

# **Parent-Child Literacy Strategy**

## **2008-2009 Progress Report**

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# Parent-Child Literacy Strategy 2008-2009 Progress Report

## Introduction

This report summarizes the achievements of Advanced Education and Technology's Parent-Child Literacy Strategy (P-CLS) for the 2008-09 fiscal year based on a compilation of the annual reports submitted by 52 funded family literacy projects and the provincial services provided by the Centre for Family Literacy (CFL). The CFL is a key partner of the P-CLS and supports quality family literacy programming by offering a range of direct supports, including the development and delivery of training and professional development; awareness raising; and providing consultative advice and assistance on family literacy matters.

## A. Parent-Child Literacy Strategy (P-CLS) Overview

The Parent-Child Literacy Strategy focuses on intergenerational educational approaches that integrate adult literacy instruction and early oral language and emergent literacy development for children from birth to age six for economically and socially disadvantaged families.

The P-CLS supports the concept of parents/caregivers as their children's first teachers and focuses on building their parenting and literacy skills. The P-CLS is also based on research in early brain development that identifies that language acquisition is a critical contributor to literacy development and school readiness. The inter-generational approach of the P-CLS provides learning, basic skill and confidence development for both parents/caregivers and children. Family literacy provides a stepping stone for parents/caregivers to see themselves as active learners and to then go on to further learning.

## Policy Context and Strategic Priorities

The P-CLS played a key role in addressing Goal 2 in Advanced Education and Technology 2008-11 Business Plan: *Albertans are able to participate fully in lifelong learning.*

Two strategies under Goal 2 help frame the work of the P-CLS; Strategy 2.1: *Provide opportunities in local communities for Albertans including Aboriginal, immigrant, youth, and other under-represented groups to access programs that offer literacy, English as a Second Language, and lifelong learning;* and Strategy 2.3: *Develop innovative approaches to increase participation of Aboriginal, immigrant, and other under-represented groups in learning opportunities.*

## Parent-Child Literacy Strategy Goals

The goals of the P-CLS 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.

## Parent-Child Literacy Strategy Principles

The P-CLS 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.

## **Parent-Child Literacy Strategy Components**

The key components of the P-CLS include funding for community-based family literacy programs; training and professional development; awareness raising and information; and provincial coordination and planning. The P-CLS also supports innovation and participatory action research in family literacy by collaborating with government partners and community agencies on a variety of pilot projects, and incorporating and sharing the findings as appropriate.

### **B. Family Literacy Programs**

Funding for community-based family literacy programs is available in two funding streams – the Family Literacy Initiative Fund (FLIF) and an Aboriginal stream. Both streams provide organizations with a maximum of \$40,000 a year.

- **Family Literacy Initiative Fund (FLIF)** - Non-profit organizations respond to an annual call for proposals. In 2008-09, 43 organizations were funded through FLIF.
- **Aboriginal Family Literacy** - Aboriginal organizations with demonstrated capacities are supported to provide family literacy programming to Aboriginal families. In 2008-09, ten Aboriginal organizations were funded.

Appendix 1 provides details on the locations of programs.

#### **Program Participants**

A total of 7,100 participants (3,279 adults and 3,821 children) participated in the 52 funded family literacy programs.

- 422 adult participants (13%) and 506 (13%) of child participants self-identified as being of Aboriginal descent.
- 956 adult participants (29%) and 1,129 (30%) of child participants self-identified as being from another minority cultural/ language group.

Appendix 2 provides more information on program models and program participants.

#### **Program Hours**

A total of 10,380.5 direct service delivery hours were reported by funded programs. Adult participants received an average of 23.3 service delivery hours for each program cycle they participated in.

Appendix 3 provides details regarding service delivery hours and Appendix 4 provides descriptions of program models.

## Outcomes

Funded programs are asked to gather and report on participant and partner outcomes. The information is collected through a variety of means including observation, surveys, focus groups and interviews.

In 2008-09:

- 85% of P-CLS adult participants reported enhanced oral language, early literacy and social interaction skills in their children.
- 79% of P-CLS adult participants reported an increase in their own basic skills including literacy.
- 83% of P-CLS adult participants reported an increased understanding and confidence in their role in their children's literacy and language development and improved communication and interaction with their children through literacy and learning activities.
- 82% of P-CLS project community partners reported improved understanding, knowledge and skills regarding how to support early language and literacy needs of their clients or community, and satisfaction with their partnership with the P-CLS-funded organization.

Appendix 5 provides more information on the outcomes by P-CLS goals.

## Case stories

While statistics show the impact of family literacy programs to a degree, qualitative examples also help illustrate the outcomes achieved by P-CLS family literacy programs. The following are examples provided by family literacy coordinators, facilitators and participants themselves, extracted from 2008-09 annual reports submitted by funded organizations.

- 1. One mother whose home life was particularly difficult commented privately to a facilitator that whenever her daughter was upset she would sing the songs that she had learned in the program to her and she would calm down. This mother admitted to the facilitator that she would even sing those same songs to herself when she had hard times and it would help her.*
- 2. One participant was previously involved in gangs, very violent stuff. He is currently completing one of our parenting programs. He is now 28 and is gaining confidence regarding going back to school (...)His confidence has grown such that he called the school himself to make an initial appointment for himself – this is a huge step. In the past this young man did not tend to look far into the future. He is now talking about how he*

*needs to save money for when his daughter, now five, is ready to attend college.*

3. *Parent participants in one funded organization's family literacy programs commented that:*
  - *"I have noticed a big difference in my child's language and literacy skills",*
  - *"I will be attending adult literacy classes",*
  - *"We teach dad the songs",*
  - *"I feel more comfortable around others", and*
  - *"It's great to learn from other parents".*
  
4. *The library tour was the first time that several families had ever been in the library and they were excited about the free programs and books that were available that had Aboriginal content.*
  
5. *A facilitator recounted... When I first met her (the adult participant), recognizing a letter, let alone being in a classroom, was so foreign to her that she would try to copy these symbols, sideways, upside down, whatever (...). She was intimidated and unsure of herself but she persevered. Today this student, her own harshest critic, who employs the eraser as much as she does the pencil, copies letters and numbers fairly reliably and can organize them in groups (words) with proper spacing. And she loves coming to school as much as the rest of us love having her!*

## **C. Awareness Raising and Information Sharing**

As previously mentioned, the Centre for Family Literacy (CFL) provides support to the P-CLS through the provision of several services including: the operation of the Alberta Prairie Classroom on Wheels (COW) Bus; awareness raising activities; consultative advice and assistance to P-CLS funded organizations; and developing and delivering training and professional development.

The Alberta Prairie COW Bus is a literacy classroom on wheels that raises awareness of family literacy and the role of family and community by modeling literacy activities, providing family literacy information and sessions, and providing books to communities through the gift of a legacy library. In 2008-09, the COW bus:

- visited 121 communities across Alberta;
- provided family literacy sessions and information to over 2,805 adults and 5,781 children; and
- donated approximately 6,320 books to participating communities through the Legacy Libraries.

Appendix 6 provides details regarding the activities of the COW Bus.

In addition to raising awareness of family literacy within the broad community, the CFL plays a large role in providing specific information and assistance on many family literacy topics. Some of the topics most commonly addressed include training, foundational models, and resources. In 2008-09 the CFL responded to more than 1600 inquiries from agencies currently involved in family literacy, and over 400 inquiries from other interested agencies and individuals.

The CFL is recognized provincially and nationally as a leader in the field of family literacy, and is often invited to make presentations to community groups, post-secondary student groups, and conference participants, among others. In 2007-08 presentations were made at a range of events, including the National Aboriginal Conference in Vancouver, the Parent Link Conference in Edmonton, University of Alberta Library Science students, Northern Alberta Institute of Technology (NAIT)'s Literacy and Learning Day, and the Alberta Early Year's Conference. Over 175 individuals representing literacy and others sectors attended the presentations.

## **D. Training and Professional Development**

The annual Family Literacy Training Institute, an event at which staff in P-CLS funded organizations can obtain the required training in foundational family literacy models, was held in Edmonton from August 23-28, 2009 with 140 participants in attendance. Training in six program models was offered, as well as a new series of nine half day sessions in what was termed the "Beyond Models" stream. The new stream enabled individuals who had already taken the required models training to participate in the Institute, and included the following sessions:

- Outcome – Based Evaluation
- Stepping Stones
- Essential Skills
- The Spectacular Race
- Community Engagement
- Cultural Adaptations and Multicultural Materials
- Boy Smarts
- From Language to Literacy
- Reflective Practice Supervision.

The annual "Food for Thought" event; a four-day professional development and networking opportunity for practitioners, coordinators and administrators of funded programs; was again delivered by Centre for Family Literacy and took place from May 12-15, 2009. 149 participants attended eight professional development sessions including presentations on:

- Fetal Alcohol Spectrum Disorder



- Postpartum Depression
- Irlen Syndrome
- Cultural Diversity
- Community Engagement
- Employee Retention and Engagement
- Power of Rhyme
- Cultural Diversity and Personal Stories.

In addition to the centralized training opportunities, Family Literacy Regional Network Coordinators delivered eleven regional training sessions throughout the year, as well as networking meetings and FLIF information sessions. The Regional Network, piloted in 2007-2008 with four regions and expanded to six regions in the 2008-09 year, was implemented to increase the availability of opportunities for training and networking for family literacy practitioners in P-CLS-funded agencies. A total of 575 participants took part in the training and networking opportunities offered through the Regional Network in 2008-09.

The Foundations in Family Literacy course, a requirement for coordinators of funded family literacy programs, provides learners with theory and its application through assignments that link the theory to the planning, delivery and evaluation of family literacy programs. In 2008-09 it was delivered to more than twenty participants by twelve trainers from across Canada, using a combination of face-to-face and distance learning methods. Twelve trainers from across Canada were involved in this course.

## **E. Provincial Coordination and Planning**

To help ensure coordination with other early childhood development and adult learning initiatives, applications for FLIF projects are reviewed by a cross-ministry/government committee. In 2008-09, the committee included representatives from provincial departments of Advanced Education, Education, Health and Wellness, Aboriginal Relations, Children and Youth Services, as well as the Public Health Agency of Canada.

## F. Appendices

### Appendix 1: Funded Programs By Location (Projects funded under the Aboriginal stream are bolded)

<b>City/Town, Project Title Host Organization/ Service Delivery Organization</b>	<b>Foundational Models Delivered</b>
<b>Airdrie</b> <i>Family Literacy</i> Rocky View School Division No. 41/ Rocky View Adult Education	Rhymes That Bind
<b>Bon Accord</b> <i>Rhythm and Rhyme Family Time</i> Sturgeon County/ Sturgeon Literacy	Rhymes that Bind and Building Blocks
<b>Buffalo Lake</b> <i>Ayamicikewen Program</i> Buffalo Lake Metis Settlement/Same	Adapted Rhymes that Bind
<b>Calgary</b> <i>Bowmont Family Literacy Project</i> Calgary Family Services Society/Same	Rhymes That Bind
<b>Calgary</b> <i>Cross-Cultural Parent-Child Literacy Program</i> Immigrant Services Calgary	Two programs that are combinations and adaptations of various models
<b>Calgary</b> <i>Pebbles in the Sand: ESL Literacy for Women &amp; Children</i> Calgary Immigrant Women's Association/Same	The Pebbles in the Sand program, a mix and adaptation of Books for Babies
<b>Calgary</b> <i>Magic Carpet Ride</i> CanLearn Society for Persons with Learning Difficulties/ Calgary Learning Centre	Magic Carpet Ride
<b>Camrose</b> <i>Camrose Family Literacy</i> Society of Camrose and Area Community Learning Council/ Camrose Family Literacy	Rhymes that Bind, Building Blocks, Literacy and Parenting Skills and Story Sacks.

<b>Cardston</b> <i>Cardston &amp; District Family Literacy Project</i> Westwind School Division #74/ Cardston & District Community Adult Learning Program	Aboriginal Literacy and Parenting Skills (A-LAPS)
<b>Coronation</b> <i>PCALC Family Literacy</i> County of Paintearth/ Paintearth Community Adult Learning Council	Rhymes that Bind, Building Blocks
<b>Drayton Valley</b> <i>Pulling Families Together</i> Drayton Valley Adult Literacy Society/Same	Rhymes that Bind, Books Offer Our Kids Success (BOOKS) and Magic Carpet Ride
<b>Drumheller</b> <i>Building Blocks</i> Olds College / Drumheller and District Further Education Council	Building Blocks
<b>Edmonton</b> <i>Otenaw Iyniuk Literacy Program</i> Ben Calf Robe Society/Same	An adaptation of Magic Carpet Ride and a separate program based on adapted Magic Carpet Ride and Books for Babies.
<b>Edmonton</b> <i>Books Offer Our Kids Success (BOOKS)</i> Centre for Family Literacy Society of Alberta/Same	BOOKS
<b>Edmonton</b> <i>Literacy Connects Families</i> Connect Society: Deafness Education Advocacy & Family Services/Same	Several programs that are adaptations and combinations of various models
<b>Edmonton</b> <i>Early Language-Early Literacy Project</i> Edmonton City Centre Church Corporation/ Early Head Start	A combination and adaptation of several models.
<b>Edmonton</b> <i>Multicultural Language and Literacy Enhancement Program</i> Edmonton Mennonite Centre for Newcomers/Same	Several programs that are adaptations and combinations of several models
<b>Edmonton</b> <i>Family Literacy and Learning</i> Norwood Child and Family Resource Centre/Same	Books for Babies and several adaptations of the same model
<b>Edmonton</b> <i>Books, Babies and More</i> Terra Association/ Terra Association - Meeting the Challenge of Teen Pregnancy	Adaptations of Books for Babies.

<b>Edmonton</b> <i>Family Literacy Connections</i> The Candora Society of Edmonton/Same	Books for Babies, Rhymes that Bind, BOOKS and Magic Carpet Ride.
<b>Edson</b> <i>The Edson Family Literacy Program</i> Edson and District Community Learning Society/ Same	Rhymes that Bind and a combination of BOOKS and Storysacks
<b>Edson</b> <i>Fun Day Fridays</i> Edson Friendship Centre Society/Same	Adapted Rhymes that Bind and Storysacks.
<b>Fishing Lake</b> <i>Aboriginal Family Literacy</i> Fishing Lake Metis Settlement/Same	A program based on adapted versions of several models.
<b>Foremost</b> Rural Parent-Child Mother Goose Forty-Mile Community Adult Learning Council/Same	Parent-Child Mother Goose
<b>Fort Saskatchewan</b> <i>Family Literacy Connection</i> Fort Saskatchewan Families First Society/Same	Parent-Child Mother Goose
<b>Grande Prairie</b> <i>Family Literacy Program</i> Grande Prairie Council for Lifelong Learning/Same	Books for Babies, Rhymes That Bind, BOOKS, and a mom's group consisting of a combination of several models
<b>Grande Prairie</b> <i>Home-Words</i> Grande Prairie Family Education Society/Healthy Families Program	An in-home program adapted from several models
<b>Hanna</b> <i>Building Blocks</i> Hanna and District Association for Lifelong Learning/ Same	Building Blocks
<b>High River</b> <i>Building Blocks Family Literacy Program Municipal District of Foothills #31</i> Literacy for Life Foundation/Same	Building Blocks
<b>Innisfail</b> <i>Henday Family Literacy Project</i> Henday Association for Lifelong Learning/Same	Two programs that are adaptations and combinations of several models.
<b>Kikino</b> <i>Families Reading Together</i> Kikino Metis Settlement/Same	A program based on modified Building Blocks and LAPS.

<p><b>Lac La Biche</b>  <i>Modified Rhymes that Bind/Storiesacks</i>  Lac La Biche Awasisak and Family Development Circle Association/Same</p>	Adapted Rhymes that Bind and adapted Story Sacks.
<p><b>Lac La Biche</b>  <i>Aboriginal Family Literacy Program</i>  Lac La Biche Canadian Native Friendship Centre/Same</p>	An adaptation of Building Blocks.
<p><b>Lamont</b>  P.A.L. (Play and Learn)  Lamont County/Lamont County Community Adult Learning Council</p>	A combination of Rhymes that Bind and Literacy and Parenting Skills
<p><b>Lethbridge</b>  <i>Rhyme Time</i>  Lethbridge Public Library/Same</p>	Parent-Child Mother Goose.
<p><b>Lloydminster</b>  <i>A Gift to Our Community - Embracing Family Literacy</i>  Lloydminster Learning Council Association/Same</p>	Books for Babies, Rhymes that Bind, and Come Read with Me – and adaptation of several models
<p><b>Manning</b>  <i>Manning Aboriginal Family Literacy Whole Community Experience</i>  Manning Community Resource Centre (Aboriginal) Society/Same</p>	An adapted program based on Rhymes that Bind
<p><b>Medicine Hat</b>  <i>Family Literacy Programs</i>  LEARN - The Medicine Hat &amp; District Further Education Council/Same</p>	Rhymes that Bind and a combination of Rhymes that Bind and Literacy and Parenting Skills
<p><b>Pincher Creek</b>  <i>Napi Literacy Project</i>  Napi Friendship Association Centre/Same</p>	Adapted BOOKS
<p><b>Rocky Mountain House</b>  <i>Rocky Family Literacy Program</i>  Rocky Community Learning Council/Same</p>	Books for Babies, Rhymes that Bind, BOOKS
<p><b>Rocky Mountain House</b>  <i>Aboriginal Parenting and Literacy Skills</i>  Rocky Native Friendship Centre Society/Same</p>	Adapted Rhymes that Bind.
<p><b>Ryley</b>  <i>Beaver County Family Program</i>  Beaver County /  Beaver County Adult Learning Council</p>	Books for Babies, Rhymes That Bind, and BOOKS

<b>Slave Lake</b> <i>Raising Readers – Family Literacy Program</i> Slave Lake Adult Education Committee/same	Books for Babies
<b>St. Paul</b> <i>La main dans la main/123 Pret-a-conter</i> Societe des parents pour l'education francophone de St-Paul et region/Same	Story Sacks, and adapted programs called Growing with Books and Stories on Wheels
<b>St. Paul</b> <i>St. Paul Family Literacy Project</i> Portage College/Same	Building Blocks, Rhymes that Bind, and LAPS
<b>Stettler</b> <i>Stettler and Area Family Literacy Initiative</i> Stettler & District Community Adult Learning Council /Same	Rhymes that Bind and Magic Carpet Ride
<b>Taber</b> <i>Families Learning Together</i> Taber & District Community Adult Learning Association/Same	Literacy and Parenting Skills for English Language Learners, and a combination of Rhymes that Bind and Books as part of the Families Learning Together Program
<b>Three Hills</b> <i>Kneehill READ Family</i> Kneehill Adult Learning Society/Same	Rhymes that Bind, Building Blocks
<b>Valleyview</b> <i>Family Learning Initiative</i> Valleyview and District Further Education Council/Same	Books for Babies, Rhymes that Bind, BOOKS and Literacy and Parenting Skills
<b>Vegreville</b> <i>Building Blocks and Family Start</i> Community Association for Lasting Success/Same	Books for Babies, Rhymes that Bind, BOOKS and an adaptation of Magic Carpet Ride
<b>Vulcan</b> <i>Building Blocks Family Literacy and Time for Rhymes Programs</i> Rainbow Literacy Society/Same	Building Blocks and Rhymes that Bind
<b>Westlock</b> <i>Learn With Me/Read With Me Project</i> Each One Teach One Literacy Society/Same.	Rhymes That Bind, Storysacks, and an adaptation and combination of several models

## Appendix 2: Details on Models and Participants

**Table 2.1 Number of Programs Cycles Delivered Per Model**

Family Literacy Model	Number of Funded Organizations Delivering Each Model			Number of Cycles of Model run by Funded Organizations		
	FLIF	Aboriginal	Total	FLIF	Aboriginal	Total
Books for Babies	10	0	10	27	0	27
Rhymes that Bind/Parent Child Mother Goose	23	1	24	85	2	87
Building Blocks	10	0	10	111	0	111
Books Offer Our Kids Success (BOOKS)/ Homespun	8	0	8	30	0	30
Literacy and Parenting Skills (LAPS)	5	0	5	8	0	8
Story Sacks/Pillowslips	4	2	6	10	3	13
Magic Carpet Ride	4	0	4	12	0	12
Other	18	8	26	118	14	132
<b>Totals</b>				<b>401</b>	<b>19</b>	<b>420</b>

- 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).
- “Other” refers to programs that combine one or more common or foundational family literacy models together.

**Table 2.2 Number of Participants Per Family Literacy Model**

Family Literacy Model	Parent/Caregivers		Children		Totals		
	FLIF	Aboriginal	FLIF	Aboriginal	Total Parents	Total Children	Total Participants
Books for Babies	354	0	285	0	354	285	639
Rhymes that Bind/Parent-Child Mother Goose	1,077	23	1,495	23	1,100	1,518	2,618
Building Blocks	214	0	315	0	214	315	529
Books Offer Our Kids Success (BOOKS)/ Homespun	200	0	69	0	200	69	269
Literacy and Parenting Skills (LAPS)	63	0	42	0	63	42	105
Story Sacks/ Pillowslips	50	26	66	38	76	104	180
Magic Carpet Ride	117	0	173	0	117	173	290
Other	1,014	141	1,134	181	1,155	1,315	2,470
<b>Totals</b>	<b>3,089</b>	<b>190</b>	<b>3,579</b>	<b>242</b>	<b>3,279</b>	<b>3,821</b>	<b>7,100</b>

- 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).
- “Other” refers to programs that combine one or more common or foundational family literacy models together.



**Table 2.3 Number and Percentage of Aboriginal Participants**

Model	All Participants		Aboriginal			
	Parents #	Children #	Parents		Children	
			#	%	#	%
Books for Babies	354	285	27	7%	39	14%
Rhymes that Bind/Parent-Child Mother Goose	1,100	1,518	110	10%	118	8%
Building Blocks	214	315	9	4%	9	3%
BOOKS	200	69	22	11%	0	0%
Literacy and Parenting Skills	63	42	30	48%	35	83%
Storysacks/ Pillowslips	76	104	20	26%	34	33%
Magic Carpet Ride	117	173	2	2%	11	6%
Other	1,155	1,315	202	17%	260	20%
<b>Total</b>	<b>3,279</b>	<b>3,821</b>	422	13%	506	13%

**Table 2.4 Number and Percentage of Participants from Minority Cultural Groups**

Model	All Participants		Minority Cultural/Language Groups			
	Parents #	Children #	Parents		Children	
			#	%	#	%
Books for Babies	354	285	35	10%	39	14%
Rhymes that Bind/Parent-Child Mother Goose	1,100	1,518	173	16%	227	15%
Building Blocks	214	315	76	36%	111	35%
BOOKS	200	69	35	18%	2	3%
Literacy and Parenting Skills	63	42	5	8%	5	12%
Storysacks/Pillowslips	76	104	12	28%	15	14%
Magic Carpet Ride	117	173	42	36%	54	31%
Other	1,155	1,315	578	50%	676	51%
<b>Total</b>	<b>3,279</b>	<b>3,821</b>	956	29%	1,129	30%

### Appendix 3: Service Delivery Hours by Model

Family Literacy Model	FLIF	Aboriginal	Total
	Number of Service Hours	Number of Service Hours	
Books for Babies	162	0	162
Rhymes that Bind/Parent-Child Mother Goose	1,334	78	1,412
Building Blocks	2,167	0	2,167
Books Offer Our Kids Success (BOOKS)/ Homespun	444	0	444
Literacy and Parenting Skills (LAPS)	150.5	0	150.5
Storysacks/Pillowslips	114	78.5	192.5
Magic Carpet Ride	412	0	412
Other	4,083	1,357.5	5,440.5
<b>Total</b>	<b>8,866.5</b>	<b>1,514</b>	<b>10,380.5</b>

- “Other” refers to programs that combine one or more common or foundational family literacy models together.

## **Appendix 4: Descriptions of Common Family Literacy Program Models**

### **Books for Babies**

- This program encourages parents to discover the joy of reading with their babies
- 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 (BOOKS) / 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 (LAPS)**

- 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**

- 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.

### **Parent-Child Mother Goose**

- A group program for parents and their babies and young children, focusing on orally-delivered interactive rhymes, stories and songs delivered at a slow and relaxed pace with plenty of repetition of materials and casual discussion of issues and questions that arise.
- The program aims to strengthen the parent-child bond, provide a welcoming and supportive group for parents and help link them to other resources in the community, and enhance literacy skills.
- Sessions are generally delivered once a week for ten weeks, with at least two program facilitators present at each session.

### **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 5: Outcomes for P-CLS funded Programs

Goal	Outcome	#/% indicating that goal had been achieved
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.	1.1: 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.	1,910 of 2,255; or 85%
	2.1: Parents/caregivers increase their own basic skills	1,748 of 2,255; or 78%
2. Strengthen and build basic skills of parents/caregivers (including literacy).	2.2: Parents/caregivers are satisfied with the program in which they participated.	1,841 of 2,255; or 82%
	2.3: Parents/caregivers increase their confidence and ability to support their own healthy language and literacy development.	1,712 of 2,255; or 76%
	3.1: Parents/caregivers increase their understanding of the role of literacy in child development.	1,993 of 2,255; or 88%
3. Support and foster the involvement of parents/caregivers in their children's learning.	3.2: Parents/caregivers and children improve their daily communication and interaction through learning and literacy activities.	1,903 of 2,255; or 84%
	3.3: Parents/caregivers increase their confidence in being able to support their children's healthy child development and readiness for school.	1,905 of 2,255; or 84%
	4.1: Supporting organizations and partners improve their understanding, knowledge and skills about how to support early language and literacy development and the literacy needs of their clients/community.	328 of 419; or 78%
4. Develop and enhance community-based partnerships that support the development of language and literacy skills of families.	4.2: Supporting organizations and partners are satisfied with their involvement with the family literacy program.	363 of 419; or 86%

**Appendix 6: Alberta Prairie Classroom on Wheels (C.O.W.) Bus  
Statistics 2008-09**

# of Communities Visited	# of Participating Agencies and Sponsors	# of Visitors to Bus		# of Books Provided through Legacy Library	# of Parent/Practitioner Workshops provided	# of Parent/Practitioners attending workshops
		Adults	Children			
121	Over 250	2,805	5,781	6,320	11	75

**Appendix 7: Parent-Child Literacy Strategy Budget (P-CLS) 2008-09**

Total FLIF expenditure for the year	\$1,483,978
Total other P-CLS expenditure for the year	\$764,178
Total Aboriginal Family Literacy expenditure for the year	\$384,863
<b>Grand Total (FLIF + Other P-CLS + Aboriginal Total )</b>	<b>\$2,633,019</b>