

Parent-Child Literacy Strategy

**2005-2006
Progress Report**

Alberta
Advanced Education
and Technology

Parent-Child Literacy Strategy 2005-06 Progress Report

Introduction

This progress report provides information on Advanced Education and Technology's Parent-Child Literacy Strategy for the 2005-06 fiscal year. This includes a compilation of the annual reports submitted by 44 community-based family literacy projects and eight Aboriginal family literacy component for activities undertaken from August 2005 to August 2006. The report also summarizes the provincial services contracted through the Centre for Family Literacy. The Centre for Family Literacy is a key partner and supports Advanced Education and Technology's objectives for quality family literacy programming in Alberta through a range of direct supports such as operation of the Prairie Classroom on Wheels (C.O.W.) bus; awareness raising in family literacy; providing consultative advice and assistance on family literacy matters; and developing/delivering a range of professional development opportunities.

The Parent-Child Literacy Strategy (P-CLS)

The P-CLS began in late 2001 as a result of the work of a cross-ministry team, as well as input from a survey of 69 family literacy programs and participants of a family literacy Think Tank held in June 2000. Implementation of the strategy in the first three years was guided by a partnership between eight Alberta government ministries, the Public Health Agency of Canada and the Centre for Family Literacy with the assistance of the literacy community.

The P-CLS focuses on intergenerational educational approaches that integrate adult literacy instruction and early oral language development for children from birth to age six for economically and socially disadvantaged families (for example, where parents have low literacy, English as a second language, low income, low educational levels, un/under-employment, or Aboriginal status).

From the parent perspective, the P-CLS supports the concept of parents/caregivers as first teachers, lifelong learning and capacity building in relation to their own parenting and literacy skills. From the healthy child development perspective, the strategy supports recent research in early brain development and windows of opportunity for language acquisition as a critical contributor to literacy development and school readiness. The inter-generational approach of the strategy supports learning, basic skill and confidence development for both parents/caregivers and children.

From a community learning perspective, family literacy is a stepping stone for parents/caregivers and families to once again see themselves as active learners. Parents are linked into local libraries as well as other supports and services in their community including Community Adult Learning Councils and volunteer tutor adult literacy services. Parents come to family literacy programs for their children's future but become learners once again, themselves. The support of parents is critical to the learning success of their children.

The goals of the Parent-Child Literacy Strategy are to:

1. Enhance the oral language, early literacy and social interaction skills of children from birth to age six so that they are better able to achieve success at home, school and the community.
2. Strengthen and build the basic literacy skills of parents.
3. Support and foster the involvement of parents in their children's learning.
4. Develop and enhance community-based partnerships that support the development of language and literacy skills of families.

The Strategy is guided by the following principles:

- **The sooner the better** – the more effective approaches are those that provide early supports for families and promote healthy, positive behaviours.
- **Supportive of parents** – because the early years are critical for the healthy growth of a child, some of the most effective ways of helping children is by assisting their parents in caring for their child's physical, emotional and intellectual needs.
- **Family focused** – recognizes that the needs of children are, in most cases, best met within the context of the family, culture and community.
- **Culturally appropriate** – recognizes and respects the culture, spirituality and traditions of children and families.
- **Comprehensive, integrated and sustained** – responses to the needs of families and children require comprehensive, integrated and longer-term approaches.
- **Capacity building** – recognizes and responds to the needs of children by building the capacity of families and communities to meet those needs.
- **Community-based partnerships** – preventive approaches are most effective when they are comprehensive, community-based interventions that involve many community partners and are readily accessible to families at convenient community sites.
- **Builds on what already exists** – recognizes and builds on the expertise, programs and community-based partnerships that already exist.
- **Best practice** – initiatives for children and families will be based on sound early literacy and adult literacy principles and practice informed by empirically validated research and experience.
- **Accountable** – effective initiatives will have an appropriate accountability structure and will account regularly for decisions, choices and outcomes.

The key components of the P-CLS include:

- Support to community-based family literacy programs through the provision of funding through the Family Literacy Initiative Fund (FLIF) and the Aboriginal Family Literacy Component; and ongoing access to information and consultation through partnerships with the Centre for Family Literacy, the literacy community and other key partners.
- Awareness raising and information sharing in order to increase understanding of the importance of oral language, early and emergent literacy development in the healthy development of young children and their readiness for and success in school; the critical role

that both parents/caregivers play as first teachers in their children’s lives; and the role of family as a child’s first basic learning unit.

- Assessing need to support communities in determining the need for and types of family literacy programming most appropriate for their community as well as developing innovative opportunities for family literacy projects in previously under-served areas and populations.
- Evaluation of funded family literacy programs to ensure accountability for use of public funding and benefit to participants and communities.
- Training and professional development to funded programs.
- Provincial coordination and partnership development to ensure coordination and continuity with other programs aimed at similar target groups.

Summary of Accomplishments for 2005-06

Funding for Family Literacy Programs

Through the Family Literacy Initiative Fund (FLIF) non-profit organizations can apply for up to three years of funding (to a maximum of \$40,000 per year) to provide family literacy programs in their community. Through a separate funding stream, Aboriginal organizations with demonstrated capacities in relevant areas can access up to the same amount of funding under the Aboriginal family literacy component to develop and provide family literacy programs to Aboriginal families in their communities.

In 2005-06, a total of forty-four FLIF organizations and eight Aboriginal organizations were contracted to deliver family literacy programs summarized in the following table. Appendix 1 provides a description of the common family literacy models. A list of contracted programs by location is provided in Appendix 2.

Family Literacy Model	Number of Contracted Programs Delivering		Total
Books for Babies	14	0	14
Rhymes that Bind/Parent-Child Mother Goose	29	2	31
Building Blocks	7	1	8
Homespun/Books Offer Our Kids Success (B.O.O.K.S.)	14	1	15
Literacy and Parenting Skills (LAPS)	13	0	13
Story Sacks/Pillowslips	6	2	8
Magic Carpet Ride	2	0	2
Other	20	1	21

A total 15,759 participants - 7,108 parents and 8,651 children aged birth to six years of age benefited directly from family literacy programming. Family literacy programming was delivered in approximately 118 Alberta communities for a total of 11,754 direct service delivery hours.

Highlights of reported results relevant to P-CLS goals and outcomes include:

- 84% of FLIF projects and 76% of Aboriginal projects reporting enhanced language, literacy and social interaction skills of children
- 82% of FLIF projects and 69% of Aboriginal projects reporting increased basic skills of parents/caregivers (including literacy and parenting)
- 83% of FLIF projects and 70% of Aboriginal projects reporting increased parent/caregiver understanding of the role of literacy in child development
- 87% of FLIF projects and 69% of Aboriginal projects report improved daily communication and interaction on learning and literacy activities between parents/caregivers and their children.

Appendix 7 provides results on each of the four P-CLS goals and relevant outcomes for 2005-06.

The Rhymes that Bind/Parent-Child Mother Goose and Books for Babies programs accounted for the largest numbers of participants. Rhymes that Bind/Parent-Child Mother Goose programs promote oral language development in babies and toddlers through positive, supportive group-based delivery with parents. Books for Babies encourages parents to read, sit down and discover the joy of reading with their babies everyday beginning at birth. The 29 programs offering Rhymes that Bind/Parent-Child Mother Goose accounted for 46% of total parent participants, 53% of total child participants and 30% of total service delivery hours. The 14 programs offering Books for Babies accounted for 13% of total parent participants, 11% of total child participants and 6% of total service delivery hours. (Appendix 3 provides the number of participants by model and Appendix 6 provides information on service delivery hours by literacy model.)

Of parents who participated in the programs, 11% self-reported as Aboriginal and 9% self-reported as being from other language or cultural groups. Of children who participated, 9% were reported as Aboriginal and 13% from other language or cultural groups.

Delivery of the Aboriginal family literacy component of the P-CLS continued with eight family literacy projects funded specifically with Aboriginal organizations. The percentage of Aboriginal participants in the FLIF and the Aboriginal family literacy component increased from the previous year by four percent to 15% of all participants. (Appendix 4 provides information on the number and percentage of Aboriginal participants and other language/cultural group participants by family literacy model.)

The following four examples from or about program participants illustrate the benefits of family literacy programming.

1: Playing or talking with children is not a daily practice in (this specific) culture. After running this...centre for more than 7 years, and also after combining the "Books for Babies" program into the session, I am very happy to see that more parents are signing, talking, reading and interacting with their

child quite constantly. I've seen that in (the) shopping mall, at the grocery shopping, in the restaurant, even when waiting for buses...etc.. I have seen them telling their children what they are doing (they are really following our suggestions), telling their children what they are buying ... This is a breakthrough of (this) culture!

2: On the bus today, we had a new family register. The boy's language development was amazing. When I asked his mom how old he was she said just over two years old. I complimented her on her son's speech development and she told me it was because he went to Books for Babies. She said her older daughter did not speak any words until (she was) three and a half (years old) and did not attend Books for Babies and as a new mom she did not know that you should read, sing, and talk to the babies. She told me that was the best information she was ever given and that is why her son talks so well. She also goes to Rhymes and Storytime because (the Books for Babies facilitator) mentioned that Rhymes and singing was important. She now has another child and is in Books for Babies again.

3: In one of the (Aboriginal) families...siblings as well as mother read to the toddler in the family. They were amused to hear the little girl 'read' to her teddy bear. "And you turn de page like this and de bear gowled grrr and in de mitten and aaachoo and flying out." And up would go the teddy bear and board book too.

4: Your selection of board books is so much better than that of the public library and also in better condition. I feel more comfortable selecting books here than I do at the public library. AND I am happy to see books ... about children and issues in their life (divorce). I would be embarrassed to ask a public librarian about these books but do not mind asking (the family literacy program facilitator).

Awareness Raising and Information Sharing

The Centre for Family Literacy's Alberta Prairie C.O.W. (Classroom on Wheels) bus visited 107 communities across Alberta, where more than 440 family literacy information and service sessions were provided to over 4,200 adults and 7,000 children. This literacy classroom on wheels raises the awareness of family literacy and the role of family and community by modeling fun literacy-based activities, providing family literacy information and sessions, and providing books to communities through the gift of a "legacy library". In 2005/06 over 5,000 books were donated to participating communities through the "legacy library" and an Alberta Prairie C.O.W. bus video was produced for training and informational/awareness purposes for funded family literacy programs. See Appendix 8 for additional statistics.

Conference presentations were made by the Centre for Family Literacy to over 250 non-literacy sector representatives including the National Association of Friendship Centres, Public Health Agency of Canada, Alberta Early Years Conference 2006, University of Alberta Library Science students, Grant MacEwan Childcare Conference, Joint Committee on Children and Poverty in Edmonton, Reading Specialists in Edmonton, Board of Economic Development in Edmonton, Interagency Alberta Initiative for School Improvement teachers and reading specialists, and the National Social Workers Conference.

Approximately 60,000 copies of the first two family literacy special inserts (*What is family literacy? and How do young children develop?*) were distributed as special inserts in *English Express* and as individual publications. *English Express* is a topical newspaper published by Advanced Education and Technology that features English language articles at three reading levels for adults who are improving their English reading skills. The free newspapers are

distributed to public libraries, English as a second language programs, adult literacy programs, day care centres, family day home agencies and providers, family literacy programs, home visitation programs and health units in Alberta.

Assisting Programs through Information, Advice, Needs Assessments and Evaluation

The Centre for Family Literacy responded to more than 800 requests for information about and assistance on family literacy topics from agencies currently involved in family literacy, and over 300 inquiries from agencies not yet involved in family literacy.

An orientation package of resource information was provided to all newly funded family literacy programs including the information package entitled “Family Literacy: Growing and Learning Together” (which included a video, information kit and PowerPoint presentation); the “Pathways Sourcebook: A guide for family literacy coordinators and facilitators to attract parents into community programs”; background information on the Parent-Child Literacy Strategy; and a listing of funded programs.

In addition, expanded good practice criteria were developed through the Centre for Family Literacy in partnership with founders of specific family literacy models for Building Blocks, Magic Carpet Ride, and Literacy and Parenting Skills models, to add to those developed and distributed the previous year for Books for Babies, Rhymes that Bind, Books Offer Our Kids Success and Storysacks family literacy models.

Outcome-based evaluation workshops continued to be offered through the Centre for Family Literacy for funded programs and enhancements were made to the funding application and to the annual report format for funded programs.

Training and Professional Development

In support of the P-CLS, the Centre for Family Literacy provided a number of professional development opportunities including *Food for Thought* – a two-day professional development and networking opportunity for practitioners, coordinators and administrators in funded programs, and intensive training through *On-Line Foundational Training in Family Literacy*, and the annual five-day *Family Literacy Training Institute*.

The second *On-Line Foundational Training in Family Literacy* was offered over a seven-month period with 18 participants receiving their Foundational Training in Family Literacy certification. This training, a requirement for coordinators of P-CLS funded family literacy programs, is an in-depth exploration into family literacy delivered. It provides learners with both theory and application of theory through assignments that link the theory to the planning, delivery and evaluation of family literacy programs. Areas of study include understanding family literacy, emergent literacy, children and their development; the dynamics of working with parents and families in a family literacy setting; working with communities; administering and evaluating family literacy projects; best practices in family literacy, and family literacy through the eyes of Aboriginal participants.

A prerequisite for funding is the requirement that family literacy coordinators and program facilitators (including co-facilitators and assistant facilitators) complete the two-day *Introduction*

to *Family Literacy* workshop as well as training in the specific family literacy model (or foundational model) they are delivering. Five sessions of the *Introduction to Family Literacy* were provided to 83 family literacy practitioners. During the annual *Family Literacy Training Institute* a one day *Train-the-Trainer Introduction to Family Literacy* workshop for 12 participants was offered so that this required training would be more readily accessible across Alberta to respond to changes in staffing throughout the year. Training in specific family literacy program models was provided to 110 family literacy coordinators and facilitators in 9 program models at the annual *Family Literacy Training Institute*.

Training was also provided throughout the year. Basic family literacy training was offered to 42 participants in Edmonton and Calgary, and 15 Head Start participants in Edmonton. Five regional training sessions in *Rhymes that Bind* (Grande Prairie twice, Nanton, Olds, and Barrhead) were offered to 51 family literacy facilitators. Two regional training sessions in *Books for Babies* (Grande Prairie and Edmonton) was provided to 37 facilitators as follow-up to the previous year's *Books for Babies Train-the-Trainer* workshop.

To support the infusion of oral language, early literacy and family literacy practices of home visitors across the province, the following training was completed: 26 home visitation workers participated in basic family literacy training, and 34 home visitation workers participated in advanced family literacy training (called *Books and More* training).

Provincial Co-ordination and Planning

To help ensure coordination with other early childhood development and adult learning initiatives, applications for FLIF projects were reviewed by a cross-ministry/government committee. In 2005-06, the committee included representatives from Advanced Education, Education, Aboriginal Affairs and Northern Development, Children's Services, and the Public Health Agency of Canada.

The Aboriginal Family Literacy Advisory Committee was established to support the Aboriginal Family Literacy Component. Committee representatives in 2005-06 included Advanced Education, Education, Aboriginal Affairs and Northern Development, Children's Services, the Public Health Agency of Canada., the Centre for Family Literacy, a professor emeritus from the Department of Elementary Education (University of Alberta), and an Aboriginal Elder.

The third Family Literacy Think Tank was held in November 2005 with approximately 45 representatives from a broad range of family literacy stakeholder groups including (but not limited to) public libraries, adult literacy programs, provincial and federal government ministries/departments, Community Adult Learning Councils, as well as funding and research organizations. Participants were brought up to date on P-CLS developments, provided with an opportunity to experience the Alberta Prairie C.O.W. Bus first-hand, and, as well, confirmed the direction and priorities of the P-CLS.

Appendices

1. Descriptions of Common Family Literacy Program Models
2. Family Literacy Initiative Fund (FLIF) and Aboriginal Contracted Programs - By Location
3. Numbers of Participants by Model 2005-06
(FLIF and Aboriginal Family Literacy Programs)*
4. FLIF ONLY - Number and Percentage of Participants 2005-06
(incl. Aboriginal and Other Language/ Cultural Groups)*
5. Aboriginal Participants (self-identified) 2005-06
(FLIF and Aboriginal Family Literacy Programs)*
6. Service Delivery Hours by Model 2005-06
(FLIF and Aboriginal Family Literacy Programs)
7. Goals and Outcomes Results 2005-06
(FLIF and Aboriginal Family Literacy Programs)
8. Alberta Prairie Classroom on Wheels (C.O.W.) Bus Statistics 2005-06

* All references to parent participants refer to parents/caregivers. All references to child participants refer to children ages birth to six years of age (that is, prior to entry into the formal school system).

Appendix 1: Descriptions of Common Family Literacy Program Models

Books for Babies

- ◆ This program encourages parents to read, sit down and discover the joy of reading with their babies everyday beginning at birth.
- ◆ Families receive a book bag, a number of books suitable for babies, and often a teddy bear or other toy and easy-to-read information on other programs and services.
- ◆ Some programs include a series of workshops for parents where book sharing ideas are modeled and parents are given guidance on choosing appropriate books for their baby. Parents may also be introduced to their local library and other available resources as well as receive a library card.

Building Blocks

- ◆ In this type of home visitation program, trained literacy workers called “builders” work with families in their homes for at least 20 half-hour sessions.
- ◆ Builders work with parents and children, providing the parents with strategies, ideas and knowledge on how to tap into everyday activities to promote literacy development and create a literacy-rich environment in the home.
- ◆ Builders provide follow-up support by telephone.
- ◆ The target population is preschool children but programs have worked with families with children up to age twelve.
- ◆ This program was specifically designed to meet the needs of rural families, where travel can be an issue, where it is not feasible to bring parents together to meet as a group, and/or parents are simply not ready to be part of a group-based program.

Books Offer Our Kids Success (B.O.O.K.S.) / Homespun

- ◆ A facilitator works with a group of parents for eight weeks, modeling book-sharing and extension strategies. Children generally do not attend this program.
- ◆ Ideas and themes in children’s literature are discussed and extended by craft and drama activities. Parents borrow the books to share at home with their preschool children.
- ◆ Parents also engage in informal writing, often writing a story for their children during the program.

Literacy and Parenting Skills (L.A.P.S.)

- ◆ The program provides literacy and parenting skills workshops.
- ◆ Groups choose from 14 parenting topics (e.g., positive discipline, building self-esteem in our children, listening skills) presented through lower-literacy materials.
- ◆ Parents learn to model good literacy practices with their children.
- ◆ Four variations of the LAPS program have been developed to meet the needs of a variety of participants: mainstream, Aboriginal, English as Second Language, and Francophone (“Grandir avec mon enfant”).

Rhymes that Bind / Parent-Child Mother Goose

- ◆ The program promotes oral language development in babies and toddlers and provides a positive, supportive environment for parents through group-based delivery.

- ◆ Programs involve circle time with parents and infants/toddlers during which rhymes, stories and songs are shared.
- ◆ In most programs, two facilitators lead a program for 10 weeks, with one hour-long session per week.

Storysacks / Pillowslips

- ◆ Storysacks is a tool for supporting the development of literacy skills in a range of settings, including families, child care settings, libraries, prisons and other settings.
- ◆ A Storysack is a large cloth bag, made by parents or other volunteers in the community, and contains a children's fiction picture or story book, soft toys of the main characters, props and scenery relating to the story, a non-fiction book linked to the fiction theme, an audio-tape and a language game based on the book to stimulate and extend reading activities.
- ◆ The francophone community's adaptation is known as "Prêt-à-conter".

Magic Carpet Ride

- ◆ Parents and preschool children engage together in activities that enhance development of oral language, early literacy and social interaction skills.
- ◆ Parents also participate in presentations/discussions to increase their knowledge of literacy, child development and positive parenting.
- ◆ The program seeks to inform and link families with other child and adult learning programs available in the community.
- ◆ Sessions run weekly for 15 to 30 weeks and are facilitated by community volunteers who are supported with ongoing training, mentoring and program resources.

Garden of Active Learning (GOAL)

- ◆ Sessions run weekly for 15 to 30 weeks and are facilitated by community volunteers who are supported with ongoing training, mentoring and program resources.
- ◆ The program facilitates growth in literacy knowledge of parents and children through modeling family literacy activities and promoting positive parenting and enhanced parent-child interactions.
- ◆ GOAL has two components: the New Buds Program and the Home Reader Program:
 - New Buds is a community-based program where families meet once a week for 15 weeks. The program includes parent-child interactions during the activities such as reading, singing, listening, talking, drawing, finger plays and movement, as well as parent discussions on topics including early literacy, positive parenting, nutrition, health and safety.
 - The Home Reader Program supports literacy needs of families in the comfort of their own home. Home visits are one hour in length and are scheduled weekly. The content and desired learning outcomes of this program are similar to the New Buds Program.

Appendix 2: Family Literacy Initiative Fund (FLIF) and Aboriginal Contracted Programs - By Location

- 44 FLIF projects

- 8 Aboriginal projects (bolded)

Location	Service Organization	Model
Airdrie	Rocky View Adult Education Council	<ul style="list-style-type: none"> ▪ Rhymes that Bind ▪ Literacy and Parenting Skills (LAPS)
Barrhead	Barrhead & District Reading and Writing Program	<ul style="list-style-type: none"> ▪ Parent-Child Mother Goose
Bon Accord	Sturgeon Adult Learning Council	<ul style="list-style-type: none"> ▪ Rhythm and Rhyme Family Time which combines the Rhymes that Bind and Books for Babies literacy models
Brooks	Medicine Hat College	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Literacy and Parenting Skills (LAPS) ▪ Rhymes that Bind
Buffalo Lake	Buffalo Lake Métis Settlement	<ul style="list-style-type: none"> ▪ Building Blocks
Calgary	Bow Valley College	<ul style="list-style-type: none"> ▪ Literacy and Parenting Skills (LAPS) ▪ Homespun ▪ Parent-Child Mother Goose
Calgary	Calgary Immigrant Aid Society	<ul style="list-style-type: none"> ▪ Cross-Cultural Parent-Child Literacy Program for immigrant parents and their children aged three to five years
Calgary	Calgary Immigrant Women's Association	<ul style="list-style-type: none"> ▪ Pebbles in the Sand – ESL Literacy for Parents and Children
Calgary	CanLearn Society for Persons with Learning Disabilities	<ul style="list-style-type: none"> ▪ Magic Carpet Ride
Calgary	Families Matter Society of Calgary	<ul style="list-style-type: none"> ▪ Parent-Child Mother Goose ▪ Building Blocks
Camrose	Camrose and Area Community Learning Council	<ul style="list-style-type: none"> ▪ Books for Babies ▪ Rhymes that Bind ▪ Literacy and Parenting Skills (LAPS) ▪ Building Blocks
Cardston	Westwind School Division #74	<ul style="list-style-type: none"> ▪ Aboriginal Literacy and Parenting Skills (A-LAPS) ▪ English as a Second Language Literacy and Parenting Skills (LAPS-ESL)
Claresholm	Willow Creek Community Adult Learning Society	<ul style="list-style-type: none"> ▪ Books for Babies ▪ Rhymes that Bind/Parent-Child Mother Goose ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Storysacks ▪ Building Blocks
Drayton Valley	Drayton Valley Adult Literacy Society	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Rhymes that Bind
Edmonton	Ben Calf Robe Society	<ul style="list-style-type: none"> ▪ Kiskinwahamekewin (adaptation of Rhymes that Bind and Books Offer Our Kids Success

		<p>(B.O.O.K.S)</p> <ul style="list-style-type: none"> ▪ Storytelling
Edmonton	Centre for Family Literacy	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.)
Edmonton	Connect Society: Deafness Education Advocacy & Family Services	<ul style="list-style-type: none"> ▪ Provides child/parent playgroups, a parent group to help hearing parents interact and read to their children, provide information related to literacy for deaf parents, a lending library, and home-based literacy support.
Edmonton	Edmonton City Centre Church Corporation Early Head Start	<ul style="list-style-type: none"> ▪ A program for low income families with children birth to 3 ½ years consisting of a mixed approach of home visits and centre-based programming to enhance literacy within the family.
Edmonton	Edmonton Mennonite Centre for Newcomers	<ul style="list-style-type: none"> ▪ Enhancing Parenting and Literacy Skills ▪ Enhancing Settlement and Literacy Skills ▪ Raising Children Through Songs, Stories and Books ▪ Literacy on the Go
Edmonton	Norwood Child and Family Resource Centre	<ul style="list-style-type: none"> ▪ Books for Children provides centre-based activities for parents and children, and parent groups through workshops followed by home visits.
Edmonton	Terra Association – Meeting the Challenge of Teen Pregnancy	<ul style="list-style-type: none"> ▪ The program has three components: Book Mobile, Books for Babies, and literacy-related crafts.
Edmonton	The Candora Society of Edmonton	<ul style="list-style-type: none"> ▪ Books for Babies ▪ Rhymes that Bind ▪ Magic Carpet Ride ▪ Books Offer Our Kids Success (B.O.O.K.S.)
Edmonton	The Red Road Healing Society	<ul style="list-style-type: none"> ▪ Rhymes that Bind
Edson	Edson and District Community Learning Society	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Importance of Reading to Children
Edson	Edson Friendship Centre	<ul style="list-style-type: none"> ▪ Storysacks
Fort Saskatchewan	City of Fort Saskatchewan	<ul style="list-style-type: none"> ▪ Parent-Child Mother Goose
Grande Prairie	Grande Prairie Council for Lifelong Learning	<ul style="list-style-type: none"> ▪ Garden of Active Living (G.O.A.L.) ▪ Books Offer Our Kids Success (B.O.O.K.S) ▪ Books for Babies ▪ Parent-Child Mother Goose
Hanna	Hanna and District Association for Lifelong Learning	<ul style="list-style-type: none"> ▪ Building Blocks
High Level	Chinchaga Adult Learning Council	<ul style="list-style-type: none"> ▪ Garden of Active Living (G.O.A.L.) ▪ Rhymes that Bind
High River	Literacy for Life Foundation	<ul style="list-style-type: none"> ▪ Books for Babies ▪ Building Blocks ▪ Rhythm and Rhymes ▪ Pillowslip Stories

Innisfail	Henday Association for Lifelong Learning	<ul style="list-style-type: none"> ▪ Parent-Child Rhymes that Bind
Kikino Métis Settlement	Kikino Colony 7E Council Association	<ul style="list-style-type: none"> ▪ Building Blocks
Lac La Biche	Lac La Biche Regional Awasisak & Family Development Circle Association	<ul style="list-style-type: none"> ▪ Storysacks
Lac La Biche	Town of Lac La Biche / Lakeland Literacy Board	<ul style="list-style-type: none"> ▪ Building Blocks ▪ Books Offer Our Kids Success (B.O.O.K.S.) in French
Leduc	Leduc Community Education Centre Society	<ul style="list-style-type: none"> ▪ Rhyme Tyme ▪ Books Offer Our Kids Success (B.O.O.K.S.)
Lethbridge	Lethbridge Public Library	<ul style="list-style-type: none"> ▪ Parent-Child Mother Goose
Lloydminster	Lloydminster Learning Council Association	<ul style="list-style-type: none"> ▪ Books for Babies ▪ Rhymes ▪ Come and Read with Me
Lloydminster	Lloydminster Métis Housing Group Inc.	<ul style="list-style-type: none"> ▪ Storysacks ▪ Come Read with Me
Manning	Manning and District Further Education Council	<ul style="list-style-type: none"> ▪ Aboriginal Literacy and Parenting Skills (A-LAPS) ▪ Storysacks
Medicine Hat	LEARN – The Medicine Hat & District Further Education Council	<ul style="list-style-type: none"> ▪ Rhyme Time ▪ Literacy and Parenting Skills (LAPS)
Olds	Mountain View Community Literacy Society	<ul style="list-style-type: none"> ▪ 1st Years Last Forever: Building Baby's Brain ▪ Books for Babies ▪ Parent-Child Mother Goose ▪ Share the Stories ▪ Building Blocks
Peavine Métis Settlement	Peavine Métis Settlement	<ul style="list-style-type: none"> ▪ Building Blocks
Ponoka	County of Ponoka Literacy Society	<ul style="list-style-type: none"> ▪ Parent-Child Mother Goose ▪ Storysacks
Rocky Mountain House	Rocky Community Learning Council	<ul style="list-style-type: none"> ▪ Books for Babies workshops ▪ Rhymes that Bind ▪ Storysacks ▪ Books Offer Our Kids Success (B.O.O.K.S.)
Rocky Mountain House	Rocky Native Friendship Centre Society	<ul style="list-style-type: none"> ▪ Aboriginal Literacy and Parenting Skills (A-LAPS)
Ryley	Beaver County Adult Learning Council	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Rhymes that Bind ▪ Books for Babies ▪ Literacy and Parenting Skills (LAPS)
St. Paul	Société des parents pour l'éducation francophone de St-	<ul style="list-style-type: none"> ▪ Grandir avec les livres (Growing with Books) ▪ 1,2,3 Prêt-à-conter (Storysacks)

	Paul et région	<ul style="list-style-type: none"> ▪ Les contes sur roues (Stories on Wheels)
Stettler	Blue Ribbon Babies Society	<ul style="list-style-type: none"> ▪ Parent-Child Mother Goose
Taber	Taber and District Community Adult Learning Association	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Rhymes that Bind ▪ Literacy and Parenting Skills (LAPS)
Three Hills	Kneehill Adult Learning Society	<ul style="list-style-type: none"> ▪ Building Blocks ▪ Rhymes that Bind
Valleyview	Valleyview and District Further Education Council	<ul style="list-style-type: none"> ▪ Books for Babies Workshops ▪ Literacy and Parenting Skills (LAPS) ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Rhyme Tyme
Vegreville	Community Association for Lasting Success	<ul style="list-style-type: none"> ▪ Building Blocks
Vulcan	Rainbow Literacy Society	<ul style="list-style-type: none"> ▪ Building Blocks ▪ Rhymes that Bind ▪ Homegrown: Stories for Life ▪ Pillowslip Stories ▪ Aboriginal Literacy and Parenting Skills (A-LAPS)

Appendix 3: Numbers of Participants* by Model for FLIF and Aboriginal Family Literacy Programs 2005-06

Family Literacy Model	FLIF		Aboriginal		Total	
	# of Parents	# of Children	# of Parents	# of Children	# of Parents	# of Children
Books for Babies	994	928	0	0	994	928
Rhymes that Bind/ Parent-Child Mother Goose	3,160	4,449	123	165	3,283	4,614
Building Blocks	338	505	40	65	378	570
Books Offer Our Kids Success (B.O.O.K.S.) / Homespun	470	424	8	13	478	437
Literacy and Parenting Skills (LAPS)	264	147	0	0	264	147
Story Sacks/Pillowslips	326	358	63	78	389	436
Magic Carpet Ride	84	118	0	0	84	118
Others	1,227	1,401	11	0	1,238	1,401
Total	6,863	8,330	245	321	7,108	8,651

* All references to parent participants refer to parents/caregivers. All references to child participants refer to children ages birth to six years of age (that is, prior to entry into the formal school system).

**Appendix 4: FLIF ONLY - Number and Percentage of Participants*
2005-06 (includes Aboriginal and Other Language/ Cultural
Groups)**

Model	All Participants		Aboriginal				Other Cultural/Language Groups			
	Parents	Children	Parents		Children		Parents		Children	
			Actual	%	Actual	%	Actual	%	Actual	%
Books for Babies	994	928	47	3	56	4	501	31	541	36
Rhymes That Bind/ Parent-Child Mother Goose	3,160	4,449	239	7	330	7	346	10	367	8
Building Blocks	338	505	92	21	78	17	203	46	127	28
B.O.O.K.S.	470	424	53	15	47	16	23	7	2	1
Literacy and Parenting Skills	264	147	68	11	165	24	99	16	165	25
Storysacks/ Pillowslips	326	358	4	2	5	2	44	25	42	20
Magic Carpet Ride	84	118	0	0	0	0	0	0	0	0
Other	1,227	1,401	227	8	279	10	76	3	112	4
Total	6,863	8,330	741	11%	960	9%	867	9%	1,393	13%

* All references to parent participants refer to parents/caregivers. All references to child participants refer to children ages birth to six years of age (that is, prior to entry into the formal school system).

Appendix 5: Aboriginal Participants* (self-identified) 2005-06 (FLIF and Aboriginal Family Literacy Programs)

	Total # P-CLS Participants	FLIF		Ab. Programs		Combined	
		#	% **	#	% **	#	% **
Parents	6,863	741	11%	245	4%	986	14%
Children	8,330	960	12%	321	4%	1,281	15%
Total	15,193	1,701	11%	566	4%	2,267	15%

* All references to parent participants refer to parents/caregivers. All references to child participants refer to children ages birth to six years of age (that is, prior to entry into the formal school system).

** Percentage of total number of P-CLS participants

Appendix 6: Service Delivery Hours by Model 2005-06 (FLIF and Aboriginal Family Literacy Programs)

Family Literacy Model	FLIF	Aboriginal	Total
	Number of Service Hours	Number of Service Hours	
Books for Babies	654	0	654
Rhymes that Bind/ Parent-Child Mother Goose	3,243	234	3,477
Building Blocks	3,907	433	4,340
Homespun/Books Offer Our Kids Success (B.O.O.K.S.)	639	58	697
Literacy and Parenting Skills (LAPS)	452	0	452
Storysacks/ Pillowslips	122	162	284
Magic Carpet Ride	500	0	500
Other	1,350	0	1,350
Total	10,867	887	11,754

Appendix 7: Goals and Outcomes Results 2005-06 (FLIF and Aboriginal Family Literacy Programs)

Goals	Outcomes	FLIF		Aboriginal	
		% Results	Total # of responses*	% Results	Total # of responses**
P-CLS Goal 1 To enhance the oral language, early literacy and social interaction skills of children aged 0-6 so they are better able to achieve success at home, school and the community.	P-CLS Outcome 1 • Children’s language, literacy and social interaction skills are enhanced so they are better able to achieve success in everyday literacy activities and in school.	84%	40	76%	7
P-CLS Goal 2 Strengthen and build basic literacy skills of parents.	P-CLS Outcome 2a • Parents increase their own basic skills.	82%	38	69%	5
	P-CLS Outcome 2b • Parents gain a literacy or adult development qualification.	68%	21	12%	2
	P-CLS Outcome 2c • Parents are satisfied with the program they participated in.	94%	37	98%	6
P-CLS Goal 3 Support and foster the involvement of parents in their children’s learning.	P-CLS Outcome 3a • Parents increase their understanding of the role of literacy in child development.	83%	39	70%	6
	P-CLS Outcome 3b • Parents and children improve their daily communication and interaction on learning and literacy activities.	87%	40	69%	5
P-CLS Goal 4 Develop and enhance community-based partnerships that support the development of language and literacy skills of families.	P-CLS Outcome 4a • Community-based partnerships provide effective, integrated and comprehensive literacy programs for families.	95%	24	18%	1
	P-CLS Outcome 4b • Service providers improve their understanding, knowledge and skills about how to support early language and literacy development.	93%	27	50%	1

* Total number of possible FLIF responses is 44 ** Total number of possible Aboriginal responses is 8

Appendix 8: Alberta Prairie Classroom on Wheels (C.O.W.) Bus Statistics April 1, 2005 to March 31, 2006

Month	Communities		# of Participating Agencies and Sponsors	# of Visitors		# of Sessions Provided	# of Books Provided through Legacy Library
	# visited	# of days in		Adults	Children		
April	10	15	60	565	947	65	600
May	15	9	46	748	1,573	110	650
June	14	15	54	546	965	46	625
July	7	3	12	290	454	15	200
August	-	-	-	-	-	-	-
September	14	14	114	682	977	44	652
October	14	14	48	426	567	40	550
November	13	9	47	388	550	41	600
December	-	-	-	-	-	-	-
January	9	11	37	272	429	35	690
February	8	11	51	265	445	33	470
March	3	3	7	37	107	14	100
Total	107	104	476	4,219	7,014	443	5,137