

Parent-Child Literacy Strategy

**2006-2007
Progress Report**

September 2008

Alberta
Advanced Education
and Technology

Parent-Child Literacy Strategy 2006-2007 Progress Report

Introduction

This report summarizes the achievements of Advanced Education and Technology's Parent-Child Literacy Strategy (P-CLS) for the 2006-07 fiscal year.¹

The Parent-Child Literacy Strategy (P-CLS)

The P-CLS focuses on intergenerational educational approaches for adults and preschool-aged children in socially and economically disadvantaged families.

The P-CLS views parents/caregivers as first teachers for their children and focuses on building the capacity of parents by providing instruction in adult literacy and in appropriate early oral language and emergent literacy activities for families.

The Strategy recognizes that family literacy programming provides a stepping stone for parents/caregivers to see themselves as active learners. Parents come to family literacy programs for their children's future but become learners once again, themselves.

The Strategy is based on recent research in early brain development that identified that language acquisition is a critical contributor to literacy development and school readiness. Oral language leads to literacy.

The Strategy's inter-generational approach supports learning, basic skill and confidence development for both parents/caregivers and children.

Elisa's Story

"Elisa" immigrated to Canada from the Middle East with her husband and two young children in the spring of 2006. Life in Canada was far more challenging and daunting than Elisa had imagined as not only did she have extremely low literacy in English, but she was also experiencing domestic troubles at home.

Initially, Elisa was exceptionally introverted and reluctant to participate in activities that required her to speak in English. She had absolutely no confidence in herself or in her abilities. However, with the encouragement of her classmates and the facilitator, she slowly began to engage in the activities. One day, out of the blue, she asked the teacher in English if she could come up to the front of the class and recite the alphabet. To the delight of everyone in the class, she came to the front and recited the alphabet, along with their phonetic sounds and an example of a word that starts with each letter. Everyone was so pleased with her and acknowledged what a brave step it was. This was a poignant moment for her as an immigrant, mother, woman and person.

(from the annual report of a funded program)

¹ This report is a summary of achievements of the Parent-Child Literacy Strategy activities funded in the 2006-07 fiscal year. This includes a compilation of the annual reports submitted by 53 community-based family literacy projects and the provincial services provided by the Centre for Family Literacy.

The Strategy is very much a partnership with families, adult educators, early childhood development specialists, community agencies and other Governments and ministries. Its goals, principles and key components were developed by a cross-sectoral Think Tank of partners, literacy practitioners, and a cross-ministry team.

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 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.

Parent-Child Literacy Strategy Components

The key components of the P-CLS include funding for community-based family literacy programs; awareness raising, information and advice; training and professional development; and provincial coordination and partnership development.

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.

- 1. Family Literacy Initiative Fund (FLIF)** - Non-profit organizations respond to an annual call for proposals. In 2006-07 a total of 44 organizations were funded through FLIF.
- 2. Aboriginal Family Literacy** - Aboriginal organizations with demonstrated capacities are supported to provide family literacy programming to Aboriginal families. In 2006-07, a total of 9 Aboriginal organizations were funded.

Funded programs were available in 89 communities across Alberta. More details on the types and locations of programs is included in Appendix 1, 2 and 3.

Program Participants

- A total of 11,770 participants (5,430 adults and 6,340 children aged birth to six years of age) participated in funded family literacy programming.
- 718 adult participants or 13% self-identified as being Aboriginal
- 757 adult participants or 26% self-identified as being from a minority language/cultural group.
- Of the child participants, 757 or 12% were identified as being Aboriginal, and 1,656 or 26% were identified as being from a minority language/cultural group.

Additional information on program participants is included in Appendix 4.

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 or interviews.

In 2006-07:

- 88% of FLIF parent participants and 93% of Aboriginal parent participants reported enhanced oral language, early literacy and social interaction skills in their children
- 86% of FLIF parent participants and 88% of Aboriginal parent participants reported an increase in their own basic literacy skills

- 85% of FLIF parent participants and 86% of Aboriginal parent 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
- 92% of FLIF community partners and 86% of Aboriginal projects’ 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 6 provides detailed results on each of the four P-CLS goals and relevant outcomes for 2006-07.

Case Stories

Annual reports from funded programs also include qualitative examples of the impact of family literacy programs. In addition to “Elisa’s Story” on page 1, following are four more examples extracted from the annual reports submitted by funded programs.

<p><i>One mother of a speech delayed child, noticed that her child wanted the CD that was provided to accompany a nursery rhyme book played at home. The child did the actions to the songs that were taught during Rhymes sessions along with the CD. Although his oral language is still delayed, he is now chattering, rather than silent, and he has become more interested in imitating sounds along with his parents.</i></p>
<p><i>One of the participating families has five children, the youngest of which is a preschool girl. Mom drove the kids to the community library where they all took out a book, and the children received a free library card. At the facilitator’s next visit, Mom sat with the youngest girl and read books to her. Previously, Mom had always let the facilitator read the books to the child. Mom also chose a book with pictures on every page as well as words, as her level of literacy is slowly improving. She helped her daughter sound out the names of the pictures and gave her clues and prompting as necessary. Mom also offered encouragement and praise to her daughter during the process.</i></p> <p><i>Mom began to volunteer regularly at the local elementary school, and has since begun to work as a teacher’s helper with children with special needs.</i></p>
<p><i>“H.” began a family literacy program having had very little contact with any adults or children other than his family. He spoke no English. From the start, he would not participate in story time or any group activities. He required close monitoring during play situations as he exhibited some aggressive behaviour toward the children. The family received a lot of special attention and support from the program staff that resulted in some remarkable changes and in H.’s budding love of learning at the end of the program. H. made progress in his social and language skills and he developed a great fondness for books, stories and rhymes. The child who used to not want to sit down for a story has become very enthusiastic about being read to, sometimes requesting to hear the same story again and again.</i></p>

“B.” is a young single mother of four-year old twin boys. When she enrolled in the program she confided that school was never an easy thing for her. She didn’t read very often to her children because she didn’t want them to know how bad her reading was. B. was very anxious about her boys starting kindergarten in September and had very little confidence in her own ability to support their learning. For the soon-to-be kindergarteners, learning letters, numbers, shapes, learning how to print their names and other school readiness skills was only a matter of incorporating some hands-on activities into the family life, which B. did with eagerness and enthusiasm. She also learned to look for simple books that she felt confident about and started reading them to her children. Her success is a person with increased confidence and self-esteem into whom she has developed becoming visibly empowered to embrace her role as her son’s first and most important teacher at the end of the program. B. says that going back to school is something she wants to do for herself in the future.

Centre for Family Literacy

The Centre for Family Literacy supports the P-CLS through the provision of a number of services: the operation of the Prairie Classroom on Wheels (COW) bus; awareness raising, consultative advice and assistance; and developing and delivering professional development.

Awareness Raising, Information and Advice

The Alberta Prairie C.O.W. (Classroom on Wheels) bus raises the 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 2006-07, the C.O.W.bus:

- travelled to 115 communities across Alberta
- provided information and family literacy sessions to over 3,700 adults and 5,600 children
- donated 5,500 books to participating communities.

Appendix 7 provides detailed statistics regarding the activities of the C.O.W. Bus.

The Centre for Family Literacy made a number of presentations through Conferences and other venues to over 350 non-literacy sector individuals including the Children’s Forum in Edmonton, NAIT’s Literacy and Learning Day, Canadian Language and Literacy Research Network (CLLRNet) Conference in Calgary and the Greater Edmonton Library Conference.

The Centre for Family Literacy also continued to distribute educational and promotional resources including brochures, posters, CD’s, and videos to family literacy programs, Parent Link Centres and other organizations upon request.

The Centre for Family Literacy responded to more than 1,600 inquiries for information on family literacy topics from agencies currently involved in family literacy, and over 600 inquiries from agencies not yet involved in family literacy. Most questions related to training, family literacy models and resources.

Training and Professional Development

The Centre for Family Literacy plays a critical role in building the capacity of and supporting funded programs through the provision and support of four substantive training and professional development opportunities: Food For Thought; On-Line Foundational Training in Family Literacy; the Family Literacy Training Institute; and a Regional Training Network.

Food for Thought - during this four-day professional development and networking event, 133 participants had an opportunity to learn from key note speakers as well as showcase and share effective practices in family literacy.

Foundational Training in Family Literacy is a requirement for coordinators of funded programs. The training program is offered on-line. It provides an in-depth exploration into family literacy with theory and its application 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.

Family Literacy Training Institute – this five-day institute was held in Edmonton for 124 participants. The majority of the participants were staff of funded program, however, other participants included staff from libraries, immigrant-serving and Aboriginal serving organizations. Training in eight program models was offered at the Institute, as well as the Introduction to Family Literacy, an Outcomes Based Evaluation session and presentations from the UNESCO Institute for Lifelong Learning.

Regional Network – to increase accessibility to professional development and support, a regional network was piloted. Four Regional Coordinators were hired to deliver additional training to funded programs that responded to regionally-identified priorities. In 2006-07, 22 training sessions were held for over 250 participants.

Provincial Coordination and Planning

To ensure coordination with other early childhood development and adult learning initiatives, applications for FLIF projects are reviewed by a committee. In 2006-07, the committee included representatives from Education, Aboriginal Affairs and Northern Development, Children's Services, and the Public Health Agency of Canada.

An Aboriginal Family Literacy Advisory Committee provided advice and direction on aboriginal family literacy programming. The Committee included an Aboriginal elder, a professor emeritus in Aboriginal early childhood development from the University of Alberta, representatives from Health Canada, the Centre for Family Literacy and Alberta ministries of Education, International, Intergovernmental and Aboriginal Relations, and Children's Services.

Appendix 1. Funded Programs by Location/Organization and Program Model, 2006-07

Appendix 2. Description of Common Family Literacy Program Models

Appendix 3. Number of Participants by Family Literacy Model, 2006-07

Appendix 4. Number of Aboriginal or Other Cultural Group Participants, 2006-07.

Appendix 5. Service Delivery Hours by Model, 2006-07

Appendix 6. Results by Goal and Outcome, 2006-07

Appendix 7. Alberta Prairie Classroom on Wheels (C.O.W.) Bus Statistics, 2006-07

Appendix 1: Funded Programs by Location/Organization and Program Model, 2006-07

(Aboriginal Literacy Programs are bolded)

Location/Organization	Family Literacy Program 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"> ▪ Rhyme Time Plus which combines ideas from other models including Books for Babies and the C.O.W. bus.
Bashaw/ Bashaw Adult Learning Council	<ul style="list-style-type: none"> ▪ Rhymes that Bind ▪ Books for Babies
Bon Accord/ Sturgeon Literacy	<ul style="list-style-type: none"> ▪ Building Blocks
Brooks/ Medicine Hat College	<ul style="list-style-type: none"> ▪ Rhymes that Bind ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ English as a Second Language Literacy and Parenting Skills (ESL-LAPS)
Buffalo Lake/ Buffalo Lake Métis Settlement	<ul style="list-style-type: none"> ▪ Ayamicikewen (based on Building Blocks)
Calgary/ Further Education Society	<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/ Calgary Learning Centre	<ul style="list-style-type: none"> ▪ Magic Carpet Ride
Calgary/ Families Matter Society of Alberta	<ul style="list-style-type: none"> ▪ Rhymes that Bind ▪ Building Blocks
Camrose/ Camrose and Area Community Learning Council	<ul style="list-style-type: none"> ▪ Rhymes that Bind ▪ Literacy and Parenting Skills (LAPS) ▪ Building Blocks ▪ Storysacks
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)
Drayton Valley/ Drayton Valley Adult Literacy Society	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.)/Storysacks ▪ Rhymes that Bind
Drumheller/ Drumheller and District Further Education Council	<ul style="list-style-type: none"> ▪ Building Blocks
Edmonton/ Ben Calf Robe Society	<ul style="list-style-type: none"> ▪ Kiskinwahamekewin (adaptation of Rhymes that Bind and Books Offer Our Kids Success (B.O.O.K.S.)) ▪ Storytelling
Edmonton/ Centre for Family Literacy	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.)
Edmonton/ Community Options	<ul style="list-style-type: none"> ▪ Books for Babies
Edmonton/	<ul style="list-style-type: none"> ▪ Child/Parent playgroups, a parent group to help hearing parents

Connect Society: Deafness Education Advocacy & Family Services	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 home visits and centre-based programming.
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"> ▪ Babies, Books and More, comprised of 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"> ▪ Building Blocks
Edson/ Edson and District Community Learning Society	<ul style="list-style-type: none"> ▪ Books Offer Our Kids Success (B.O.O.K.S.) ▪ Books for Babies ▪ Literacy and Parenting Skills (L.A.P.S.) ▪ Rhymes that Bind ▪ Storysacks
Edson/ Edson Friendship Centre	<ul style="list-style-type: none"> ▪ Storysacks
Fishing Lake/ Fishing Lake Métis Settlement	<ul style="list-style-type: none"> • Acimowins (based on Books Offer our Kids Success (B.O.O.K.S.))
Fort Saskatchewan/ Fort Saskatchewan Families First Society	<ul style="list-style-type: none"> ▪ Parent-Child Mother Goose
Grande Prairie/ Grande Prairie Council for Lifelong Learning	<ul style="list-style-type: none"> ▪ Storysacks ▪ Books Offer Our Kids Success (B.O.O.K.S) ▪ Books for Babies ▪ Let Loose with Mother Goose (based on Rhymes that Bind)
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"> ▪ 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"> ▪ SEEDS, which comprises elements from Rhymes that Bind, Books Offer Our Kids Success (B.O.O.K.S.), Storysacks and storytelling classes.
Kikino Métis Settlement/ Kikino Colony 7E Council Association	<ul style="list-style-type: none"> • Families Reading Together helps parents foster their literacy and parenting skills and the oral language and literacy development in their children through in-home and group settings.
Lac La Biche/ Lac La Biche	<ul style="list-style-type: none"> • Rhymes that Bind

Regional Awasisak & Family Development Circle Association	
Lac La Biche/ Town of Lac La Biche / Lakeland Literacy Board	<ul style="list-style-type: none"> ▪ Building Blocks ▪ Rhymes that Bind/ESL-L.A.P.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 Read with Me
Lloydminster/ Lloydminster Métis Housing Group Inc.	<ul style="list-style-type: none"> • Storysacks • Aboriginal Leadership Development for Literacy
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 ▪ ABC's of Parenting (based on Literacy and Parenting Skills (L.A.P.S.))
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 ▪ Rhymes that Bind 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
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 (L.A.P.S.)
St. Paul/ Société des parents pour l'éducation francophone de St-Paul et région	<ul style="list-style-type: none"> ▪ Grandir avec les livres (Growing with Books) ▪ 1,2,3 Prêt-à-conter (Storysacks)
Stettler/ Stettler and District Community Adult Learning Council	<ul style="list-style-type: none"> ▪ Rhymes that Bind ▪ Books Offer Our Kids Success (B.O.O.K.S.)
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 ▪ 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 2: 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

- 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 3: Number of Participants by Family Literacy Model, 2006-07

Family Literacy Model	Number of Funded Programs			Number of Participants		
	FLIF	Aboriginal	Total	Parents/ Caregivers	Children*	Total
Books for Babies	15	0	15	480	483	963
Rhymes that Bind/ Parent-Child Mother Goose	27	0	27	2,238	2,873	5,111
Building Blocks	9	3	12	366	519	885
Books Offer Our Kids Success (B.O.O.K.S.) / Homespun	10	1	11	370	139	509
Literacy and Parenting Skills (L.A.P.S.)	14	1	15	361	171	532
Story Sacks/Pillowslips	5	3	8	181	237	418
Magic Carpet Ride	2	1	3	154	213	367
Other**	24	2	26	1,280	1,705	2,985
Totals:	106	11	117	5,430	6,340	11,770

* 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 family literacy models together.

Appendix 4: Number Of Aboriginal and Other Cultural Group Participants, 2006-07

Model	All Participants		Aboriginal				Minority Cultural/Language Groups			
	Parents* #	Children* #	Parents*		Children*		Parents*		Children*	
			#	%	#	%	#	%	#	%
Books for Babies	8	483	67	14	64	13	68	14	74	15
Rhymes that Bind/Parent-Child Mother Goose	2238	2873	151	7	167	6	289	13	329	11
Building Blocks	366	519	112	31	155	30	50	14	69	13
B.O.O.K.S.	370	139	58	16	13	9	143	39	39	28
Literacy and Parenting Skills	361	171	135	37	58	34	185	51	113	66
Storysacks/ Pillowslips	181	237	45	25	109	46	13	7	22	9
Magic Carpet Ride	154	213	57	37	68	32	56	36	72	34
Other**	1280	1705	93	7	123	7	623	49	938	55
Total:	5430	6340	718	13	757	12	1427	26	1656	26

* 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 family literacy models together.

Appendix 5: Service Delivery Hours by Model, 2006-07

Family Literacy Model	FLIF	Aboriginal	Total
	Number of Service Hours	Number of Service Hours	
Books for Babies	356	Not applicable	356
Rhymes that Bind/Parent-Child Mother Goose	3,038	Not applicable	3,038
Building Blocks	2,947	950	3,897
Books Offer Our Kids Success (B.O.O.K.S.)/ Homespun	513	63	576
Literacy and Parenting Skills (LAPS)	822	9	831
Storysacks/Pillowslips	82	316	398
Magic Carpet Ride	468	115	583
Other*	3,811	260	4,071
Total	12,037	1,713	13,750

*"Other" refers to programs that combine one or more common family literacy models together.

Appendix 6: Results by Goal and Outcome, 2006-07

Parent-Child Literacy Strategy Goal	Outcome	FLIF		Aboriginal	
		% Results	Total # of Programs Responding*	% Results	Total # of Programs Responding**
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.	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.	88	40	93	8
Strengthen and build basic literacy skills of parents/caregivers.	Parents/caregivers increase their own basic literacy skills.	74	40	86	9
	Parents/caregivers are satisfied with the program in which they participated.	94	41	97	9
	Parents/caregivers increase their confidence and ability to support their own healthy language, literacy and parenting development.	89	41	80	9
Support and foster the involvement of parents/caregivers in their children's learning.	Parents/caregivers increase their understanding of their role in the language and literacy development of their own children.	89	41	92	9
	Parents/caregivers and children improve their communication and interaction through learning and literacy activities.	86	39	80	9
	Parents/caregivers increase their confidence in being able to support their children's healthy child development and readiness for school.	81	38	85	9
Develop and enhance community-based partnerships that support the development of language and literacy skills of families.	Community-based partnerships provide effective, integrated and comprehensive literacy programs for families.	89	33	84	5
	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.	88	34	92	6
	Supporting organizations and partners are satisfied with their involvement with the family literacy program.	99	35	83	3

* Total number of responses possible for FLIF programs in 44

** Total number of responses possible for Aboriginal programs is 9

Appendix 7: Alberta Prairie Classroom on Wheels (C.O.W.) Bus Statistics, 2006-07

Month	# of Communities Visited	Total # of Days Spent in Communities	# of Participating Agencies and Sponsors	# of Visitors to Bus		# of Books Provided through Legacy Library	# of Sessions Provided
				Adults	Children		
April	5	8	24	264	365	340	26
May	11	28	57	302	408	440	49
June	12	18	63	510	711	440	39
July	3	7	23	135	224	120	19
August	8	12	45	309	521	320	25
September	13	13	53	361	515	600	51
October	11	14	46	265	429	500	47
November	18	17	95	464	734	900	67
December	5	5	14	102	281	250	29
January	7	10	23	269	283	410	24
February	11	14	48	322	617	650	51
March	11	11	29	404	574	500	42
Total	115	157	520	3707	5662	5470	467