. Having other parents to talk to can be a critical resource for parents to learn about resources, share parenting strategies, or just talk through concerns they may have. After leaving the programs, most parents reported still having this type of social support; the vast majority of alumni agreed that they had someone to talk to if they had trouble or needed advice (94 percent).

Parenting Practices and Involvement in Children's Learning

In addition to supporting parents' own language and literacy skills and self-sufficiency, a primary goal of Family Literacy programs is to instill in parents an understanding of the importance of their role as their child's first teacher long before a child starts formal schooling. To that end, programs aim to give parents the skills they need to support their children's learning. Chapter 4 illustrated the growth in parenting skills that parents showed over the course of their participation in Family Literacy programs. An important additional goal of the alumni survey is to understand the extent to which parents are maintaining these practices after leaving the Family Literacy program, when their children are attending elementary school.

Changes in Parenting Practices After the Initiative

Reading to Children

One specific goal of Family Literacy programs is to help parents understand the value of creating a home environment rich with language and literacy opportunities to support their child's educational success. As children begin elementary school, the need for parents to engage in their child's learning and provide language- and literacy-rich experiences persists, as research suggests that there are increased benefits of parent involvement in and support for their children's learning (e.g., Jordan, Snow, & Porshe, 2000; Henderson & Knapp, 2002; Park, 2008). In addition, as children enter a new developmental stage during this transitional period, parents often face new challenges in providing the types of supports that best promote their children's learning and development (Chen & Siegler, 2000). Indeed, findings from the alumni survey indicate that parents are continuing to engage in supportive home literacy practices with their children after they leave Family Literacy programs. In particular:

- Most parents reported that they or another family member read frequently to their children; 44.2 percent of parents reported that they read to their children every day, and another 44 percent reported that they read to their children about three times a week.

- Overall, 95.7 percent of parents reported that their child was read to at least weekly.

We find a slight (but statistically significant) decrease in reading practices among alumni parents—91 percent of parents reported reading to their children at least three times per week in their final parent survey prior to exit, compared to 85 percent of alumni. However, the percentage of alumni parents reporting reading frequently to their children after leaving the program (85 percent) was still a statistically significant improvement over the percentage who reported frequent reading to their children when they began the program (70 percent) (Exhibit 5.4). This suggests that although there is some decline post-program, parents are still practicing what they learned from the Family Literacy programs. In addition, it is possible that as children in elementary school learn to read on their own, their parents decrease the frequency with which they are reading to them.

Storytelling

Telling stories to their children appears to be somewhat less common among alumni parents. Although most alumni parents (88.9 percent) reported that they told their children a story at least once within the past week, fewer (39.9 percent) reported doing so at least three times per week. Though we see a statistically significant increase from program entry to exit in terms of the percentage of parents reporting telling their children stories at least three times per week, we do not see a significant difference between storytelling frequency at program entry and at the time of the alumni survey (Exhibit 5.4). It may be that as children age, parents feel the practice of telling stories

becomes less age appropriate, or that as children's language abilities grow and their thought processes become more complex, children spend more time telling their parents stories (or writing their own stories) than vice versa.

Library Use

Library use is also an important indicator of parents' focus on literacy with their children and their ability to leverage resources in the community for this purpose. Alumni parents indicated that they continue to go to the library regularly; only 5.8 percent of parents reported that they never go, and 40.9 percent of parents reported that they go to the library once a week or more.

Indeed, we see positive trends in reports of the frequency of library visits and reading practices among alumni compared to when the same parents began the program (see Exhibit 5.4). Fifty-five percent of parents reported visiting the library at least monthly when they enrolled in the program, and 82 percent reported doing so at the end of their participation in the program. This increased use of the library remains essentially stable after parents exit the program, with 84 percent of alumni parents reporting visiting the library monthly.

Exhibit 5.4. Percentage of alumni parents reporting the use of various literacy practices on the initial in-program parent survey, final in-program survey, and alumni survey
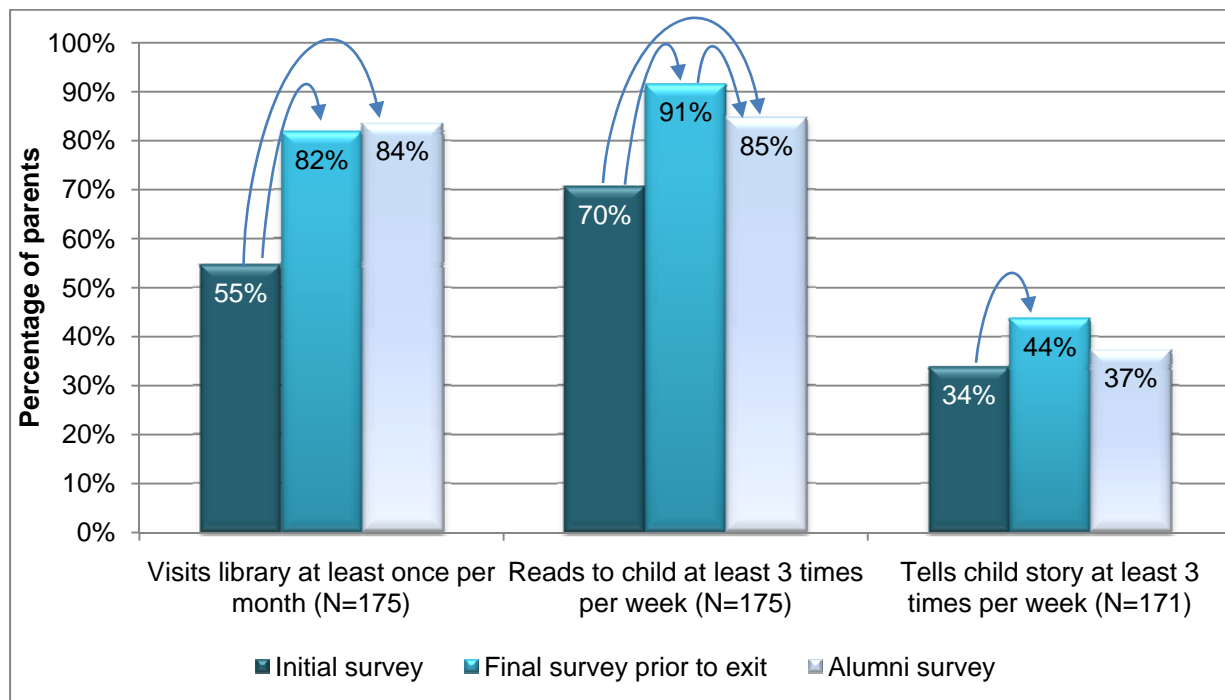
Note: Arrows pointing from one bar to another indicate a statistically significant change (p<.05) from one time point to the other.
Sources: ESPIRS surveys Years 2-5, FLIPS surveys Years 6-7, and Alumni Survey.

Other Literacy Activities

On the alumni survey, most parents also reported that they continue to engage their children in other literacy activities.

- Parents ask their children to tell stories frequently, with 85.1 percent reporting they had done so at least once in the past week.

- Beyond just reading, parents continue to use interactive reading strategies with their children. The majority of parents (88.9 percent) reported asking their child or children to predict what would happen at least once within the past week, and most parents (88.4 percent) reported having asked their child or children to describe a picture at least once within the past week.

- Many parents also reported that they still asked their child about the letters of the alphabet, although less frequently than many other activities described here. Most parents (74.1 percent) reported having talked to their child about the alphabet at least once in the past week, and almost a quarter of parents (23.6 percent) reported having done so five or more times. This practice was more common among parents who still have younger children; more parents with preschool-aged children in their household reported having done this at least once in the past week (91 percent) than those without a preschool-aged child (69 percent) (p<.001).

A large proportion of parents indicated that they had their child or children regularly play with markers, crayons, or other writing materials. Almost all parents (97.1 percent) reported that they had had their child or children regularly play with writing materials within the past week, and almost half of parents (49.0 percent) reported they had done this five or more times in the past week.

Moreover, alumni parents reported that they frequently engaged their child or children in a variety of other learning activities on at least a weekly basis, including playing music and playing with their child.

- The majority of parents (91.4 percent) reported that, within the last week, they had sung or played music with their child or children at least once.

- A vast majority of parents reported playing with their child within the past week. Most parents reported having played both indoors and outdoors at least once within the past week (93.7 percent and 92.2 percent, respectively).

- Some parents reported that their child or children helped them with household tasks. Specifically, 54.3 percent of parents reported that their child or children had helped with household tasks such as cooking, picking up clothes, or putting away toys five or more times in the past week, and only 1.9 percent of parents reported that their child or children had not helped at all.

Television

Many Family Literacy programs seek to decrease parents' allowance of television viewing for their children. In addition to reporting participating in learning activities, many alumni parents reported that their children watch relatively little television. Specifically, some parents (6.3 percent) indicated that their children watch less than an hour of television per day, and almost half (46.6 percent) indicated that their children watch only 1 to 2 hours of television per day (Exhibit 5.5).

Exhibit 5.5. Amount of television alumni parents reported that their children watch after leaving Family Literacy programs

Pie chart with the following segments:
- More than 4 hours, 3.8%
- Less than 1 hour, 6.3%
- 3 to 4 hours, 15.4%
- 1 to 2 hours, 46.6%
- 2 to 3 hours, 27.9%

(N = 208)
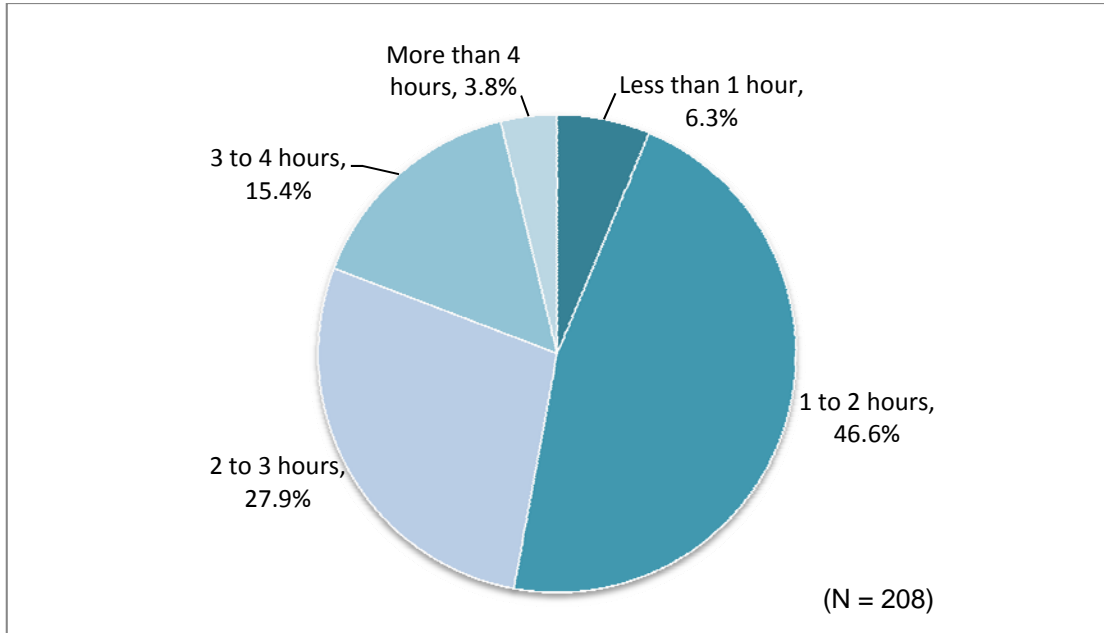
Overall, there was an increase in the percentage of parents who reported that their children watch two hours or less per day by the end of the program (74 percent, compared to 57 percent at the beginning of the program) (see Exhibit 5.5). However, the percentage of alumni parents who reported that their children watch two hours or less per day reverted back to pre-program levels after leaving the Family Literacy program. As children get older, the pressure to permit more TV viewing may increase, and enforcing limits may become more difficult. Despite this increase in TV viewing among children of alumni parents, the average number of hours children watch TV (2.1 hours) as reported by alumni parents is

Exhibit 5.6. Percentage of alumni parents reporting their children watch two hours of television or less per day on the the initial in-program parent survey, final in-program survey, and alumni survey
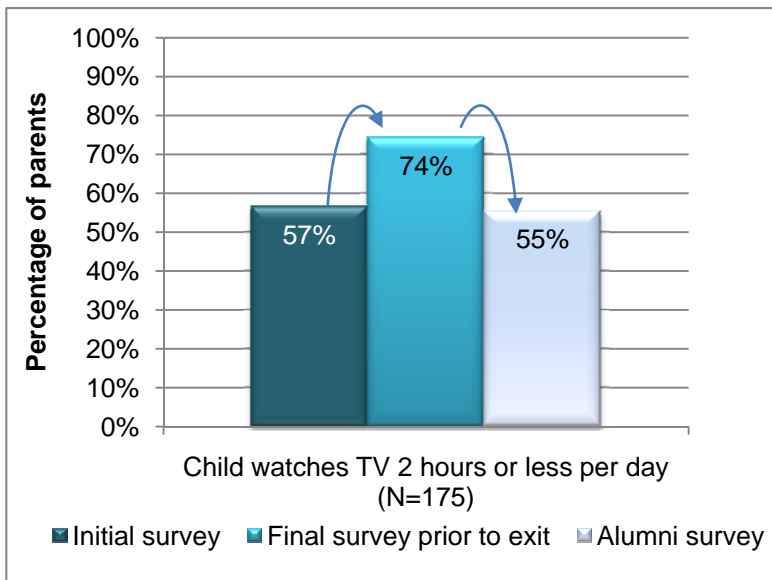
Bar chart titled "Child watches TV 2 hours or less per day (N=175)" with vertical axis "Percentage of parents" ranging from 0% to 100%:
- Initial survey: 57%
- Final survey prior to exit: 74%
- Alumni survey: 55%

Legend: Initial survey, Final survey prior to exit, Alumni survey

Note: Arrows pointing from one bar to another indicate a statistically significant change (p<.05) from one time point to the other.
Sources: ESPIRS surveys Years 2-5, FLIPS surveys Years 6-7, and alumni survey

still well below the national daily average of just under 3.2 hours for 6- to 11-year-olds (McDonough, 2009).

Guiding Children's Behavior

Effective discipline techniques for children are another common focus of Family Literacy programs, and alumni parents reported continuing to engage in a variety of positive parenting and discipline practices with their children after leaving the program.

- Many parents strongly agreed that they use a variety of strategies to guide their children's behavior (67.3 percent) and set rules and consequences for their child (80.3 percent).

- Many parents (79.3 percent) also strongly agreed that they praise their children when they do something good, and few (4.3 percent) reported that they do not praise their children at all.

Supporting Children's Success in School

To ensure that parents are able to support their children's learning and success in school, parents in Family Literacy programs are encouraged to become active participants in their children's school, by doing things such as volunteering in their child's classroom, participating in PTA and other board meetings, and talking to their child's teacher about how to support their child's learning. As an important starting point, most alumni parents reported having the basic knowledge they need to support their children in school.

- Most parents (70.7 percent) strongly agreed that they know who to talk to if their children are having difficulties at school; few parents (4.8 percent) felt they do not know who to talk to.

- The majority of parents agreed that they knew the requirements their children must meet to progress to the next grade level (95.2 percent) and that they know how to help their child or children succeed in school (98.5 percent).

Alumni survey results also indicate that parents maintain or even increase their level of involvement in school activities once they leave the program and their children enter elementary school (see Exhibit 5.7).

When interviewed about the finding that a large percentage of alumni parents are involved in their children's schools, the FLSN director mentioned that this was to be expected. Getting parents involved in their child's school is something that they encourage in the programs, and the FLSN has seen continued improvement in that area. One of the goals of the Family Literacy programs is to provide parents with the skills and the confidence to become leaders at home, at school, and in the community. Parents are provided opportunities during the program to practice their skills by being invited to volunteer in the classroom. They are encouraged to volunteer in the classroom that their child will be in *next*. For example, if their child is in the toddler room, the parent is encouraged to volunteer in the preschool room. Parents also help plan activities and festivities. One of the main messages of Family Literacy is that it is the parents' responsibility to advocate for their child. And this goal has largely been met in programs; parents are involved in their children's schools, they join committees, and they become members or even presidents of school boards.

Exhibit 5.7. Percentage of alumni parents reporting engaging in various school involvement activities on the initial in-program parent survey, final in-program survey, and alumni survey
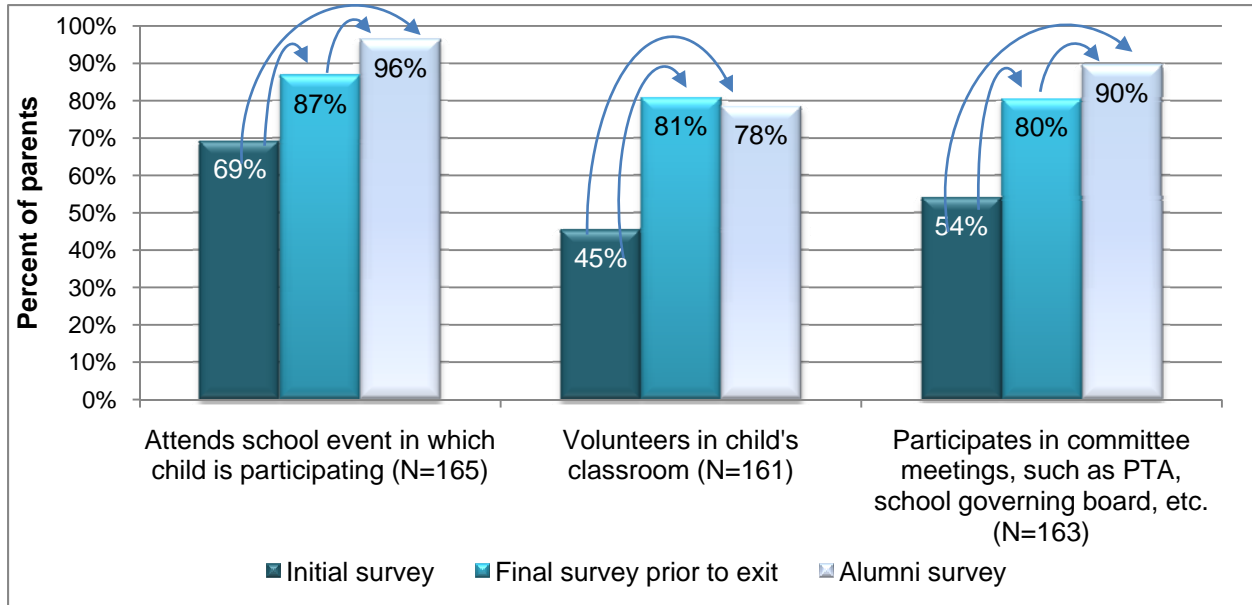
Note: Arrows pointing from one bar to another indicate a statistically significant change (p<.05) from one time point to the other.
Sources: ESPIRS surveys Years 2-5, FLIPS surveys Years 6-7, and Alumni Survey.

For example, 78 percent of alumni respondents reported volunteering in their child's classroom, a statistically significant increase over the 45 percent who reported volunteering on the initial survey completed while in the program. In addition, 96 percent of alumni parents reported attending school events in which their child was participating, and 90 percent reported participating in parent committee meetings such as the PTA or school governing boards. This not only represents a statistically significant increase over their responses at program entry, but an increase over their responses at program exit as well. Given the research on the link between parent involvement and children's academic outcomes (Henderson & Knapp, 2002), we expect this increased involvement on the part of Family Literacy parents to support their children's achievement in the long term.

> ***Parent Involvement in their Children's Schools…***
> *"[The program has helped me with] being more interested in what [my children] are doing at school. I am now more involved. When I feel that one of my kids is not doing so well in school, I do whatever it takes to speak to their teachers."*
>
> - Parent

Relationship Between Program Participation and Changes in Parenting Practices After the Initiative

In the absence of a randomized controlled trial, which would enable us to test the effects of participation in the program on changes in parenting outcomes, we used level of participation (number of hours of attendance) to compare outcomes for parents with high and low "doses" of program services. We focused on several parenting behaviors in particular—reading to children, telling children stories, visiting the library, television watching, and school involvement—and examined changes in parent responses from program entry to the alumni survey. Because the parent survey used at program entry changed over time and the wording of items changed slightly, it was necessary to standardize parent responses so they could be combined in our analysis. To do this, we calculated changes in parent responses relative to other parents who answered the same question.[27] Using ordinary least squares regression models with these standardized scores, we explored the relationships between changes in these parenting behaviors and total hours alumni parents participated in Family Literacy program activities, controlling for years since the parent participated, number and ages of children in the household, and— when question wording changed across surveys —an indicator variable for survey form (Model 1, Exhibit 5.8). We also examined the moderating relationship demographic characteristics had on these associations (Model 2, Exhibit 5.9).

Reading to Children

Controlling for family demographics and original parent survey responses, parents who participated in more hours of parenting education and PCILA in their Family Literacy program reported reading to their children more often after graduating (Exhibit 5.9). In particular, parenting education seems to matter more than PCILA time; there was a positive and significant association between parenting education hours and reading frequency that we did not find with PCILA hours. It is also interesting to note that some demographic characteristics seem to be related to frequency of reading: parents with a middle or high school child in the household read less frequently to their children in general, perhaps because older children are reading to their siblings, or because they have only older children in the household who can read themselves.

Storytelling

As with reading, parents who entered Family Literacy programs already telling their children stories more frequently reported more storytelling after leaving the programs as well (Exhibit 5.9). In addition, we found that parents with higher education levels—at least a high school diploma— reported more frequently telling their children stories when interviewed for the alumni survey. However, there was no significant association between hours of participation in Family Literacy programs and storytelling frequency.

Library Use

Parents who participated in more hours of parenting education and PCILA reported going to the library with their children more frequently after leaving the program. There is some evidence that participating in parenting classes may be more important than PCILA time for this particular outcome; parenting education hours are positively and significantly related to frequency of library

---

[27] For this analysis, we created a baseline z-score that had a mean of zero for the first year. That is, we subtracted the overall year 1 average score from each of the year 1 scores, to create a score that has an average of zero. Therefore, a positive score indicates that an individual is above average for year 1, and a negative score indicates that she is below average; a score of zero indicates average growth. In years 2 and 3, scores are relative to the same baseline score from year 1, so that an individual with a positive score in year 2 has a score that is above the average for year 1. This allows us to standardize our scores but also allows us to measure growth in years 2 and 3.

use, but only when parent demographic characteristics are not taken into account (Exhibit 5.8). This suggests that parents with particular types of demographic characteristics are more likely to participate in more hours of parenting education, cancelling out this relationship. Indeed, parents who attended at least some high school reported more library use after graduation than parents who had less education (Exhibit 5.9). Again, as expected, parents who entered the program already visiting the library with some frequency were also more likely to continue to do so after graduation.

Television

One goal of many Family Literacy programs is to encourage parents to engage in various learning activities instead of allowing children to watch a large amount of television. However, in our analyses, once family demographics are taken into account, neither prior television watching habits (at program entry) nor the total number of hours a parent participated in parenting education and PCILA during the program were related to hours of television watching at the time of the alumni survey (Exhibit 5.9). The number of children in the home was positively and significantly related to hours of television, indicating that children in households with more children watch more television. We expected to find that parents of older children would report that their children watch more television; however, the ages of children in the household were not found to be significant. The number of years since a family had completed participation in the Family Literacy program was associated with television watching, but in a negative direction, such that families who had been out of the programs longer reported that their children watch less television. It is unclear exactly why we find this relationship; it may be because parents have the knowledge base to continue to find alternative learning activities for their children in the community.

School Involvement

On the alumni survey, parents were asked if they volunteer in their child's classroom, participate in PTA meetings or serve on other governing boards, or attend events at their child's school. Looking at these activities all together, parents who participated in parenting education and PCILA classes for more hours during their program participation were more likely to report school involvement than those who participated for fewer hours (Exhibit 5.9). In particular, as seen with library use, attending more hours of parenting education seems to encourage school involvement more than PCILA; however, again, only total parenting education and PCILA hours (and not parenting education hours alone) shows a significant relationship when family demographics are controlled (Exhibit 5.8). Parents who reported being involved in similar ways in their child's Family Literacy program or another school (perhaps their older children's) at program entry were no more or less likely to report being involved in their child's school at the time of the alumni survey. In other words, regardless of their initial comfort with such activities, Family Literacy programs appeared to positively influence family involvement in their children's schools after graduation.

Exhibit 5.8. *Model 1.* **Regression analysis examining the relationships between alumni reports of parenting practices and hours of parenting education and PCILA[a] program attendance, controlling for the initial in-program response, number and ages of children in the household, years since graduation, and survey form**

Variable	Reading to children	Storytelling	Library use	Television viewing	School involvement
Intercept	-0.4032	-0.5744	0.1438	0.263	0.6969***
Initial survey response	0.1784**	0.1922**	0.2266***	0.232**	0.0462
Number of children	0.0396	-0.0355	0.0344	0.1922*	-0.0793
Years since graduation	0.0641	0.0799	0.0783	-0.1297	0.0541
CA-ESPIRS flag	0.3201	-0.1948	0.1133	(+)	-0.1275
Preschool child or younger in the household	0.1025	0.2801	0.1710	0.0113	-0.0397
Early elem child (5-8)	0.1479	0.1738	0.0728	-0.158	0.0388
Late elem child (9-11)	-0.2189	-0.2664	-0.1098	-0.1023	0.0412
Mid/HS child (12+)	- 0.3446*	-0.2438	-0.1749	0.0942	0.1398
Total PCILA hours	0.0003	0.0000	0.0003	-0.0002	0.0002
Total parenting ed hours	0.002**	0.0011	0.0018**	-0.0015	0.0013**
Total (PCILA + PE[b]) hours	--	--	--	--	--
N	206	203	206	203	194
R2	0.1426	0.0997	0.1334	0.0794	0.1102

+ $p<.1$, * $p<.05$, ** $p<.01$, *** $p<.001$

(+) Note: The indicator variable for survey form was not included in television viewing models, because the wording of this question was the same on both the CA-ESPIRS and the FLIPS.

[a]Parent-child interactive literacy activities

[b]Parenting education

Exhibit 5.9. *Model 2.* **Regression analysis examining the relationships between alumni reports of parenting practices and hours of parenting education and PCILA[a] program attendance, controlling for the initial in-program response, number and ages of children in the household, years since graduation, survey form, and family demographic characteristics.**

Variable	Reading to children	Storytelling	Library use	Television viewing	School involvement
Intercept	-0.8179*	-0.6452	-0.0002	-0.5622	0.6542*
Initial survey response	0.2196**	0.2511**	0.271***	0.1547	0.0771
Number of children	0.0256	-0.0465	0.0867	0.2742*	-0.0985
Years since graduation	0.1037	0.0335	0.0208	-0.0750	
CA-ESPIRS flag	0.4246	-0.1850	0.1298	(+)	-0.0848
Preschool child or younger in household	0.1402	0.0882	-0.0065	0.1460	-0.1100
Early elem child (5-8)	0.1617	0.1964	0.0144	-0.0831	0.0840
Late elem child (9-11)	-0.1580	-0.1613	-0.0586	-0.0808	0.1139
Mid/HS child (12+)	-0.2820	-0.1642	-0.2379	0.0972	0.1114
Total PCILA hours	0.0005	0.0001	0.0004	0.0001	--
Total parenting ed hours	0.0032**	0.0007	0.0012	-0.0006	--
Total (PCILA + PE[b]) hours	--	--	--	--	0.0002*
Some high school/no diploma	0.0863	0.2129	0.4297*	0.1639	0.1058
High school grad or more	0.2417	0.5774**	0.4165*	0.3072	0.1739
At least some schooling in US	0.2327	-0.0601	-0.1065	-0.1803	0.0013
Income as a proportion of poverty	-0.0006	-0.0014	-0.0013	0.0001	0.0003
N	141	139	141	138	130
R2	0.203	0.0579	0.1545	0.1431	0.1402

* $p<.05$, ** $p<.01$, *** $p<.001$

(+) Note: The indicator variable for survey form was not included in television viewing models, because the wording of this question was the same on both the CA-ESPIRS and the FLIPS.

[a]Parent-child interactive literacy activities

[b]Parenting education

In summary, we found a significant positive relationship between total hours of participation and frequency of reading, library use, and school involvement after graduation. In other words, given children of the same age and the same number of years since leaving the program, the more a parent participated in Family Literacy activities, the more likely s/he was to continue reading to the child, take the child to the library, and get involved in the child's school.

Parent Reports of Children's Elementary School Outcomes

One good way to understand children's longer-term outcomes after participating in Family Literacy programs is to look at elementary school data for these children compared to their peers with similar backgrounds. Such an analysis, using Los Angeles Unified School District data, is forthcoming and will be added to this chapter in its final version. In the meantime, another source of data about children's experiences in elementary school comes from the alumni survey. Overall, alumni parents reported that their children often received positive feedback from teachers in the past year about their behavior and learning capabilities.

- Many parents (74.5 percent) reported that their child received awards at school for high achievement or good behavior.
- Over three-quarters of parents (82.2 percent) indicated that their child is doing very well in school as reported by the teacher.
- Few parents (29.3 percent) reported that a teacher has told them their child has *not* been learning up to his or her capabilities.
- Most parents (78.8 percent) had been told by a teacher that their child is enthusiastic or interested in many things.
- Only 14.4 percent of parents reported that a teacher had told them their child was disruptive in class.
- Despite most families speaking a language other than English at home, English ability does not appear to be a barrier in school for most children. Only 7.7 percent of parents were told by a teacher that their child or children needed extra help to learn English to participate fully in class.

Overall, children who participated in Family Literacy programs are generally receiving positive feedback from their teachers in elementary school. Additionally, according to parents, children began reading on average at age 5 ½. Exhibit 5.10 illustrates the distribution of ages at which parents reported that their child began reading.

Exhibit 5.10. Ages at which children begin reading after participating in Family Literacy programs
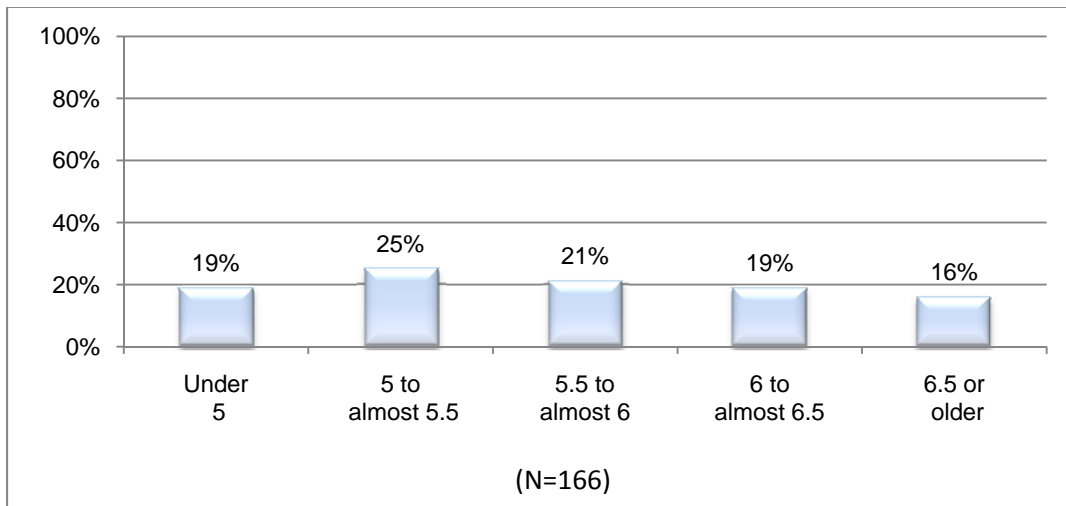
Source: Alumni Survey

Parent Comments on the Benefits of Family Literacy for Children…

"I can tell you that when both of my kids were in preschool, I could tell the difference right away. One was part of the program, and he knew the alphabet; he knew the different sounds of letters. The other one knew the letters but not the sounds. With my oldest son, I didn't instill in him the importance of reading when he was small. He doesn't like to read. But my other son who attended the program, he <u>does</u> like to read."

"When my kids started kindergarten, they knew all the kindergarten level material. I think it's because they started their education really early."

> *- Parent*

Remaining Challenges

Although much evidence points to positive outcomes for families after leaving Family Literacy programs, as expected, as children grow older and encounter new experiences, parents also face new challenges that may not have been addressed during their participation in the program. Alumni parents were asked about a variety of challenges, and their responses indicate that although they do indeed face many new challenges after leaving the program, no single challenge stands out as being especially problematic (see Exhibit 5.11). However, these might be areas for programs to spend more time discussing with parents to help them better prepare for the challenges that lie ahead.

Exhibit 5.11. Percentage of alumni parents reporting experiencing various challenges after leaving Family Literacy programs
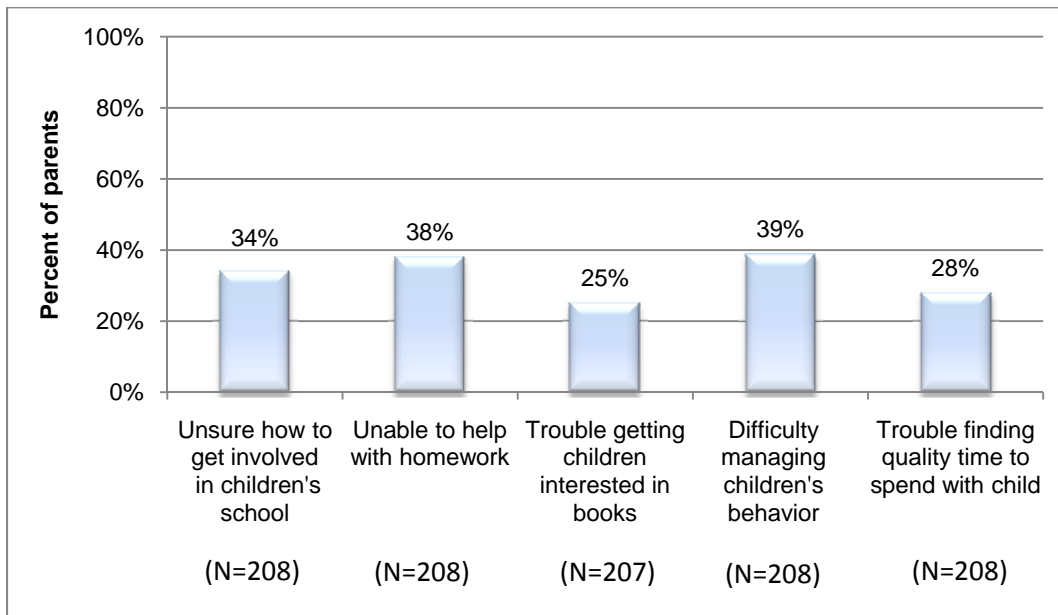
Source: Alumni Survey

One of the most common challenges reported by alumni parents concerned their inability to help their children with their homework (reported by 38 percent). Some parents pointed to their limited English skills and others to their lack of understanding of the content as the key reasons behind this challenge. In addition, although most parents reported some level of participation in their child's school, 34 percent of alumni parents reported that they felt some uncertainty about how to get involved in their child's school. This may reflect a desire to become *more* involved or to become involved in their older children's school activities (since middle and high schools may be less welcoming of parent participation). Overall, in response to an open-ended question about challenges, 114 parents (or 55 percent of survey respondents) expressed concerns about supporting their child's academic learning, including concerns related to their child's future and finding ways to motivate their children to succeed in school. However, only about a quarter of parents (25 percent) somewhat or strongly agreed that they had trouble getting their child or children interested in books. It is possible that parents' participation in the program and their use of home literacy practices laid the foundation for children's ongoing appreciation of books.

> **New challenges for parents…**
>
> *"Dealing with the education system [is a challenge], because you have to understand how it works, and the registration requirements. Sometimes you interpret them, and people help you, but they don't translate it right and the channels of communication are not complete."*
>
> - Parent

Parents also identified challenges related to interacting with their children. For example, 39 percent of parents reported difficulty managing their children's behavior. In open-ended comments, parents described their uncertainty about how best to help their children make good decisions. Among the issues raised were concerns regarding negative peer pressure their children face and fear that their child may ultimately become involved with gangs or drugs—clearly serious issues that parents face as their children get older. Perhaps related to this is the challenge of finding quality time to spend with their children (reported as a challenge by 28 percent of alumni parents who responded to the survey).

> **New challenges for parents…**
>
> *"In school, with gangs and violence, my husband and I are always wary of who our son's friends are, where they come from, who their parents are. That's a big challenge for us."*
>
> *"I'd like to study more, but I have to take care of my kids, and I'd have to pay for day care and that's not possible for me right now. In Family Literacy they took care of my kids. It's hard now, [not having that]."*
>
> - Parent

Finally, some parents reported missing the social support that Family Literacy programs provided to them. Many programs built a strong sense of community among parents, providing by default a social network that parents could rely on. As reported above, although most parents reported that they have someone to talk to if they need advice, about one third of alumni parents (36.6 percent) agreed or strongly agreed that they are now having trouble getting to know other parents in the community. As a related concern, one parent described the difficulty she is now having finding child care so she can pursue their education, after having relied on the Family Literacy program for child care when she was enrolled.

Overall, the vast majority of parents (88.9 percent) agreed that their Family Literacy program helped prepare them to address the challenges that they and

their families currently face to a moderate or large extent. Still, the challenges reported by alumni could be further addressed by programs as they prepare parents to support themselves and their children as they get older.

Elementary School Attendance and Academic Performance: The Elementary Follow-Up Study

We will also examine outcomes of children who participated in Family Literacy Initiative programs when they attended elementary school.[28] These data and analyses are forthcoming and will be reported when complete.

Summary

In summary, after leaving Family Literacy programs, parents remain committed to the importance of education, as 72 percent reported enrolling in some type of adult education class after leaving and many reported concerns about motivating their children to do well in school. Parents also reported an increase in English skills, although some still continue to struggle with finding employment, perhaps due to the current economic recession. Parents report having knowledge of where to go in the community should they need assistance, including having an understanding of the school system and its requirements for their children. Parents also report high levels of involvement in their children's schools, including attending events, participating in the PTA or other committees, and volunteering in their child's classroom. Parents also continue parenting practices to support their children's learning; in particular, parents continue to read to their children and use the library at the same (or higher) levels as when they were participating in the Family Literacy program. In fact, the more hours a parent participated in parenting education and PCILA time during his or her time in the program, the more likely the parent was to report frequent reading to his or her children, library use, and involvement in their children's schools. For most families, television watching has increased in frequency since leaving the program, but remains lower than the national average. Findings from the alumni survey also suggest that children are doing well in school after leaving Family Literacy programs; forthcoming elementary school data will shed more light on this critical question.

Despite these successes, parents identified some remaining challenges they struggle with. These included supporting the academic achievement of their children, helping children with their homework, and managing the behavior of older children. Overall, however, the vast majority of parents (88.9 percent) agreed that their Family Literacy program had helped prepare them to address the challenges that they and their families currently face.

---

[28] This analysis will be limited to children who attended Los Angeles Unified School District schools, which represented most children in the Initiative.

Chapter 6. Use of Funds, Community Partnerships, and Sustainability

First 5 LA has invested in the Family Literacy Initiative annually since 2002. Since the fourth year of the initiative, grantees have been required to raise additional funds to match First 5 LA's investment, and each year the matching requirement has increased while the First 5 LA grant value has gradually decreased. The intention of this policy was that First 5 LA funds be used to leverage other funds in the community to support Family Literacy programs. Even with this gradual decrease in direct support, First 5 LA funds represent a significant funding source for many grantees. This chapter focuses on grantees' use of First 5 LA funds in the 2008-09 program year (Year 7) and, given the Initiative's planned "sunsetting" in 2010 (now extended to 2011), their plans for sustaining their programs going forward.

According to the director of the FLSN, most programs have relationships with mental health and other social service agencies. By now, they are collaborating with multiple partners. Since the beginning of the Initiative, resources have been growing slimmer and programs have sought help from the FLSN. By the seventh year of the initiative (2008-09), sustainability was one of the major areas in which grantees requested FLSN help. To help address these sustainability issues that came with the waning of resources, the FLSN began exploring where grants are available and held several sustainability activities such as forums with funders. Over time, more grantees began writing grants on their own, so the nature of FLSN support evolved from direct help with grant applications toward the mere provision of letters of support for the funders. The FLSN director feels that it would be a good idea for First 5 LA to align expectations and outcomes to local, state, and national initiatives in order to help with long-term sustainability. If expectations are aligned, then programs forming collaborative relationships with these local, state, and national initiatives might be able to leverage the collaboration to secure funding.

Grantee Use of First 5 LA Funds in Year 7

The First 5 LA investment in the Family Literacy Initiative for direct services to families (i.e., grants to programs) in 2008-09 was $2,765,370, which supported 896 children and 714 families enrolled in Family Literacy programs that year. In other words, they invested $3,086 per child and $3,873 per family served in the Initiative (Exhibit 6.1).

Exhibit 6.1. First 5 LA investments in Family Literacy in Year 7 (2008-09)

	Dollars (2008-09)
Total grant dollars provided to Family Literacy grantees	$2,765,370
First 5 LA cost per child served by Family Literacy programs	$3,086
First 5 LA cost per family served by Family Literacy programs	$3,873

Source: Year 7 grantee invoices

Grantees spent the First 5 LA funds primarily on personnel (74 percent of the funds) and contracted services such as consultants (15 percent). The remaining funds were spent on indirect costs (4 percent), space (2 percent), and supplies (2 percent). Other expenditures included equipment; printing, copying, telephone, and employee mileage costs; training expenses; and other expenses that were not captured by the above categories, all constituting approximately 1 percent or less of total expenditures each. Exhibit 6.2 illustrates the distribution of these expenditures.

Exhibit 6.2. Grantee use of First 5 LA funds, Year 7
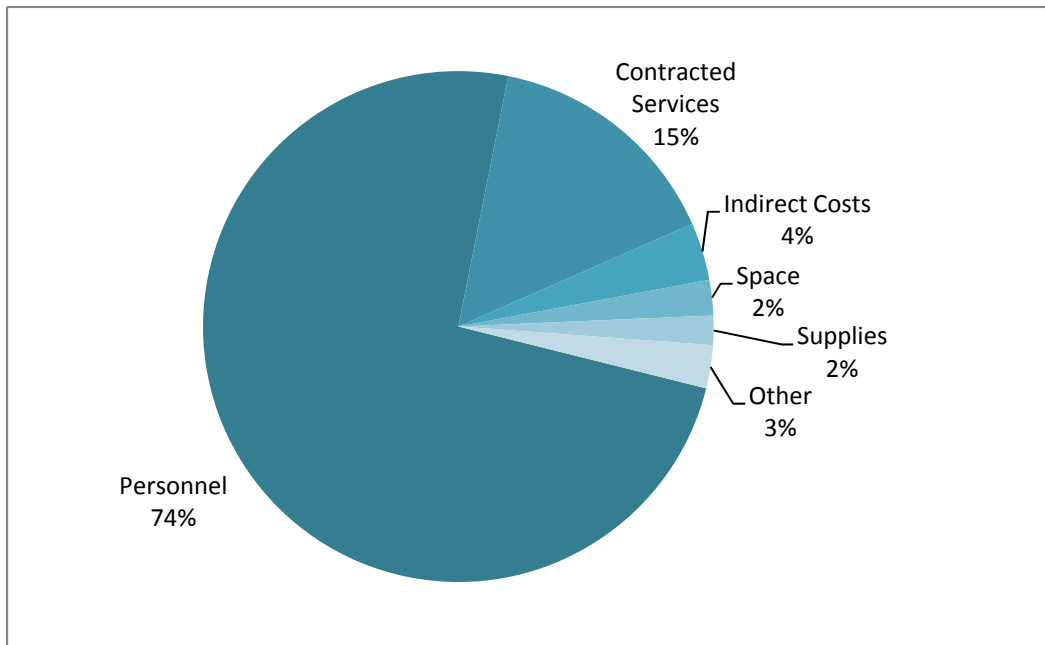
Note: percentages do not add to 100% due to rounding.
Source: Year 7 grantee invoices

Grantee Sustainability Efforts

In interviews conducted by AIR staff, program directors expressed varying degrees of confidence in the sustainability of their programs after the sunsetting of the Family Literacy Initiative. While one program director felt that sustainability of that program would not be a challenge, many others were uncertain about their program's future.

Program directors indicated that they have pursued alternative funding sources to help mitigate the effects of the upcoming close of the initiative. One program director said that in order to become self-sustaining, they need to "build up all the grants that are possible." However, several program directors noted the difficulty of this task. One noted that applying for these new grants will be a "more challenging task given there will be fewer funding opportunities available, due to the fiscal crisis." Another program director observed that there is more competition for existing grants as well, as many programs are applying to the same sources.

> **Competitiveness of Other Funding Sources**
>
> *"Due to the economic situation, a lot of programs or foundations are not granting us as much as they did before. That itself is going to be challenging because now more programs are trying to get grants from other sources."*
>   - Program director

To help address these challenges, programs reported taking different approaches. Two programs indicated that they were able to hire grant writers (for 5 hours per month) with First 5 LA funds. Program directors also reported taking advantage of sustainability meetings and workshops provided by the FLSN to support their development of sustainability plans. On the program director survey, 30 percent of program directors indicated that they found the FLSN's support "very useful" in

supporting their programs' grant writing; an additional 10 percent rated their support as "moderately useful." Another program director considered the Family Literacy Initiative evaluation work to be helpful in the program's funding outreach, as it increased the credibility of the program and made it more appealing in the eyes of potential funders.

Many programs have applied for Even Start funding, and for those that have received it, this was noted as a helpful funding source, especially given the potential for multi-year awards. One program director said, "Really we're going to be relying on Even Start, because … the possibility is for it to go four years." Grantees also rely on private donations and in-kind support, both from foundations and individuals. One program director also reported that the program was waiting to see if the First 5 LA shift to place-based funding might be a potential source of support.

> **Economic Difficulties**
>
> *"Although the original intention of First 5 money is that they would be temporary and be used to leverage other monies, because of the economy the other opportunities aren't readily available."*
>
> – Program director

Overall, program directors indicated that they were having difficulty obtaining sufficient funding to offset the upcoming conclusion of the initiative. As described in Chapter 2, according to the program director survey, 65 percent of program directors indicated that securing adequate funding for their program was a large challenge. And, although 48 percent of program directors reported that the FLSN support they received on identifying funding sources was at least moderately useful, all program directors reported a need for additional training or technical assistance to help them do this (Exhibit 6.3).

Exhibit 6.3. Percentage of program directors indicating that securing funding is a challenge and requesting additional training in this area, Year 7
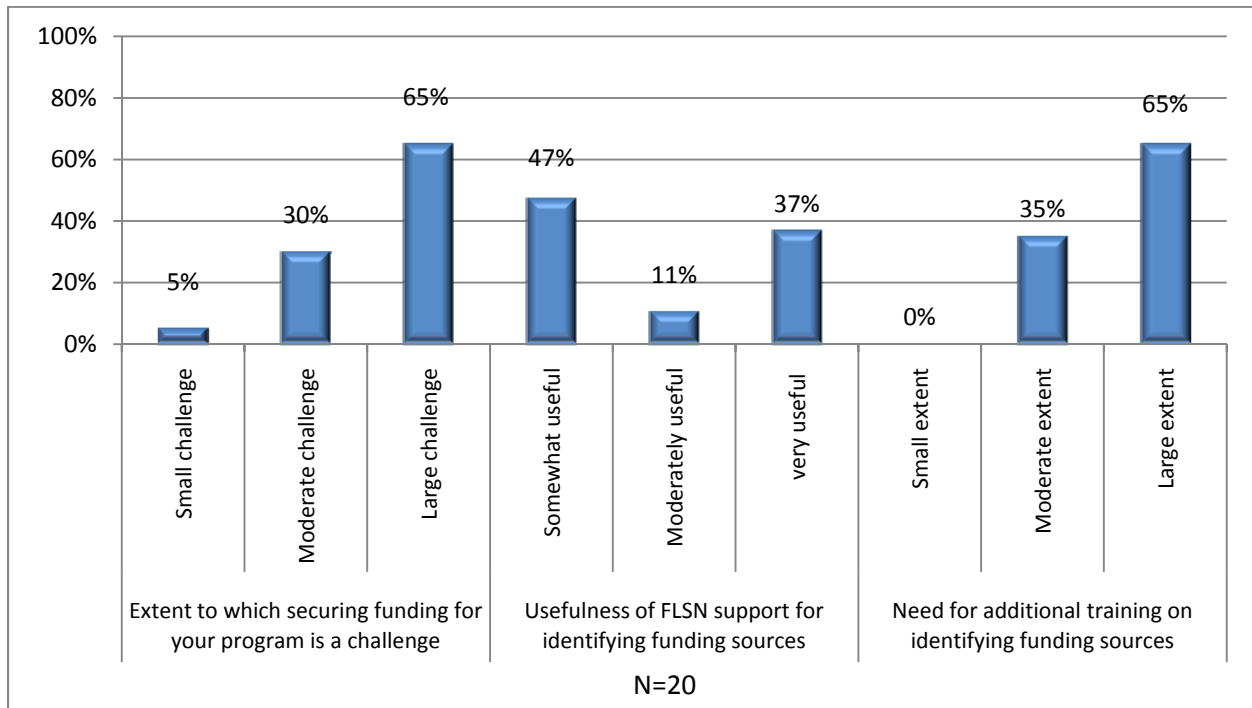
Source: Year 7 program director surveys

> **Prioritizing**
>
> *"We know that we want to stay true to our mission and goals, so we'll to try to cut back but stay mission-driven as best we can."*
>
> - Program director

Finally, some program directors reported that they were, by necessity, cutting classes, services, and staff due to budget reductions. One program director feared her position might be cut, because she does not provide direct services. At another program, the program director reported that one site would be closing due to funding issues, and they would be referring their participating families to other nearby agencies in the community. Another program was considering the possibility of charging families a small amount for services, such as child care. Generally, many program directors expressed concern for the future of their program and what cuts would be necessary in order to sustain core services. One program director said, "In prior years we were able to project for future years. Right now, there's too much uncertainty and we are not able to do the same." As a result of the cutbacks and uncertainty, program directors are having to prioritize their most critical services.

Grantees' Partnerships in Their Communities

Moving into the future, First 5 LA's approach to funding will focus on particular communities rather than on specific services. As a result, collaboration between agencies will be essential in coordinating services to families in these specific locations. Family literacy is a model that relies heavily on program partnerships to provide an array of services to children and families, and, as such, may be well positioned for inclusion in such a funding approach. Most programs offer services through collaborations between agencies. This sometimes takes the form of educational collaborations, where a local adult school provides adult education services for families, for example, or of a system of referrals to partner agencies for services that extend beyond the capacity of the local Family Literacy program.

Program directors were asked about the types of needs families in their programs have and about how these services are provided. Responses to these questions on the program director survey indicate that job training or placement assistance was the service families most needed, with program directors indicating on average that 60 percent of families need assistance in this area. Programs did provide some assistance in this area; 30 percent of programs provided it on site, and another half (50 percent) provided it through referral to other organizations. Another needed area of services was medical care or health insurance. Program directors indicated on average that 55 percent of families in their programs needed medical care or health insurance services. Referrals for medical services were provided by 95 percent of programs. Just under half (44 percent) of participants needed assistance with immigration, and the same percentage needed counseling or mental health services. Some programs provided these services on site (20 percent and 40 percent respectively), and many more provided them by referral (55 percent and 60 percent). Other needs were reported and provided less frequently (Exhibits 7.4 and 7.5). Most programs did not report major difficulties with partnerships in the community; only 20 percent of program directors indicated that collaborating with other agencies or school districts was a large or moderate challenge.

Exhibit 6.4. Mean percentage of families in Family Literacy programs needing various additional services, as reported by program directors, Year 7

Type of Service	Mean percentage of families needing this service
Job training or placement assistance	60%
Medical care or health insurance	55%
Assistance with immigration/INS	44%
Counseling or mental health services	44%
Assistance obtaining food stamps, WIC, or other food support	39%
Transportation	29%
Housing assistance	25%
Assistance obtaining unemployment, TANF, or other public assistance	20%
Domestic violence intervention	19%
Prenatal care	14%

Exhibit 6.5. Percentage of Family Literacy programs reporting they provide various additional services to participating families, directly or through referral, Year 7

Type of Service	Percentage (number) of programs providing this service through referral only	Percentage (number) of programs providing this service directly
Job training or placement assistance	50% (10)	30% (6)
Medical care or health insurance	95% (19)	0% (0)
Assistance with immigration/INS	55% (11)	20% (4)
Counseling or mental health services	60% (12)	40% (8)
Assistance obtaining food stamps, WIC, or other food support	75% (15)	20% (4)
Transportation	45% (9)	35% (7)
Housing assistance	75% (15)	10% (2)
Assistance obtaining unemployment, TANF, or other public assistance	70% (14)	10% (2)
Domestic violence intervention	90% (18)	10% (2)
Screening for learning disabilities/special needs	75% (15)	20% (4)
Prenatal care	85% (17)	0% (0)

Partnerships with other agencies and school districts have allowed Family Literacy programs to provide additional services. Partner agencies include Los Angeles Unified School District (LAUSD), Los Angeles Universal Preschool, and the Boys and Girls Club, among many others. Program directors also indicated that they have been able to protect particular components in the face of budget cuts by providing them through these other organizations. For example, Head Start funds the early childhood education component of some programs. Many grantees partner with LAUSD to provide teachers for other components. One program director said, "We have a Head Start program,

so the early childhood education program is carried out through that. We get teachers from LAUSD to do our parenting and adult education right here on site. So, we get pretty much everything."

Summary

In anticipation of the Family Literacy Initiative ending, and given the difficult economic climate, programs have been seeking additional sources of funding—some more successfully than others. Program directors described the difficulty of finding these replacement sources of funding, noting that there are fewer funding sources available and many programs applying to the same sources. Several programs anticipated having to cut services if new funding was not received, but remained committed to their missions. Grantee agencies have retained strong collaborations with other community partners to provide as comprehensive a set of services as possible to the families they serve.

Chapter 7. Summary and Recommendations

The First 5 LA Family Literacy Initiative, which began in 2002, is a comprehensive program that is designed to promote language and literacy development for parents and their children, as well as support the acquisition of parenting knowledge and skills. Each Family Literacy Initiative grantee provides services through four interrelated family literacy program components: 1) early childhood education (ECE), 2) parent-child interactive literacy activities (PCILA), 3) parenting education (PE), and 4) adult education (AE). In addition to providing direct funding to family literacy programs, First 5 LA also funds the Family Literacy Support Network (FLSN) through the Initiative to provide training and technical assistance to grantees for program improvement activities. This chapter summarizes findings from the American Institutes for Research's evaluation of this Initiative over seven years, including the longitudinal findings presented in this report. We conclude with recommendations for family literacy programs and for First 5 LA's community initiatives going forward.

Early Evaluation Results

The first four years of the evaluation [Phase I; Years 1 (2002-03) through 4 (2005-06) of the Initiative] included the initial 15 grantees and focused on process, outcomes, and policy-relevant issues. The first two years of Phase II of the evaluation [Years 5 (2006-07) and 6 (2007-08) of the Initiative], included 24 grantees and explored in greater detail the relationships between elements of program quality and family outcomes. Findings from these phases of the evaluation are summarized below.

Summary of Findings from Phase I

During Phase I, we observed growth in children's outcomes over the course of their participation in the Family Literacy Initiative, and we found evidence to suggest that higher attendance and participation in higher quality services were associated with more positive outcomes overall.

- Children demonstrated statistically significant growth on the Desired Results Developmental Profile (DRDP-R) over time, and higher levels of program participation were associated with greater growth.

- Children in programs with higher quality ECE services—specifically those in classrooms with more language and literacy input—demonstrated more growth.

- Children whose outcomes were measured in kindergarten showed continued improvement on English language skills (as measured by the Pre-LAS). In fact, while most children were assessed in Spanish at Time 1, nearly all were proficient enough to be tested in English in kindergarten.

- Other indicators of children's literacy skills (story and print concepts; and naming letters, numbers, and colors) also showed statistically significant growth between their first year in the Family Literacy Initiative and kindergarten.

Similarly, in Years 3 and 4, parent participants showed statistically significant growth in their English reading skills and in their reported use of positive parenting practices, and more growth was observed among parents with higher levels of participation.

- Parents in adult learning classes showed statistically significant growth on the CASAS reading assessment, and those attending more hours adult education classes demonstrated greater growth overall, compared to parents who participated fewer hours.

- After participating in a Family Literacy program, parents reported using practices to support their children's literacy development at home more frequently than they had before their program participation. The proportion of parents meeting or exceeding Even Start benchmarks on the CA-ESPIRS parenting indicators also showed growth over time.

- Parents with higher attendance levels in parenting education and PCILA showed more growth in the frequency of home literacy practices compared with those who attended fewer program hours.

Overall, we observed variation in characteristics of family literacy program quality during Phase I of the evaluation. ECE services were rated "good" overall (as measured by the ECERS-R). Overall, grantees achieved high participation rates among families, but they confronted some challenges with regard to staffing, component integration, and sustainability.

- Over 90 percent of adult education and parenting education teachers who responded to surveys held bachelor's degrees, but only 55 percent of early childhood education teachers did, and although recruiting and retaining staff was not reported by program directors to be a significant challenge, two-thirds of program directors reported that they had high staff turnover. Most programs had policies and procedures in place to ensure quality service delivery in each component; however, only 6 of the 22 program directors reported conducting regular classroom observations.

- Component integration was identified as a challenge for many grantees, as program directors reported that full integration across program components was difficult to achieve.

- Fiscal sustainability was identified as an issue for programs even in Phase I. In Year 4, program directors cited sustainability as their greatest concern, and only 43 percent of programs had a written fundraising plan by the end of that year.

The FLSN provided training and technical assistance to grantees in Phase I of the Initiative to support their continued quality improvement. Grantee reviews of FLSN assistance were consistently positive, and grantees showed some progress, though a few areas for growth emerged.

- While the amount of technical assistance provided to grantees by the FLSN in Years 3 and 4 decreased, their assistance focused more strongly on the "Framework for Continuous Quality Improvement," a guide to program quality in each of the four components.

- During Phase 1, grantees demonstrated progress toward "model status" (as designated by the FLSN) in several areas and grew increasingly skilled at completing First 5 LA required reports. An FLSN assessment of grantees' overall progress toward model status revealed some areas for improvement, including increasing parent involvement in curricular planning for parenting education and PCILA, using data for quality improvement, increasing the literacy focus of activities in PCILA and ECE, integrating program components, and providing for sustainability.

Summary of Findings from Phase II, Years 5 and 6

In Years 5 and 6, we again found evidence that children grew and developed in several domains throughout their participation in family literacy programs.

- Three- to five-year-old children in the child outcomes sub-study demonstrated statistically significant growth on emergent literacy skills (including naming letters and colors), English language skills (Pre-LAS), and receptive vocabulary (PPVT), although more participation was not related to greater score gains on these assessments.

- Some early math skills—including naming numbers and counting objects—showed statistically significant growth for study children, but problem-solving skills did not show statistically significant growth.

In Years 5 and 6, we again observed that parents participating in the Family Literacy Initiative demonstrated statistically significant gains in their English language development and use of positive parenting practices. We continued to find evidence that greater participation is associated with more positive outcomes for parents.

- Parents participating in adult education classes showed statistically significant growth on CASAS reading assessment scores over the course of the year, and parents who participated in more hours showed more growth on the CASAS reading assessment than parents who participated for fewer hours.

- Parent survey responses indicated that their knowledge of the importance of reading to their children from birth increased over time, that they learned to value education and hold high expectations for their children, and that they learned to more routinely read to their children and engage them in discussions about books.

- Analyses of direct observations of parent-child interactions during a shared book-reading activity revealed that parents used a wide range of strategies to engage their children in the books they read together. In particular, parents were observed frequently engaging their children in discussion about the literal content of the book; much less talk went beyond the literal to encourage children to make predictions, to evaluate the story, or to use other types of "non-immediate" content talk.

- Although we found that parents who attended more hours of parenting education and PCILA did not show more growth on a composite scale of language and literacy activities with their children at home, they did show growth on several specific practices, including library use and frequency of reading to their children.

Greater emphasis was given to the measurement of program quality in Phase II of the evaluation. In addition to assessing indicators of quality, we investigated the relationship between these indicators and family outcomes.

- Several quality characteristics of the adult education component were associated with more positive outcomes for parents, including greater use of more interactive instructional practices and teacher ratings of classroom resources. However, during Years 5 and 6 of the Family Literacy Initiative, there was a decline in teacher reports of their frequency of use of hands-on activities and their ratings of the overall adequacy of classroom resources.

- We found variation in programmatic approaches to the parenting education and PCILA components and in teacher qualifications. Some characteristics of teachers and practices utilized by teachers were more strongly associated with positive outcomes for parents than others; having a class with a more experienced PCILA teacher, where attention is paid to topics related to children's learning, with interactive class activities, and with sufficient classroom resources were all related to positive outcomes for parents.

- Practices in ECE classrooms were also found to vary notably. For example, interactions between children and adults in ECE classrooms were rated as being "medium" quality on the Classroom Assessment Scoring System (CLASS) observation tool in terms of emotional support and classroom organization, while instructional support was, on average, found to be "low" quality. In addition, the average rating on the ECERS-E literacy subscale was just below "good" quality for ECE classrooms, although there was wide variation among grantees.

- Grantee programs continued to struggle to fully integrate the four components into a coherent system of services for families in Years 5 and 6, though most reported employing a range of strategies, including holding regular integration meetings with teachers from each component and reinforcing core messages across components.

- Analyses suggest that integration does contribute to parent learning; having a teacher with more experience teaching in a family literacy program was related to greater CASAS score growth among parents, and a higher level of integration of parenting education with the other components was associated with improved parenting knowledge and skills.

Grantee program directors continued to report high levels of satisfaction overall with the support and feedback provided by the FLSN in Years 5 and 6 of the Initiative. In addition to considering grantee perceptions of impact, we examined changes in grantee program quality characteristics from Year 5 to Year 6 and assessed the relationships between these changes and the level of support received from the FLSN in Year 5.

- We found evidence of the impact of the FLSN's emphasis on administrative policies and procedures with grantees during site visits; the number of site visits a grantee received from the FLSN was associated with greater reported use of formal policies and procedures.

- The number of FLSN site visits grantees received in Year 5 was also positively associated with changes in parenting education teachers' reports of their focus on topics related to supporting children's learning.

- Additionally, we found statistically significant positive relationships between the number of site visits grantees received and changes in three aspects of ECE component quality: teachers' reported use of formal lesson plans, use of curriculum guidelines, and focus on language and literacy skill development in the classroom.

Summary of Current Findings (Phase II, Years 7 and 8)

The most recent findings of the evaluation of the Family Literacy Initiative, as presented in the current report, are summarized below by research question.

RQ1. How are Family Literacy program participants growing and changing over time?

While participating in Family Literacy programs, parents show improvements in their own literacy over time as indicated by growth in scores on the CASAS reading assessment. Parents who begin the program with lower reading scores show the most growth during their participation; growth is greatest in parents' first year of participation and slows somewhat over time. Findings suggest that two years of participation in a Family Literacy program is optimal.

After leaving the program, alumni of family literacy programs (one to five years post-graduation) report that family literacy programs helped them in a variety of areas. They have a greater command of English, a continued commitment to education, and knowledge of where to find needed services in the community. They are slightly more likely to be employed than when they were participating in the program, although 33 percent are still looking for work, a finding not surprising when considering the current economic context and its particular impact on lower-skilled workers. Alumni parents also reported continuing to read frequently to their children, tell stories, visit the library, and have their children use literacy materials in play. Compared to when they were in the program, parents reported using the library as frequently as when they exited the program, but reading to their children slightly less frequently (although with older children, it may be that children are reading more independently.) However, by the time of the alumni survey, many parents reported having reverted to earlier levels of amount of TV children watch per day. Notably, the vast majority of alumni parents report being involved in their children's schools—even more involved than during their Family Literacy program participation.

After participating in Family Literacy programs, children show growth in their receptive and expressive vocabulary. There is statistically significant vocabulary development beyond what is expected normally for English-speaking children; for Spanish-speaking children, there was no statistically significant growth in receptive vocabulary, but children scored above the "at risk" cutoff[29] for vocabulary development at Time 2. Although there is statistically significant growth in the raw number of words children through age three can say, vocabularies are not growing at a faster rate than expected through normal development for 16-30 month olds.

Children also show statistically significant growth in emergent literacy skills during the course of their participation in the program, including letter naming, color naming, familiarity with print concepts, and story comprehension.

Finally, children show some growth in math skills as well. We found statistically significant growth in number naming, ability to count objects, and problem-solving abilities, with problem-solving developing more rapidly than would be expected from normal development.

RQ2. What is the relationship between program participation and outcomes?

More hours of participation in a family literacy program was associated with several family outcomes, including greater growth on the CASAS reading assessment and increased library use and school involvement among parents (both when they leave the program and when their children are in elementary school). Parenting education participation is particularly important for parents' increased school involvement. Greater participation was also associated with increased frequency of reading to children after leaving the program.

Although there were no statistically significant relationships found between children's participation in ECE and language development, emergent literacy, or emergent math skills, there is some evidence that children's outcomes may be moderated by parent attendance; children whose parents participated in more adult education hours showed greater growth on the naming colors task, and children whose *parents* participated in more hours of PCILA and parenting education showed greater growth on the Pre-LAS.

---

[29] A score of 85 out of 100 is called the "at risk" cutoff; above 85, assessed children are within one standard deviation of the norms for their age.

RQ3. What is the relationship between program quality and participant outcomes?

Longitudinal analyses suggest that teacher qualifications are very important in parent learning. Having teachers with experience in the family literacy context is supportive of multiple parent outcomes; improved CASAS scores and improved parenting skills (in particular, skills to interact with children around television, library use, use of literacy activities with children, frequency of reading to children, and school involvement) were associated with having teachers with more years of experience teaching in a family literacy setting. Having a credentialed teacher was also associated with positive changes in parenting behaviors, including behavior management, library use, literacy activities with children, reading to children, and school involvement.

Further, longitudinal outcome analyses reveal that integration of family literacy components is important. The extent to which adult education is better integrated with other program components is positively associated with CASAS score growth, and, consistent with prior year findings, the extent to which parenting education and PCILA are integrated with other components is positively associated with parents' increased school involvement and library use.

We also find some evidence of more effective pedagogical practices in several components. There was a positive relationship between CASAS reading scores and adult education teachers' use of more hands-on activities and fewer lectures in the classroom. The extent to which parenting education teachers used hands-on activities and fewer lectures also made a difference, and the extent to which both parenting education and PCILA teachers used a curriculum to plan their instruction were both associated with parents' greater library use. Perplexingly, the use of positive pedagogical techniques in PCILA class such as coaching and modeling for parents was negatively related to these same outcomes, though teacher surveys may not have reliably measured the frequency of these activities.

Classroom resources also seem to matter in adult education classrooms; adult education teachers' ratings of the adequacy of space and materials are associated with higher CASAS scores.

For children, there is a positive relationship between time spent on literacy-related activities in the ECE classroom and their ability to name letters. Furthermore, though a didactic approach to instruction is not generally considered best practice in preschool classrooms, children with teachers who engaged with them more often in a didactic manner showed greater growth on the Pre-LAS language screener, perhaps because of greater exposure to hearing English. Though prior research has shown that instructional elements measured by the CLASS Quality of Feedback scale (such as the extent to which teachers scaffold students' learning or ask students to provide rationale for their thoughts) are associated with positive learning outcomes for children, this study finds a negative relationship between Quality of Feedback scores and children's ability to name letters and numbers, perhaps because teachers who spend more time engaging children in higher-level conversation may spend less time on these rote skills.

RQ4. What is the range of program quality among grantees?

Teacher qualifications varied across Family Literacy programs. AE and ECE teachers tended to be the most qualified for their own components, and PE and PCILA teachers tended to have a range of credentials. AE teachers tended to have more years of experience teaching their component than other teachers, with less turnover.

In terms of instructional content, many Family Literacy teachers reported using a formal curriculum, curriculum guidelines, and a lesson plan—especially AE teachers. There are a variety of pedagogical approaches used in each component; AE teachers use more interactive learning, PE teachers tend to use lecture, PCILA teachers use parent-child engagement, and ECE teachers use didactic teaching more than other approaches.

ECE classrooms tended to be in the medium quality range, but they scored low on average on the CLASS scale measuring the quality of feedback provided to children. Teachers in all four components used a variety of information sources to guide instruction, including curricula, data from assessments, student requests, and topics covered in other components. Indeed, integration among components improved over time, especially in PCILA where teachers reported frequently modifying their curriculum to cover topics addressed in other components. Generally, PCILA teachers used a variety of strategies for enhancing parent and child learning, including modeling effective practices for parents and coaching parents to scaffold child learning.

Access to adequate resources improved over time, according to teacher ratings, but teachers in each component had remaining concerns about availability of resources, particularly age- and ability-appropriate materials for students and technology resources.

RQ5. What factors facilitate or impede program quality improvement?

Family Literacy programs remain committed to program quality improvement. The FLSN has helped directors identify best practices, train staff, identify funding opportunities, improve recruitment practices and participant retention, and create staff development opportunities. Program directors also reported that having appropriate space facilitates program quality, as does collaborating with other agencies to coordinate services to families.

However, although program directors were committed to their missions and improving quality, there was an overall concern about the sustainability of programs after the Initiative ends. Program directors had had difficulties finding funding, and many were concerned they might be forced to cut services. Reduced funding had already resulted in a decrease in resources available to fund staff positions and provide for professional development.

Other barriers program directors reported included lack of availability of appropriate space, finding affordable and convenient staff development opportunities, recruiting and retaining families during an economic downturn, staffing open positions, finding time for cross-component staff meetings and professional development, and staff turnover and cohesion.

RQ6. What is the relationship between FLSN support and grantee program quality improvement?

The FLSN has worked with grantees to improve their program quality since the outset of the Family Literacy Initiative. Over this time period, the primary grantee needs they have helped address include organizing data and data entry, quality of instruction and learning environment, quality aspects in the Framework for Continuous Quality Improvement, staff qualifications and development, program leadership and administrative needs, parent involvement/interaction, and recruitment and retention of staff.

This analysis finds that the amount of FLSN support is associated with changes in six aspects of program quality. Specifically, the number of site visits a program received from the FLSN was primarily associated with improvements in the parenting education and PCILA component, in which teacher qualifications, use of curriculum, and integration improved. However, more FLSN site visits were also associated with fewer years of experience among adult education teachers and higher student-to-teacher ratios in these classes.

Recommendations

In June 2009, First 5 LA's Board of Commissioners adopted a new strategic plan focused on targeting coordinated services to specific neighborhoods where services are most needed. Based on findings presented in this report, we provide the following recommendations for family literacy programs and for First 5 LA going forward under this new strategic plan.

For Family Literacy programs

1. On average, Family Literacy ECE classrooms earned scores in the "low" range on the Quality of Feedback dimension within the CLASS. CLASS training might be a helpful resource, overall. Specifically, teachers could improve their instruction in this area by focusing more on the following actions:

   a. Provide more scaffolding by acknowledging a child's starting point and helping the child build from that point to succeed or complete a task, as opposed to didactic instructional approaches.
   b. Extend back-and-forth exchanges with individual children to help them engage in discussion.
   c. Persist in helping individual children with tasks, as opposed to moving on to another child if the first provides an incorrect answer.
   d. Ask children to explain their thinking and explain the rationale behind their responses.
   e. Expand on children's understanding by providing additional information on a topic.
   f. Offer more recognition for, and encourage, efforts that increase children's involvement and persistence.

2. Given that we observed English being used frequently in many classrooms with primarily Spanish-speaking children, ECE classrooms should also focus on incorporating research-based strategies to teach dual language learners, which would include incorporating more Spanish language support.

3. Because parents did not demonstrate strong skills in this area during the book reading sub-study in Year 5, programs should consider more direct training for parents to understand the types of questions and discussions they can have while reading to their children that challenge children to think beyond the literal meaning of words and pictures—such as asking children to predict and evaluate story events.

4. Early childhood education child to teacher ratios have not changed significantly over time, remaining higher than NAEYC recommendations[30] on average. Given these higher than optimal ratios, programs should consider exploring options for increasing the presence of

---

[30] See http://www.earlychildhood.org/standards/ratios.cfm

well-trained adults in ECE classrooms to ensure that children are getting the level of attention needed to scaffold their learning (see recommendation 1 above).

5. Programs should add an additional focus to parenting classes on effective parenting practices as children get older, including information about elementary, middle and high school systems and adolescent behavior management, so that parents have the information they need to continue to support their children's learning and development after they leave the program.

6. Programs could serve more working families by offering twilight or other flexibly-scheduled programs. Because families show more positive outcomes with more hours of participation, however, the total number of hours offered to families should remain as high as possible; less change is expected from a less intense program.

7. If programs are restructured to be more flexible, programs should focus on quality elements that are related to improved family learning (see recommendation 9 below). The FLSN director emphasized that if all four components cannot be incorporated, PCILA is the most critical component to keep, because PCILA offers parents the opportunity to learn and practice concrete strategies to help their children learn.

8. However, First 5 LA should focus some effort on defining PCILA activities more specifically and focusing on PCILA strategies that are most strongly related to positive parent and child outcomes. Given this evaluation's findings of negative relationships between teacher-reported coaching and modeling with parenting outcomes, more research would help to elucidate teachers' current understanding and uses of coaching and modeling practices. This research would help to identify the types of professional development needed for teachers to implement PCILA strategies that contribute most to positive child and parent outcomes.

For First 5 LA

9. Given program directors' overall satisfaction with support provided by the FLSN and the association of FLSN support with several aspects of program improvement, First 5 LA should consider including technical assistance organizations to support the implementation of its new strategic plan.

10. Technical assistance to family literacy programs should be targeted towards elements of program quality that are most closely related to participant outcomes, such as hiring teachers with credentials and experience in the family literacy context, maintaining and continuing improvements in component integration, and increasing the use of effective pedagogical practices such as hands-on activities in parenting education classes and strong language interaction in ECE classes (as outlined above).

11. First 5 LA should continue to facilitate networking opportunities for family literacy grantees so they can draw on the experiences of other agencies and share ideas for funding resources; this networking may be even more important after the sunsetting of the Initiative and in a depressed economic environment.

12. Findings from the longitudinal analyses suggest that teachers' familiarity with family literacy facilitates parent learning; thus, First 5 LA should also consider continuing to provide opportunities for new family literacy staff to learn more about family literacy models.

13. First 5 LA may wish to facilitate a process to document and share successful integration strategies among grantees and with the field. Integration is seen as one of the foundations of family literacy programs, but as our results suggest, it continues to be a concept that is

broadly interpreted and inconsistently implemented. More research regarding integrating program components would contribute to the field's understanding of "what works" best for family literacy programs.

14. It is worthwhile to invest in a user-friendly online data system for future First 5 LA-funded programs. Systems should include reports that are easy for program staff to access and use. The Family Literacy Initiative's data system has made program evaluation more efficient and has encouraged data use among grantee staff. Given their experience, Family Literacy program and technical assistance staff may be in a good position to assist other First 5 LA grantees in learning to use such data systems if rolled out more widely.

15. The FLSN director suggested that First 5's investment to date in Family Literacy has been an investment in local leaders. Most Family Literacy programs have formed collaborative relationships with local community organizations to coordinate services for the families they serve. Family Literacy program staff are also skilled at community engagement, creating structures like parent advisory boards that have served as a training ground for parents to become community leaders. First 5 LA should draw on this program staff and parent expertise in its targeted communities, perhaps to provide training to new grantees or organize parent initiatives in these communities.

References

Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2000). Eager to Learn: Educating Our Preschoolers. Washington DC: National Academy Press.

Burchinal, M. R., Peisner-Feinburg, E., Pianta, R. C., & Howes, C. (2002). Development of academic skills from preschool through second grade: Family and classroom predictors of developmental trajectories. *Journal of School Psychology, 40*(5) 415-36.

California Department of Education. (2008). *Preschool Learning Foundations, Volume I.* http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf

Center for Effective Parenting. (n.d.). *The Bowdoin Method.* Retrieved September 29, 2010, from http://www.parenting-ed.org/educator_resources/2-16%20THE%20BOWDOIN%20METHOD.doc

Comings, J.P. (2004). The Process and Content of Adult Education in Family Literacy Programs. In B. Wasik (Ed.), *Handbook of Family Literacy* (233-251). New Jersey: Lawrence Erlbaum Associates.

Crandall, J. (1994). Creating a professional workforce in adult ESL literacy. Washington, DC: National Center for ESL Literacy Education.

Chen, Z., & Siegler, R. (2000). Across the great divide: Bridging the gap between understanding of toddlers' and older children's thinking. *Monographs of the Society for Research in Child Development, 65*(2), i-viii+1-105.

Darling, S. (1992). Family literacy: Parents and children learning together. *Principal*, *72*, 10-12.

Darling-Hammond, L., Berry, B., & Thoreson, A. (2001). Does teacher certification matter? Evaluation of the evidence. *Educational Evaluation and Policy Analysis*, *23*, 57–77.

Duncan, S., & DeAvilla, E. (1998). *Pre-LAS.* Montgomery, CA: McGraw-Hill.

Dunn, L. M., & Dunn, L. M. (1997). *Peabody Picture Vocabulary Test – Revised.* Circle Pines, MN.

Dunn, L. M., Padilla, E. R., Lugo, D. E., & Dunn, L. M. (1986). Examiner's manual for the Test de Vocabulario en Images Peabody (Peabody Picture Vocabulary Test) Adaptacion Hispanoamericana (Hispanic American adaptation). Circle Pines, MN: American Guidance Service.

Dwyer, C. M. & Sweeney, T. (August, 2001*). Guide to quality: Even Start Family Literacy Program, Volume I (revised)*. Portsmouth, NH: RMC Research.

Early, D., Barbarin, O., Bryant, D., Burchinal, M., Chang, F., Clifford, R., Crawford, G., Weaver, W., Howes, C., Ritchie, S., Kraft-Sayre, M., Pianta, R., & Barnett, S. (2005). *Pre-kindergarten in eleven states: NCEDL's Mulit-State Study of Pre-Kindergarten & Study of State-Wide Early Education Programs (SWEEP)—Preliminary Descriptive Report*. Chapel Hill, NC: National Center for Early Development and Learning.

Eccles, J. (1999). The development of children ages 6 to 14. *The Future of Children*, *9*(2), 30-44.

Family Literacy Support Network, Division of School Improvement, Los Angeles County Office of Education (2005). A Framework for Continuous Quality Improvement in Family Literacy Programs. Los Angeles, California: submitted to First 5 LA.

Fenson, L., Marchman, V. A., Thal, D. J., Dale, P. S., Reznick, J. S., & Bates, E. (2007). *MacArthur-Bates Comunicative Development Inventories: User's guide and technical manual, second edition.* Baltimore, MD: Paul H. Brookes Publishing Company.

Fuller, B., Livas, A., & Bridges, M. (2005). *How to expand and improve preschool in* California*: Ideals, evidence, & policy options*. Working Paper. Berkeley, CA: Policy Analysis for California Education, UC Berkeley.

Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? *Child Development, 76*(5), 949-967.

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement. Annual Synthesis, 2002.* Austin, Texas: Southwest Educational Development Lab.

Jordan, G. E., Snow, C. E., & Porshe, M. V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly*, *35*(4), 524-546

Kreider, H., Caspe, M., Kennedy, S., & Weiss, H. (2007). Family involvement in middle and high school students' education. *Family Involvement Makes a Difference* (3), Harvard Family Research Project.

La Paro, K. M., & Pianta, R. C. (2000). *Classroom Assessment Scoring System (CLASS).* Charlottesville, VA.

Love, J. M., Kiskerr, E. E., Ross, C., Raikerr, H., Constantine, J., Boller, K., Brooks-Gunn, J., Chazen-Cohen, R., Tarullo, L., Brady-Smith, C., Fuligini, A., Schochet, P., Pausell, D., & Vogel, C. (2005). The effectiveness of Early Head Start for three year old children and their parents: Lessons for policy and program. *Developmental Psychology, 41*, 885-901.

Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., Burchinal, M., Early, D. M., & Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development, (79)*3, 732-749.

McDonough, P. (2009, October 26.) TV viewing among kids at an eight-year high. *NielsenWire.* Retrieved April 16, 2010, from: http://blog.nielsen.com/nielsenwire/media_entertainment/tv-viewing-among-kids-at-an-eight-year-high

Mitchell-Copeland, J., Denham, S. A., & DeMulder, E. K. (1997). Q-sort assessment of child-teacher attachment relationships and social competence in the preschool. *Early Education and Development, 8*, 27-39.

Muñoz-Sandoval, A. F., Woodcock, R. W., McGrew, K. S., & Mather, N. (2005). *Batería Woodcock-Muñoz III: Pruebas de habilidades cognitivas.* Itasca, IL: Riverside Publishing.

National Early Literacy Panel. (2008). *Developing early literacy: Report of the National Early Literacy Panel, a scientific synthesis of early literacy development and implications for intervention.* Washington, DC: National Institute for Literacy.

Park, H. (2008). Home literacy environments and children's reading performance: A Comparative study of 25 countries. *Educational Research and Evaluation*, *14*(6), 489-505.

Patterson, M. B., & Mellard, D. (2007). Program characteristics that predict improved learner outcomes. *Adult Basic Education and Literacy Journal*, *(1)*2, 83-92.

Pearson Longman. (n.d.). *Side by Side Interactive* [curriculum software]. Retrieved September 29, 2010, from http://www.pearsonlongman.com/ae/multimedia/programs/sbs.htm

Pianta, R., La Paro, K. M., & Hamre, B. K. (2004). *Classroom Assessment Scoring System (CLASS).* University of Virginia.

Potts, M. (2004). Integration of Components in Family Literacy Services, in *Handbook of Family Literacy*, B. H. Wasik (Ed.). Lawrence Earlbaum Associates, Mahwah, NJ.

Quick, H. E., Manship, K., Parrish, D., Rojas, D., Hauser, A., Howes, C., & Jung, Y. (2009). *Evaluation of the First 5 LA Family Literacy Initiative: Year 5/6 report*. Palo Alto, CA: American Institutes for Research.

Quick, H. E., Manship, K., Parrish, D., Gaertner, F., Waugh, R., González, R., & Rojas, D. (2007). *Evaluation of the First 5 LA Family Literacy Initiative: Final phase I report*. Palo Alto, CA: American Institutes for Research.

Quick, H. E., Rice, M., Makris, F., Parrish, D., Waugh, R., & González, R. (2005). *Evaluation of the First 5 LA Family Literacy Initiative: Report on Year 2 findings.* Palo Alto, CA: American Institutes for Research.

Quick, H. E., Rice, M., Parrish, D., Makris, F., Phillips, G., González, R., Waugh, R., & Schaecher, C. (2004). *Evaluation of the First 5 LA Family Literacy Initiative: Year 1 report*. Palo Alto, CA: American Institutes for Research.

Ramey, S.L. & C.T. Ramey (1992). Early educational intervention with disadvantaged children—To what effect? Applied and Preventive Psychology, 1: 130-140.

Ritchie, S., Howes, C., Kraft-Sayre, M., & Weister, B. (2001). *Emerging academics snapshot*. University of California at Los Angeles. Los Angeles.

Russ, S., Perez, V., Garro, N., Klass, P., Kuo, A. A., Gershun, M., Halfon, N., & Zuckerman, B. (2007). *Reading Across the Nation: A Chartbook.* Reach Out and Read National Center, Boston, MA.

Sonnenschein, S., & Munsterman, K. (2002). The influence of home-based reading interactions on 5-year-olds' reading motivations and early literacy. *Early Childhood Research Quarterly, 17*, 318-337.

Teaching Strategies, Inc. (n.d.). *Curriculum Overview*. Retrieved September 29, 2010, from http://www.teachingstrategies.com/page/ccs_overview.cfm

U. S. Department of Education, Planning and Evaluation Service, Elementary and Secondary Education Division. (2003). *Third National Even Start Evaluation: Program Impacts and Implications for Improvement*, Washington, D.C.

Whitebook, M. (2003). *Early Education Quality: Higher teacher qualifications for better learning environments: A review of the literature.* Retrieved July 14, 2006, from http://www.iir.berkeley.edu/cscce/pdf

Woodcock, R. W., McGrew, K. S., & Mather, N. (2001). *Woodcock-Johnson III Tests of Cognitive Abilities.* Itasca, IL: Riverside Publishing.

Appendix A: Survey and observation instruments

California's
Even Start Family Literacy
Performance Information
Reporting System
(CA-ESPIRS)

2002-03

English

Project Information

Project Name:

```


```

Family Information

Parent Name: **Family ID:**_____

```


```

**Family
Children's Information:**

Name:	Age:	Name:	Age:
1.		2.	
3.		4.	
5.		6.	

Pretest Interview Date:

```


```

Post test Date:

```


```

CA-ESPIRS

Parenting Education and Parent and Child Interactions

Please read to the parent before beginning the interview:

I am going to ask you some questions about yourself and your family. Your answers to these questions will be kept strictly confidential. Current Federal laws and regulations guarantee strict confidentiality of all information obtained from this study. Specifically, it is protected under the Privacy Act of 1974 (P.L. 93-579, 5 USC 552a), the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g, 34 CFR Part 99), and the Protection of Pupil Rights Amendment of 1994 (PPRA, 20 USC 1232h, 34 CFR Part 98). To meet the requirements of these regulation and laws, all data from this study will be used in a manner so as to not permit individual identification. Statistical reports produced from the information are cumulative and represent groups of First 5 LA Grantees; no individual participant information will appear in First 5 LA evaluation reports.

1.   READING: Here is a list of some things that people may read. As I read the list, please tell me whether you <u>read</u> the materials during the <u>past week</u>. **(Please respond Yes or No).**

		Yes	No
a.	Newspapers		
b.	Books		
c.	Magazines		
d.	Information sent from teacher or school		

2.   BOOKS: At this time, how many children's books do you have at home?
 (Include books that you own as well as library books)

a.	1 or 2 books	
b.	3 to 10 books	
c.	11 to 25 books	
d.	26 to 50 books	
e.	51 books or more books	

3.   READING: About how often do you read books or stories to your children?

a.	Never	
b.	Several times a year	
c.	Several times a month	
d.	Once a week	
e.	About 3 times a week	
f.	Every day	

4.   READING: When you read to your children do you... **(Please respond Yes or No).**

		Yes	No
a.	Stop reading and ask the child to tell you what is in a picture		
b.	Stop reading and point out letters		
c.	Stop reading and ask what will happen next		
d.	Read the entire story as the child listens without interrupting		
e.	Read the same story to the child over and over		
f.	Ask the child to read with you		

5.   LIBRARY: Do you have a library card?

Yes	No

6.   LIBRARY: How often do you go to the library?

a.	Never	
b.	Several times a year	
c.	Once a month	
d.	Several times a month	
e.	Once a week	

7.   LIBRARY: In the past week did you take any books home from the library, book mobile, and school library or from the family literacy project or buy any books?

Yes	No

8.   STORIES: How often do you tell your children a story (e.g., folk and family stories, history)?

a.	Never	
b.	Several times a year	
c.	Several times a month	
d.	Once a week	
e.	About 3 times a week	
f.	Every day	

9.   Literacy Materials: Here is a list of some materials that children can play with at home. As I read the list, please tell me the materials you have at home. **(Please check N/A or Not Appropriate if child is too young to use materials).**

		Yes	No	N/A
a.	Crayons or magic markers			
b.	Paper for drawing or painting			
c.	Paints			
d.	Children's scissors			
e.	Scotch tape, paste, or glue			
f.	Clay or play dough			
g.	Coloring books or pictures			

10.   WRITING: Here is a list of some things that people may write. As I read the list, please tell me whether you <u>wrote</u> the item during the <u>past week</u>.   **(Please respond Yes or No).**

		Yes	No
a.	Notes or memos		
b.	Recipes		
c.	Letters		
d.	Stories or poems		
e.	Greeting cards		
f.	Crossword puzzles		
g.	Journal or diary		

11.   TV: About how many hours a day do your children watch television? Please think about the hours spent watching TV in the morning before school, the afternoons, and evening.

a.	Less than 1 hour	
b.	1 to 2 hours	
c.	2 to 3 hours	
d.	3 to 4 hours	
e.	More than 4 hours	

12.   TV: When your children watch TV, do you... **(Please respond Always, Sometimes or Never to every item).**

		Always	Sometimes	Never
a.	Select the TV programs your children watch			
b.	Watch the TV programs with your children			
c.	Ask your children questions about the TV program			

13.   SCHOOL: During the <u>past year</u>, did you go to your children's school for any of the following activities? **(Please respond Yes, No, or N/A (Non-applicable) to every item).**

		Yes	No
a.	For a conference or informal talk with (Child's) teacher, director, or principal		
b.	To observe classroom activities		
c.	To attend a school event in which (Child) participated, such as a play, art show, or party		
d.	To attend after school programs such as crafts or music		
e.	To meet with a parent-teacher organization such as the PTA		
f.	For a parent advisory committee meeting		
g.	To volunteer in (Child's) classroom		
h.	To volunteer for school projects or trips		
i.	To serve on the school's governing board or committee		
j.	Other (specify)		

First 5 LA Family Literacy Initiative
Parent Survey

— English Version —

2007

Program Name: _____

Parent's Name: _____   **Parent ID:** _____

Children's names and ages:

Name:	Age:	Name:	Age:
1.		2.	
3.		4.	
5.		6.	

Interview Completed by (name): _____

Date Completed: _____

Introduction

I am going to ask you some questions about you and your family. We ask every family participating in our family literacy program these questions. The answers we collect from our families will help us learn about the parents and children participating at our site so that we can improve our program to serve our families better. Your answers will also help the First 5 LA Family Literacy Initiative Evaluator learn about how the Initiative is working and how it is helping families like yours.

I'm going to read each question to you. Most questions have multiple choice answers. I'll read the answer choices to you, and you tell me which one is right for you. In some cases, you can choose more than one. This is not a test, and there are no right or wrong answers. Remember, you're helping us to learn about your family.

Do you have any questions before we begin?

Libraries, Books, and Reading

First are some questions about your use of public libraries. Please tell us about your experiences visiting your local public library, or a school or Family Literacy program library.

1. In the past month, has anyone in your family visited a public library with your children?

    ☐ Yes
    ☐ No

2. About how often do you go to the library for the following activities?

About how often do you go to the library…	Never	Several times a year	Once a month	Several times a month	Once a week or more
a. To borrow books or materials for your children?	☐	☐	☐	☐	☐
b. To participate in other activities for your children, like story time?	☐	☐	☐	☐	☐
c. To use the computer?	☐	☐	☐	☐	☐

Next are some questions about books and reading at home.

3. About how many children's books do you have in your home?

    ☐ None
    ☐ 1 – 10 books
    ☐ 11 – 25 books
    ☐ 26 – 50 books
    ☐ More than 50 books

4. How many times have you or someone in your family read to your children in the past week (during the last 7 days)?

    ☐ Zero times
    ☐ 1 or 2 times
    ☐ 3 or 4 times
    ☐ 5 or 6 times
    ☐ Every day
    ☐ More than once a day

5. About how many minutes did you or another family member **read to your children** yesterday?

- ☐ 0 minutes
- ☐ 1-10 minutes
- ☐ 11-20 minutes
- ☐ More than 20 minutes

6. About how many minutes per day do **you spend reading for yourself**? Do not include time spent reading in the classroom or time spent reading to your children.

- ☐ Hardly any
- ☐ 2-15 minutes
- ☐ 16-30 minutes
- ☐ 31-60 minutes
- ☐ More than an hour

7. People have different opinions about children's reading activities. What do you think is the **best** time to start reading to children?

- ☐ During a child's first year (from birth to 1 year old)
- ☐ When a child is age 2-4 years old
- ☐ When a child is in kindergarten (age 5-6 years)
- ☐ Don't know

Activities with Your Children

Next are some questions about activities that you may do with your children at home. Some activities may be for younger or older children. Please let us know what you do with your children outside of Family Literacy program activities.

8. In the past week, how often have you done any of the following activities with your children? (Please select N/A or "Not Appropriate" if you think your children are too young or too old to do these activities).

In the past week, how often have you…	Zero times	One or two times	Three or four times	Five or more times	N/A
a. Told your children a story?	☐	☐	☐	☐	☐
b. Sung songs or played music with your children?	☐	☐	☐	☐	☐
c. Played indoors with your children?	☐	☐	☐	☐	☐
d. Played outdoors with your children?	☐	☐	☐	☐	☐
e. Had your children help you in household tasks like cooking, picking up clothes, or putting away toys?	☐	☐	☐	☐	☐
f. Had your children tell a story?	☐	☐	☐	☐	☐
g. Talked to your children about letters of the alphabet, like pointing out letters on signs or in books?	☐	☐	☐	☐	☐
h. Asked your children to tell you what is in a picture when you are reading together?	☐	☐	☐	☐	☐
i. Asked your children what he/she thinks will happen next when you are reading a story together?	☐	☐	☐	☐	☐
j. Had your children play with crayons, markers or other writing materials?	☐	☐	☐	☐	☐

9. How often do you do any of the following things with your children?

How often do you…	Never	Rarely	Sometimes	Often	Very often
a. Talk to your children about what they see around them or what they are doing?	☐	☐	☐	☐	☐
b. Bring books for your children to look at during everyday activities, like riding in the car or bus, or at the doctor's office?	☐	☐	☐	☐	☐
c. Follow a regular routine for reading books with your children, like reading books before bedtime?	☐	☐	☐	☐	☐

Television Viewing

The next questions are about watching television.

10. About how many hours per day do your children watch television? Please include the total number of hours your children spend watching TV over the course of a typical day – in the morning, in the afternoon, and in the evening.

☐ Less than 1 hour
☐ 1 to 2 hours
☐ 2 to 3 hours
☐ 3 to 4 hours
☐ More than 4 hours

11. When your children watch TV, how often do you do the following?

When your children watch TV, how often do you…	Never	Rarely	Sometimes	Often	Very often
a. Select the TV programs your children will watch?	☐	☐	☐	☐	☐
b. Watch the TV programs with your children?	☐	☐	☐	☐	☐
c. Ask your children questions about the TV program?	☐	☐	☐	☐	☐

School and Community

Next are some questions about your involvement in your community and in your child's classroom or school. When answering these questions, please include your involvement in your child's classroom at the Family Literacy program (for example, infant, toddler, or preschool classes). Also include involvement at any other school (for example, elementary school). (Please select N/A or "Not Appropriate" if this situation does not apply to you.)

12. How often do you do any of the following things?

How often do you…	Never	Rarely	Sometimes	Often	Very often	N/A
a. Talk to your child's teacher about what your child is learning?	☐	☐	☐	☐	☐	☐
b. Talk to your child's teacher to learn about things you can do at home to support what your child is learning?	☐	☐	☐	☐	☐	☐
c. Go to your child's school to attend school events that your child is participating in, like a play, art show or party?	☐	☐	☐	☐	☐	☐
d. Volunteer in your child's classroom?	☐	☐	☐	☐	☐	☐
e. Volunteer at school events like fundraisers?	☐	☐	☐	☐	☐	☐
f. Participate in parent committee meetings at your child's school such as PTA meetings, parent advisory committees or school governing boards?	☐	☐	☐	☐	☐	☐
g. Volunteer at community activities like cleaning up litter in your neighborhood?	☐	☐	☐	☐	☐	☐
h. Help organize or lead activities at your Family Literacy program or in your community?	☐	☐	☐	☐	☐	☐

Thoughts about Education and Raising Children

Last are some questions about your thoughts about education and raising children.

13. Even though it may be a long way off, how far in school do you expect your children to go? Do you expect them . . .
    (Check all that apply)

    ☐ To attend High School
    ☐ To graduate from High School
    ☐ To get a trade school or specialty degree (like auto mechanic or beauty school)
    ☐ To attend two or more years of college
    ☐ To finish a 4- or 5-year college degree
    ☐ To earn a master's degree or other advanced degree

14. Even though it may take a long time, what level of education would you like to achieve for yourself? (Check all that apply)

☐ To learn English so that I can speak it on a daily basis
☐ To get my High School diploma or GED
☐ To get a trade school or specialty degree (like auto mechanic or beauty school)
☐ To attend two or more years of college
☐ To finish a 4- or 5-year college degree
☐ To earn a master's degree or other advanced degree
☐ I would like to have my transcripts from my home country evaluated to have my coursework and grades recognized in the United States.
☐ I don't need more education

15. Here are some statements about your thoughts about the public school system. Even if your children are not in elementary school yet, please provide the best answer for you. For each statement, please tell us how much you agree or disagree.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. I understand how the public school system in the United States works.	☐	☐	☐	☐	☐
b. I feel intimidated by the public school system.	☐	☐	☐	☐	☐
c. I feel confident that I can help my children with their transition to Kindergarten.	☐	☐	☐	☐	☐

16. The last question is about raising children. Here are some statements that parents of young children say about themselves. For each statement, please tell us how much you agree or disagree.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. During most days, I follow regular schedules and routines for my children at home.	☐	☐	☐	☐	☐
b. I use a variety of strategies for guiding my children's behavior when they misbehave or act up.	☐	☐	☐	☐	☐
c. I have set rules and consequences for my children.	☐	☐	☐	☐	☐
d. I don't know what to do when my children don't listen to me.	☐	☐	☐	☐	☐
e. I praise my children when they do something good.	☐	☐	☐	☐	☐

Use of the Participant Profile Forms

The purpose of the First 5 LA Family Literacy Program Participant Profile Form is to gather information about each family participating in your program. This information will help you to better understand the families that you serve and, ultimately, help you to meet their needs. This information will also be used for the independent evaluation of the Family Literacy Initiative. The evaluation will use information collected through the profile forms to characterize the population served by the Initiative. Findings reported by the evaluation will never identify individual families or programs. All information collected by the Initiative Evaluator will be considered confidential and will be used only for the purposes of the independent evaluation.

This profile form contains three questionnaires: the Family Profile Form, the Adult Profile Form, and the Child Profile Form. For each family, you should complete:

- one Family Profile Form,
- one Adult Profile Form **for each adult participating** in the program from that family, and
- one Child Profile Form **for each child participating** in the program from that family.

Once the forms are completed, please enter the information from each profile form into the First 5 LA online data system. If you have any questions or would like more information about how to complete these forms, please contact Liz Guerra at the Family Literacy Support Network (562-922-8781).

How to Complete the Participant Profile Forms

To complete the Participant Profile Forms, please follow these two steps:

STEP 1: Fill in the Profile date box on each form
Please enter the Start Date **(the date the participant started the program)** and the Profile date **(the date the profile form was completed)** in the upper right-hand corner of each form. If you complete this form with the family on their first day, these two dates will be the same.

STEP 2: Read each question to the participant and record the participant's answers on the form

Please read each question and all of the answer choices to the adult completing the form. Record their responses on the form. For questions that are followed by the phrase "check all that apply," more than one response may be selected. Record all responses to these questions. Before beginning, please read the following to the participant being interviewed:

> Now I am going to ask you some questions about you and your family. We ask every family participating in our family literacy program these questions. The answers we collect from our families will help us learn about the parents and children participating in our program so that we can improve our program to serve our families better. Your answers will also help the First 5 LA Family Literacy Initiative Evaluator learn about how the Initiative is working and how it is helping families like yours.

> I'm going to read each question to you. Most questions have multiple choice answers. I'll read the answer choices to you, and you tell me which one is right for you. In some cases, you can choose more than one. This is not a test, and there are no right or wrong answers. Remember, you're helping us to learn about your family.

> Do you have any questions before we begin?

FIRST 5 LA Family Literacy Program: Family Profile Form

Family Name: _____

1. **What is your family's current address and phone number?**

   Street: _____

   _____

   City: _____ State: _____ Zip: _____

   Daytime Phone: _____

   Evening Phone: _____

2. **In case we need to get in touch with you, is there another family member or friend who does not live with you whom we could contact?**

   Contact Name: _____

   Street: _____

   _____

   City: _____ State: _____ Zip: _____

   Phone: _____
   ❑ No contact

3. **How did your family learn about this Family Literacy Program?** *Check all that apply.*

   ❑ From friends, neighbors, relatives, or coworkers
   ❑ Contacted directly by the program
   ❑ Materials sent by program
   ❑ Child's school
   ❑ Newspaper, advertisements, or yellow pages

   ❑ Social service caseworker
   ❑ Church, synagogue, mosque, or other place of worship
   ❑ Community family resource agency *(please specify):* _____
   ❑ Other *(please specify):* _____

4. **Counting yourself, how many of the people living in your household are:**

   a) 0-2 years old? _____
   b) 3-5 years old? _____
   c) 6-9 years old? _____

   d) 10-13 years old? _____
   e) 14-17 years old? _____
   f) 18 years or older? _____

5. **Who are the adults (18 years or older) living in your household?** *Check all that apply.*

   ❑ Self
   ❑ Spouse or partner
   ❑ Adult relatives *(please specify):* _____
   ❑ Adult non-relatives

6. **How many of the <u>children</u> in your family are participating in this Family Literacy Program?**

   _____ children

7. **How many of the <u>adults</u> in your family are participating in this Family Literacy Program?**
   _____ adults

8. **What language is spoken <u>most often</u> in your home?** *Check one.*

   ❑ English
   ❑ Arabic
   ❑ Armenian
   ❑ Cantonese
   ❑ Farsi

   ❑ Filipino/Pilipino/Tagalog
   ❑ Japanese
   ❑ Khmer
   ❑ Korean
   ❑ Mandarin

   ❑ Russian
   ❑ Spanish
   ❑ Vietnamese
   ❑ Other *(please specify):*
   _____

9. **What other languages are spoken at home, if any?** *Check all that apply.*

   ❑ English
   ❑ Arabic
   ❑ Armenian
   ❑ Cantonese
   ❑ Farsi

   ❑ Filipino/Pilipino/Tagalog
   ❑ Japanese
   ❑ Khmer
   ❑ Korean
   ❑ Mandarin

   ❑ Russian
   ❑ Spanish
   ❑ Vietnamese
   ❑ Other *(please specify):*
   _____

10. **What is your total annual household income before taxes? $_____**

    (If the participant does not know the actual dollar amount or is not comfortable giving this information, you may check one of the ranges below).

    ❑ Less than $5,000
    ❑ $5,001 – 10,000
    ❑ $10,001 – 15,000
    ❑ $15,001 – 20,000
    ❑ $20,001 – 30,000

    ❑ $30,001 – 40,000
    ❑ $40,001 – 50,000
    ❑ $50,001 – 60,000
    ❑ More than $60,000

11. **From which of the following sources does your family receive your household income?** *Check all that apply.*

    ❑ Salary/wages
    ❑ Alimony/Child support
    ❑ Unemployment

    ❑ Cash assistance through CalWORKs (California Work Opportunity and Responsibility to Kids)
    ❑ Other *(please specify):* _____

12. **Does your family currently receive any of the following?** *Check all that apply.*

    ❑ Section 8 housing, public housing, or other housing support
    ❑ MediCAL, Healthy Families, or other publicly supported health coverage for you or your dependents
    ❑ Help from a public agency to cover child care costs for your own children

    ❑ Food stamps, WIC (Women, Infants, and Children), food pantry, or other food supports
    ❑ Any other public assistance *(please specify):*
    _____

FIRST 5 LA   **Family Literacy Program: Adult Profile Form**

Please complete one form for each adult enrolled in the program.

1. **What is your full name?** First:_____ Last:_____

2. **What are your main reasons for participating in this Family Literacy Program?** *Check all that apply.*
   - ❑ To get my child into an infant/toddler/preschool program
   - ❑ To become a better parent
   - ❑ To become a better teacher of my child
   - ❑ To improve my child's chance of future school success
   - ❑ To improve the education of my family
   - ❑ To further my education, to get a GED
   - ❑ To learn English
   - ❑ To improve my chances of getting a job
   - ❑ To get a better job
   - ❑ To generally improve myself
   - ❑ To be with other adults
   - ❑ Other *(please specify):* _____

3. **Counting classes taken through this Family Literacy Program as well as all prior experience, have you <u>ever</u> enrolled in any of the following types of classes?** *Check all that apply and indicate for how many months you were enrolled, and whether you are still enrolled.*

	Total number of months?	Currently enrolled? *(check if yes)*
❑ Vocational education (such as job training or other employment programs)... *If yes* ➔	_____	❑
❑ Vocational rehabilitation (such as job training or other employment programs for individuals with disabilities).... *If yes* ➔	_____	❑
❑ English as a Second Language (ESL) .... *If yes* ➔	_____	❑
❑ Parenting education .... *If yes* ➔	_____	❑
❑ Other adult education (such as GED classes)..................... *If yes* ➔	_____	❑
❑ Other *(please specify):* _____ ..... *If yes* ➔	_____	❑

4. **What is your relationship to the child(-ren) participating with you in this Family Literacy Program?** *Check one.*
   - ❑ Parent
   - ❑ Foster parent or step-parent
   - ❑ Grandparent
   - ❑ Other relative *(please specify)*_____
   - ❑ Other caregiver *(please specify)* _____
   - ❑ Other *(please specify)* _____

5. **Gender** *(can complete without asking)*
   - ❑ Female
   - ❑ Male

6. **What is your date of birth?** (Month/Day/Year): _ _ / _ _ / _ _ _ _

7. **What is your marital status?** *Check one.*
   - ❑ Single
   - ❑ Married
   - ❑ Living with partner (not married)
   - ❑ Separated
   - ❑ Divorced
   - ❑ Widowed

8. **What is the highest level of education or schooling you have received?** *Check one.*

❑ 1st grade or less	❑ 7th grade	❑ High school graduate/GED
❑ 2nd grade	❑ 8th grade	❑ Technical/vocational diploma after high school
❑ 3rd grade	❑ 9th grade	❑ Some college, no degree
❑ 4th grade	❑ 10th grade	❑ Associate's degree
❑ 5th grade	❑ 11th grade	❑ Bachelor's degree
❑ 6th grade	❑ 12th grade, no diploma	❑ Graduate or professional degree

9. **How much of this schooling was completed in the US?** *Check one.*

❑ None	❑ Most
❑ Some	❑ All

10. **During the last 12 months (1 year), approximately how many months were you employed full or part time?** *Check one.*

❑ Employed 12 months (all year)	❑ Employed 4-6 months
❑ Employed 10-11 months	❑ Employed 1-3 months
❑ Employed 7-9 months	❑ Employed 0 months/unemployed all year

11. **Are you currently employed?**

❑ Yes ⟶

❑ No

> **11A. If currently employed, how many hours per week do you work?** *If you work more than one job, please include all jobs.*
>
> ❑ 35 hours per week or more (full time)
> ❑ 34 hours per week or less (part time)
>
> *Go to Question 12*

> **11B. If <u>not</u> currently employed, what is the date of your last employment?** (Month/Day/Year): __ __ / __ __ / __ __ __ __
>
> **11C. If <u>not</u> currently employed, are you:**
>
> | | Yes | No |
> |---|---|---|
> | a) Looking for work? | ❑ | ❑ |
> | b) Receiving job-related education or training? | ❑ | ❑ |
> | c) Temporarily out of work due to seasonal employment (such as farm work)? | ❑ | ❑ |
> | d) Temporarily out of work for other reason | ❑ | ❑ |
>
> *Go to Question 12*

12. **Which best describes you?** *Check all that apply.*

❑ American Indian or Alaska Native	❑ Native Hawaiian or other Pacific Islander
❑ Asian	❑ White
❑ Black or African-American	❑ Other race *(please specify):* _____
❑ Hispanic or Latino	

13. **Are you an English Language Learner (your primary language is not English and you are in the process of learning English)?** *Check one.*

❑ Yes
❑ No

14. **What language do you speak most often at home?** *Check one.*
   - ❑ English
   - ❑ Arabic
   - ❑ Armenian
   - ❑ Cantonese
   - ❑ Farsi
   - ❑ Filipino/Pilipino/Tagalog
   - ❑ Japanese
   - ❑ Khmer
   - ❑ Korean
   - ❑ Mandarin
   - ❑ Russian
   - ❑ Spanish
   - ❑ Vietnamese
   - ❑ Other *(please specify):*
     _____

15. **What other languages do you speak, if any?** *Check all that apply.*
   - ❑ English
   - ❑ Arabic
   - ❑ Armenian
   - ❑ Cantonese
   - ❑ Farsi
   - ❑ Filipino/Pilipino/Tagalog
   - ❑ Japanese
   - ❑ Khmer
   - ❑ Korean
   - ❑ Mandarin
   - ❑ Russian
   - ❑ Spanish
   - ❑ Vietnamese
   - ❑ Other *(please specify):*
     _____

16. **For approximately how many years have you lived in the United States?** *Check one.*
   - ❑ Entire life/born in the United States
   - ❑ More than 10 years, but not entire life
   - ❑ 6-10 years
   - ❑ 3-5 years
   - ❑ 1-2 years
   - ❑ Less than one year

FIRST 5 LA Family Literacy Program: Child Profile Form

Start date: _ _ / _ _ / _ _ _ _

Profile date: _ _ / _ _ / _ _ _ _

Please complete one form for each child enrolled in the program.

1. **What is your child's full name?** First:_____ Last:_____

2. **Child's Gender**
   - ❑ Female
   - ❑ Male

3. **What is this child's date of birth?** (Month/Day/Year): _ _ / _ _ / _ _ _ _

4. **Counting classes taken through this Family Literacy Program as well as all prior experience, has this child <u>ever</u> enrolled in any of the following?** *Check all that apply and indicate how many hours per week, for how many months, and whether this child is still enrolled.*

		How many hours per week?	Total number of months?	Currently enrolled? *(check if yes)*
❑ Early Head Start	*If yes →*	_____ →	_____	❑
❑ Head Start	*If yes →*	_____ →	_____	❑
❑ Even Start	*If yes →*	_____ →	_____	❑
❑ Other preschool or center-based child care (not Head Start or Even Start)	*If yes →*	_____ →	_____	❑
❑ Family daycare (not in child's own home)	*If yes →*	_____ →	_____	❑
❑ Care by a relative (for example, grandmother)	*If yes →*	_____ →	_____	❑
❑ Other *(please specify)* _____	*If yes →*	_____ →	_____	❑

5. **Which best describes this child?** *Check all that apply.*
   - ❑ American Indian or Alaska Native
   - ❑ Asian
   - ❑ Black or African-American
   - ❑ Hispanic or Latino
   - ❑ Native Hawaiian or other Pacific Islander
   - ❑ White
   - ❑ Other race *(please specify):* _____

6. **Is this child an English Language Learner (primary language is not English and is in the process of learning English)?** *Check one.*
   - ❑ Yes
   - ❑ No

7. **In general, how would you rate this child's health?** *Check one.*
   - ❑ Poor
   - ❑ Fair
   - ❑ Good
   - ❑ Very good
   - ❑ Excellent

8. **Has this child been identified as having special needs in any of the following areas?** *Check all that apply.*

- ❑ Health/physical
- ❑ Vision
- ❑ Hearing

- ❑ Language/speech
- ❑ Learning
- ❑ Behavior

9. **Is this child formally identified as eligible for special education services (e.g., identified by a local education agency, referral agency, etc.)?** *Check one.*

- ❑ Yes
- ❑ No
- ❑ Don't know

10 **Does this child have an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP)?** *Check one.*

- ❑ Yes
- ❑ No
- ❑ Don't know

First 5 LA Family Literacy Alumni Parent Survey
(English)
5/11/09- FINAL

Note: <mark>Yellow items are only for parents who have FL PARENT SURVEY data</mark>
<mark style="background-color:#00ff00">Green items are only for parents who ONLY have ESPIRS data</mark>

Introduction to survey

First, I have some questions about your (child/children) and activities you do with them.

1. How many children do you have? _____ [USE TO FILL CHILD/CHILDREN WHERE NOTED]

CURRENT BEHAVIORS/EXPERIENCES

Parent's support for child's learning

2. About how often do you read books or stories to your (child/children)? **Source: ESPIRS**
   ☐ Never
   ☐ Several times a year
   ☐ Several times a month
   ☐ Once a week
   ☐ About 3 times a week
   ☐ Every day

3. How many times have you or someone in your family read to your (child/children) in the past week (during the last 7 days)? **Source: FL PARENT SURVEY**
   ☐ Zero times
   ☐ 1 or 2 times
   ☐ 3 or 4 times
   ☐ 5 or 6 times
   ☐ Every day
   ☐ More than once a day

4. In the past week, how often have you done any of the following activities with your (child/children)? (Please select N/A or "Not Appropriate" if you think your (child/children) are too young or too old to do these activities). **Source: FL PARENT SURVEY**

In the past week, how often have you…	Zero times	One or two times	Three or four times	Five or more times	N/A
a. Told your (child/children) a story?	☐	☐	☐	☐	☐
b. Sung songs or played music with your (child/children)?	☐	☐	☐	☐	☐
c. Played indoors with your (child/children)?	☐	☐	☐	☐	☐
d. Played outdoors with your (child/children)?	☐	☐	☐	☐	☐
e. Had your (child/children) help you in household tasks like cooking, picking up clothes, or putting away toys?	☐	☐	☐	☐	☐
f. Had your (child/children) tell a story?	☐	☐	☐	☐	☐
g. Talked to your (child/children) about letters of the alphabet, like pointing out letters on signs or in books?	☐	☐	☐	☐	☐

In the past week, how often have you…	Zero times	One or two times	Three or four times	Five or more times	N/A
h. Asked your (child/children) to tell you what is in a picture when you are reading together?	☐	☐	☐	☐	☐
i. Asked your (child/children) what (he or she thinks/they think) will happen next when you are reading a story together?	☐	☐	☐	☐	☐
j. Had your (child/children) use or play with crayons, markers or other writing materials? (Mod)	☐	☐	☐	☐	☐

5. About how often do you go to the library? Please include visits to your local public library, a school library or the library at <PROGRAM NAME>**Source: ESPIRS**
   - ☐ Never
   - ☐ Several times a year
   - ☐ Once a month
   - ☐ Several times a month
   - ☐ Once a week or more

6. About how many minutes per day do **you spend reading for yourself**? Do not include time spent reading in a class or time spent reading to your (child/children). **Source: FL PARENT SURVEY**
   - ☐ Hardly any
   - ☐ 2-15 minutes
   - ☐ 16-30 minutes
   - ☐ 31-60 minutes
   - ☐ More than an hour

7. About how many hours per day (does your child/do your children) watch television? Please include the total number of hours your children spend watching TV over the course of a typical day – in the morning, in the afternoon, and in the evening. **Source: FL PARENT SURVEY; ESPIRS**
   - ☐ Less than 1 hour
   - ☐ 1 to 2 hours
   - ☐ 2 to 3 hours
   - ☐ 3 to 4 hours
   - ☐ More than 4 hours

Parent involvement/readiness for school

Now I have some questions about you and your child's school.

8. *FL PARENT SURVEY ONLY:* How often do you do any of the following things? **Source: FL PARENT SURVEY**

How often do you…	Never	Rarely	Some-times	Often	Very often	N/A
a. Talk to your child's teacher about what your child is learning?	☐	☐	☐	☐	☐	☐
b. Talk to your child's teacher to learn about things you can do at home to support what your child is learning?	☐	☐	☐	☐	☐	☐
c. Go to your child's school to attend school	☐	☐	☐	☐	☐	☐

How often do you…	Never	Rarely	Some-times	Often	Very often	N/A
events that your child is participating in, like a play, art show or party?						
d. Volunteer in your child's classroom?	☐	☐	☐	☐	☐	☐
e. Volunteer at school events like fundraisers?	☐	☐	☐	☐	☐	☐
f. Participate in parent committee meetings at your child's school such as PTA meetings, parent advisory committees or school governing boards?	☐	☐	☐	☐	☐	☐

9. *ESPIRS ONLY*: During the past year, did you go to your (child's/children's) school for any of the following activities?

	NO	YES	N/A
a. For a conference or informal talk with your child's teacher, director, or principal	☐	☐	☐
b. To observe classroom activities	☐	☐	☐
c. To attend a school event in which your child participated, such as a play, art show, or party	☐	☐	☐
d. To attend after school programs such as crafts or music	☐	☐	☐
e. To meet with a parent-teacher organization such as the PTA	☐	☐	☐
f. For a parent advisory committee meeting	☐	☐	☐
g. To volunteer in your child's classroom	☐	☐	☐
h. To volunteer for school projects or trips	☐	☐	☐
i. To serve on the school's governing board or committee	☐	☐	☐

Parenting/Discipline/Support

10. Here are some statements that parents of young children say about themselves. For each statement, please tell me how much you agree or disagree. **Source: FL PARENT SURVEY/SRPS/new**

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. I know who to talk to at the school if my (child/children) (is/are) having difficulties [new]	☐	☐	☐	☐	☐
b. I know the requirements my (child/children) must meet to progress to the next grade level. [new]	☐	☐	☐	☐	☐
c. I know I can help my (child/children) succeed in school.[new]	☐	☐	☐	☐	☐
d. I use a variety of strategies for guiding my (child's/children's) behavior when they misbehave or act up.	☐	☐	☐	☐	☐
e. I have set rules and consequences for my (child/children).	☐	☐	☐	☐	☐

3

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
f.	I praise my (child/children) when (he or she does/they do) something good.	☐	☐	☐	☐	☐
g.	If I have troubles or need advice, I have someone I can talk to.	☐	☐	☐	☐	☐
h.	If I needed help finding a job, getting health insurance, or other basic services, I know how to find the agencies or resources to help me. [new]	☐	☐	☐	☐	☐

Parent education outcomes
Now I have some questions about your own education and employment experiences.

11. *[IF ESL HOURS=YES:]* Which of the following statements best describes how well you felt you spoke English <u>when you started at <PROGRAM NAME></u>?
    ☐ I couldn't speak or understand English at all;
    ☐ I knew a few basic phrases in English that I could use when I had to;
    ☐ I could carry on a simple conversation in English, but I sometimes had trouble understanding or getting my meaning across;
    ☐ I could have an in-depth discussion in English, even though I sometimes made mistakes; or
    ☐ I considered myself fluent in English

12. *[IF ESL HOURS=YES:]* Which of the following statements best describes how well you feel you speak English <u>now</u>?
    ☐ I can't speak or understand English at all;
    ☐ I know a few basic phrases in English that I can use when I have to;
    ☐ I can carry on a simple conversation in English, but I sometimes have trouble understanding or getting my meaning across;
    ☐ I can have an in-depth discussion in English, even though I sometimes make mistakes; or
    ☐ I consider myself fluent in English

13. Even though it may take a long time, what level of education would you like to achieve for yourself? **Source: FL PARENT SURVEY**

	Would you like to…	NO	YES	N/A
a.	Continue to learn English so that you can speak it on a daily basis?	☐	☐	☐
b.	Get a High School diploma or GED?	☐	☐	☐
c.	Get a trade school or specialty degree (like auto mechanic or beauty school)?	☐	☐	☐
d.	Attend two or more years of college?	☐	☐	☐
e.	Finish a 4- or 5-year college degree?	☐	☐	☐
f.	Earn a master's degree or other advanced degree?	☐	☐	☐

[IF NO TO ALL (A-F):]

g.	Or would you say you don't need more education	☐	☐	☐

14. Have you enrolled in any of the following types of classes since you left <PROGRAM NAME>?
Source: Profile- mod

Since leaving the program, have you taken…	NO	YES
a. GED classes?	☐	☐
b. College classes?	☐	☐
c. Any other adult education classes (such as English classes, parenting classes, job training classes, etc.)?	☐	☐

15. Have you completed any additional degrees or certificates since you left the program?
　　☐ YES
　　☐ NO → GO TO 17

16. What degree or certificate did you earn since leaving the program?
　　☐ HIGH SCHOOL DIPLOMA/GED　　(GO TO 18)
　　☐ ASSOCIATE'S DEGREE　　(GO TO 18)
　　☐ BACHELOR'S DEGREE　　(GO TO 18)
　　☐ MASTER'S DEGREE　　(GO TO 18)
　　☐ TRADE SCHOOL OR SPECIALTY DEGREE (LIKE AUTO MECHANIC OR BEAUTY SCHOOL)
　　☐ OTHER CERTIFICATE OR DEGREE: _____

17. So, what is the highest grade or year of school that you have completed?
　　☐ LESS THAN 6TH GRADE
　　☐ 6TH TO 8TH GRADE
　　☐ 9TH TO 12TH GRADE, NO DIPLOMA
　　☐ HIGH SCHOOL GRADUATE/GED
　　☐ SOME COLLEGE, NO DEGREE
　　☐ ASSOCIATE DEGREE
　　☐ BACHELOR'S DEGREE
　　☐ MASTER'S OR OTHER ADVANCED DEGREE

Parent employment outcomes

18. Were you employed when you participated in the program?
　　☐ YES
　　☐ NO

19. Are you currently employed? **Source: Profile**
　　☐ YES → GO TO 22
　　☐ NO

20. Are you looking for work?:
　　☐ YES → GO TO 22
　　☐ NO

21. Are you choosing not to work outside of the home in order to care for children or other family members?
　　☐ YES
　　☐ NO

PARENT PERCEPTIONS OF IMPACT

Next I'm going to ask you some questions about <PROGRAM NAME> overall.

22. How has <PROGRAM NAME> helped you and your family, if at all? Can you give me some examples of how your family has benefited from the program?

[ ]

23. To what extent has the program helped you to… **Source: Suggested by grantee**

To what extent has the program helped you to…	Not at all	Small extent	Moderate extent	Large extent
a. Improve your English reading, writing or speaking skills?	☐	☐	☐	☐
b. Get a good job?	☐	☐	☐	☐
c. Become a better parent?	☐	☐	☐	☐
d. Become more comfortable reading books with your (child/children)?	☐	☐	☐	☐
e. Support your child's/children's learning?	☐	☐	☐	☐
f. Communicate better with members of your family?	☐	☐	☐	☐
g. Get to know other parents in your community?	☐	☐	☐	☐
h. Learn where to go in the community if you need services (such as help with housing, food, health, counseling, etc.)?	☐	☐	☐	☐

CHILD OUTCOMES

Now I have some questions about your (child/children).

24. Even though it may be a long way off, how far in school do you expect your (child/children) to go? **Source: FL PARENT SURVEY**

Do you expect your (child/children) . . .	NO	YES
a. To attend High School?	☐	☐
b. To graduate from High School?	☐	☐
c. To get a trade school or specialty degree (like auto mechanic or beauty school)?	☐	☐
d. To attend two or more years of college?	☐	☐
e. To finish a 4- or 5-year college degree?	☐	☐
f. To earn a master's degree or other advanced degree?	☐	☐

If only one child:

25. *For CHILD 1:*
    a. In what month and year was your child born?
       MONTH: _____   YEAR: _____

       (IF OLDER THAN 11, GO TO INTRODUCTION TO 43)
       (IF YOUNGER THAN 3, GO TO INTRODUCTION TO 43)

    b. What is his or her first name?
       _____ (USE THIS NAME TO FILL 25c THRU 42)

c. *Confirm:* Is <CHILD> a girl or boy? (USE THIS TO FILL HE/SHE IN 34 THRU 42)
☐ Girl (GO TO INTRODUCTION TO 33)
☐ Boy (GO TO INTRODUCTION TO 33)

If more than one child:

I'm going to ask a few questions about each of your children.

26. *For CHILD 1*:
   a. In what month and year was your oldest child born?
       MONTH: _____   YEAR: _____(IF OLDER THAN 11, GO TO NEXT CHILD)
                                            (IF YOUNGER THAN 3, GO TO 31)

   b. Did this child participate in <PROGRAM NAME> with you?
       ☐ YES
       ☐ NO (GO TO NEXT CHILD)

   c. What is his or her first name?
       _____   (USE THIS NAME TO FILL 26d THRU 42)

   d. *Confirm:* Is <CHILD> a girl or boy? (USE THIS TO FILL HE/SHE IN 34 THRU 42)
       ☐ Girl (GO TO 30)
       ☐ Boy (GO TO 30)

27. *For CHILD 2:*
   a. In what month and year was your next oldest child born?
       MONTH: _____   YEAR: _____(IF OLDER THAN 11, GO TO NEXT CHILD)
                                            (IF YOUNGER THAN 3, GO TO 31)

   b. Did this child participate in <PROGRAM NAME> with you?
       ☐ YES
       ☐ NO (GO TO NEXT CHILD)

   c. What is his or her first name?
       _____   (USE THIS NAME TO FILL 27d THRU 42)

   d. *Confirm:* Is <CHILD> a girl or boy? (USE THIS TO FILL HE/SHE IN 34 THRU 42)
       ☐ Girl (GO TO 30)
       ☐ Boy (GO TO 30)

28. *For CHILD 3, 4, etc (same questions for each child)*

29. *For LAST CHILD:*
   a. In what month and year was your next oldest child born?
       MONTH: _____   YEAR: _____

               (IF OLDER THAN 11, GO TO INTRODUCTION TO 43)
               (IF YOUNGER THAN 3, GO TO INTRODUCTION TO 43)

   b. Did this child participate in <PROGRAM NAME> with you?
       ☐ YES
       ☐ NO (GO TO INTRODUCTION TO 43)

c. What is his or her first name?

_____ (USE THIS NAME TO FILL 29d THRU 42)

d. *Confirm:* Is <CHILD> a girl or boy? (USE THIS TO FILL HE/SHE IN 34 THRU 42)
☐ Girl (GO TO INTRODUCTION TO 33)
☐ Boy (GO TO INTRODUCTION TO 33)

30. *(For those with an eligible child...) Ask for all remaining children:* In what month and year was your next child born?   (GO TO INTRODUCTION TO 33)

31. *(For those with no eligible child...) Ask for all remaining children:* In what month and year was your next child born?   (GO TO INTRODUCTION TO 43)

> **Instructions for identifying target child:**
> **Ask questions 26-29 until the *oldest* child, *younger* than 11 but *older than 3*, who participated in the Family Literacy program with the parent, is identified. Then ask 30-31 for remaining children, just getting birth dates (we don't need names after target child is identified).**

Now I'm going to ask you some questions about [CHILD].

32. First, what is your relationship to [CHILD]?

[NOTE TO INTERVIEW: SELECT ONLY ONE]
☐ MOTHER
☐ FATHER
☐ BIOLOGICAL MOTHER
☐ BIOLOGICAL FATHER
☐ STEPMOTHER
☐ STEPFATHER
☐ ADOPTIVE MOTHER
☐ ADOPTIVE FATHER
☐ GRANDMOTHER
☐ GRANDFATHER
☐ GREAT GRANDMOTHER
☐ GREAT GRANDFATHER
☐ SISTER/STEPSISTER
☐ BROTHER/STEPBROTHER
☐ OTHER RELATIVE OR IN-LAW (FEMALE)
☐ OTHER RELATIVE OR IN-LAW (MALE)
☐ FOSTER PARENT (FEMALE)
☐ FOSTER PARENT (MALE)
☐ OTHER NON-RELATIVE (FEMALE)
☐ OTHER NON-RELATIVE (MALE)
☐ PARENT'S PARTNER (FEMALE)
☐ PARENT'S PARTNER (MALE)
☐ DON'T KNOW
☐ REFUSED

33. Is [CHILD] currently enrolled in school?
☐ YES   (GO TO 35)
☐ NO

34. Just to confirm, is (he/she) attending any type of school, including preschool?
☐ YES

□ NO   *(GO TO 38)*

35. What grade is [CHILD] currently in?
    □ PRESCHOOL OR PRE-KINDERGARTEN   *(GO TO 36, THEN SKIP TO 38)*
    □ KINDERGARTEN
    □ 1ST GRADE
    □ 2ND GRADE
    □ 3RD GRADE
    □ 4TH GRADE
    □ 5TH GRADE
    □ OTHER _____

36. Has [CHILD] received any awards at school for high achievement or good behavior (like "Student of the Month")? **Source: Suggested by grantee**
    □ YES
    □ NO

37. Since the beginning of this school year, has a teacher said or written that [CHILD]…**Source: HS K & 1st Par Int**

Has a teacher said or written that [CHILD]…	NO	YES
a. Has been doing really well in school?	□	□
b. Has not been learning up to (his/her) capabilities?	□	□
c. Has been acting up in school or disrupting the class?	□	□
d. Is very enthusiastic and interested in a lot of things?	□	□
e. Needs extra help to learn English so (he/she) can participate fully in the class?	□	□

38. Is [CHILD] able to read story books on (his/her) own now? **Source: HS K & 1st Par Int**
    □ YES
    □ NO   *(GO TO 41)*

39. Does [CHILD] actually read the words written in the book, or does (he/she) look at the book and pretend to read? **Source: HS K & 1st Par Int**
    □ READS THE WRITTEN WORDS
    □ PRETENDS TO READ *(GO TO 42)*
    □ DOES BOTH

40. How old was [CHILD] in years and months when (he/she) began reading simple, whole sentences? **Source: HS K & 1st Par Int**

    YEARS_____   MONTHS_____

    (GO TO INTRODUCTION TO 43*)*

41. Does (he/she) ever look at a book with pictures and pretend to read? **Source: HS K & 1st Par Int**
    □ YES
    □ NO   (GO TO INTRODUCTION TO 43*)*

42. When (he/she) pretends to read a book, does it sound like a connected story, or does (he/she) tell what's in each picture without much connection between them? **Source: HS K & 1st Par Int**
    □ SOUNDS LIKE CONNECTED STORY
    □ TELLS WHAT'S IN EACH PICTURE
    □ DOES BOTH

FEEDBACK FOR GRANTEES

We are interested in the challenges you might be facing now and what family literacy programs can do to help families prepare for the challenges they face after leaving the program.

IF MORE THAN ONE CHILD, For the remaining questions, please think about all of your children.

43. What would you say is the biggest challenge that you currently face as a parent? And what makes this a challenge?

| |
| |

44. Here is a list of challenges that some parents face. Please tell me whether these are also challenges for you. For each statement, please tell me how much you agree or disagree. **Source: Basic idea suggested by grantee**

		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree, or	Strongly agree
a.	I'm not sure how to get involved in my (child's/children') school	☐	☐	☐	☐	☐
b.	I find that I am frequently unable to help my (child/children) with their homework	☐	☐	☐	☐	☐
c.	I have trouble getting my (child/children) interested in books	☐	☐	☐	☐	☐
d.	I have trouble managing my (child's/children's) behavior.	☐	☐	☐	☐	☐
e.	It's hard to find time to spend quality time with my (child/children) each day	☐	☐	☐	☐	☐
f.	I'm having trouble getting to know other parents in my community	☐	☐	☐	☐	☐

45. To what extent did <PROGRAM NAME> prepare you to address challenges that you and your family are currently facing?
   ☐ Large extent
   ☐ Moderate extent
   ☐ Small extent
   ☐ Not at all

46. What could <PROGRAM NAME> or other family literacy programs do to improve how they prepare families to overcome these challenges?

| |
| |

DEMOGRAPHICS/CONCLUDING QUESTIONS

The final questions ask about basic characteristics of your family.
   47. Counting yourself, how many adults normally live in your household? Please do not include anyone staying there temporarily who usually lives somewhere else. _____
          (IF 1, GO TO 51)

10

(IF 2, GO TO 48)
(IF >2, GO TO 49)

48. What is the other adult's relationship to [CHILD]?

[Note to interviewer: Select only one]
- ☐ MOTHER
- ☐ FATHER
- ☐ BIOLOGICAL MOTHER
- ☐ BIOLOGICAL FATHER
- ☐ STEPMOTHER
- ☐ STEPFATHER
- ☐ ADOPTIVE MOTHER
- ☐ ADOPTIVE FATHER
- ☐ GRANDMOTHER
- ☐ GRANDFATHER
- ☐ GREAT GRANDMOTHER
- ☐ GREAT GRANDFATHER
- ☐ SISTER/STEPSISTER
- ☐ BROTHER/STEPBROTHER
- ☐ OTHER RELATIVE OR IN-LAW (FEMALE)
- ☐ OTHER RELATIVE OR IN-LAW (MALE)
- ☐ FOSTER PARENT (FEMALE)
- ☐ FOSTER PARENT (MALE)
- ☐ OTHER NON-RELATIVE (FEMALE)
- ☐ OTHER NON-RELATIVE (MALE)
- ☐ PARENT'S PARTNER (FEMALE)
- ☐ PARENT'S PARTNER (MALE)
- ☐ DON'T KNOW
- ☐ REFUSED

(GO TO 51)

49. What is the first name of each of the other adults living in your household?

RECORD ALL NAMES

50. What is [NAME]'s relationship to [CHILD]?

[Note to interviewer: Select only one]
- ☐ MOTHER
- ☐ FATHER
- ☐ BIOLOGICAL MOTHER
- ☐ BIOLOGICAL FATHER
- ☐ STEPMOTHER
- ☐ STEPFATHER
- ☐ ADOPTIVE MOTHER
- ☐ ADOPTIVE FATHER
- ☐ GRANDMOTHER
- ☐ GRANDFATHER
- ☐ GREAT GRANDMOTHER
- ☐ GREAT GRANDFATHER
- ☐ SISTER/STEPSISTER
- ☐ BROTHER/STEPBROTHER
- ☐ OTHER RELATIVE OR IN-LAW (FEMALE)
- ☐ OTHER RELATIVE OR IN-LAW (MALE)

11

☐ FOSTER PARENT (FEMALE)
☐ FOSTER PARENT (MALE)
☐ OTHER NON-RELATIVE (FEMALE)
☐ OTHER NON-RELATIVE (MALE)
☐ PARENT'S PARTNER (FEMALE)
☐ PARENT'S PARTNER (MALE)
☐ DON'T KNOW
☐ REFUSED

[NOTE TO INTERVIEWER: REPEAT FOR EACH NAME STATED IN 49]

51. What is the primary language spoken in your home?
☐ ENGLISH
☐ SPANISH
☐ ARABIC
☐ ARMENIAN
☐ CANTONESE
☐ FARSI
☐ FILIPINO/PILIPINO/ TAGALOG
☐ JAPANESE
☐ KHMER
☐ KOREAN
☐ MANDARIN
☐ RUSSIAN
☐ VIETNAMESE
☐ Other (please specify):_____

52. Which best describes you?
☐ Hispanic or Latino
☐ White
☐ Asian
☐ Black or African-American
☐ American Indian or Alaska Native
☐ Native Hawaiian or other Pacific Islander
☐ Other (please specify): _____

53. I'm going to read you some income categories. Please stop me when I get to the one that best describes your total household income in 2008. Was your total annual household income before taxes…
☐ $5,001 – 10,000
☐ $10,001 – 15,000
☐ $15,001 – 20,000
☐ $20,001 – 25,000
☐ $25,001 – 30,000
☐ $30,001 – 40,000
☐ $40,001 – 50,000
☐ $50,001 – 60,000
☐ More than $60,000

That was the last question. Thank you for helping us with this study. Before I let you go, I would like to confirm your address for sending the Target gift card.

(IF NO ADDRESS ON FILE, GO TO 55)
(IF ADDRESS ON FILE, GO TO 54)

54. Is: [fill PARENT ADDRESS] your current mailing address?

Yes   (GO TO INSTRUCTION BEFORE 58)
No

55. What is your current mailing address?

56. What city do you live in?

57. What is your zip code?

You should receive your gift card in (SYNOVATE TO FILL IN TIMEFRAME).

58. Would you be willing to be contacted in a follow-up interview in the future?
   ☐ YES
   ☐ NO   (GO TO END)

59. What would be the best number to contact you at in the future if we would like to follow up with you?
   _____

60. Finally, in case you move or we can't get in touch with you through this number, do you have a cell phone number?

   ☐ YES
   ☐ NO   (GO TO 62)

61. What is your cell phone number?

   _____ (GO TO END)

62. Do you have a friend or family member that can get in touch with you in case you move?
   ☐ YES
   ☐ NO   (GO TO END)

63. What is the name and number of that person?

   ENTER NAME
   ENTER NUMBER

END: That's all of the questions I have for today. Thank you for your time.

First 5 LA Family Literacy Initiative Evaluation

Teacher Survey

May 2009

About the Family Literacy Teacher Survey

Purpose of the study
The American Institutes for Research (AIR) is conducting a study of the First 5 LA Family Literacy Initiative. The purpose of the study is to understand how the Initiative is working and how it is impacting programs and families.

Purpose of the survey
An important part of the study is a survey of teachers in each of the four components of family literacy programs (i.e., adult education, early childhood education, parent-child interactive literacy activity (PCILA) time, and parenting education). This survey asks about your background, experiences within your family literacy program, classroom practices, professional development, and experiences with the Family Literacy Support Network (FLSN).

Confidentiality
Your answers to the questions in this survey will be kept strictly confidential. Results from this survey will never be presented in a way that would permit any response to be associated with a specific program or individual.

Benefits
Your participation gives you the opportunity to share information about your program. This will provide First 5 LA, other funders, and policymakers with accurate and complete information about family literacy programs and the Initiative. Study results from teacher surveys will be presented in AIR's evaluation report. **After you complete and return this survey, we will send you a $10 Target gift card to thank you for your time.**

Freedom to withdraw
Your participation in this survey is voluntary. You have the right to stop participating at any time without penalty. However, we encourage you to participate, as your input is critical to the evaluation.

Risks and discomforts
There are no foreseeable risks associated with your participation in this research study.

Informed consent
By returning this survey in the sealed envelope to your program director, you are indicating that you have read and understood the information provided to you and agree to participate in this study.

More information
If you have any questions or would like further information about this survey, please contact the Deputy Project Director, Karen Manship, at 650-843-8198 or kmanship@air.org. For questions regarding your rights as a participant in this study, you may contact the IRB chair at IRB@air.org or 1-800-634-0797.

Thank you for your cooperation in this important effort! When you have finished, please place your completed survey in the enclosed envelope and return the sealed envelope to your program director, who will return all surveys to AIR.

QUESTIONS? Please contact Karen Manship at kmanship@air.org or 650-843-8198

Instructions

This survey asks questions about you and your role in the family literacy program named in the letter you received with this survey. We will refer to this program as "this Family Literacy program" throughout this survey.

Family literacy programs have four types of classes:

(1) adult education (for example, English as a second language (ESL), vocational training, adult basic education (ABE), etc.)

(2) parenting education

(3) early childhood education (ECE)

(4) PCILA time (parent and child interactive literacy activities), also known as PACT time (parent and child together time)

You have received this survey because the program director for this family literacy program told us that students in one or more of your classes are family literacy program participants. We would like to learn more about this program by asking you questions about what you do.

Answer the questions as best as you can. There are no right or wrong answers. If you have any questions, please call Karen Manship at 650-843-8198 or email kmanship@air.org.

After you complete the survey, please complete the final page to receive your $10 gift card. Thank you for your time!

Important This survey is not as long as it looks!

Only complete the sections that are relevant to you. Please complete all white pages of this survey. Then complete the section(s) that correspond to the component(s) you teach (ECE - yellow, PCILA/PACT time - green, parenting education - orange, and adult education - blue). You can skip sections for components you do not teach. Then, if you have any additional comments, you can complete Section F at the end.

Part A – Your Background and Teaching Experience

A1. Which of the following Family Literacy program components do you teach?

▪ *Check all that apply*

❑ ECE → *(Complete all **white** pages plus all **yellow** pages)*
❑ PCILA/PACT TIME → *(Complete all **white** pages plus all **green** pages)*
❑ Parenting Education → *(Complete all **white** pages plus all **orange** pages)*
❑ Adult Education → *(Complete all **white** pages plus all **blue** pages)*

A2. **Counting this year**, how many years have you worked as a teacher for **this family literacy program**?

_____ year(s)

A3. Have you ever worked in **a different family literacy program**?

No X❑
Yes ❑ ➔ | A3a. How many years have you worked in **a different family literacy program**?

_____ year(s)

A5. What is the highest degree you have earned?

▪ *Please check **one.***

❑ High school diploma or GED (high school equivalency)
❑ Some college courses but no degree
❑ Associate's degree
❑ Bachelor's degree
❑ Some graduate school courses
❑ Master's degree (for example, MA, MS, MBA)
❑ Professional or doctorate degree (for example, JD, PhD, EdD)

A6. Do you have a degree in any of the following subjects?

▪ *Check **one** box on each line.*

		Yes	No
a.	Early childhood education or child development	❑	❑
b.	Human development	❑	❑
c.	Special education	❑	❑
d.	General education (include elementary and secondary)	❑	❑
e.	Adult education	❑	❑
f.	English as a second language education	❑	❑
g.	Education administration	❑	❑
h.	Public administration or service	❑	❑
i.	Other (*please specify*) _____	❑	❑
j.	Other (*please specify*) _____	❑	❑
k.	Other (*please specify*) _____	❑	❑

A7. Do you have any of the following credentials/certificates?

▪ *Check **one** box on each line.*

		Yes	No
a.	Child Development Associate Credential (CDA)	❑	❑
b.	Adult Education Teaching Credential: English as a Second Language	❑	❑
c.	Adult Education Teaching Credential: Parent Education	❑	❑
d.	Adult Education Teaching Credential: Vocational Education	❑	❑
e.	Adult Education Teaching Credential: Other (*specify*) _____	❑	❑
f.	Multiple Subject Teaching Credential	❑	❑
g.	Single Subject Teaching Credential (*specify*) _____	❑	❑
h.	CLAD/BCLAD Certificates	❑	❑
i.	Other (*specify*) _____	❑	❑

A8. Do you have any of the following Child Development Permits?

- *Check **one** box on each line.*

		Yes	No
a.	Assistant Teacher Permit	❐	❐
b.	Associate Teacher Permit	❐	❐
c.	Teacher Permit	❐	❐
d.	Master Teacher Permit	❐	❐
e.	Site Supervisor Permit	❐	❐
f.	Program Director Permit	❐	❐

A9. Which best describes your ethnic background?

- *Check all that apply*

  ❑ American Indian or Alaska Native
  ❑ Asian
  ❑ Black or African-American
  ❑ Hispanic or Latino
  ❑ Native Hawaiian or other Pacific Islander
  ❑ White
  ❑ Other ethnicity *(please specify):* _____

A10. To what degree can you speak the following languages?

		Fluently	Conversa-tionally	A little	Not at all
a.	English	❐	❐	❐	❐
b.	Spanish	❐	❐	❐	❐
c.	Other: _____	❐	❐	❐	❐
d.	Other: _____	❐	❐	❐	❐
e.	Other: _____	❐	❐	❐	❐

A13. How often do you meet with teachers who teach in the following family literacy components to plan and integrate instructional activities?

		At least weekly	2-3 times a month	About once a month	Several times a year	About once a year	Never or almost never
a.	Early childhood education teachers	❐	❐	❐	❐	❐	❐
b.	Parenting education teachers	❐	❐	❐	❐	❐	❐
c.	PCILA/PACT time teachers	❐	❐	❐	❐	❐	❐
d.	Adult education teachers	❐	❐	❐	❐	❐	❐
e.	Teachers from **all four components** at the same time	❐	❐	❐	❐	❐	❐

A14. How much do you agree with the following statements regarding integrating the component(s) you teach with other components in the Family Literacy program?

- *Check **one** box on each line.*

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a.	Integration of program components (adult education, early childhood education, parenting education, and PCILA/PACT) is essential to achieving positive outcomes for families.	❑	❑	❑	❑	❑
b.	There is not enough time to coordinate with other teachers in order to integrate components.	❑	❑	❑	❑	❑
c.	We do not receive enough paid planning time to integrate components.	❑	❑	❑	❑	❑
d.	I'm not sure how to integrate my instruction with other components	❑	❑	❑	❑	❑
e.	Teachers in other components are not interested in working together to integrate our instruction.	❑	❑	❑	❑	❑
f.	Trying to integrate with other components would take away from my ability to focus on my students' needs.	❑	❑	❑	❑	❑
g.	The curriculum used does not allow me to integrate my component(s) with other components Please explain. Which component, which curriculum, and why? _____ _____ _____ _____	❑	❑	❑	❑	❑
h.	Other *(please specify):* _____	❑	❑	❑	❑	❑

A15. How many hours of paid planning time do you receive each week?

- *Enter 0 if you receive no paid planning time.*

    _____ hour(s)/week

A16. Currently, how much of a challenge is each of the following for you as a teacher in this family literacy program?

- *Check **one** box on each line.*

		Large challenge	Moderate challenge	Small challenge	Not a challenge
a.	Lack of paid training or professional development opportunities	❑	❑	❑	❑
b.	Lack of appropriate instructional materials	❑	❑	❑	❑
c.	Lack of appropriate space	❑	❑	❑	❑
d.	Lack of paid planning time	❑	❑	❑	❑
e.	Lack of paid time to meet with teachers from other components	❑	❑	❑	❑
f.	Lack of support staff (for example, translators, aides)	❑	❑	❑	❑
g.	Poor attendance rates by students	❑	❑	❑	❑
h.	Large class sizes	❑	❑	❑	❑
i.	Different levels of English proficiency among students	❑	❑	❑	❑
j.	School district or agency rules or policies	❑	❑	❑	❑
k.	Collecting and recording attendance	❑	❑	❑	❑
l.	Giving assessments to family literacy participants	❑	❑	❑	❑
m.	Other (*please specify*) _____	❑	❑	❑	❑

Part B – Early Childhood Education (ECE)

B1. Do you teach any early childhood education (ECE) classes for children birth to 5 in **this family literacy program**?

> **No** ☐ ➔ *SKIP TO GREEN SECTION (QUESTION C1, page 11)*
> **Yes** ☐ ➔ *GO TO QUESTION B2 (below)*

B2. Counting this year, how many years have you taught early childhood education (ECE)? Include years teaching ECE in **any setting or organization**.

_____ year(s)

B3. Please fill in the table below to indicate approximately **how many children** in each age range and **how many teachers and aides** (including you) are currently in each of the ECE classes you teach in this family literacy program.

▪ *Fill in one line for each class you teach.*

	Number of infants (< 1 year old) in this class	Number of toddlers (12-35 months) in this class	Number of preschool-aged children (3-5 years) in this class	Number of teachers and aides in this class (including you)	Are you the head teacher in this class?
a. Class # 1	____ infants	____ toddlers	____ preschoolers	____ teachers/aides	☐yes ☐no
b. Class # 2	____ infants	____ toddlers	____ preschoolers	____ teachers/aides	☐yes ☐no
c. Class # 3	____ infants	____ toddlers	____ preschoolers	____ teachers/aides	☐yes ☐no
d. Class # 4	____ infants	____ toddlers	____ preschoolers	____ teachers/aides	☐yes ☐no

B4. What percentage of ECE classroom instruction is conducted in English, Spanish, or other languages?

▪ *Estimate the percentage of instructional time each language is used.*

	% of instructional time
a. English	_____
b. Spanish	_____
c. Other language(s) *(please specify):* _____	_____

.

B5. What curriculum, if any, do you use in your ECE class(es) in this family literacy program?

- *Check all that apply*
  - ❒ No formal curriculum is used
  - ❒ Creative Curriculum
  - ❒ High Scope
  - ❒ Born to Learn
  - ❒ Houghton Mifflin PRE-K
  - ❒ OWL
  - ❒ Open Court
  - ❒ Sing, Spell, Read, & Write
  - ❒ Other _____
  - ❒ A curriculum I/we developed myself/ourselves.

  Please describe your curriculum if you developed it yourself:

  _____

  _____

  _____

B6. How important do you consider each of the following to be in your ECE instruction?

		Extremely important/ Top priority	Very important	Moderately important	Somewhat important	Not at all important
a.	Children's language development	❒	❒	❒	❒	❒
b.	Development of early literacy skills	❒	❒	❒	❒	❒
c.	Development of early math skills	❒	❒	❒	❒	❒
d.	Other academic skills development	❒	❒	❒	❒	❒
e.	Affective or emotional development	❒	❒	❒	❒	❒
f.	Physical/motor skills development	❒	❒	❒	❒	❒
g.	Social skills development	❒	❒	❒	❒	❒
h.	Child-selected activities	❒	❒	❒	❒	❒
i.	Teacher-directed activities	❒	❒	❒	❒	❒
j.	Parent involvement	❒	❒	❒	❒	❒
k.	Other: _____	❒	❒	❒	❒	❒

B7. Please describe strategies you use for language and literacy development for children in your ECE class(es):

_____

_____

_____

B8. How often do you use a formal lesson plan (for example, with clearly stated objectives and a list of resources or materials) to guide your ECE instruction?

❐　For every class

❐　For most classes, but not all

❐　For some classes

❐　Never or almost never

B9. How often is information shared with you about what is being covered in each of the other family literacy components (for example, daily or weekly lesson plans or curricular materials)?

▪　*Check **one** box on each line.*

	I also teach or oversee this component	**Routinely** (I almost always know what is going on in this component)	**Periodically** (I sometimes know what is going on in this component)	**Rarely** (I usually don't know what is going on this component)	**Never** (I have little or no contact with teachers from this component)
a. PCILA/PACT time lessons are shared with me	❐	❐	❐	❐	❐
b. Parenting education lessons are shared with me	❐	❐	❐	❐	❐
c. Adult education lessons are shared with me	❐	❐	❐	❐	❐

B10. Do you ever modify or adjust your ECE curriculum to cover topics that are being covered in the adult education, parenting education, or PCILA/PACT time classes in this family literacy program?

❐　Yes, frequently

❐　Yes, occasionally

❐　No, not really

Please explain. _____

_____

_____

B11. To what extent do you use each of the following sources of information to guide or help plan your instruction in your ECE class(es)?

		Large extent	Moderate extent	Small extent	Not at all
a.	Your observations of children's progress	❑	❑	❑	❑
b.	Your instincts or knowledge about what children need	❑	❑	❑	❑
c.	Curriculum guidelines	❑	❑	❑	❑
d.	Data you have collected using the DRDP or DRDP-R	❑	❑	❑	❑
e.	Other assessments	❑	❑	❑	❑
f.	Requests, suggestions, or ideas from parents	❑	❑	❑	❑
g.	Topics or themes covered in other family literacy components	❑	❑	❑	❑
h.	Other _____	❑	❑	❑	❑

B12. In general, how adequate (in terms of quantity or quality) are each of the following for your ECE class(es)?

		Always adequate	Sometimes not adequate	Often not adequate	Never adequate	Not used/not applicable
a.	Manipulatives (e.g. blocks, puzzles)	❑	❑	❑	❑	❑
b.	Computer equipment and software	❑	❑	❑	❑	❑
c.	Crayons, markers, and paper	❑	❑	❑	❑	❑
d.	Paints, clays, and other art materials	❑	❑	❑	❑	❑
e.	Child-sized furniture	❑	❑	❑	❑	❑
f.	Materials in appropriate languages for the children in your class	❑	❑	❑	❑	❑
g.	Materials appropriate for the cultural background of the children in your class	❑	❑	❑	❑	❑
h.	Materials for teaching children with disabilities	❑	❑	❑	❑	❑
i.	Outdoor space	❑	❑	❑	❑	❑
j.	Classroom space	❑	❑	❑	❑	❑
k.	Heat and air conditioning	❑	❑	❑	❑	❑

Part C – PCILA/PACT Time

PCILA stands for Parent and Child Interactive Literacy Activities. PCILA is sometimes called PACT time, which stands for Parent And Child Together time.

C1. Do you lead PCILA/PACT time activities in **this family literacy program**?

    No   ☐ ➔ *SKIP TO ORANGE SECTION (QUESTION D1, page 17)*
    Yes   ☐ ➔ GO *TO QUESTION C2 (below)*

C2. Counting this year, how many years have you led PCILA/PACT time? Include years leading PCILA/PACT time in **any setting or organization**.

    _____ year(s)

C3. Please fill in the table below to indicate **how many children** in each age range participate in each of the PCILA/PACT time classes you teach on a typical day, **how many parents** typically participate, and **how many teachers** (including you) are in each class.

▪ *Fill in one line for each class you teach.*

		Number of infants (< 1 year old) on a typical day	Number of toddlers (12-35 mos.) on a typical day	Number of preschool-aged children (3-5 years) on a typical day	Number of parents on a typical day	Number of teachers and aides (including you)
a.	Class # 1	____ infants	____ toddlers	____ preschoolers	____ parents	____ teachers/aides
b.	Class # 2	____ infants	____ toddlers	____ preschoolers	____ parents	____ teachers/aides
c.	Class # 3	____ infants	____ toddlers	____ preschoolers	____ parents	____ teachers/aides
d.	Class # 4	____ infants	____ toddlers	____ preschoolers	____ parents	____ teachers/aides

C4. What percentage of PCILA/PACT TIME classroom instruction is conducted in English, Spanish, or other languages?

▪ *Estimate the percentage of instructional time each language is used.*

		% of instructional time
a.	English	_____
b.	Spanish	_____
c.	Other language(s) *(please specify):* _____		_____

.

C5. What curriculum, if any, do you use in your PCILA/PACT time class(es) in this family literacy program?

▪ *Check all that apply*

❒ No formal curriculum is used

❒ Creative Curriculum

❒ Parents as Teachers (PAT)

❒ Virtual Pre-K

❒ Developmental Learning Materials

❒ Other _____

❒ A curriculum I/we developed myself/ourselves

Please describe your curriculum if you developed it yourself: _____

_____

_____

C6. What are your primary objectives or goals for your PCILA/PACT time class(es)? Please indicate how important you consider each of the following objectives to be for your PCILA/PACT time instruction?

		Extremely important/ Top priority	Very important	Moderately important	Somewhat important	Not at all important
a.	To provide parents with ideas for activities they can do with their children at home	❒	❒	❒	❒	❒
b.	To provide parents and children with opportunities to spend quality time together	❒	❒	❒	❒	❒
c.	To promote parent learning by demonstrating strategies they can use to support their children's learning	❒	❒	❒	❒	❒
d.	To help parents improve their skills by providing them with feedback based on your observations of their interactions with their children	❒	❒	❒	❒	❒
e.	To provide developmentally appropriate learning experiences for children in class	❒	❒	❒	❒	❒
f.	To give parents an opportunity to practice what they are learning in their parenting education classes	❒	❒	❒	❒	❒
g.	To reinforce what children are learning in their ECE classroom	❒	❒	❒	❒	❒
h.	To give parents an opportunity to learn about their children by observing and interacting with them	❒	❒	❒	❒	❒
i.	Other: _____	❒	❒	❒	❒	❒

C7. Approximately what percentage of time do **you** spend during PCILA/PACT time class(es) doing the following?

- *Percentages do not need to sum to 100.*

	% of time
a. Leading whole-group activities	_____
b. Giving parents and children instructions for the next activity	_____
c. Letting parents and children engage in pairs on their own	_____
d. Modeling strategies for parents to use to teach their children	_____
e. Coaching individual parent/child pairs by offering parents suggestions for techniques to use with their child	_____
f. Discussing with parents what they have learned from their PCILA/PACT time experiences	_____

C8. How often do you use a formal lesson plan (for example, with clearly stated objectives and a list of resources or materials) to guide your PCILA/PACT time instruction or activities?

- ❑ For every class
- ❑ For most classes, but not all
- ❑ For some classes
- ❑ Never or almost never

C9. How often is information shared with you about what is being covered in each of the other family literacy components (for example, daily or weekly lesson plans or curricular materials)?

- *Check **one** box on each line.*

	I also teach or oversee this component	Routinely (I almost always know what is going on in this component)	Periodically (I sometimes know what is going on in this component)	Rarely (I usually don't know what is going on this component)	Never (I have little or no contact with teachers from this component)
a. Early childhood education lessons are shared with me	❑	❑	❑	❑	❑
b. Parenting education lessons are shared with me	❑	❑	❑	❑	❑
c. Adult education lessons are shared with me	❑	❑	❑	❑	❑

C10. Do you ever modify or adjust your PCILA/PACT time curriculum to cover topics that are being covered in the adult education, parenting education, or early childhood education (ECE) classes in this family literacy program?

❏ Yes, frequently

❏ Yes, occasionally

❏ No, not really

Please explain. _____

_____

_____

_____

C11. To what extent do you use each of the following sources of information to guide or help plan your instruction or activities in your PCILA/PACT sessions?

		Large extent	Moderate extent	Small extent	Not at all
a.	Your observations of parents and children	❏	❏	❏	❏
b.	Your instincts or knowledge about what children need	❏	❏	❏	❏
c.	Curriculum guidelines	❏	❏	❏	❏
d.	Assessments of children (for example, DRDP or DRDP-R)	❏	❏	❏	❏
e.	Parents' responses to parent surveys or other parent assessments	❏	❏	❏	❏
f.	Requests, suggestions, or ideas from parents	❏	❏	❏	❏
g.	Topics or themes covered in other family literacy components	❏	❏	❏	❏
h.	Other _____	❏	❏	❏	❏

C12. In general, how adequate (in terms of quantity or quality) are each of the following for your PCILA/PACT time class(es)?

		Always adequate	Sometimes not adequate	Often not adequate	Never adequate	Not used/Not applicable
a.	Manipulatives (e.g. blocks, puzzles)	❒	❒	❒	❒	❒
b.	Computer equipment and software	❒	❒	❒	❒	❒
c.	Crayons, markers, and paper	❒	❒	❒	❒	❒
d.	Paints, clays, and other art materials	❒	❒	❒	❒	❒
e.	Child-sized furniture	❒	❒	❒	❒	❒
f.	Materials in appropriate languages for the children in your class	❒	❒	❒	❒	❒
g.	Materials appropriate for the cultural background of the children in your class	❒	❒	❒	❒	❒
h.	Materials for teaching children with disabilities	❒	❒	❒	❒	❒
i.	Outdoor space	❒	❒	❒	❒	❒
j.	Classroom space	❒	❒	❒	❒	❒
k.	Space for parents and children to work together	❒	❒	❒	❒	❒
l.	Heat and air conditioning	❒	❒	❒	❒	❒

Part D – Parenting Education

D1. Do you teach any parenting education classes in **this family literacy program**?

No ☐ ➔ *SKIP TO BLUE SECTION (QUESTION E1, page 23)*
Yes ☐ ➔ GO *TO QUESTION E2 (below)*

D2. Counting this year, how many years have you been teaching parenting education? Include years teaching parenting education in **any setting or organization**.

_____ year(s)

D3. Please fill in the table below to indicate **how many parents** and **teachers/aides** (including you) are currently in each of your parenting classes in this family literacy program.

▪ *Fill in one line for each class you teach.*

		Number of parents in this class	**Number of teachers and aides in this class** (including you)
a.	Class # 1	____ parents	____ teachers/aides
b.	Class # 2	____ parents	____ teachers/aides
c.	Class # 3	____ parents	____ teachers/aides
d.	Class # 4	____ parents	____ teachers/aides

D4. What do you think is the ideal number of parents to have in a parenting class? Why?

_____

_____

_____

D5. How often do you cover each of the following topics in your parenting education class(es) in this family literacy program?

▪ *Check **one** box on each line.*

		Every class	Several times a month	Several times a year	About once a month	Never or almost never
a.	Child development	❑	❑	❑	❑	❑
b.	Health and nutrition	❑	❑	❑	❑	❑
c.	Discipline	❑	❑	❑	❑	❑
d.	Anger management	❑	❑	❑	❑	❑
e.	Social services/resources	❑	❑	❑	❑	❑
f.	How parents can be an advocate for their children (including communicating with teachers)	❑	❑	❑	❑	❑
g.	Helping parents understand the school system	❑	❑	❑	❑	❑
h.	How to support children's learning	❑	❑	❑	❑	❑
i.	What parents should do during PCILA/PACT time	❑	❑	❑	❑	❑
j.	Reflecting on what happened during PCILA/PACT time	❑	❑	❑	❑	❑
k.	Building parent self-esteem	❑	❑	❑	❑	❑
l.	Techniques for reading with children	❑	❑	❑	❑	❑
m.	Problem-solving techniques	❑	❑	❑	❑	❑
n.	Other (please specify) _____	❑	❑	❑	❑	❑

D6. What curriculum, if any, do you use in your parenting class(es) in this family literacy program?

▪ *Check all that apply*

❑ No formal curriculum is used

❑ Now and Future Parent

❑ Parents as Teachers (PAT)

❑ Virtual Pre-K

❑ LAUSD Course Outlines

❑ Parenting for Academic Success

❑ The Bowdoin Method

❑ Other _____

❑ A curriculum I/we developed myself/ourselves.

Please describe your curriculum if you developed it yourself:

_____

_____

_____

D7. About what percentage of time do you spend during parenting class(es) doing the following?

▪ *Percentages do not need to sum to 100.*

		% of time
a.	Giving a lecture or presentation	_____
b.	Engaging parents in hands-on activities	_____
c.	Having a class discussion or question and answer session	_____
d.	Providing parents time to discuss experiences with each other	_____

D7a. If you use hands-on activities, please give an example.

_____

_____

_____

D8. How often do you use a formal lesson plan (for example, with clearly stated objectives and a list of resources or materials) to guide your instruction?

❒ For every class

❒ For most classes, but not all

❒ For some classes

❒ Never or almost never

D9. How often is information shared with you about what is being covered in each of the other family literacy components (for example, daily or weekly lesson plans or curricular materials)?

▪ *Check **one** box on each line.*

		I also teach or oversee this component	**Routinely** (I almost always know what is going on in this component)	**Periodically** (I sometimes know what is going on in this component)	**Rarely** (I usually don't know what is going on this component)	**Never** (I have little or no contact with teachers from this component)
a.	Early childhood education lessons are shared with me	❒	❒	❒	❒	❒
b.	PCILA/PACT time lessons are shared with me	❒	❒	❒	❒	❒
c.	Adult education lessons are shared with me	❒	❒	❒	❒	❒

D10. Do you ever modify or adjust your parenting education curriculum to cover topics that are being covered in the adult education, early childhood education (ECE), or PCILA/PACT time classes in this family literacy program?

❐ Yes, frequently

❐ Yes, occasionally

❐ No, not really

Please explain. _____

_____

_____

_____

D11. How often do you discuss with parents what they are learning in other family literacy components?

❐ At least weekly

❐ 2-3 times a month

❐ About once a month

❐ Several times a year

❐ About once a year

❐ Never or almost never

D12. To what extent do you use each of the following sources of information to guide or help plan your instruction or activities in your parenting class(es)?

		Large extent	Moderate extent	Small extent	Not at all
a.	Observations of parents during parenting class	❐	❐	❐	❐
b.	Observations of parent/child interactions during PCILA/PACT time	❐	❐	❐	❐
c.	Your instincts or knowledge about what parents need to know	❐	❐	❐	❐
d.	Curriculum guidelines	❐	❐	❐	❐
e.	Requests, suggestions, or ideas from parents	❐	❐	❐	❐
f.	Parents' responses to parent surveys or other parent assessments	❐	❐	❐	❐
g.	Topics or themes covered in other family literacy components	❐	❐	❐	❐
h.	Other _____	❐	❐	❐	❐

D13. In general, how adequate (in terms of quantity or quality) are each of the following for your parenting education class(es)?

		Always adequate	Sometimes not adequate	Often not adequate	Never adequate	Not used for parent ed
a.	Textbooks	❑	❑	❑	❑	❑
b.	Computer equipment and software	❑	❑	❑	❑	❑
c.	Other activity materials and supplies	❑	❑	❑	❑	❑
d.	Audio visual equipment	❑	❑	❑	❑	❑
e.	Materials appropriate for the cultural background of the parents in your class	❑	❑	❑	❑	❑
f.	Materials in appropriate languages for the parents in your class	❑	❑	❑	❑	❑
g.	Classroom space	❑	❑	❑	❑	❑
h.	Appropriate furniture	❑	❑	❑	❑	❑
i.	Heat and air conditioning	❑	❑	❑	❑	❑

Part E – Adult Education

E1. Do you teach adult education classes (for example, ESL, vocational training, adult basic education (ABE), etc.)?

- *Do not include parenting education classes described in Part D.*

  No ❑ ➔ *SKIP TO WHITE SECTION (QUESTION F1, page 29)*
  Yes ❑ ➔ GO *TO QUESTION E2 (below)*

E2. Counting this year, how many years have you taught adult education? Include years teaching adult education **in any setting or organization**.

_____ year(s)

E3. Please fill in the table below to indicate how many parents and teachers/aides are currently in each of your adult education classes and the type of class each is.

		Type of class	Number of **students** in this class	Number of **family literacy students** in this class (Enter "0" if none)	Number of **teachers/aides** in this class (including you)
a.	Class # 1	❑ ESL ❑ GED ❑ Adult Basic Education ❑ Vocational ed/job training ❑ Other_____	____ students	____ family lit. students ❑ Don't know	____teachers/aides
b.	Class # 2	❑ ESL ❑ GED ❑ Adult Basic Education ❑ Vocational ed/job training ❑ Other_____	____ students	____ family lit. students ❑ Don't know	____teachers/aides
c.	Class # 3	❑ ESL ❑ GED ❑ Adult Basic Education ❑ Vocational ed/job training ❑ Other_____	____ students	____ family lit. students ❑ Don't know	____teachers/aides
d.	Class # 4	❑ ESL ❑ GED ❑ Adult Basic Education ❑ Vocational ed/job training ❑ Other_____	____ students	____ family lit. students ❑ Don't know	____teachers/aides
e.	Class # 5	❑ ESL ❑ GED ❑ Adult Basic Education ❑ Vocational ed/job training ❑ Other_____	____ students	____ family lit. students ❑ Don't know	____teachers/aides

> *For the remainder of Part F, **please answer about the classes you teach that include family literacy participants.***

E4. What curriculum, if any, do you use in your adult education class(es) in this family literacy program?

- *Check all that apply*
    - ❐ No formal curriculum is used
    - ❐ Side-by-Side
    - ❐ Expressways
    - ❐ Stand Out
    - ❐ ABE
    - ❐ Azar
    - ❐ Ready 2 Go
    - ❐ Focus on Grammar
    - ❐ Other _____
    - ❐ A curriculum I/we developed myself/ourselves.

    Please describe your curriculum if you developed it yourself: _____

    _____

    _____

E5. How often do you use a formal lesson plan (for example, with clearly stated objectives and a list of resources or materials) to guide your adult education instruction?

- ❐ For every class
- ❐ For most classes, but not all
- ❐ For some classes
- ❐ Never or almost never

E6. How often is information shared with you about what is being covered in each of the other family literacy components (for example, daily or weekly lesson plans or curricular materials)?

- *Check **one** box on each line.*

		I also teach or oversee this component	Routinely (I almost always know what is going on in this component)	Periodically (I sometimes know what is going on in this component)	Rarely (I usually don't know what is going on this component)	Never (I have little or no contact with teachers from this component)
a.	Early childhood education lessons are shared with me	❑	❑	❑	❑	❑
b.	Parenting education lessons are shared with me	❑	❑	❑	❑	❑
c.	PCILA/PACT time lessons are shared with me	❑	❑	❑	❑	❑

E7. Do you ever modify or adjust your adult education curriculum to cover topics that are being covered in the parenting education, early childhood education (ECE), or PCILA/PACT time classes in this family literacy program?

- ❑ Yes, frequently
- ❑ Yes, occasionally
- ❑ No, not really

Please explain. _____

_____

_____

_____

E8. How often do you discuss with your students what they are learning in other family literacy components?

- ❑ At least weekly
- ❑ 2-3 times a month
- ❑ About once a month
- ❑ Several times a year
- ❑ About once a year
- ❑ Never or almost never

E9. To what extent do you use each of the following sources of information to guide or help plan your instruction or activities in your adult education class(es)?

		Large extent	Moderate extent	Small extent	Not at all
a.	Review of student work and participation in class	❑	❑	❑	❑
b.	Your instincts or knowledge about what students need to know	❑	❑	❑	❑
c.	Curriculum guidelines	❑	❑	❑	❑
d.	Requests, suggestions, or ideas from students	❑	❑	❑	❑
e.	Data you have collected through the CASAS or other assessments	❑	❑	❑	❑
f.	Topics or themes covered in other family literacy components	❑	❑	❑	❑
g	Other _____	❑	❑	❑	❑

E10. How much do you agree with the following statements?

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a.	I use a lecture format most often in class to provide students with important information.	❑	❑	❑	❑	❑
b.	I often use hands-on activities to help students learn.	❑	❑	❑	❑	❑
c.	Active participation in class is critical for students' learning.	❑	❑	❑	❑	❑
d.	I frequently engage my students in writing activities.	❑	❑	❑	❑	❑
e.	Homework and other self-study outside the classroom is important to students' learning	❑	❑	❑	❑	❑

E11. If you use hands-on activities, please give an example.

_____

_____

_____

E12. In general, how adequate (in terms of quantity or quality) are each of the following for your adult education class(es)?

		Always adequate	Sometimes not adequate	Often not adequate	Never adequate	Not used/not applicable
a.	Textbooks	❒	❒	❒	❒	❒
b.	Computer equipment and software	❒	❒	❒	❒	❒
c.	Other activity materials and supplies	❒	❒	❒	❒	❒
d.	Audio visual equipment	❒	❒	❒	❒	❒
e.	Materials appropriate for the cultural background of the parents in your class	❒	❒	❒	❒	❒
f.	Materials in appropriate languages for the parents in your class	❒	❒	❒	❒	❒
g.	Materials appropriate for the age of students in your class	❒	❒	❒	❒	❒
h.	Classroom space	❒	❒	❒	❒	❒
i.	Appropriate furniture	❒	❒	❒	❒	❒
j.	Heat and air conditioning	❒	❒	❒	❒	❒

Part F – Additional Comments

F1. Do you have any additional comments for First 5 LA or the Family Literacy Support Network (FLSN)?

_____

_____

_____

_____

_____

_____

_____

F2. Do you have any additional comments for the American Institutes for Research (AIR) regarding this survey or the evaluation of this Initiative?

_____

_____

_____

_____

_____

_____

Thank you very much for completing this survey!

Please complete the next page so that we can send your $10 gift card.

Then, return this survey to your program director in the envelope provided.

Family Literacy Teacher Survey Reimbursement Form

Note: This page will be removed from your survey and used only for the purposes of processing your gift card.

I understand that upon receipt of my completed survey, AIR will send me a Target gift card in the amount of $10 as a thank you for my participation in this study.

Print your name:

_____

Print the address where you would like the gift card to be sent:

_____
Street address

_____
City   State   Zip code

(_____)_____
Phone Number

Name of Family Literacy program:

_____

Please **sign** your name here:

_____
Signature   Date

Office Use Only

ORG	Account Number	Project Number	Description	Amount
11421	540-009	02725.001	Survey stipend	$10

Submission date: _____

_____
Project Approval   Date

First 5 LA Family Literacy Initiative Evaluation

Program Director Survey

May 2009

About the Program Director Survey

Purpose of the evaluation   The American Institutes for Research (AIR) has been commissioned by First 5 LA to conduct an independent evaluation of their Family Literacy Initiative. The purpose of the evaluation is to asses the implementation and impacts of the Initiative. It should take approximately 45 minutes to complete this survey.

Purpose of the survey   A critical component of this evaluation is a survey of family literacy program directors. This survey asks about your background, program characteristics, and experiences with the Family Literacy Support Network (FLSN). Please answer each question as best as you can. We are interested in your perspective – there are no right or wrong answers.

Confidentiality   **Your answers to the questions in this survey will be kept strictly confidential.** Results from this survey will never be presented in a way that would permit any response to be associated with a specific program or individual.

Risks/Benefits   There are no foreseeable risks associated with participation. Your participation gives you the opportunity to share information about your program. This will provide First 5 LA, other funders, and policymakers with information about family literacy programs and the Initiative. Results from program director surveys, as well as other data sources, will be presented in a summary evaluation report to First 5 LA, which will be made available to program staff.

Freedom to withdraw   Your participation in this survey is voluntary; you are free to withdraw without penalty. However, we encourage you to participate, as your input is critical to the evaluation.

More information   If you have any questions or would like further information about this survey or the evaluation, please contact the Deputy Project Director, Karen Manship, at 650-843-8198 or e-mail her at kmanship@air.org. For questions regarding your rights as a participant in this research, you may contact our IRB chair at IRB@air.org or toll free at 800-634-0797.

Thank you for your cooperation in this important effort! When you have finished, please return your completed survey to us in the enclosed postage-paid envelope.

Section A – Program Director Background

A1. What is your highest level of education?

- ▪ *Check **one** box.*

a.	High school diploma or GED (high school equivalency)	❒
b.	Some college courses but no degree	❒
c.	Associate's degree	❒
d.	Bachelor's degree	❒
e.	Some graduate school courses	❒
f.	Master's degree (for example, MA, MS, MBA)	❒
g.	Professional or doctorate degree (for example, JD, PhD, EdD)	❒

A2. Do you have a major or minor in any of the following?

- ▪ *Check **all** that apply.*

		Yes	No
a.	Early childhood education or child development	❒	❒
b.	Human development	❒	❒
c.	Special education	❒	❒
d.	General education (include elementary and secondary)	❒	❒
e.	Adult education	❒	❒
f.	English as a second language (ESL) education	❒	❒
g.	Education administration	❒	❒
h.	Public administration or service	❒	❒
i.	Psychology	❒	❒
j.	Other (*please specify*) _____	❒	❒
k.	Other (*please specify*) _____	❒	❒
l.	Other (*please specify*) _____	❒	❒

A3. Have you ever been a teacher of any of the following?

- ▪ *Check **all** that apply.*

		Yes	No
a.	Parenting education	❒	❒
b.	Parent and child together (PACT) time/Parent-child interactive literacy activities (PCILA)	❒	❒
c.	Early childhood education (ECE)	❒	❒
d.	Adult education (for example, ESL, GED)	❒	❒

A4. Including the current year, how many years have you been the director/coordinator of your family literacy program?

_____ year(s)

A5. Including the current year, how many years have you worked in **any** three- or four- component family literacy program in **any** role?

_____ year(s)

A6. Are you **currently** a teacher in any of the four components of your family literacy program?

- ▪ *Check **one** box on each line.*
- ▪ ***DO NOT** include occasional support or substitute teaching.*

		Yes	No
a.	Parenting education	❑	❑
b.	Parent and child together (PACT) time/Parent-child interactive literacy activities (PCILA)	❑	❑
c.	Early childhood education (ECE)	❑	❑
d.	Adult education (for example, ESL, GED)	❑	❑

A7. How often does someone from your program meet with individual families to set and reassess their goals?

		Once a month	Every few months	Twice a year	Once a year	Never or almost never	Goals not set for these
a.	The family as a whole	❑	❑	❑	❑	❑	❑
b.	The parent(s)	❑	❑	❑	❑	❑	❑
c.	The child(ren)	❑	❑	❑	❑	❑	❑

Section B – Additional Services

B1. Approximately what percentage of participants in your family literacy program has a need for the following types of services? Include those that are receiving these services.

- *If the percentage of families is unknown, please estimate.*

		Percentage of families needing service
a.	Counseling or mental health services	_____%
b.	Housing assistance	_____%
c.	Assistance with immigration/INS	_____%
d.	Job training or placement assistance	_____%
e.	Transportation	_____%
f.	Medical care or health insurance	_____%
g.	Screening for learning disabilities/special needs	_____%
h.	Domestic violence intervention	_____%
i.	Assistance obtaining food stamps, WIC, or other food support	_____%
j.	Assistance obtaining unemployment, TANF, or other public assistance	_____%
k.	Prenatal care	_____%

B2. Which of the following services are provided to participants in your program?

- *Check **one or more** boxes on each line.*

		Provided by program	Provided through referral	Not provided
a.	Counseling or mental health services	❑	❑	❑
b.	Housing assistance	❑	❑	❑
c.	Assistance with immigration/INS	❑	❑	❑
d.	Job training or placement assistance	❑	❑	❑
e.	Transportation	❑	❑	❑
f.	Medical care or health insurance	❑	❑	❑
g.	Screening for learning disabilities/special needs	❑	❑	❑
h.	Domestic violence intervention	❑	❑	❑
i.	Assistance obtaining food stamps, WIC, or other food support	❑	❑	❑
j.	Assistance obtaining unemployment, TANF, or other public assistance	❑	❑	❑
k.	Prenatal care	❑	❑	❑

Section C – Program Implementation

C1. How many months out of the year are family literacy services provided to families in your program?

_____ months

C2. To what extent does your program use each of the following strategies to support component integration?

		Large extent	Moderate extent	Small extent	Not at all
a.	Themes are used to integrate instructional content in each of the components	❑	❑	❑	❑
b.	Specific skills and content knowledge are reinforced for families by related activities in multiple components	❑	❑	❑	❑
c.	Program-level goals are developed by staff as a team	❑	❑	❑	❑
d.	Common messages and learning expectations are given to families in each of the components	❑	❑	❑	❑
e.	The program director/coordinator shares information with teachers in each component about activities and topics covered in other components	❑	❑	❑	❑
f.	**ECE teachers** attend weekly or monthly meetings with teachers from other components for joint planning/integration	❑	❑	❑	❑
g.	**Adult education teachers** attend weekly or monthly meetings with teachers from other components for joint planning/integration	❑	❑	❑	❑
h.	**Parenting education teachers** attend weekly or monthly meetings with teachers from other components for joint planning/integration	❑	❑	❑	❑
i.	**PCILA/PACT teachers** attend weekly or monthly meetings with teachers from other components for joint planning/integration	❑	❑	❑	❑
j.	Staff from multiple components participate in case management meetings for families	❑	❑	❑	❑
k.	Staff across components are given joint training opportunities	❑	❑	❑	❑
l.	Staff across components are given training on how to integrate instruction with other components	❑	❑	❑	❑

C3. Does your family literacy program have any of the following?

- *Check **one** box on each line.*

		Yes	Not yet, but we're working on this	No
a.	Written job descriptions and/or expectations for all staff	❑	❑	❑
b.	Quarterly observations of teaching staff	❑	❑	❑
c.	Annual reviews of job performance for staff	❑	❑	❑
d.	Weekly **paid** planning time for teachers	❑	❑	❑
e.	At least monthly planning meetings with teachers from **all four components**	❑	❑	❑
f.	Written plan that guides component integration	❑	❑	❑
g.	Written agreements (i.e., MOUs) with collaborators/partner agencies	❑	❑	❑
h.	A written recruitment plan specifying target populations and recruiting methods	❑	❑	❑
i.	A written attendance policy for participants	❑	❑	❑
j.	An up-to-date waiting list	❑	❑	❑
k.	Documentation of reasons why participants leave the program	❑	❑	❑
l.	An advisory council or board made up of parent participants	❑	❑	❑
m.	Written procedures in place for referring participants to community services	❑	❑	❑
n.	A system for documenting referrals	❑	❑	❑
o.	A protocol for following up on referrals	❑	❑	❑
p.	A written fundraising or sustainability plan	❑	❑	❑
q.	Orientation for parents to provide them with clear messages about what to expect from the program	❑	❑	❑
r.	Ongoing support or follow up for families after they leave the program	❑	❑	❑

C4. Currently, how much of a challenge is each of the following for your family literacy program?

- *Check **one** box on each line.*

		Large challenge	Moderate challenge	Small challenge	Not a challenge
a.	Staffing your **adult education** component with qualified staff	❑	❑	❑	❑
b.	Staffing your **ECE** component with qualified staff	❑	❑	❑	❑
c.	Staffing your **PCILA/PACT** component with qualified staff	❑	❑	❑	❑
d.	Staffing your **parenting education** component with qualified staff	❑	❑	❑	❑
e.	Integrating all four components of your program	❑	❑	❑	❑
f.	Identifying appropriate training opportunities for your staff	❑	❑	❑	❑
g.	Providing staff time and/or substitutes to enable staff to attend training	❑	❑	❑	❑
h.	Putting into practice what staff have learned from trainings	❑	❑	❑	❑
i.	Securing adequate funding for your program	❑	❑	❑	❑
j.	Working within your program's lead agency	❑	❑	❑	❑
k.	Collaborating with other agencies or school districts	❑	❑	❑	❑
l.	Securing **appropriate** space	❑	❑	❑	❑
m.	Securing **permanent** space	❑	❑	❑	❑
n.	Recruiting families	❑	❑	❑	❑
o.	Retaining families	❑	❑	❑	❑
p.	Achieving high attendance rates	❑	❑	❑	❑
q.	Collecting data required by First 5 LA	❑	❑	❑	❑
r.	Using the First 5 LA database system	❑	❑	❑	❑
s.	Interpreting data	❑	❑	❑	❑
t.	Using data for program improvement	❑	❑	❑	❑
u.	Other *(please specify)* _____	❑	❑	❑	❑
v.	Other *(please specify)* _____	❑	❑	❑	❑
w.	Other *(please specify)* _____	❑	❑	❑	❑

Section D – Family Literacy Support Network (FLSN) Training Events, Workshops, and Technical Assistance

D1. Please indicate how useful FLSN support has been for helping you to improve your program in the following areas?

- *Check **one** box on each line.*

		Very useful	Moderately useful	Somewhat useful	Not at all useful	Support not received
a.	Identifying funding sources	❑	❑	❑	❑	❑
b.	Grant writing	❑	❑	❑	❑	❑
c.	Completing reports for First 5 LA	❑	❑	❑	❑	❑
d.	Tracking participant attendance	❑	❑	❑	❑	❑
e.	Administering assessments and collecting data	❑	❑	❑	❑	❑
f.	Interpreting or analyzing data	❑	❑	❑	❑	❑
g.	Using data to track participant progress	❑	❑	❑	❑	❑
h.	Using data for program improvement	❑	❑	❑	❑	❑
i.	Improving adult education	❑	❑	❑	❑	❑
j.	Improving ECE	❑	❑	❑	❑	❑
k.	Enhancing language and literacy instruction in the ECE classroom	❑	❑	❑	❑	❑
l.	Improving PACT/PCILA	❑	❑	❑	❑	❑
m.	Improving parenting education	❑	❑	❑	❑	❑
n.	Integrating the four components	❑	❑	❑	❑	❑
o.	Networking with other family literacy programs	❑	❑	❑	❑	❑
p.	Finding opportunities for staff development	❑	❑	❑	❑	❑
q.	Other (please specify) _____	❑	❑	❑	❑	❑
r.	Other (please specify) _____	❑	❑	❑	❑	❑

D2. From the list below, select **three** areas in which FLSN support was the **most useful** to you in making program improvements.

- *Check only **three** boxes.*

a.	Identifying funding sources	❑
b.	Grant writing	❑
c.	Completing reports for First 5 LA	❑
d.	Tracking participant attendance	❑
e.	Administering assessments and collecting data	❑
f.	Interpreting data	❑
g.	Using data to track participant progress	❑
h.	Using data for program improvement	❑
i.	Improving adult education	❑
j.	Improving ECE	❑
k.	Enhancing language and literacy instruction in the ECE classroom	❑
l.	Improving PACT/PCILA	❑
m.	Improving parenting education	❑
n.	Integrating the four components	❑
o.	Networking with other family literacy programs	❑
p.	Finding opportunities for staff development	❑
q.	Other (please specify) _____	❑
r.	Other (please specify) _____	❑

D3. Please describe how you were able to **improve your program as a result of FLSN support** in each of the 3 areas selected in question E2.

Area 1: _____

_____

_____

_____

_____

_____

Area 2: _____

_____

_____

_____

_____

_____

Area 3: _____

_____

_____

_____

_____

_____

D4. To what extent would you like additional training or technical assistance in each of the following areas?

- *Check **one** box on each line.*

		Large extent	Moderate extent	Small extent	Not at all
a.	Identifying funding sources	❑	❑	❑	❑
b.	Grant writing	❑	❑	❑	❑
c.	Completing reports for First 5 LA	❑	❑	❑	❑
d.	Tracking participant attendance	❑	❑	❑	❑
e.	Administering assessments and collecting data	❑	❑	❑	❑
f.	Interpreting or analyzing data	❑	❑	❑	❑
g.	Using data to track participant progress	❑	❑	❑	❑
h.	Using data for program improvement	❑	❑	❑	❑
i.	Improving adult education	❑	❑	❑	❑
j.	Improving ECE	❑	❑	❑	❑
k.	Enhancing language and literacy instruction in the ECE classroom	❑	❑	❑	❑
l.	Improving PCILA/PACT	❑	❑	❑	❑
m.	Improving parenting education	❑	❑	❑	❑
n.	Integrating the four components	❑	❑	❑	❑
o.	Networking with other family literacy programs	❑	❑	❑	❑
p.	Finding opportunities for staff development	❑	❑	❑	❑
q.	Other (please specify) _____	❑	❑	❑	❑
r.	Other (please specify) _____	❑	❑	❑	❑

Section E – Additional Comments

E1. Do you have any additional comments for First 5 LA or the FLSN?

_____

_____

_____

_____

E2. Do you have any additional comments for the American Institutes for Research (AIR) regarding this survey or the evaluation of the Initiative?

_____

_____

_____

_____

Thank you very much for completing this survey!

Please return this survey in the postage-paid envelope provided.

First 5 LA Family Literacy Initiative Evaluation
Year 7 PCILA observations

Site: _____

Observer: _____

Date: _____ Start time: _____ End time: _____

Whole class observed? _____ if not, percent of class observed: _____ beg/middle/end

Number of staff: _____ Number of parents _____ Number of children _____

Ages of children present (if unclear, ask teacher):
_____ children under 2
_____ children 2-3   _____ children 4-5
_____ children 3-4   _____ children 5 or older

Describe general format and structure of PCILA time:

Running Notes

Record, describe, and timestamp what occurs in the PCILA class.

Things to look for:		
• Routines	Integration	Parent engagement
• Communicating purpose	Coaching	Skills/concepts emphasized
• Literacy Focus	On time	Parent/teacher communication
• Cultural Relevance	Sound Level	
• Modeling	Space	

Example:

10:15 a.m. - Teacher asks children and parents to sit in a circle with her.

10:17 a.m. – Teacher says, "Let's talk about the activity we're going to do next." She speaks in Spanish. All but one child and parent pair are listening to the teacher (they are talking to each other about something the child needs). …

Things to look for:

- Routines   Integration   Parent engagement
- Communicating purpose   Coaching   Skills/concepts emphasized
- Literacy Focus   On time   Parent/teacher communication
- Cultural Relevance   Sound Level
- Modeling   Space

Things to look for:

• Routines	Integration	Parent engagement
• Communicating purpose	Coaching	Skills/concepts emphasized
• Literacy Focus	On time	Parent/teacher communication
• Cultural Relevance	Sound Level	
• Modeling	Space	

Classroom Environment

Please describe the classroom environment. What is on the walls? What books and materials are available? What is the space like? Where are parents and children sitting?

Activities

Activity 1	*Activity 2*
❑ Structured or ❑ Free choice ❑ Teacher- and/or ❑ Parent- and/or ❑ Child-initiated **Activities (check all that apply):** ❑ Reading/book activity ❑ Writing ❑ Language (sounds, letters, words, conversation) ❑ Singing ❑ Math ❑ Drawing/art ❑ Dramatic play ❑ Outdoor play **Description:**	❑ Structured or ❑ Free choice ❑ Teacher- and/or ❑ Parent- and/or ❑ Child-initiated **Activities (check all that apply):** ❑ Reading/book activity ❑ Writing ❑ Language (sounds, letters, words, conversation) ❑ Singing ❑ Math ❑ Drawing/art ❑ Dramatic play ❑ Outdoor play **Description:**
Activity 3	*Activity 4*
❑ Structured or ❑ Free choice ❑ Teacher- and/or ❑ Parent- and/or ❑ Child-initiated **Activities (check all that apply):** ❑ Reading/book activity ❑ Writing ❑ Language (sounds, letters, words, conversation) ❑ Singing ❑ Math ❑ Drawing/art ❑ Dramatic play ❑ Outdoor play **Description:**	❑ Structured or ❑ Free choice ❑ Teacher- and/or ❑ Parent- and/or ❑ Child-initiated **Activities (check all that apply):** ❑ Reading/book activity ❑ Writing ❑ Language (sounds, letters, words, conversation) ❑ Singing ❑ Math ❑ Drawing/art ❑ Dramatic play ❑ Outdoor play **Description:**

Please indicate the extent to which each of these elements is true.

FAMILIAR ROUTINES: Routines that children and parents are familiar with are used in the classroom. *Notes/evidence:*	☐ Not at all: parents and children appear to be familiar with none of the practices the teacher uses. ☐ To some extent: parents and children seem somewhat familiar with routines, or very familiar with only some of the routines used. ☐ To a great extent: Parents and children seemed familiar with all or the majority of practices used by teacher.
CLEAR PURPOSE: Teacher clearly communicates purpose of PCILA activities. *Notes/evidence:*	☐ Not at all: Teacher does not mention purpose or objective. ☐ To some extent: Teacher explains the activity (and perhaps what children will learn) but does not tell parents what they should learn or focus on for the activity. ☐ To a great extent: Teacher clearly describes the purpose of activities, including what parents should learn or focus on for the activity.

LITERACY FOCUS: Teacher makes literacy a focus of parent-child activities. *(Literacy defined as reading or engaging in books, writing, working with letters or sounds, helping children to expand their language.)* *Notes/evidence:*	☐ Not at all: There are no oral language practices, letters, or books invovled in the activity. ☐ To some extent: Language, letters, or book reading in any language is practiced, but this is not the focus of the activity; more time is spent on other non-literacy activities. ☐ To a great extent: The focus of the lesson is oral language development, letters/print, or books, in any language. Parents and children stay focused on this purpose for the majority of the lesson.
CULTURAL RELEVANCE: Teacher uses activities and an environment that reflect individual cultural, personal, family, and language backgrounds *Notes/evidence:*	☐ Not at all: There are no materials in the classroom that reflect the cultures of the families participating. Teacher makes no mention or connection to any cultural events, food, or practices. Native language of families may be used, but culture is not explicitly present. ☐ To some extent: there are some materials in the classroom that reflect the cultures of families, and/or teacher makes a quick reference to cultural event or practice. ☐ To a great extent: Teacher clearly/intentionally involves culture of families (food, events, holidays, etc.) in the PCILA activity.

MODELING; Teacher models how parents should interact with their child before or during the activity time. *Notes/evidence:*	☐ Not at all: No modeling is observed.
	☐ To some extent: Modeling is observed but only a small amount of time is spent on this, or there is an attempt to model behavior but it is ineffective.
	☐ To a moderate extent: Teacher spends time modeling behaviors and it appears clear to parents that they should emulate the teacher's behavior. Only whole-group modeling is done.
	☐ To a great extent: Teacher spends time modeling behaviors and it appears clear to parents that they should emulate the teacher's behavior. Teachers model behavior for individual parent-child pairs.
INTEGRATION: Teacher integrates concepts from other classes (ECE, parenting education, or adult ed). *Notes/evidence:*	☐ Not at all: there is no mention of or clear connection to any other class/component.
	☐ To some extent: Teacher mentions something taught in another class, but it is not well-integrated into PCILA activity.
	☐ To a great extent: Teacher makes multiple references to something mentioned in another class, and/or concept is well-integrated into PCILA activity.

COACHING: Teacher or assistant works with individual parent-child pairs during PCILA time to provide coaching. *Notes/evidence:*	*Interaction:* ☐ No teacher interaction with parent-child pairs is observed. ☐ Teacher or assistant interacts with a few parent-child pairs, but not all. ☐ Teacher or assistant interacts with all or almost all parent-child pairs. *Coaching:* ☐ Teacher does not provide any direct coaching to parent during interactions. ☐ During interactions, teacher provides a quick suggestion or tip to parent to help her modify the way she is interacting with child *(limited coaching)*. ☐ During interactions, teacher provides more extended guidance to parent to help her modify the way she is interacting with child (e.g., watching the interaction, offering a suggestion, watching how it works, and giving additional feedback) *(extensive coaching).*
ON TIME: PCILA time begins and ends on time. **Notes/evidence:**	☐ Not at all—beginning and ending times are not clear, or chaotic. ☐ To some extent ☐ To a great extent- beginning and ending times are very prompt. ☐ N/A- Structure of PCILA is such that parents begin and end at flexible times.

SOUND LEVEL: Classroom noise level is appropriate. **Notes/evidence:**	☐ Parent-child pairs cannot hear teacher at all. ☐ Parent-child pairs cannot hear teacher sometimes, but overall noise level is ok. ☐ Noise is controlled and parents can hear their children and the teacher with no problem.
SPACE: Space is adequate for parents and children to interact. **Notes/evidence:**	☐ Space is very crowded, parents and children clearly have a hard time knowing where to sit or finding enough space to interact without interruption from other pairs. ☐ Space is somewhat crowded, but parents and children do not seem disturbed. ☐ Space is plentiful and parent-child pairs have plenty of room to interact.

Any other notable strategies observed during this class time

Which skills/behaviors/concepts are emphasized <u>with parents</u> during time observed?
(check all that apply)

☐ Reading books to children with inflection
☐ Techniques for engaging children in the literal content of the book (e.g., asking children to
      identify objects, colors, or numbers in a book; asking children to recall basic story facts;
      asking children to retell the story)
☐ Techniques for engaging children in a book on a deeper level (e.g., helping children to
      connect events or objects in a book to their own lives; asking children to make predictions;
      asking children to evaluate an outcome in the book)
☐ How to expand children's language
☐ Scaffolding children's learning
☐ How to guide or redirect children's behavior when they are misbehaving or off task
☐ How to recognize and follow children's interests
☐ How to use skills learned in class at home
☐ How to build children's confidence/using positive feedback instead of empty praise

Evidence:

In what activities do parents and children seem most engaged? Give evidence.

Complete after observation based on notes:

To what extent did parents seem engaged in PCILA activities?
☐ No or very few parents appeared to be engaged in the activities.
☐ Fewer than half of parents appeared to be engaged, or parents overall were engaged less than half of the time.
☐ About half of parents were engaged in the activities,or parents were engaged about half of the time.
☐ More than half of parents were engaged in the activities at least 75% of the time.
☐ All parents were engaged in the activities at least 75% of the time.

What proportion of parent-child pairs seemed to be having fun with PCILA activities?
☐ None or very few parent-child pairs seemed to be having fun
☐ About 25%
☐ About half
☐ About 75%
☐ All or almost all

How would you characterize teachers' communication with parents?

Communication with parent:
☐ Teacher(s) spoke only to child, did not engage parent
☐ Teacher(s) spoke to child and parent, but instruction was directed at child; no direct instruction of parent
☐ Teacher(s) spoke to child and parent, but instruction was directed at child; a few limited instances of parent instruction were observed
☐ Teacher(s) spoke to child and parent; there was a clear emphasis on parent instruction/parent learning (though instruction may have also been directed at child)

Warmth:
☐ Teacher-parent interaction seemed cool or detached.
☐ Teacher-parent interaction was usually or somewhat warm.
☐ Parents were clearly comfortable with teacher; interactions were very warm.

Follow-up questions to ask teacher

Appendix B: Program Quality Indicators

Indicators of Family Literacy Program Quality

Developed for the First 5 LA Family Literacy Initiative Evaluation
by the American Institutes for Research (AIR)

The following is a list of characteristics, or indicators, of high-quality family literacy programs. This list is not meant to be comprehensive, nor is it meant to be a prescription for developing quality programs. Rather, this list was developed through a review of the research literature, scholarly perspectives on what makes a good program, and best practices in the field in order to guide the measurement of quality for the First 5 LA Family Literacy Initiative Evaluation. The Family Literacy Support Network's *Framework for Continuous Quality Improvement in Family Literacy Programs* was a key resource for this list of indicators.

Adult Education Indicators	
Staffing	Teachers have a BA in a related field and are certified to teach adult education.
	Classes have an appropriate teacher-student ratio to effectively support individual students.
	Teachers have realistic and positive expectations for students.
	Teachers are respectful of differences and value students' cultures and life experiences.
	Teachers develop good rapport with students and work to reduce anxiety (e.g., by encouraging students to take risks in their learning) and promote self esteem.
Content/curriculum	Teachers use a curriculum that aligns with state adult education standards or other recognized adult education standards.
	The curriculum is based on students' skills, goals, and daily lives, and makes connections to the "real world;" there is a strong focus on applied knowledge.
	The curriculum includes an emphasis on phonemic awareness and other reading skills.
	The curriculum includes an emphasis on critical thinking and problem-solving skills.
	The curriculum includes an emphasis on workplace skills and technology.
Instructional practice	Teachers use lesson plans that specify learning objectives, activities, and materials to guide their instruction.
	Instruction is organized, sequential, and engaging.
	Teachers use a variety of teaching modalities to communicate new concepts and to meet individual student learning needs.
	Instruction includes a balance of group and independent learning opportunities, including self-study outside of the classroom environment.
	Students have opportunities for language practice and/or other types of active classroom participation.
Assessment	Initial assessment is conducted to appropriately place students consistent with their abilities.
	Assessment includes an evaluation of applied knowledge and provides students with meaningful feedback.
	Assessments are conducted on a regular basis to provide information on student progress and to inform instruction.
	There is a step accomplishment or reward process to track and encourage student success (such as level achievement certificates, GED, etc.).
Materials	A wide range of age-appropriate and linguistically- and culturally- appropriate learning materials are available.

Parenting Education/PCILA Indicators	
Staffing	Teachers have a BA in a related field and are certified to teach adult education, parenting education, or early childhood education.
	Teachers have training in child development and experience working with adults.
	Classes have an appropriate teacher-student ratio to effectively support individual students.
	Teachers are aware of parents' beliefs and attitudes about parenting and show respect for cultural differences.
	Teachers develop good rapport with parents and support their self-efficacy and self-esteem.
Content/curriculum	The curriculum builds on parents' strengths and addresses their interests and learning needs.
	Parents are included in course planning and have ongoing opportunities to provide feedback.
	The content of instruction focuses on understanding and applying basic child development concepts and supporting parents in their role as children's first and most important teacher and advocate.
	Parents learn that children are constantly learning, starting at birth and that their daily interactions with their children offer teaching and learning opportunities.
	Parents learn to understand their children's skill levels and set appropriate expectations.
	Parents learn to be responsive to their children's needs by following a regular routine, reading children's cues, following children's interests, and showing affection to their children.
	Parents learn about strategies for supporting children's language and literacy skills, including daily reading with children, dialogic reading practices, pointing out environmental print, talking with their children and expanding on children's language, singing, and storytelling.
	Parents learn about participating in their children's education, including volunteering in their child's classroom or school, taking on leadership roles, and interacting with school staff and advocating for their children.
Instructional practice	Teachers use lesson plans that specify learning objectives, activities, and materials to guide their instruction.
	Teac hers are flexible and use a variety of teaching techniques to address parents' individualized learning needs.
	Parenting education teachers provide opportunities for parents to ask questions and engage in group discussions.
	Parents participate in hands-on experiences through PCILA, giving them opportunities to practice what they learned in parenting education class. with feedback and guidance from staff.
	PCILA activities are structured to provide many opportunities for language use.
	Teachers model high expectations for children and positive parenting and behavior management skills.
	Reflection opportunities following PCILA time are provided to help parents to connect activities to child development concepts, to reinforce lessons, and to support transfer of knowledge to the home environment.
	Teachers provide direct coaching to parents during (or following) parent-child activities to give parents individualized guidance, feedback, and additional ideas for strategies.
Assessment	Assessments are conducted on a regular basis to provide information on student progress and to inform instruction.
Materials	A wide range of linguistically- and culturally- appropriate learning materials are available for parents and children.

Early Childhood Education Indicators	
Staffing	Lead teachers have a BA in an ECE-related field and an early childhood credential or permit.
	Classes have a teacher-child ratio consistent with NAEYC recommendations to meet the needs of the children and to promote their physical, social, emotional, cognitive, and language development.
	Teachers have positive attitudes about cultural values and show respect for differences.
Content/curriculum	The program has written plans that identify goals for children's learning and development and what families and staff can do to achieve these goals.
	The program has a clearly articulated curriculum approach and philosophy.
	The curriculum supports children's social and emotional development, cognitive and language skills, creative self-expression, and literacy and numeracy development.
Instructional practice	Teachers use lesson plans that specify learning objectives, activities, and materials to guide their instruction.
	Teachers promote interaction and language use among children and between children and adults; helping children to develop their language skills by asking open-ended questions and expanding on children's language.
	Teachers scaffold children's learning by showing an awareness of an individual child's developmental needs and responding in a manner that supports the child's learning, such as linking classroom activities to the child's life experiences.
	Teachers use strategies to support children's concept development and higher-order thinking skills.
	Teachers support children's emotional development, assisting children to be comfortable, relaxed, happy, and involved in play and other activities.
	Teachers are available and responsive to children; encourage them to share experiences, ideas, and feelings; and listen to them with attention and respect.
	Teachers encourage respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child.
	Teachers provide timely, predictable, and unrushed routines and transitions.
	Teachers provide a balanced daily program of child-initiated and adult-directed activities, including individual and small-group activities.
Assessment	The program conducts ongoing, developmental, observation-based assessment of children.
Materials and environment	A variety of developmentally-appropriate materials and equipment are available indoors and outdoors to support children's learning and development across domains.
	The classroom provides a language- and literacy-rich environment for children, with a variety of books and other reading materials, writing materials, environmental print and labeling, alphabet manipulatives, etc.
	Defined activity centers provide children with opportunities for exploration, reading, fine motor skill development, art, dramatic play, etc.
	Classroom materials are representative of diverse cultures and roles.
	The environment is accessible to children with disabilities and other special needs, and there are adequate resources available to support their learning needs.
Health and safety	The health and safety of children and adults are protected and enhanced; the program acts to prevent illness and accidents and is prepared to deal with emergencies.
	The program includes a nutritional component and ensures that children have nutritious meals and snacks while they are in the program; health nutrition education is integrated into the program activities.
Family involvement	Teachers work in collaborative partnerships with families, establishing and maintaining regular, on-going two-way communication with children's families to build trust and mutual understanding, and to ensure that children's learning and development needs are met. .
	Teachers listen to families, seek to understand their goals and preferences for children, and respect cultural and family differences.
	Families are welcomed by the program on a drop-in basis, while the program is in session.
	The program conducts parent/teacher conferences.

Program-wide Indicators	
Recruitment and participation	The program maintains written policies regarding family participation (e.g., program eligibility, recruitment, attendance, etc.).
	Recruitment is ongoing throughout the year.
	The program has a defined target population from which to recruit that includes families most in need.
	Recruitment materials are in appropriate languages and at appropriate literacy levels for the target population.
	Families participate in a program orientation which includes clear expectations regarding program participation.
	The program offers sufficient hours of services to support students' educational gains. (Per First 5 LA grant requirements: 60 hours per month of early childhood education, 10 hours per month of PCILA, 10 hours per month of parent education, and 48 hours per month of adult education.)
	The program maintains a system to track program attrition, retention rates, and the factors which contribute to persistence in the program.
Goal setting	Program staff work with families to develop clear and attainable learning goals, including both short- and long-term goals.
	Goal setting includes discussion of possible obstacles and resources that contribute to success.
	Goals are set for each program component, and the goal-setting process is integrated across program components.
	Staff use the goal-setting process to build relationships with students and promote their self-efficacy regarding learning.
	Program staff track families' progress toward goals, and goals are revisited with families on a regular and planned basis.
Staffing	The program maintains written HR policies, job descriptions, and staffing plans.
	Program administrators have, at a minimum, a BA degree, professional experience in one or more family literacy component areas, and training in program management.
	Benefits packages for full-time staff include paid leave, medical insurance, and retirement.
	The program includes an orientation for new staff.
	Program leadership provides regular appraisals of and feedback to staff.
	Program leadership collaborates with staff to plan and implement a program of professional development opportunities.
Cultural competence	The program collects and keeps information about the ethnicity, language, and cultural background of all participants.
	The program actively seeks to recruit diverse staff at all levels whose backgrounds, languages, and cultures match those of program participants, and at least some staff members reflect the demographic characteristics of families.
	Written materials for program participants, including signs in program space, are in multiple languages (as needed) and at appropriate literacy levels.
	The program's organizational and learning environments reflect the culture and community, language, and ethnicity of participating families.
	Staff have or develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups served.
	Program self-assessments, audits, and evaluations consider cultural competence, and the program monitors family satisfaction with the cultural-appropriateness of services.

Program-wide Indicators (Cont'd)	
Integration	The program has a written integration plan that is shared with all staff.
	Educational philosophies, instructional strategies and topics, and complementary standards for learning are coordinated across components to maximize impact on individuals and the family as a whole.
	Adequate planning time is available to support integration efforts across all components.
	Staff continually reinforce common messages across instructional components.
	Integration training is available and accessed by staff from all components.
	To the extent possible, facilities for each of the components are co-located to foster integration.
Support services and referrals	The program provides additional services (such as counseling, home visits, housing support, food assistance, etc.) to provide families with the support they need to come to the program ready to learn so they may achieve their goals.
	The program collaborates with a variety of other community agencies to provide families access to needed services, and referrals are provided as needed, including to families on the program's waiting list.
	The program follows up with parents to ensure referrals are carried out and that families' needs are met.
	Referrals to partner services are appropriate to the family's cultural and linguistic background.
	The program has methods to support sustained learning and professional opportunities for graduates as well as drop-outs.
Program logistics	The program provides flexible scheduling to meet families' needs and support their participation in all four components.
	The program works with students to address transportation and child care needs during class time.
	Services are provided throughout the calendar year.
Communication and family involvement	Program leadership ensures effective and ongoing communication among staff, families, and other stakeholders.
	Program leadership solicits feedback from families on a regular basis to improve program quality and meet families' needs.
	The program provides a variety of opportunities for parent involvement, such as planning, implementation, leadership, governance, and volunteering.
Sustainability	The program maintains an up-to-date strategic plan to provide family literacy services based on existing resources.
	The program budget is realistic and regularly monitored, and fiscal records are kept with evidence of long-range budgeting and sound financial planning.
	The program maintains a plan to sustain services over time, including securing funding and resources and building and expanding community support and partnerships.
Facilities	The work environment for staff is comfortable, well-organized, and in good repair.
	The program is housed in a safe, physical environment with adequate space and access to facilities and equipment.
	The program is licensed or accredited to operate by the appropriate state/local agencies, and facilities comply with all safety requirements.
Evaluation	The program has developed and implemented an annual evaluation plan that determines whether the program goals and objectives are being met and addresses continuous quality improvement.
	Evaluation activities are ongoing; involve program staff, parents, and other stakeholders; and are guided by data and research.
	The evaluation approach includes a formal self-assessment process each year.

Appendix C- Program quality variables that showed significant change over time: program level means

Variable	Year 5	Year 6	Year 7
ECE teachers: mean of highest degree	3.55	2.50	3.39
ECE integration scale (mean rating of extent to which ECE teachers integrate other components' content into ECE classes)	2.26	2.00	2.24
ECE *total* integration scale (mean rating of extent to which ECE teachers integrate other components' materials and share material with other components)	2.53	2.22	2.54
Percent of parenting education teachers with a Bachelor's degree	57.9%	82.5%	84.2%
Parenting education resources scale (mean rating of adequacy of resources)	2.66	2.53	2.67
Parenting education teachers: mean of highest degree	3.45	4.73	4.75
Parenting education integration *sharing* scale: mean rating of extent to which parenting education teachers share content with teacher of other components	2.4	2.09	2.38
PCILA *total* integration scale (mean rating of extent to which PCILA teachers integrate other components' materials and share material with other components)	2.81	2.53	2.79
PCILA integration *sharing* scale (mean rating of extent to which parenting education teachers share content with teacher of other components)	2.62	2.42	2.67
PCILA child to teacher ratio	5.6	6.1	7.9
PCILA all student (parents + children) to teacher ratio	9.2	9.6	13.5
Adult education teachers: mean total years teaching in a family literacy program	4.99	4.61	6.54
Mean adult education teacher rating of extent to which they use a formal lesson plan	2.81	2.32	2.27

Variable	Year 5	Year 6	Year 7
Mean adult education teacher rating of extent to which they use curriculum guidelines to plan instruction	2.83	2.62	2.56
Mean adult education teacher rating of extent to which they use requests from parents to plan instructions	2.57	2.24	2.27

Appendix D- Comparison Group Means

	Family Literacy N = 175		School Readiness N = 215		Early Head Start N = 200		State Pre-K N = 837	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Pre LAS total score	20.69 *(N = 160)*	11.23	26.9	10.15			18.22	12.78
Receptive language								
PPVT	93.9 *(N = 31)*	13.06	89.61	12.49	89.07	16.84	89.52	12.49
TVIP	89.65 *(N = 111)*	15.73	85.43	15.37			83.83	15.37
Story and Print Concepts	5.15 *(N = 171)*	2.69	5.76	2.98	7.54	2.29		
Naming								
Letters	11.57	10	14.9	8.68			10.02	9.49
Numbers	4.86	4.23	6.68	3.64			5.64	3.74
Colors	6.77 *(N = 174)*	3.35	8.72	1.7			7.99	3.22
Applied Problems (combined)	90.87 *(N = 126)*	15.11						
Woodcock-Johnson			97.4	10.53			96.46	12.07
Woodcock-Munoz			83.88	15.27			79.51	15.31
Counting Bears	15.19 *(N = 161)*	10.3	16.78	10.83			16.93	10.8