EGS Research & Consulting

THE ENGLISH LANGUAGE LEARNERS FAMILY LITERACY CENTERS PROGRAM: PLANNING, IMPLEMENTATION AND OPERATION

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THE ENGLISH LANGUAGE LEARNERS FAMILY LITERACY CENTERS PROGRAM: PLANNING, IMPLEMENTATION AND OPERATION

EXECUTIVE SUMMARY

1. Grantees Survey Highlights

Thirty-two grantees provided data on the implementation of the ELL-FLC grants and the family literacy centers they operate.

Target Population. The 32 grants serve a mixture of rural, suburban and urban districts: 20 grants went to rural districts, seven grants were awarded to suburban districts, and five grants were awarded to urban districts. The districts vary greatly in the number of ELL students they have, from 31 to 22,713. Seven districts (53.1 percent) have 500 or fewer ELL students and 23 (71.9 percent) have 1,000 or fewer ELL students. The number of ELL families in the districts ranged from 28 to 14,986. More than one-third of the grants were awarded to districts with 100 or fewer ELL families. Nearly 70 percent of the districts have 1,000 or fewer ELL families.

Number, Location, and Establishment of Family Literacy Centers: The 32 grantees have 84 family literacy centers operating under the grant. Fourteen grantees (43.8 percent) have one family literacy center under the grant, six grantees (18.8 percent) have two centers, and three grantees each have three and four centers, respectively. Three grantees have six to sixteen centers. Grantees were asked to provide data on up to three centers. Consequently, grantees provided data on 52 centers. Grantees reported that 40 of their centers are in elementary schools, nine centers are in middle schools, an additional nine centers are in high schools, and 12 centers are in other, non-school, locations. Most of the centers – 49 out of 52 or 94.2 percent – were established in 2008 or later, as a direct result of the grant. Thirty-two of the centers were established in 2008 and 2009, at the start of the ELL-FLC grant.

Center Establishment. In 75.0 percent of the districts that received the grant, the grant administrator is also the Alternative Language Services (ALS) administrator or director. The grant administrator coordinates the family literacy centers with a wide range of district or school administrators and staff such as the principal of the campus where the center is located, the Title I coordinator, the bilingual/ESL coordinator, and the bilingual/ESL teachers. To assist ELL families with educational and social needs, the centers also work with a wide range of community organizations and social service agencies. One-half of the grantees reported that they encountered difficulties establishing family literacy centers. Grantees considered lack of space and parental access barriers as the most significant difficulties they experienced. Grantees also had difficulties arranging childcare services and finding qualified staff. Grantees addressed the space issue by collaborating with districts and school staff to find adequate space for the center. They also secured additional funds or in-kind donations, increased buy-in by holding stakeholder meetings, identified and trained volunteers, and expanded their translation/interpretation resources.

Operating Family Literacy Centers. The extent to which grantees implemented the activities they specified in their grant proposal varied. Nineteen of the 32 grantees (59.4 percent) reported that they implemented all or most of the activities they proposed. Six of the grantees (18.8 percent) implemented some of the activities they proposed, and five grantees (15.6 percent) implemented either few or none of the activities they proposed. Three-quarters of the grantees reported that they implemented the budget as specified in their proposal.

Fifteen of the grantees experienced difficulties operating their family literacy centers. Fourteen of the 15 grantees attributef the difficulties to funding uncertainty. Other operational difficulties they experienced stem from low usage of the centers (53.3 percent) and their inability to plan for the long run because of funding uncertainty (46.7 percent). Eight of the 15 grantees were able to completely or partially resolve the difficulties.

Publicizing the Family Literacy Centers. Grantees recognized the importance of publicizing the family literacy centers among ELL parents and did so using multiple publicity strategies. Most frequently grantees sent a letter or brochure to the parents, publicized the center on the district and school web site, made home visits to let ELL families know about the center, and published articles about the center in the district and school newspaper. Grantees also used community media and distributed advertisements and brochures about the center in different locations in the community.

To some extent, there is a mismatch between the publicity strategies grantees have used and the ways that parents became aware of the family literacy centers (**Table 1**). The publicity strategies that the grantees have used most often resonated little with parents. Grantees considered sending letters or a brochure home with the students as the most effective strategy for publicizing the family literacy centers. Parents reported that word-of-mouth was their most common source of information about the center, far outweighing any of the other publicity methods.

Table 1 – Publicizing the Family Literacy Center: Grantees and Parents

	Percent of Grantees (N=32)	**Percent of Parents (N=341)**
Letter or brochure from child's school	87.5%	15.2%
Article in school newsletter or web site	56.3%	12.9%
Home visit	50.0%	15.8%
Local newspaper	31.3%	2.3%
Ad or brochure in the library	31.3%	1.8%
Ad or brochure in supermarket, grocery store	28.1%	1.2%
Ad or brochure in the clinic, doctor's office or social service agency	28.1%	0.9%
Radio or television	25.0%	-
Word of mouth: friend, relative, parent	12.5%	61.6%
Teacher in child's school	-	22.6%
Church	-	5.0%

Parent Recruitment. Recruiting parents is critical to the existence of the family literacy centers and a challenge. Grantees considered the parent recruitment strategies they use, on average, as "somewhat effective." Only nine of the grantees (28.1 percent) considered their recruitment of parents to be "very effective" or "effective" Grantees implemented a wide range of recruitment strategies. Grantees, considered word-of-mouth the most commonly used recruitment tactic: 27 of the 32 grantees (84.4 percent) reporting using it and parents concurred that it is the most effective method. Distributing and sending flyers home during registration was the second most common recruitment tactic (75.0 percent). Nearly one-half of the grantees also used paraprofessional staff to recruit parents. One-third or more of the grantees publicized the program in churches and other locations with high ELL populations, and had teachers make home visits to ELL families with pre-school children. The difficulties grantees have experienced in recruiting parents stem in large

part from the fact that ELL parents work full time and that many of these parents lack transportation.

Service Planning. Nineteen grantees (59.4 percent) conducted a needs assessment to determine what services their centers should provide. They used different needs assessment methods such as asking parents taking an English literacy class at the center what other classes or services they would like the center to offer, surveying parents, or asking parents during a home visit about services they want the center to provide. Grantees that did not conduct a needs assessment consulted with district and school staff and adult education staff.

Family Literacy Centers' Days and Hours of Operation: The centers are open from one day to six days a week. Thirteen centers operate five days a week (26.5 percent) and two centers are also open on Saturday. More than one-third of the centers (17 centers) are only open one or two days a week. The centers vary in the number of hours they are open a week. Fifteen centers (28.8 percent) are only open four hours a week and 10 centers operate between five and eight hours a week. Nineteen centers (36.5 percent) are open between 17 and more than 40 hours a week. The centers are open either during the day or after school. More than 65 percent of the centers (34) are open during school hours and 34.6 percent are open after school. Twenty-three centers (44.2 percent) are open year round.

Family Literacy Center Staff: Family literacy centers typically have an administrator, teachers, and paraprofessional staff. Some centers also have literacy coaches. The administrator may report to a principal, assistant principal, or an executive director. Some center administrators report to ALS or ESL administrators or specialists. Fifteen grantees have part-time center administrators and seven grantees have full-time center administrators. Family literacy centers are typically staffed by part-time teachers and paraprofessionals. The number of part-time teachers that grantees have in their centers ranged from one to 17. Mostly, grantees have between one and three part-time teachers. Most grantees reported that their part-time staff has other positions in the district. On average, center part-time staff works 11.5 hours a week. More than one-third of the grantees (11) reported that their part-time staff works eight or fewer hours a week. Fourteen grantees reported that their part-time staff works between 17 and 24 hours a week.

Staff Qualifications. The family literacy center staff has a range of literacy-related qualifications. More than 53 percent of the grantees have teachers who are content-area certified, 40.6 percent of the grantees have teachers who have ELL endorsements, and 59.4 percent of the grantees reported having teachers who have had ELL/literacy training. More than 40 percent of the grantees reported that their paraprofessional staff has had ELL/literacy training. Paraprofessional staff in a few centers has ELL endorsements or is content area certified.

Center Technology. Family literacy centers are equipped with a wide range of technology. Forty-nine of the 52 centers have PCs/laptops. In total, these 49 centers reported having 788 PCs/laptops. On average, centers have 16.1 PCs/laptops. Twenty-one of the centers (40.4 percent) have 10 or fewer PCs/laptops; 20 centers (38.4 percent) have between 11 and 20 PCs/laptops, and 11 centers (21.1 percent) have 25 to 45 PCs/laptops. Some of the grantees reported that their centers use the computer labs on the campuses where they are located.

Family Literacy Center Services. The family literacy centers offer a wide range of classes and other services. The classes most commonly include English language instruction, training parents on how to help their children academically, computer and technology training, and parenting classes. Between five and eight of the grantees also offer financial literacy classes, native

language literacy, a citizenship class, and a nutrition class. The family literacy centers of several grantees also offer counseling, social services and case management. Nearly two-thirds of the grantees reported that their centers provide childcare, 22 percent indicated that their centers provide meals or snacks for the children, and about 16 percent indicated that their centers also offer transportation. Only two grantees reported that their centers charge for classes and five grantees indicated that they charge for class materials. However, nearly one-quarter of the parents who responded to the survey reported that their center charges for classes, but less than 10 percent indicated that they had to pay for books and course materials. Most of the grantees monitor the effectiveness of the services their centers provide.

Parents Served. According to 24 grantees who provided data, the centers served 4,823 parents in 2009-10. The 24 grantees reported serving between six and 3,000 parents. Seventeen grantees (68.0 percent) indicated that their centers served 100 or fewer parents.

Parent Retention. Grantees consider parent retention a high priority. Based on data 50 centers provided on the number of adults using the family literacy centers in a week, attendance ranged from 2 to 110, or 25 parents on average. Ten or fewer adults used 17 (34.0 percent) of the centers, 11 to 50 adults visited 26 (52.0 percent) of the centers, and 51 or more adults used seven of the centers (14.0 percent) weekly. To retain parents, grantees call parents if they do not show up for a class, reward parents with high attendance, celebrate accomplishments and successes, and organize special events for ELL parents multiple times a year. Grantees also expect to retain parents by having highly qualified staff at the centers.

Services to ELL Children. Family literacy centers provide a range of services to ELL children. Services most commonly include after school or evening classes where children can get tutorial assistance, staff reading with children, computer classes, and homework assistance.

Involving Parents in Child's Education. To increase parent involvement in their child's education at school and at home, a primary goal of the ELL-FLC grant program, family literacy centers have implemented strategies that combine personal invitations from teachers, other ELL parents, and PTA members; training; information about parental involvement; and the organization of special events for ELL parents at the school. Centers also offer classes to parents at the center on how to work with their child both in the classroom and at home and offer programs that allow parents to take home readers and literacy kits that they can use with their children. Center staff makes home visits to show parents how to work with their children. Twenty-three grantees reported that they monitor parent involvement in their child's school. Grantees reported that their efforts to get parents more involved in their child's school were, on average, effective: more than 56 percent of the grantees rated their efforts as either "very effective," or "effective." Getting parents to help their child academically was more challenging. On average, grantees judged their efforts to prepare parents to help their child academically as "somewhat effective" with slightly more than one-quarter of the grantees reporting that their efforts were either "very effective" or "effective."

Grantees, teachers and center staff agreed that the family literacy centers have had a positive impact on parents' involvement in their child's education (**Table 2**). Teachers attributed a greater impact on all aspects of parents' involvement in their child's education and grantees attributed the least impact. All three groups of respondents agreed that the greatest change they have seen has been in making parents more comfortable in their children's schools and increasing parent attendance at conferences with the child's teacher.

Table 2 – As a Result of Services to ELL Parents

	Grantees		Teachers		Staff, Teachers, Volunteers	
	Mean	**To a Great Extent**	**Mean**	**To a Great Extent**	**Mean**	**To a Great Extent**
Has parent involvement in school increased	2.54	18.8%	1.96	18.8%	2.13	15.3%
Have parents become more comfortable in school	2.07	28.1%	1.54	40.6%	1.71	33.9%
Have parents become more involved in the community	2.93	3.1%	1.96	25.0%	2.15	23.7%
Has attendance at parent conferences increased	2.11	28.1%	1.65	37.5%	1.80	33.9%
Has parent volunteerism at school increased	2.93	12.5%	2.26	12.5%	2.36	11.9%
Has parent participation in PTA increased	3.82	3.1%	2.59	12.5%	2.76	10.2%

2. Teacher, Staff and Volunteer Survey Highlights

Sixty-four teachers, staff and volunteers from 21 family literacy centers responded to the survey. Fifty percent of the respondents are teachers and 32.8 percent are volunteers. Their tenure at their respective center ranged from less than a year to more than three years. Three-quarters of the respondents indicated that they work at the centers part-time and less than 10 percent have full-time positions. On average, they work 14.2 hours per week. Most commonly they work during school hours (53.1 percent) and evenings (50.0 percent). In addition to classes, staff and volunteers provide translation services (23.4 percent), case management (9.4 percent) and counseling (4.7 percent).

Volunteers are mostly involved with the ELL children who come to the center. Most frequently, volunteers tutor or read with children, organize activities for children, help children with their homework, and provide childcare. Volunteers also tutor adults and help them with technology.

Teachers. Nearly 60 percent of the 32 teachers who responded to the survey have part-time positions at their center; 12.5 percent work there full-time. On average, teachers work 13.1 hour a week at their center with more than one-third working less than ten hours a week. Most commonly teachers work at the center either during school hours (46.9 percent) or in the evenings (46.9 percent). The majority of the teachers (87.5 percent) are also employed by the district.

Teacher Qualifications. Most commonly, teachers are content-area certified (53.1 percent) with certifications in Spanish, TESOL/ESL, elementary education, computing, English, and K-8 education. Fifty percent of the teachers also have ELL endorsements and 25.0 percent have had ELL/literacy training.

Classes: The teachers teach a variety of classes at their center: more than half teach English literacy, 31.2 percent teach computer literacy, and 28.1 percent train parents how to help their children academically. Fewer teachers reported teaching parenting (12.5 percent), and native language literacy (12.5 percent) classes. The classes these teachers offer meet between one and four or more times a week; most commonly, classes meet twice a week. Teachers reported that

their classrooms are well equipped with textbooks and other materials, as well as computers and instructional software programs.

Parent Enrollment, Attendance, Retention. The number of parents who enrolled in center classes in 2010-11, according to 21 teachers who provided these data, ranged from two to 86, with a mean of 22.8. Most commonly, teachers had 11 to 20 parents in their classroom. Parents' attendance rates varied greatly. About 44 percent of the teachers reported that the attendance rates in their classes were 75 percent or higher and nearly 19 percent reported attendance rates lower than 50 percent. Teachers used different strategies to retain parents in their classes including the celebration of successes and accomplishments, calling parents who miss a class, and offering incentives for perfect or high attendance. On average, about two-thirds of the parents who take their classes complete the classes.

Involving Parents in Child's Education. Most teachers encourage parents to become more involved in all aspects of their child's education at school and home. These efforts have had a moderate impact on ELL parents' involvement in their child's education. The center has had the most impact, according to teachers, on how comfortable parents feel at their child's school, on regarding the child's school as safe, and on attendance of parent-teacher conferences. Between 37.5 and 40.6 percent of the teachers indicated that their center has affected the parents "to a great extent" in these areas.

Working with ELL Students. More than 50 percent of the teachers also work with ELL students at their center. Most teachers monitor the effectiveness of the services their center provides to ELL students by reviewing students' academic performance (GPA, standardized test scores, grades), communicating with the students' regular classroom teachers, surveying students or their parents, and discussing services the center provides with students and their parents during home visits.

Assessing Effectiveness of Center's Services. Teachers also evaluate the effectiveness of classes and services they provide to parents and students. Most commonly, teachers look at parent attendance rates in classes, parent involvement in their child's school, parent retention in class, and parent involvement in the community. They also look at positive changes in the number of ELL families using the center and at ELL students' academic performance.

3. Parents Survey Highlights

Three hundred and forty two (342) parents responded to the Parent Survey. Spanish is the primary language of most parents (87.4 percent). Parents heard about the family literacy center in a variety of ways but most commonly (61.6 percent) by word-of-mouth, from a friend or another parent.

Center Use. The majority of parents (70 percent) who responded to the survey were new to their family literacy center and have been using its services for a year or less. Only five percent reported using the center for two or more years. Most typically, parents go to the center four times a week (42.8 percent) and most typically (61.3 percent) during the day. About 30 percent go in the evening and 7.0 percent go after school.

Classes: Parents (74.5 percent) reported that center staff consulted them about the services the center should offer. Parents take a wide range of classes at the center. English (74.2 percent) and computer/technology (43.4 percent) are the most common classes parents take. About 20 percent

of the parents also took a class on how to help their child with schoolwork and a parenting class. As so many parents are new to their center, the number of classes they have taken at their center is small: one to three classes (60 percent) and the number of classes they completed on average is 2.45. On average, classes have 15 students. Only about one-quarter of the parents reported that their center charges for classes and only 7.0 percent had to pay for books and course materials. Centers charge most commonly $20 per class.

Other Services: Family literacy centers also provide other services. More than 40 percent of the parents reported that they receive other services at their respective center, most typically counseling (80.0 percent). Less common services include job search and placement services (18 percent), and case management, food and clothing, and medical services (about 10 percent).

Center Services to Children: More than 44 percent of the parents bring their children to their respective family literacy center. More than 50 percent of the parents reported that their center offers childcare. Centers also offer, although less commonly, homework help for the children and snacks.

Motivating Parents to Work with Their Children: Family literacy centers, according to parents, have done a lot to involve parents in their children's education at school and at home (**Table 3**). Centers offer classes on how to help children in the classroom and at home (49.0 percent), provide parents and their children with books and other materials that they can take home (27.6 percent), have teachers invite them to come to the classroom (25.0 percent), and give parents information on how to work with their child. The centers' efforts in this area have been effective. Parents reported that since they became involved with the center, they have increased their level of involvement in all aspects relating to their child's education.

Table 3 – Changes in Parents Involvement in Their Children's Education

	Before Involvement in Center	Since Involvement in Center	Change in Percentage Points
Feel comfortable in your child's school	50.4%	74.5%	20.1
Attend parent teacher meetings	62.2%	70.1%	7.91
Go to school events	53.7%	69.5%	15.8
Volunteer in your child's school	21.4%	38.1%	16.7
Volunteer in your child's classroom	17.3%	32.3%	15.0
Spend time with your child in his/her classroom	19.4%	34.9%	15.5
Help your child at home with home work	64.8%	67.4%	2.6
Join the PTA	12.3%	16.1%	3.8
Volunteer in the community	16.1%	28.2%	12.1

Helpfulness of Center: Parents considered their family literacy center to be very helpful. More than 80 percent of the parents considered their family literacy center to be "very helpful" and about 14 percent considered it "helpful." Parents also credited their family literacy center with having a positive impact on their lives by helping them improve their English proficiency (76.5 percent), equipping them with computer skills (58.4 percent), helping them get a better job (19.6 percent), and helping them get a GED (12.6 percent).

I. PROJECT BACKGROUND, OBJECTIVES AND METHODOLOGY

The State of Utah has experienced significant growth in its English Language Learner (ELL) population in the last ten years. According to the U.S. Department of Education *Survey of the States' Limited English Proficient Students and Available Programs and Services*, Utah's ELL population has grown 163.7 percent between 1994-95 and 2004-05. In 2006-07, Utah had 515,457 students in public schools and 22,196 in charter schools for a total of 537,653 students. In 2006-07, 48,399 or 9.0 percent of its students were English Language Learners (ELLs), according to the National Center of Educational Statistics (NCES) data.

In an effort to better serve the state's ELL students and their families, The State of Utah Legislature established the English Language Learners Family Literacy Centers Program during the 2008 General Session. The Utah Legislature allocated $5,000,000 to the program: $3,000,000 for start-up and $2,000,000 for ongoing support for three years.

The Second Substitute S.B.2 Section 24 of Section 53A-17a-161(3) specifies the purpose of the English Language Learners Family Literacy Centers Program. The program has five objectives:

- Increase parent involvement;
- Communicate with parents who are not proficient in English concerning required and optional activities at the school, in the parents' preferred language to the extent practicable;
- Increase academic achievement, literacy skills, and language gains in all ethnic groups of students and their families;
- Coordinate with school administrators, educators, families, and students; and
- Support and coordinate with other language acquisition instructional services and language proficiency programs in the public schools.

Participation in the program is optional. School districts and charter schools that want to participate have to apply. In the application, the district or charter school must describe the demographics of its ELL population and the program currently in place, and specify how the ELL Family Literacy Center will address the five objectives specified in the legislation. The applicant must also specify the data it will collect to demonstrate success, the technology it will use, and a center development timeline and budget.

Utah Administrative Code Rule R277-715-4 also requires that a portion of program funds be retained for an annual third-party evaluation of the program. As stated in the RFP, the purpose of the evaluation is to measure the impact, success, and effectiveness of the ELL Family Literacy Centers Program. These will be measured by focusing the evaluation on the:

- Range of services the ELL Family Literacy Centers provide;
- Inclusion of the ELL community in schools;
- Demographics of population served;
- Extent to which ELL community needs are met;
- Extent to which the ELL Family Literacy Centers Program improves relationships between the ELL community and schools;
- Usefulness of the ELL Family Literacy Centers to parents; and
- ELL Family Literacy Centers program strengths and weaknesses.

This report is the first of three reports evaluating the effectiveness of the Utah Family Literacy Centers grant program. The report establishes baseline information about the centers and the implementation and effectiveness of their activities.

The data presented in this report was collected through three surveys: a survey of grantees on the implementation and operation of the family literacy centers; a survey of family literacy center teachers, staff and volunteers; and a survey of parents receiving services at family literacy centers. The survey instruments are included in the appendix. Data were collected in May 2011. The ELL-FLC Implementation and Operations Questionnaire for grantees was available online. The Teacher, Staff and Volunteer Questionnaire and the Parent Questionnaire were available both online and in hard copy. The Parent Questionnaire was available in English and in Spanish. The State of Utah Office of Education contacted all grant administrators by e-mail, explaining the purpose of the surveys and providing links to the three online questionnaires as well as electronic copies of the paper version of the questionnaires. Grant administrators were asked to forward a message to each of their family literacy center administrators to encourage their teachers, staff, volunteers and parents to complete the respective questionnaires online on or on paper. Questionnaires completed on paper were forwarded to the evaluator.

Responses were obtained from 33 grantees, 64 teachers, staff and volunteers, and 341 parents. Data from one grantee could not be used in the analysis.

II. ELL-FLC IMPLEMENTATION AND OPERATIONS REPORT

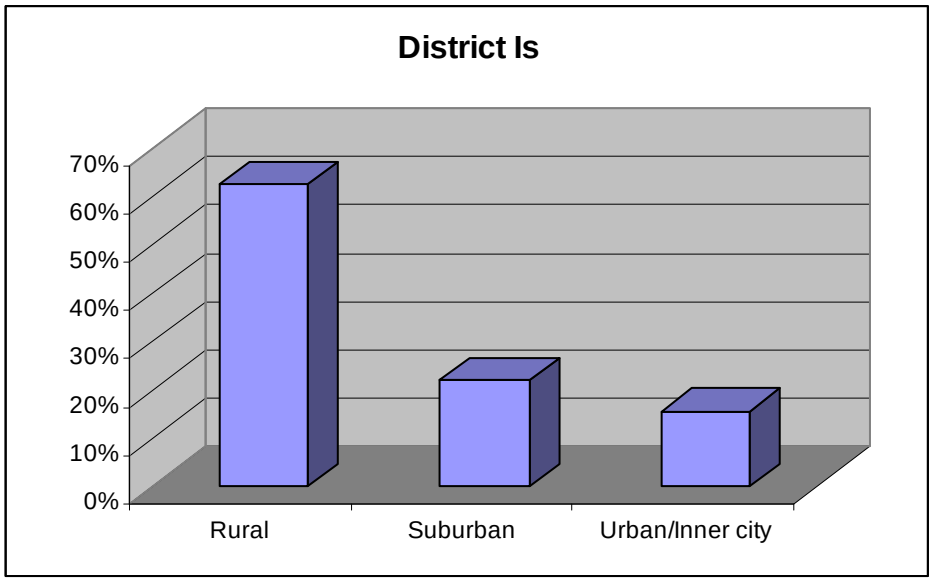
The Utah State Office of Education awarded three-year English Language Learners Family Literacy Centers (ELL-FLC) Program grants to 37 districts. Thirty-three grantees (89.2 percent) responded to a comprehensive survey of the implementation and operations of the grants. One of the respondents submitted responses from six of its seven centers but not a district-wide response. The responses from individual centers could not be used because district-wide aggregation of data from the individual responses was not feasible. These responses were discarded. The analysis presented below is based on data obtained from 32 grantees. Two of the four grantees that did not respond had a change in the management of the grant.

1. Family Literacy Centers Characteristics

The 32 grants serve a mixture of rural, suburban and urban districts. As shown in **Table II.1**, 20 or 62.5 percent of the grants went to rural districts, seven (21.9 percent) were awarded to suburban districts, and five grants (15.6 percent) were awarded to urban districts.

Table II.1 - District Is

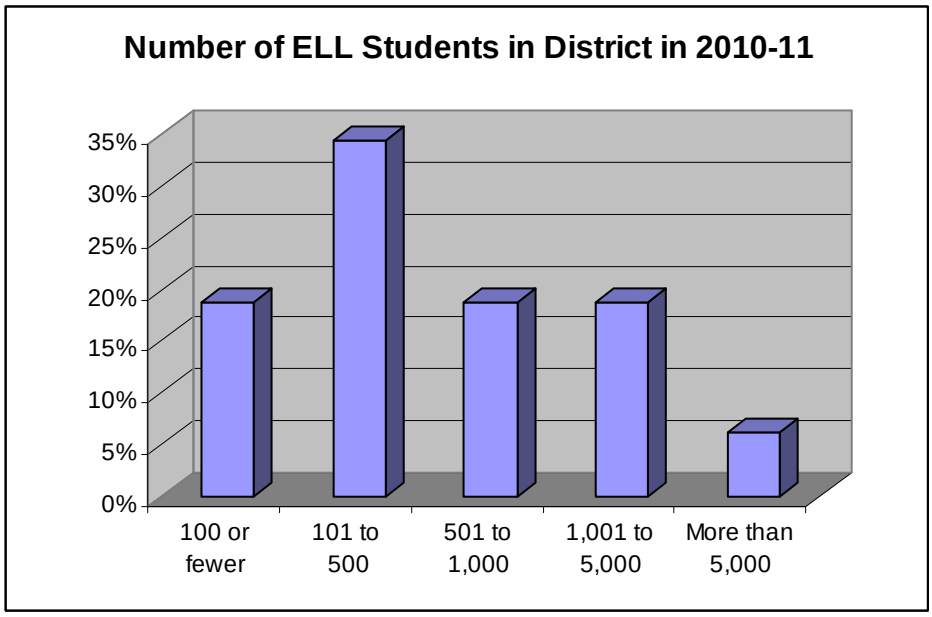
	Number (N=32)	Percent
Rural	20	62.5%
Suburban	7	21.9%
Urban/Inner city	5	15.6%



The districts varied greatly in size, as measured by the number of ELL students. The number of ELL students in the 32 districts ranged from 31 to 22,713. Seventeen districts (53.1 percent) have 500 or fewer ELL students. Twenty-three of the districts (71.9 percent) had 1,000 or fewer ELL students (**Table II.2**).

Table II.2 – Number of ELL Students in District in 2010-11

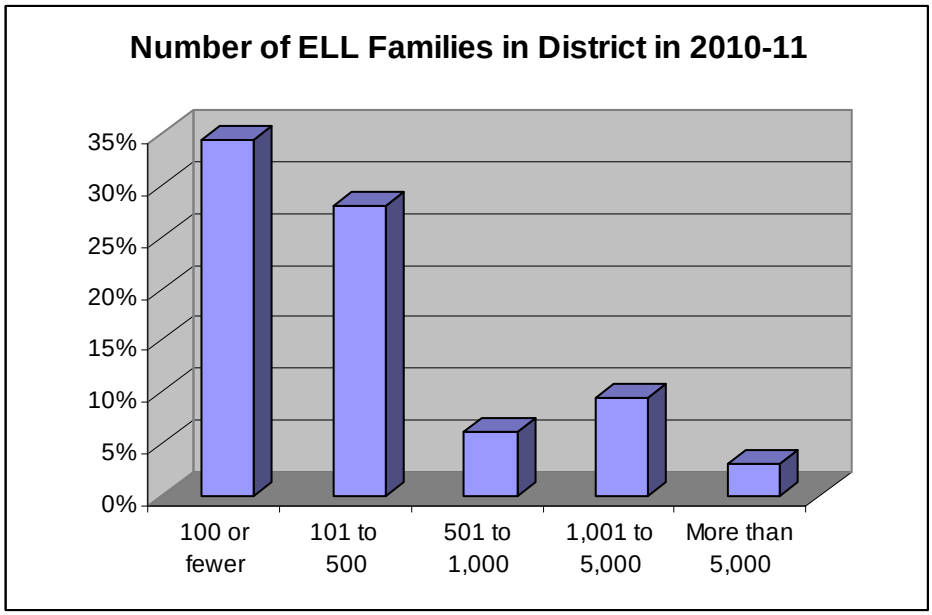
	Number (N=32)	Percent
100 or fewer	6	18.7%
101 to 500	11	34.4%
501 to 1,000	6	18.7%
1,001 to 5,000	6	18.7%
More than 5,000	2	6.2%
No answer	1	3.1%
Mean	1,731	



The number of ELL families in the districts ranged from 28 to 14,986. More than one-third of the grants were awarded to districts with 100 or fewer ELL families. Nearly 70 percent of the districts with the grant have 1,000 or fewer ELL families (**Table II.3**).

Table II.3 – Number of ELL Families in District in 2010-11

	Number (N=32)	Percent
100 or fewer	11	34.4%
101 to 500	9	28.1%
501 to 1,000	2	6.2%
1,001 to 5,000	3	9.4%
More than 5,000	1	3.1%
No answer	6	18.7%
Mean	1,091	



Four of the 32 grantees (12.5 percent) implemented existing family literacy models (**Table II.4**). The models they chose included:

- National Family Literacy Center Model
- Iron County Adult Education & Family Literacy (Even Start)
- Utah Family Literacy Model

Three of the districts implemented all the aspects of the model they chose.

Table II.4 – Design Family Literacy Center to Follow an Existing Model

	Number (N=32)	Percent
Yes	4	12.5%
No	28	87.5%

2. Number of English Language Learners Family Literacy Centers

The 32 grantees have 84 family literacy centers operating under the grant (**Table II.5**). One grantee indicated that no family literacy centers were established and two grantees did not provide information on the number of centers they have in their district. Fourteen grantees (43.8 percent) have one family literacy center under the grant, six grantees (18.8 percent) have two centers, and three grantees each have three and four centers, respectively. Three grantees have six to sixteen centers. Since the majority of the grantees (23 grantees, 72 percent) have between one and three centers, they were asked to provide additional information on three centers.

Table II.5 – Number of Family Literacy Centers Grantee Operates Under Grant

	Number (N=32)	Percent
None	1	3.1%
One	14	43.8%
Two	6	18.8%
Three	3	9.4%
Four	3	9.4%
Six	1	3.1%
Fifteen	1	3.1%
Sixteen	1	3.1%
No answer	2	6.2%

The majority of the ELL-FLCs are located in elementary schools (**Table II.6**). Grantees reported that 42 of their centers are in elementary schools, nine centers are in middle schools, an additional nine centers are in high schools, and 12 centers are in other, non-school, locations.

Table II.6 – Location and Number of Family Literacy Centers

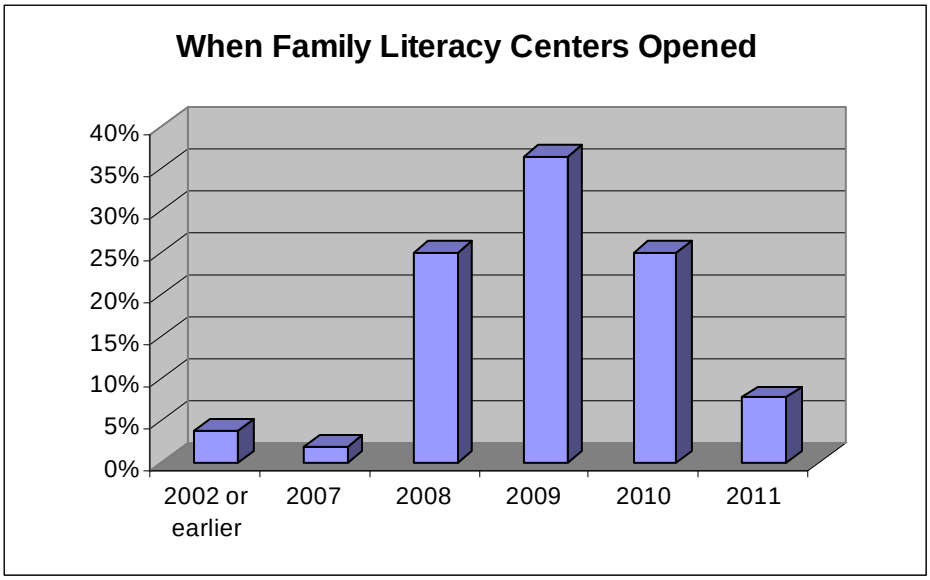
	Elementary	Middle/Junior High	High School	Other*
One	11	5	5	12
Two	4	-	2	-
Three	3	-	-	-
Four	-	1	-	-
Five	1	-	-	-
Nine	1	-	-	-

** Other locations included independent standing family literacy centers, church.*

Grantees were asked to report on up to three Family Literacy Centers each. In total, grantees reported on 52 centers. **Table II.7** shows when the centers were established. Most of the centers – 49 out of 52 or 94.2 percent – were established in 2008 or later, as a direct result of the grant. Thirty-two of the centers were established in 2008 and 2009, at the start of the ELL-FLC grant.

Table II.7 – When Family Literacy Centers Opened

	Number of Centers (N=52)	Percent
2002 or earlier	2	3.8%
2007	1	1.9%
2008	13	25.0%
2009	19	36.5%
2010	13	25.0%
2011	4	7.7%

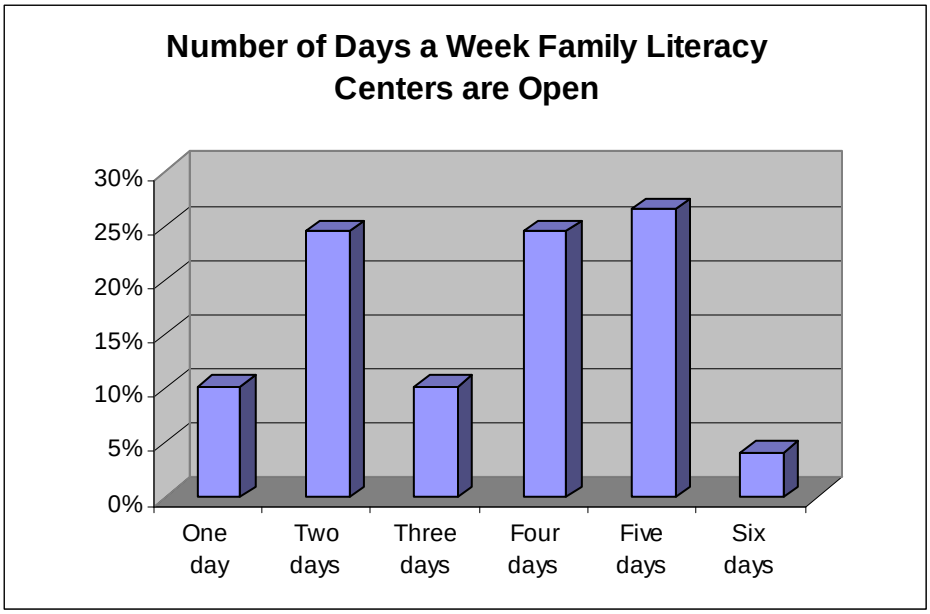


3. Family Literacy Centers Days and Hours of Operation

Data on days of operation were provided for 49 of the 52 centers (**Table II.8**). The centers are open from one day to six days a week. Thirteen centers operate five days a week (26.5 percent) and two centers are also open on Saturday. More than one-third of the centers (17 centers) are only open one or two days a week.

Table II.8 – Number of Days a Week Family Literacy Centers Are Open

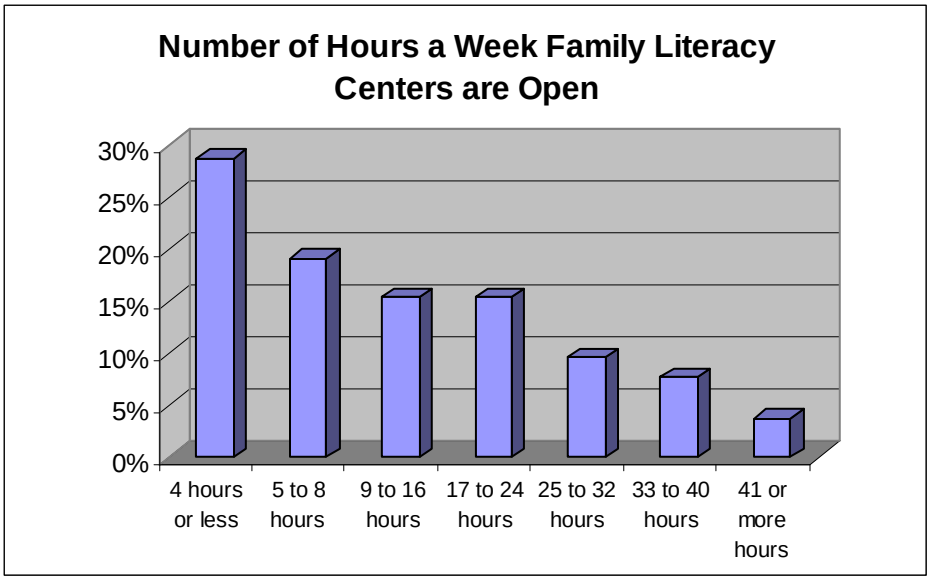
	Number of Centers (N=49)	Percent
One day	5	10.2%
Two days	12	24.5%
Three days	5	10.2%
Four days	12	24.5%
Five days	13	26.5%
Six days	2	4.1%



The centers vary greatly also in the number of hours they are open a week, as shown in **Table II.9**. Fifteen centers (28.8 percent) are only open four or fewer hours a week and 10 centers operate between five and eight hours a week. Nineteen centers (36.5 percent) are open between 17 and more than 40 hours a week.

Table II.9 – Number of Hours a Week Family Literacy Centers Are Open

	Number of Centers (N=52)	Percent
4 hours or less	15	28.8%
5 to 8 hours	10	19.2%
9 to 16 hours	8	15.4%
17 to 24 hours	8	15.4%
25 to 32 hours	5	9.6%
33 to 40 hours	4	7.7%
41 or more hours	2	3.8%



The centers are open either during the day or after school (**Table II.10**). None are open in the evening. In fact, 34 of the centers (65.4 percent) are open during school hours and 18 or 34.6 percent are open after school.

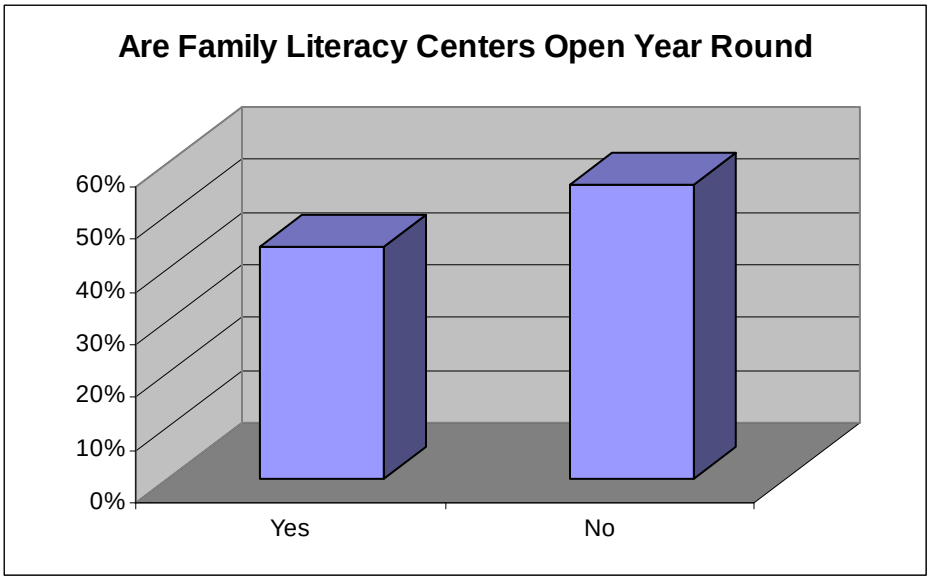
Table II.10 – When Family Literacy Centers Are Open

	Number (N=52)	Percent
During school hours	34	65.4%
After school	18	34.6%
In the evening	-	-

Twenty-three centers (44.2 percent) are open year round (**Table II.11**). Twenty-nine of the 52 centers (55.8 percent) are open only during the school year.

Table II.11 – Are Family Literacy Centers Open Year Round

	Number (N=52)	Percent
Yes	23	44.2%
No	29	55.8%



4. Family Literacy Center Staff

Family literacy centers typically have an FLC administrator, teachers, and paraprofessional staff. Some FLCs also have literacy coaches. The districts vary considerably in the reporting structure of their family literacy centers. As shown in **Table II.12**, the FLC administrator may report to a variety of individuals. These individuals may include the principal, assistant principal, or an executive director. Some FLC administrators report to ALS or ESL administrators or specialists.

Table II.12 – The Family Literacy Centers Reports To

	Number (N=32)	Percent
A principal	5	15.6%
An assistant principal	5	15.6%
The superintendent	2	6.2%
ALS director	4	12.5%
Executive director/Area director	5	15.6%
District ELL/ESL coordinator or specialist	3	9.4%
Director of student services, curriculum, Title III	2	6.2%
No answer	6	18.8%

Grantees were asked to provide data on their full-time and part-time staff. Grantees with more than one FLC were asked to provide aggregate responses for all their staff. Not all grantees provided the data requested. As very few of the FLCs are operating on a full-time basis, their staff is typically part-time. Fifteen of the grantees reported that they have part-time FLC administrators and seven grantees have full-time FLC administrators (**Table II.13**).

Table II.13 – Family Literacy Centers Staff: FLC Administrator

	FLC Administrator	
	Part-time (N=15)	**Full-time (N=7)**
One	14	6
Two	1	1

Based on the data provided, the family literacy centers are staffed by part-time teachers and paraprofessionals. Mostly, grantees have part-time teachers in their centers. Only one grantee reported having one full-time teacher (**Table II.14**). The number of part-time teachers that grantees have in their centers ranged from one to 17, depending on the number of centers they operate. Mostly, grantees have between one and three part-time teachers.

Table II.14 – Family Literacy Centers Staff: Teachers

	Teachers	
	Part-time (N=18)	**Full-time (N=1)**
One	4	1
Two	5	-
Three	5	-
Four	1	-
Five	1	-
Seven	1	-
Seventeen	1	-

A few grantees also have literacy coaches in their centers (**Table II.15**).

Table II.15 – Family Literacy Centers Staff: Literacy Coaches

	Literacy Coaches	
	Part-time (N=5)	**Full-time (N=0)**
One	3	-
Two	1	-
Fifteen	1	-

The family literacy centers have paraprofessional staff. Four grantees reported that they have full-time paraprofessionals. Most grantees have part-time paraprofessionals, as shown in **Table II.16**.

Table II.16 – Family Literacy Centers Staff: Paraprofessionals/Aides

	Paraprofessionals/Aides	
	Part-time (N=19)	**Full-time (N=4)**
One	4	1
Two	2	1
Three	3	1
Four	1	-
Five	2	1
Seven	1	-

Eight	1	-
Nineteen	1	-

Most grantees reported that their part-time staff has other positions in the district (**Table II.17**).

Table II.17 – Number of Part-Time Staff Who Have Other Positions in District

	Number (N=32)	Percent
None	6	18.8%
One	4	12.5%
Two	7	21.9%
Three	5	15.6%
Nine	2	6.2%
Thirteen	1	3.1%
Seventeen	1	3.1%
Nineteen	1	3.1%
No answer	5	15.6%

On average, center part-time staff works 11.5 hours a week (**Table II.18**). More than one-third of the grantees (11) reported that their part-time staff works eight or fewer hours a week. Fourteen grantees reported that their part-time staff works between 9 and 24 hours a week.

Table II.18 – Average Hours Per Week Part-Time Staff Work at the Family literacy Center

	Number (N=32)	Percent
8 hours or less	11	34.4%
9 to 16 hours	7	21.9%
17 to 24 hours	7	21.9%
35 hours	1	3.1%
No answer	6	18.8%
Mean	11.5 hours/week	

The staff grantees have in their family literacy centers have a range of literacy-related qualifications. As shown in **Table II.19**, 53.1 percent of the grantees have teachers who are content-area certified, 40.6 percent of the grantees have teachers who have ELL endorsements, and 59.4 percent of the grantees reported having teachers who have had ELL/literacy training.

Table II.19 – Teacher Qualifications

	Number (N=32)	Percent
Content area certified	17	53.1%
ELL endorsement	13	40.6%
ELL/Literacy training	19	59.4%

More than 40 percent of the grantees reported that their paraprofessional staff has had ELL/literacy training (**Table II.20**). Paraprofessional staff, according to two grantees, has ELL endorsements and according to three grantees, are content area certified.

Table II.20 – Paraprofessional/Aide Qualifications

	Number (N=32)	Percent
Content area certified	3	9.4%
ELL endorsement	2	6.2%
ELL/Literacy training	13	40.6%

5. Family Literacy Center Technology

The number of PCs or laptops in the 52 FLCs ranged from none to 45 (**Table II.21**). In total, the 49 centers with PCs/laptops reported having 788 PCs/laptops. Three centers do not have PCs/laptops. On average, FLCs have 16.1 PCs/laptops. Twenty-one of the centers (40.4 percent) have 10 or fewer PCs/laptops. Twenty centers (38.4 percent) have between 11 and 20 PCs/laptops, and 11 centers (21.1 percent) have twenty-five to 45 PCs/laptops. Some of the grantees reported that their centers use the computer labs on the campuses where they are located.

Table II.21 – Number of PCs/Laptops at Center

	Number of Centers (N=52)	Percent
None	3	5.8%
One to five	11	21.1%
Six to ten	7	13.5%
Eleven to fifteen	11	21.1%
Sixteen to twenty	9	17.3%
Twenty-five or more	11	21.1%
Mean	16.1 PCs/laptops	

In addition to PCs/laptops the family literacy centers have a wide range of other types of technology. These include:

- CD players
- Copy machines
- Document readers
- Digital cameras (Elmos)
- DVD players and DVDs
- Earphones
- Fax machines
- Handheld games
- Interactive boards/Smart boards
- Ipads
- Phones
- Printers
- Projectors: Overhead and LCD projectors
- Scanners
- Televisions
- Voice recorders
- Video cameras

Grantees were asked to list the type of instructional technology programs they have in their family literacy centers. Each grantee was asked to list up to five different instructional technology programs they use. Imagine Learning English and Rosetta Stone were most frequently listed.

- Accelerated Reading
- Books on Tape
- ELLis
- ESL for Spanish Speakers
- Imagine Learning English
- Jump Start for Preschool
- Keyboard program
- Lexia
- Love and Logic Training for Parents on DVD
- Mavis Beacon
- Oxford Picture Dictionary
- Pearson Envisions Math
- PLATO
- Read Naturally
- Reading Horizons
- Ready, Set, School Parent Trainings on DVD
- Rosetta Stone
- Success Maker
- Tell Me More
- YPP

Grantees were also asked to list translation software programs they have in their family literacy centers. These included:

- Babylon
- Electronic translator tools
- ELLis
- Free online tools
- Google Translate
- Imagine Learning English
- Rosetta Stone
- Translation headsets

6. Establishing and Operating Family Literacy Centers

One-half of the grantees reported that they encountered difficulties establishing family literacy centers (**Table II.22**).

Table II.22 – Difficulties Establishing the Family Literacy Centers

	Number (N=32)	Percent
Yes	16	50.0%
No	12	37.5%
No answer	4	12.5%

These grantees encountered a wide range of difficulties (**Table II.23**). Finding space for the centers was the most common difficulty, as 56.2 percent of the grantees reported. Getting parents to use the center was the second most common difficulty grantees cited. About 44 percent of the grantees reported that the location of the center made it difficult for parents to access services. Difficulty arranging childcare services was a difficulty reported by 37.5 percent of the grantees, and 31.2 percent of the grantees had difficulty finding qualified staff. One grantee also reported that they lost a year because the district split into two districts. Another grantee reported that they had difficulty in scheduling center activities to meet parents' work schedules. Grantees considered lack of space and parental barriers to accessing the center as the most significant difficulties.

Table II.23 – Difficulties Establishing the Family Literacy Centers

	Number (N=16)	Percent
Getting cooperation of the local school(s)	3	18.7%
Finding space for the FLC	9	56.2%
Finding qualified staff	5	31.2%
Getting parents to the FLC because of the FLC's location	7	43.7%
Publicizing FLC activities/services to parents	4	25.0%
Arranging for childcare services	6	37.5%
Arranging for transportation services	2	12.5%
Coordinating with the school/district	2	12.5%
Insufficient or reduced funding	3	18.7%
Other	2	12.5%

Grantees found ways to address their difficulties establishing centers, as shown in **Table II.24**. Grantees addressed the space issue by collaborating with district and school staff to find adequate space for the center. They secured additional funds or in-kind donations, increased buy-in by holding stakeholder meetings, identified and trained volunteers, and expanded their translation/interpretation resources.

A grantee that had difficulty finding staff continued to advertise for paraprofessionals. The grantee with scheduling difficulties adjusted the centers' operating days and times to allow parents to participate. A grantee whose district was divided into two divided the funds in half and opened two centers.

Table II.24 – How Centers Addressed Difficulties

	Number (N=16)	Percent
Held stakeholder meetings to increase buy-in	6	37.5%
Collaborated with other district/school staff to provide space or services	10	62.5%
Collaborated with community-based organization(s) and/or local businesses	5	31.2%
Identified and trained volunteers	6	37.5%
Secured additional funding/in-kind donations	7	43.7%
Increased translation resources to communicate with parents in native language(s)	6	37.5%
Other	3	18.7%

Nearly one-half of the grantees also experienced difficulties operating their family literacy centers (**Table II.25**).

Table II.25 – Difficulties Operating the Family Literacy Centers

	Number (N=32)	Percent
Yes	15	46.9%
No	11	34.4%
No answer	6	18.8%

Fourteen of the 15 grantees who experienced operational difficulties attributed the difficulties to funding uncertainty (**Table II.26**). Other operational difficulties stemmed from low usage of the centers (53.3 percent) and grantees' inability to plan for the long term because of funding uncertainty (46.7 percent).

Table II.26 – Difficulties Operating the Family Literacy Centers

	Number (N=15)	Percent
Center is not high priority for the district; so district allocates few or no resources	2	13.3%
No technology/not sufficient technology	1	6.7%
Cannot plan longer term	7	46.7%
Funding uncertainty	14	93.3%
Not enough staff	-	-
Parents don't use services/attend activities	8	53.3%
Lack translation services to reach parents in native language(s)	-	-
Space limitations	1	6.7%
Apathy	1	6.7%

Eight of the 15 grantees with operational difficulties reported that they were able to completely or partially resolve the difficulties (**Table II.27**). However, seven grantees (46.7 percent) indicated that they were not able to successfully resolve their operational difficulties.

Table II.27 – Resolved Difficulties Operating the Family Literacy Centers

	Number (N=15)	Percent
Yes, completely	1	6.7%
Yes, to some extent	7	46.7%
No	7	46.7%

7. Publicity and Recruitment

Grantees recognized the importance of publicizing the family literacy centers among ELL parents. As shown in **Table II.28**, grantees used multiple publicity strategies. Most frequently grantees:

- Sent a letter or brochure to the parents (87.5 percent);
- Publicized the center on the district and school web site (56.3 percent);
- Made home visits to let ELL families know about the center (50.0 percent); and
- Published articles about the center in the district and school newspaper (40.6 percent).

Grantees also use community media, such as local newspapers and radio stations, and distribute advertisements and brochures about the center in different locations in the community, such as the public library, supermarkets and grocery stores, social service agency offices, and even doctors' offices.

Other strategies grantees use to publicize the centers include mailing information about the center to prospective users, calling prospective users, recruiting high school students to get their parents to come, having the outreach worker to tell parents about the center, having teachers tell parents about the center during teacher-parent conferences, and sending a month newsletter to all principals.

Table II.28 – Strategies Used to Publicize Family Literacy Center Services and Events

	Number (N=32)	Percent
District and schools web site	18	56.3%
Letters or brochures sent home with students	28	87.5%
Local newspaper	10	31.3%
District/school newspaper	13	40.6%
Local radio station	7	21.9%
A public message on the local television station	1	3.1%
Ad/Brochure in the library	10	31.3%
Ad/Brochure in supermarket, grocery store	9	28.1%
Ad/brochure in social service/public agency offices	7	21.9%
Ad/brochure in doctor offices	2	6.2%
Home visits	16	50.0%
Word of mouth	4	12.5%

Grantees consider sending letters or a brochure home with the students as the most effective strategy for publicizing the family literacy centers (**Table II.29**).

Table II.29 – Most effective Strategy to Publicize Family Literacy Center Services and Events

	Number (N=32)	Percent
District and schools web site	1	3.1%
Letters or brochures sent home with students	16	50.0%
Local newspaper	1	3.1%
District/school newspaper	-	-
Local radio station	1	3.1%
A public message on the local television station	-	-
Ad/Brochure in the library	-	-
Ad/Brochure in supermarket, grocery store	-	-
Ad/brochure in social service/public agency offices	-	-
Ad/brochure in doctor offices	-	-
Home visits	4	12.5%
Word of mouth	4	12.5%

Grantees publicize the family literacy centers equally in Spanish and English. Two of the grantees also used other languages in their publicity efforts (**Table II.30**).

Table II.30 – Language(s) Used to Publicize the Family Literacy Centers

	Number (N=32)	Percent
English	26	81.3%
Spanish	26	81.3%
Other languages	2	6.2%
No answer	4	12.5%

8. Parent Recruitment

Recruiting parents is critical to the success of the family literacy centers. In establishing the centers, seven grantees were concerned that the center's location might make it difficult for parents to attend. Eight grantees reported that they have low parent participation.

In addition to publicizing the family literacy centers through multiple strategies, grantees implemented a wide range of recruitment strategies (**Table II.31**). According to grantees, word-of-mouth was the most commonly used recruitment tactic: 27 of the 32 grantees (84.4 percent) reporting using it. Indeed, parents identified word-of-mouth as the main way they heard about the center. Distributing and sending flyers home during registration was the second most common recruitment tactic reported by 75.0 percent of the grantees. Nearly one-half of the grantees also used paraprofessional staff to recruit parents. One-third or more of the grantees also reported publicizing the program in churches and other locations with high ELL populations, home visits by teachers to ELL families with pre-school children, and home visits by migrant liaisons.

Table II.31– Parent Recruitment Strategies

	Number (N=32)	Percent
Send flyers home during registration	24	75.0%
Have teachers visit ELL parents of pre-school children at home and tell them about the center	11	34.4%
Have migrant liaison visit ELL homes and recruit parents	11	34.4%
Hire parents to recruit other parents	3	9.4%
Use volunteers to go door to door	4	12.5%
Publicize the program at churches and at other locations with a high ELL population	14	43.8%
Use paraprofessionals to recruit parents	15	46.9%
Word-of-mouth	27	84.4%
Partner with a university and have ELL students recruit ELL parents	2	6.2%
Contact civic organizations to recruit parents	2	6.2%
Recruit high school students to bring parents to the center	1	2.1%
Talk to everyone in stores, Laundromat, doctor's office	1	3.1%

The difficulties that grantees have experienced in recruiting parents stem in large part from the fact that ELL parents work full time and that many of these parents lack transportation (**Table II.32**).

Table II.32 – Main Difficulties Recruiting Parents

	Number (N=32)	Percent
Parents work full time	22	68.9%
Lack of transportation	15	46.9%
Lack of childcare	8	25.0%
Lack of effective strategies to reach parents	5	15.6%
Lack of second-language resources	5	15.6%
Parents do not feel comfortable at school	7	21.9%
Migrancy	3	9.4%
Homelessness	1	3.1%

In addition to the difficulties listed in **Table II.32**, grantees identified other reasons accounting for recruitment difficulties. These include:

- The political atmosphere regarding undocumented immigrants has frightened parents away and there is less participation this year;
- Stresses of life (parents out of work, lacking basic skills for educational success, etc.);
- Lack of building space to support increase of participants at any given time;
- Apathy;
- Many parents came at first, and then they dwindled off to only a very few.

On average, grantees considered the parent recruitment strategies they use to be "somewhat effective." Only nine of the grantees (28.1 percent) considered their recruitment of parents to be "very effective" or "effective" (**Table II.33**).

Table II.33 – Effectiveness in Recruiting Parents

	Number (N=32)	Percent
Very effective	1	3.1%
Effective	8	25.0%
Somewhat effective	13	40.6%
Not effective	4	12.5%
Very ineffective	2	6.2%
Mean*	2.93	
No answer	4	12.5%

** The mean was calculated based on a 5-point scale with "1-very effective," 2-effective," "3-somewhat effective," "4-not effective," and "5-very ineffective."*

Grantees expected that having additional recruitment resources at their disposal would increase their success in recruiting parents (**Table II.34**). More than 70 percent of the grantees would like additional funds, more than 56 percent would like additional manpower, and 41 percent would like to have long-term staff. These resources, grantees contended, would increase their effectiveness in recruiting parents. Grantees also suggested that having phones at the center, better communication with teachers, and having centers in more locations would help recruit parents more effectively.

Table II.34 – Resources that Would Help with Recruiting Parents

	Number (N=32)	Percent
Additional manpower	18	56.3%
Additional funds	23	71.9%
Long-term dedicated staff	13	40.6%
Additional translation resources	4	12.5%

9. Services to Parents/Adult Education

9.1 Needs Assessment

One way to determine what services family literacy centers should provide is by conducting a needs assessment. Nineteen grantees (59.4 percent) reported that they conducted a needs assessment to determine what services the centers should provide (**Table II.35**).

Table II.35 – Family Literacy Center Needs Assessment for Services

	Number (N=32)	Percent
Yes	19	59.4%
No	8	25.0%
No answer	5	15.6%

The 19 grantees used different methodologies in their needs assessment (**Table II.36**). Most commonly, grantees assessed needs by asking parents taking an English literacy class at the center what other classes or services they would like the center to offer. Fourteen of the 19 grantees also determined services based on a parent survey. Seven of the grantees asked parents during a home visit about services they wanted the center to provide.

Table II.36 – How Needs Assessment Was Conducted

	Number (N=19)	Percent
Asking parents during a home visit	7	36.8%
Parent survey	14	73.7%
Asked parents who were taking an English course what other courses/services they need	15	78.9%
Conducted a community wide survey	1	5.3%
Had open meeting	1	5.3%

The grantees that did not conduct a needs assessment determined the classes and services their center should provide by consulting with district and school staff and adult education staff. These grantees also knew that teaching English literacy was a priority for the center (**Table II.37**).

Table II.37 – If Not Conducted Needs Assessment How Identified Services

	Number (N=8)	Percent
Consulted with summer school counselor	1	12.5%
Consulted with school/district staff	6	75.0%
Consulted with adult education staff	5	62.5%
Followed an existing family literacy model/program	1	12.5%
Knew that English literacy was the priority	8	100.0%

9.2 Family Literacy Center Services

The family literacy centers offer a wide range of classes and other services, as shown in **Table II.38**. The classes that the centers provide most commonly include:

- English language instruction (84.4 percent);
- Training parents on how to help their children academically (75.0 percent);
- Computer and technology training (68.8 percent);
- Parenting class (50.0 percent).

Between five and eight of the grantees also offer financial literacy classes, native language literacy, a citizenship class, and a nutrition class.

The family literacy centers of several grantees also offer counseling, social services and case management. Social services include a homeless liaison, referrals to other agencies, job assistance, and translation.

Table II.38 – Center Provides Services

	Number (N=32)	Percent
English literacy instruction	27	84.4%
Native language literacy instruction	8	25.0%
Computer/technology training	22	68.8%
Citizenship class	6	18.8%
GED class	12	37.5%
Parenting class	16	50.0%
Training on how to help your child academically	24	75.0%
Financial literacy class	9	28.1%
Nutrition class	5	15.6%
Other class(es): driver's license preparation, yoga, sewing	2	6.2%
Case management	3	9.4%
Counseling	5	15.6%
Other social services	8	25.0%

Only two grantees reported that they charge for classes. These two grantees charge $20 and $40 per class, respectively. Five grantees indicated that they charge for materials (**Table II.39**).

Table II.39 – Charge for Classes and Materials

	Yes		No		No Answer	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Charge for classes	2	6.2%	26	81.3%	4	12.5%
Charge for materials	5	15.6%	21	65.6%	6	18.7%

In addition to classes, the family literacy centers provide other services to attract parents to use the centers. As shown in **Table II.40,** nearly two-thirds of the grantees reported that their centers provide childcare. About 22 percent of the grantees indicated that their centers provide meals or snacks for the children, and about 16 percent of the grantees also offer transportation. Other services that centers offer, according to about one-third of the grantees, include a community garden, help with job search, filling out job applications, translation services, health services (dental, glasses) and assistance with Medicaid outreach, and assistance with food and clothing.

Table II.40 – Services Family Literacy Centers Provides to Facilitate Use

	Number (N=32)	**Percent**
Childcare	21	65.6%
Transportation	5	15.6%
Meals or snacks	7	21.9%
Other services	8	31.3%
No answer	5	15.6%

Most of the grantees reported that they monitor the effectiveness of the services their centers provide (**Table II.41**). Grantees use a variety of strategies to assess the effectiveness of their services. The most common effectiveness assessment strategies include:

- Assessing effectiveness during regular staff meetings;
- Using data such as attendance hours and test scores;
- Parent surveys and interviews;
- Staff surveys and interviews;
- Classroom observations;
- Lesson plan review.

Table II.41– Monitoring Service Effectiveness

	Number (N=32)	**Percent**
Regular staff meetings	19	59.4%
Classroom visits	12	37.5%
Review lesson plans	7	21.9%
Parent surveys/interviews	14	43.8%
Staff surveys/interviews	14	43.8%
Formal data analysis (test scores, attendance hours, etc.)	15	46.9%
Student feedback and English test scores	2	6.2%
We do not monitor	2	6.2%

9.3 Parent Retention

Parent retention is a high priority. The number of parents who use most centers is small. On average, 25 parents use a center weekly. Based on data 50 centers provided on the number of adults using the family literacy centers in a week, attendance ranged from 2 to 110. As shown in **Table II.42**, ten or fewer adults used 17 (34.0 percent) of the centers, 11 to 50 adults visited 26 (52.0 percent) of the centers, and 51 or more adults used seven of the centers (14.0 percent) weekly.

Table II.42 – Number of Adults Who Use the Center in a Typical Week

	Number of Centers (N=50)	Percent
Five or fewer	8	16.0%
Six to ten	9	18.0%
11 to 20	17	34.0%
21 to 50	9	18.0%
51 to 100	6	12.0%
More than 100	1	2.0%
Mean	25 people	

According to 24 grantees who provided data on the number of parents served in their family literacy centers, 4,823 parents were served in 2009-10. The 24 grantees reported serving between six and 3,000 parents. Seventeen grantees (68.0 percent) served 100 or fewer parents and seven grantees (32.0 percent) served 100 or more parents in 2010-11 (**Table II.43**).

Table II.43 – Number of Parents Served in 2009-10

	Number (N=32)	Percent
30 or fewer	9	28.1%
31 to 50	5	15.6%
51 to 100	3	9.4%
101 to 150	4	12.5%
350 or more	3	9.4%
No answer	8	25.0%

Retaining parents who use the centers and recruiting more parents is critical. Grantees reported that they use a variety of direct and indirect strategies to retain parents in the family literacy centers (**Table II.44**). Retention strategies range from calling parents if they do not show up for a class, to rewarding parents with high attendance, to celebrating accomplishments and successes. Grantees also expect to retain parents by having highly qualified staff at the centers.

Table II.44 – Strategies to Retain Parents

	Number (N=32)	Percent
Call parents if they miss a class	21	65.6%
Hire highly-qualified staff	18	56.3%
Offer incentives to parents with perfect/high attendance (groceries, free tuition)	12	37.5%
Celebrate success and accomplishments	24	75.0%

Additional retention strategies that grantees reported using include:

- Have monthly family nights;
- Strengthen parents' ties to school;
- Provide day care for the children;
- Show parents how much the staff cares about them;
- Give out free books for attending: they get a ready, set, school kit;
- Send reminders home with students.

To recruit adults and to engage those adults who use center services, the family literacy centers have special events multiple times during the year. As seen in **Table II.45**, the centers organize such events from one to 50 times a year. Fifteen grantees (46.9 percent) organize such events one to five times a year. Nine grantees (28.1 percent) indicated that their family literacy centers organize special events six or more times a years.

Table II.45 – Number of Times a Year Family Literacy Centers Have Multiple Events

	Number (N=32)	Percent
Once a year	2	6.2%
2 times a year	5	15.6%
3 times a year	2	6.2%
4 times a year	4	12.5%
5 times a year	2	6.2%
6 times a year	2	6.2%
7 times a year	1	3.1%
9 times a year	2	6.2%
10 or more times a year	4	12.5%
As needed/Ongoing	2	6.2%
No answer	6	18.8%

Grantees listed a wide range of special events the centers implemented in 2010-11 school year. These included, as described by grantees:

- Winter Social: includes each adult English class presenting songs or skits. Childcare classes Presenting songs or skits. Completion Ceremony: awards, certificates, each English class selects a speaker to present. The computer literacy class shares
- Swimming activity. Also visited the library and the family history museum.
- Each school in the district will hold a Family Literacy Night at the Center.
- Family Movie Nights, Annual Literacy Festival.
- Monthly themed family nights, Back to School Nights, End of School Year FLC/Migrant Celebration with Informational booths from community organizations.
- Cultural Night, Special Guest Speakers, "Read with a Teacher", Parent Graduation Night.
- Family Nights, Community Garden, Volunteer Night.
- Recognition/reward night.
- Back to School Night/Parent Teacher Conferences/Mother's Day/Christmas/Closing Social.
- Graduation from computer classes, family trip to the Aquarium, bimonthly reading/math night, monthly meetings with community resource groups.
- Christmas party and picnic.

- Halloween Family Fun Night, Donut Party, Pizza Party to get families involved and to get adults to come in and check in with a teacher about their progress, and to help recruit families for services offered by our school district.
- Family literacy nights, family math nights, literacy holiday parties, graduation ceremonies, finance classes, library presentations, and nutrition classes.
- In conjunction with the back to school picnic, a Title I and FLC meeting and social to provide information to parents and families.
- Our director goes out to the elementary schools to family literacy nights and promotes the resources available in the family literacy center. Hispanic Family Literacy Night. Bear River Head Start Family Night. Around the world in 80 days for parents.
- Back to School Breakfast. Meeting with Latino parents to discuss concerns/wants. Title I meeting with Dr. Nancy Livingston. SEOP Conferences.
- Two pot luck dinners that the families love.
- A culminating family activity.
- Health fair, exercise/fitness club, homework club, English classes, Spanish GED classes, family literacy nights.
- Math nights, literacy nights, heritage nights.
- ELL family training.
- Parent meeting.
- Parent literacy night in all 15 elementary schools with a special focus on ELL parents.
- Field trips and family parties.
- Pre-school, parenting classes (behavior, discipline) English classes, back-to-school night.
- Family Nights, English Classes, Story Time, Parenting classes.

9.4 Involving Parents in School and Classroom

One of the goals of the grant program is to increase parent involvement in their child's education by having parents help their children with their schoolwork at school and at home and by increasing parental involvement in school. To achieve this goal, family literacy centers implement a range of strategies to make parents of ELL children more comfortable in their children's schools. The strategies, described in **Table II.46** involve a combination of personal invitations from teachers, other ELL parents, and PTA members; training; information about parental involvement; and the organization of special events for ELL parents at the school. The most commonly used strategies involve:

- Having the center jointly with the school invite parents to an open house (59.4 percent);
- Asking teachers to contact the parents and invite them to school (53.1 percent);
- Having a newsletter on parental involvement (50.0 percent);
- Training parents on how to get involved in their child's school (50.0 percent).

Table II.46 – Strategies to Make Parents Comfortable in Child's School

	Number (N=32)	Percent
Jointly with the school invited parents to an open house	19	59.4%
Asked teachers to call parents and invite them to school	17	53.1%
Helped school organize special event for ELL parents	14	43.8%
Asked active ELL parents to call other parents and describe their own experience	10	31.3%
Asked PTA president/members to contact ELL parents	10	31.3%
Gave/Sent parents a newsletter on parent involvement	16	50.0%
Trained parents how to get involved in their child's school	16	50.0%

Additional strategies that grantees also reported they use to get parents comfortable in their child's school include:

- Hold Back to School Night in Spanish, hold community meetings in Spanish, Occasionally provide dinner, Invite parents to assist with student cultural presentations (dances, etc.).
- Increase parent-teacher conferences to three per year.
- Teachers attend parent/teacher conferences and assist with language and other assistance.
- Require parents to regularly volunteer in child's classroom.
- Translate all materials that are sent home from the school.
- Automated calls from school.
- Provide interpreters.

Getting parents to feel comfortable at their children's school is the first step. A more advanced step is having parents come into their child's classroom to work with their child. Grantees have multiple strategies to achieve this goal, as shown in **Table II 47.** Most commonly, grantees reported that they offer a class to parents at the center on how to work with their child both in the classroom and at home. Centers also have a take-home program where parents can take home readers and literacy kits that they can use with their children. Eight of the grantees also reported that center staff makes home visits to show parents how to work with their children.

Table II.47 – Strategies to Encourage/Motivate Parents to Work with Their Child in the Classroom

	Number (N=32)	Percent
Offer a class for parents on how to help their child in the classroom and at home	17	53.1%
Ask child's teacher to invite parent to the classroom and show parents how to work with child	13	40.6%
Have ELL parents active in school to mentor ELL parents	5	15.6%
Implement a take-home program (e.g., take-home readers, family literacy kit, etc)	17	53.1%
Conduct in-home visits to help parents learn to work with their children	8	25.0%

Additional strategies grantees reported to encourage parent involvement in their child's classroom, include:

- Parents set weekly goals and report level of school involvement on "participation logs."
- Have quarterly or more frequent, if needed, parent-teacher conferences, aided by an interpreter.
- Offer help and advice to parents during classes on how to become involved with their student.

Between 16 and 17 of the grantees provided data on the percentage of parents they served who became involved in their children's school as volunteers, PTA members, or school leaders. As shown in **Table II.48**, 13 grantees reported they have parents who volunteer in their children's schools. Four of these grantees indicated that more than 10 percent of their parents volunteer in schools. Twelve grantees reported that their parents have joined the PTA or other school committees, and eight grantees pointed out that parents they served have become school leaders.

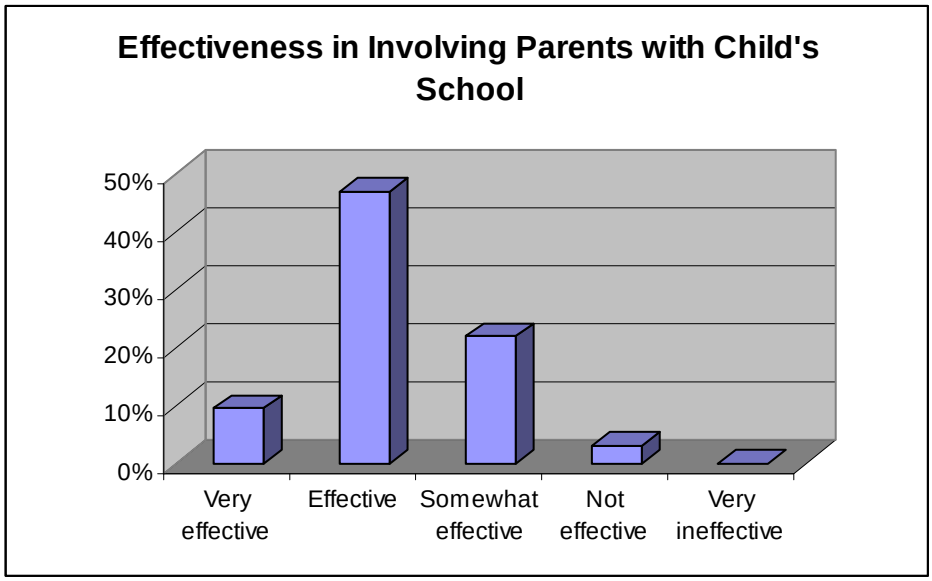
Table II.48 – Percentage of Parents Who Became

	Grantees (N=32)		
	School Volunteers	**PTA or Other Committees' Members**	**School Leaders**
None	4 (12.5%)	5 (15.6%)	8 (25.0%)
1 to 5 percent	5 (15.6%)	9 (28.1%)	8 (25.0%)
6 to 10 percent	4 (12.5%)	2 (6.2%)	-
More than 10 percent	4 (12.5%)	1 (3.1%)	-
No answer	15 (46.9%)	15 (46.9%)	16 (50.0%)

Grantees concluded that their efforts to help parents get involved in their children's school were on average "effective" (**Table II.49**). More than 56 percent of the grantees indicated that these efforts were either "very effective," or "effective."

Table II.49 – Effectiveness in Involving Parents with Child's School

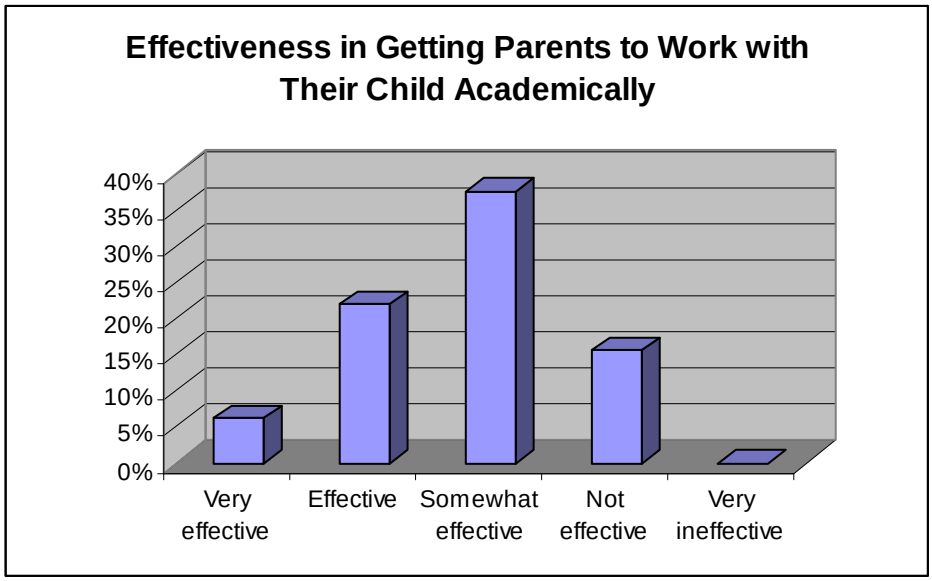
	Number (N=32)	Percent
Very effective	3	9.4%
Effective	15	46.9%
Somewhat effective	7	21.9%
Not effective	1	3.1%
Very ineffective	-	-
Mean	2.15	
No answer	5	15.6%



Getting parents to help their child academically was more challenging. On average, grantees judged their efforts to prepare parents to help their child academically as "somewhat effective" (**Table II.50**). More than 28 percent of the grantees reported that their efforts to get parents help their children academically was either "very effective" or "effective."

Table II.50 – Effectiveness in Getting Parents to Work with Their Child Academically

	Number (N=32)	Percent
Very effective	2	6.2%
Effective	7	21.9%
Somewhat effective	12	37.5%
Not effective	5	15.6%
Very ineffective	-	-
Mean	2.77	
No answer	6	18.8%



Twenty-three grantees reported that they monitor parent involvement in their child's school. Most commonly, grantees monitor parental involvement through data from parents' logs. Parents are asked to keep a log recording activities such as visits to the classroom, reading at home with their child, helping their child with homework, serving on the PTA, etc. Center staff and teachers also monitor parents' activities. Eight of the grantees also conduct parent surveys (**Table II.51**).

Table II.51 – Monitoring Parent Involvement in Child's School

	Number (N=32)	Percent
Parents keep a log recording their visits to the classroom, reading with child at home, helping child with homework, serving on PTA, etc.	13	40.6%
Teachers or FLC staff monitor parents' visits to the classroom, reading with child at home, helping child with homework, serving on PTA, etc.	8	25.0%
FLC staff monitor parents' involvement during home visits	2	6.2%
Parent surveys	8	25.0%
Don't monitor or no answer	9	28.1%

Other monitoring strategies grantees use include:

- Teachers consult with parents quarterly and ask them directly about their activities;
- Teachers send home weekly folders for parent signature and record of reading;
- In a small district, teachers know what parents show up;
- Information from parent teacher conferences.

9.5 Services to ELL Students

Grantees decided what services to provide for children primarily by talking to parents as well as to teachers and counselors (**Table II.52**).

Table II.52 – How Decided on Services to ELL Students

	Number (N=32)	Percent
Asked the parents	22	68.8%
Asked teachers and counselors	17	53.1%
Assessed student needs, reviewed student data and progress	3	9.4%
Talked to students	1	3.1%

Family literacy centers provide a range of services to children (**Table II.53**). Services most commonly include after school or evening classes where children can get tutorial assistance, staff reading with children, computer classes, and homework assistance.

Table II.53 – Services Center Provides to ELL Students

	Number (N=32)	Percent
Homework assistance to children who come to the center with their parents	16	50.0%
After school/Evening class for children to help with homework (tutoring)	20	62.5%
Class on application to college, financial aid, scholarships	9	28.1%
Computer/technology classes	16	50.0%
Read with the children	20	62.5%
Childcare	13	40.6%
Other (home visits, community links to music, art, sports)	2	6.2%

Twenty-two grantees provided data on the number of children that received services at the centers in 2009-10 (**Table II.54**). According to 15 grantees, they served 40 or fewer children. Seven grantees served more than 50 children.

Table II.54 – Number of ELL Students Receiving Services in 2009-10

	Number (N=32)	Percent
None	1	3.1%
10 or fewer	4	12.5%
11 to 20	3	9.4%
21 to 40	7	21.9%
More than 50	7	21.9%
No answer	10	31.2%

Grantees typically assess the effectiveness of services their centers provide to ELL students. Grantees use multiple strategies to assess these services (**Table II.55**). Most commonly they

- Review students' academic progress with their teachers;
- Review students' GPA and scores on standardized tests; and
- Track student participation in center activities and services.

Table II.55 – Assess Effectiveness of Services Center Provides to ELL Students

	Number (N=32)	Percent
Track student participation in services and activities provided by the FLC	14	43.8%
Review students' academic progress with their teachers	17	53.1%
Review standardized measures of academic progress (GPA, standardized test scores, etc.)	15	46.9%
Survey students	2	6.3%
Discuss services provided with students during home visits	6	18.8%
Community feedback	1	3.1%
We do not monitor	3	9.4%

10. FLC Coordination with District and School Administrators and Staff

For 75.0 percent of the grants, the grant administrator is also the Alternative Language Services (ALS) administrator or director (**Table II.56**). The Alternative Language Services program is designed to meet the educational needs of all language minority students to enable them to effectively participate in the regular school program.

Table II.56 – Is Grant Administrator Also ALS Administrator/Director

	Number (N=32)	Percent
Yes	24	75.0%
No	4	12.5%
No answer	4	12.5%

The grant administrator coordinates the family literacy centers with a wide range of district or school administrators and staff (**Table II.57**). Most commonly, center operations and services are coordinated with the principal of the campus where the center is located. Coordination is also done with the Title I coordinator, the bilingual/ESL coordinator, and the bilingual/ESL teachers.

Table II.57 – Coordination of Center Services at the District or School Level

	Number (N=32)	Percent
Principal	22	68.8%
Bilingual/ESL coordinator/director	13	40.6%
Bilingual/ESL teacher(s)	10	31.3%
Title 1 coordinator/director	17	53.1%
Other school administrator	6	18.8%
Other teacher(s) such as Climate/Culture teacher, ALS specialist	3	9.4%
Superintendent or assistant superintendent	4	12.5%

Other school and district staff with whom center operations are coordinated include the:

- Migrant and After School Program staff and director;
- Director of Community Education;
- Homeless Liaison;
- School Accountability Directors;

- Adult Education Director;
- District Director of Special Programs;
- Board member; and
- Literacy coaches.

11. Center Coordination with Community Organizations and Agencies

In their attempt to assist ELL families with educational and social needs, centers work with community organizations and social service agencies. **Table II.58** lists the different types of organizations with which family literacy centers tend to coordinate.

Table II.58 – Coordination with Community Organizations and Agencies

	Number (N=32)	Percent
Social services	8	25.0%
Medical clinic, hospital	11	34.4%
Mental health	11	34.4%
Community college/University	8	25.0%
Public library	12	37.5%
Faith-based organizations	9	28.1%
Migrant organizations	9	28.1%
Homeless shelters	7	21.9%
Other organizations	8	25.0%

Additional organizations grantees listed include:

- Community garden;
- Latinos in Action;
- English Language Center of Cache Valley;
- Midvale City Welcome Center (refugees, ESL, etc.);
- Salt Lake and West Valley Mayor's office;
- Consulate of Mexico;
- American Red Cross;
- American Heart Association;
- Police Department;
- Homeland Security;
- Wells Fargo Bank;
- Bear River Health Department;
- State Family Learning Center; and
- Community Bridge Committee--Fall Festival.

These organizations provide a wide range of services to the family literacy center parents and their families. Grantees described the organizations and the support they provide as follows:

- Community garden provides land and water access for families to plant and harvest for their personal use.
- Bear River Mental Health partners with the school district. They refer parents and students to the center.

- Latinos in Action came to the school and performed some ethnic dances in an assembly, explained who they are, their purpose and goals, etc. We are working on partnering with them to help tutor students after school and to help recruit parents to the FLC.
- Case management, immunization outreach, dental clinics, class on Domestic Violence, Nutrition, Financial Literacy, Library cards, outreach with fliers, community events, translations services, coordination of enrollment, transportation.
- Davis Mental Health, Volunteer Health Clinic twice a week have offices in the FLC. Area Churches have assisted in raising funds and providing supplies/materials/clothing.
- They work with us in seeking help with translation services and offer support to the FLC.
- Present classes to parents, lectures, activities for families, gang prevention, breast cancer awareness, Medicaid /Chip program, education meetings, financial planning.
- Helps us with recruitment activities and tracking of students/families, support.
- We provide referrals to services. They offer clinics, classes, materials, native language literacy lesson plans and materials.
- USU provides volunteers, Faith-based organizations provide volunteers and referral programs, Bear River Health Department allows us to advertise in their facility.
- As we work together collaboratively to address the concerns and issues of our ELL families, we each bring something important to the Table. As individual needs are discussed, organizations accept assignments to address those needs.
- All agencies are represented in inter-agency council and discuss the needs of this population.
- Medical services offered at both sites (vaccinations, physicals, etc.); mental health services offered at one of the FLCs; University and Community have provided training, materials, resources, and collaborated for annual family conference; migrant organ.
- Peoples health clinic- basic health care. Valley mental health - parent/student support. Free library cards, back pack meals on weekends, after school activities.
- Provide dental and health services, provides information on the law and how to use to meet needs.
- Provide books, computers, extra help, School- Classroom, Language Teacher, Math teacher.
- Provide Counseling services for student in need. Provide home visits/tracking.
- There is a coordination between the Title I Homeless liaison, the County community Services organization, Parents Education Resource Center and the district ELL- FLC.
- Public Library--room for teaching English, helping parents to access books for children, bilingual story hour.
- Faith-based organizations--helping with advertising the program.
- They have offered classes and community resources.

Coordinating with multiple agencies can be very challenging, especially for organizations like the family literacy centers that have limited staff. The most effective way to coordinate, according to grantees, is to have a plan that clearly defines activities and responsibilities and holds regular meetings to review activities and accomplishments (**Table II.59**).

Table II.59 – Most Effective Activities and Strategies to Coordinate with Community Organizations and Agencies

	Number (N=32)	Percent
Have an MOU with the organization	7	21.9%
Have a plan specifying activities and responsibilities	14	43.8%
Meet quarterly, annually or at other frequency to review activities and accomplishments	13	40.6%
Develop personal relationships with providers	2	6.2%

12. Impact

Grantees use multiple measures to monitor and evaluate the effectiveness of the family literacy centers, as shown in **Table II.60**. The most widely used measures by 60 percent or more of the grantees include:

- Parents' attendance level of center classes and activities;
- Number of families using the center;
- Parent retention in class; and
- Parent involvement in school.

Table II.60 – Impact Measures Grantee Uses to Monitor Center Effectiveness

	Number (N=32)	Percent
Increase in number of families using the center	23	71.9%
Attendance levels of parents	25	78.1%
Parent retention in class	19	59.4%
Parent involvement in school	19	59.4%
Student performance	16	50.0%
Family involvement in the community	9	28.1%
Number of parents who got GEDs	8	25.0%
Number of parents who continued education	6	18.8%

The impact the family literacy centers have had on ELL families, according to grantees, has been mostly moderate or minor (**Table II.61**). The greatest impact has been on making parents comfortable in their children's school and increasing parent attendance at parent-teacher conferences. Lesser impact has been achieved in increasing parents' involvement in school. Little impact has been realized in getting more parents to volunteer in school and to be involved in the community. Hardly any impact has been achieved in getting ELL parents to participate in the PTA.

Table II.61 – As a Result of Services

	Mean	To a Great Extent	To a Moderate Extent	To a Minor Extent	Not At All	Unsure
Has parent involvement in school increased	2.54	18.8%	28.1%	28.1%	-	12.5%
Have parents become more comfortable in school	2.07	28.1%	37.5%	15.6%	-	6.2%
Have parents become more involved in the community	2.93	3.1%	31.3%	37.5%	-	15.6%
Has attendance at parent conferences increased	2.11	28.1%	40.6%	9.4%	-	9.4%
Has parent volunteerism at school increased	2.93	12.5%	18.8%	34.4%	6.2%	15.6%
Has parent participation in PTA increased	3.82	3.1%	9.4%	21.9%	18.8%	34.4%

** Mean was calculated based on a 4-point scale with "1-to a great extent," "2-to a moderate extent," "3-to a minor extent," and "4-not at all."*
*** Percent do not add up to 100 because "no answer" is not shown.*

13. Implementation of Proposed Activities

The extent to which grantees implemented the activities they specified in their ELL-FLC proposal varied (**Table II.62**). Nineteen of the 32 grantees (59.4 percent) indicated that they either implemented all or most of the proposed activities. Six of the grantees (18.8 percent) implemented some of the activities they proposed, and five grantees (15.6 percent) implemented either few or none of the activities they proposed.

Table II.62 – Extent to Which Grantee Implemented Proposed Activities

	Number (N=32)	Percent
Implemented all activities as proposed	5	15.6%
Implemented most of the activities	14	43.8%
Implemented some of the activities	6	18.8%
Implemented a few of the activities	2	6.2%
Did not implement any of the activities	3	9.4%
No answer	2	6.2%

Grantees described changes they have made to their center(s) structure, resources and services since the project started.

- After the first year, with budget uncertainties we stopped support for our FLC 2 program. All other activities are implemented as proposed.
- We opened a center in the North end of the district to better serve the needs of ELL students and their parents.
- Canyons was formed as a District July 1, 2009 as a voter referendum dividing Jordan District. Jordan District originally wrote the plan, and then, due to budget shortfall, funding was pulled to pay for other needs. Jordan did not have a working Family Literacy Center.

- We have moved the FLC to coincide with our adult education program and adult learners with the Alternative High School.
- Purchase of new computer and earphones.
- Increased number of centers.
- We didn't end up having funds to hire a regular reading/literacy specialist to provide regular training. We were able to hire someone to help with transportation and someone else to help with recruitment and getting our name out in the community.
- Our program has expanded faster than we anticipated. We will be fully implemented in 4 Title I schools by 2011-12 school year. Parents have become more active in their child's education.
- Basically, we have changed each year due to differing work schedules of the parents involved. Because of this, there has been some problems related to attendance by parents and also in providing additional community related support services.
- We have partnered with another family literacy center that was already established and serving all families in the community not just ELL families. We noticed they had quite a few ELL families using their services so we partnered with them and give them.
- For a variety of reasons, we did not implement any of the things proposed. Instead we created a class where parents could come use Rosetta Stone.
- Use of liaisons/paraprofessional has been refined and more coordinated with all school efforts. Added case management. Delays in implementation of some services at each site. More of a focus on parents and walk-in resource and computer assisted language.
- Have a permanent place for the ELL FLC.
- Have a coordinator of the FLC.
- Added Rosetta Stone online option so parents could access at home or at library.
- Lack of personnel to operate a ELL FLC in the secondary schools created the difficulty in being successful. However with a small amount of resources from ELL FLC funding we were able to provide materials for all schools to send home to ELL parents.
- We are providing the same resources and services as when we started. We feel hampered by budget and limited time and resources to expand the program.
- We have added additional services and resources over the years.

Three-quarters of the grantees reported that they implemented the budget as specified in their proposal (**Table II.63**).

Table II.63 – Allocated Budget as Specified in Proposal

	Number (N=32)	Percent
Yes	24	75.0%
No	5	15.6%
No answer	3	9.4%

Changes made to **start-up expenses** including equipment and materials:

- Money divided with district split and absorbed by district.
- Grant money was used to compensate for budget shortfalls for the first 2 years of the grant.
- This has increased to continue to meet the needs of the community.

Changes in allocation of **salaries and employee benefits**:

- After first year stopped funding the afternoon session of the FLC 2 program.
- Hired only part time people - no benefits paid.
- Paraprofessionals hired to be liaison for families and students to the school and community.
- Continued to employ paraprofessionals as per the grant.
- Budgeted for paraprofessional for 2nd FLC to be located in Green River. Have not had qualified person apply.
- Amount reduced
- Grant money was used to compensate for budget shortfalls for the first 2 years of the grant.
- Fewer expenses here than planned with program coordination
- This has increased to have full-time staff.
- Hired a FLC coordinator.

Changes to budget allocation to **professional and technical services**:

- Hired teachers hourly in addition to regular position.
- Continued to employ specialists as per the grant.
- Purchased Imagine Learning and Rosetta Stone.
- Grant money was used to compensate for budget shortfalls for the first two years of the grant.
- Other budgets have been able to provide this.

Grantees either did not travel or obtained travel funds from other budget sources.

Changes in budget allocated **to supplies and materials**:

- Purchased out of allowable funding for Parent Involvement under Title I and Title III.
- Purchased leveled library materials for use by paraprofessionals.
- Used funds for recognition and attendance.
- Purchased new computers.
- Used funds for more activities and less projected equipment.
- Used budget allocated after split of the district into two districts.
- Grant money was used to compensate for budget shortfalls for the first two years of the grant.
- Allocated supplies to annual family literacy conference in addition to FLCs themselves
- Increased the funds to meet the needs of the community.

III. ELL-FLC TEACHER, STAFF AND VOLUNTEER REPORT

Sixty-four teachers, staff and volunteers from 21 family literacy centers responded to the survey.

1. Family Literacy Center Staff and Volunteers

Fifty percent of the respondents are teachers and 32.8 percent are volunteers. Two volunteers also hold other positions. Other respondents include paraprofessionals/aides (12.5 percent), administrators/facilitators/coordinators (10.9 percent), literacy coaches (9.4 percent), child care workers (7.8 percent), administrative aides/office assistants/receptionists (4.7 percent), and community liaisons (3.1 percent) (**Table III.1**).

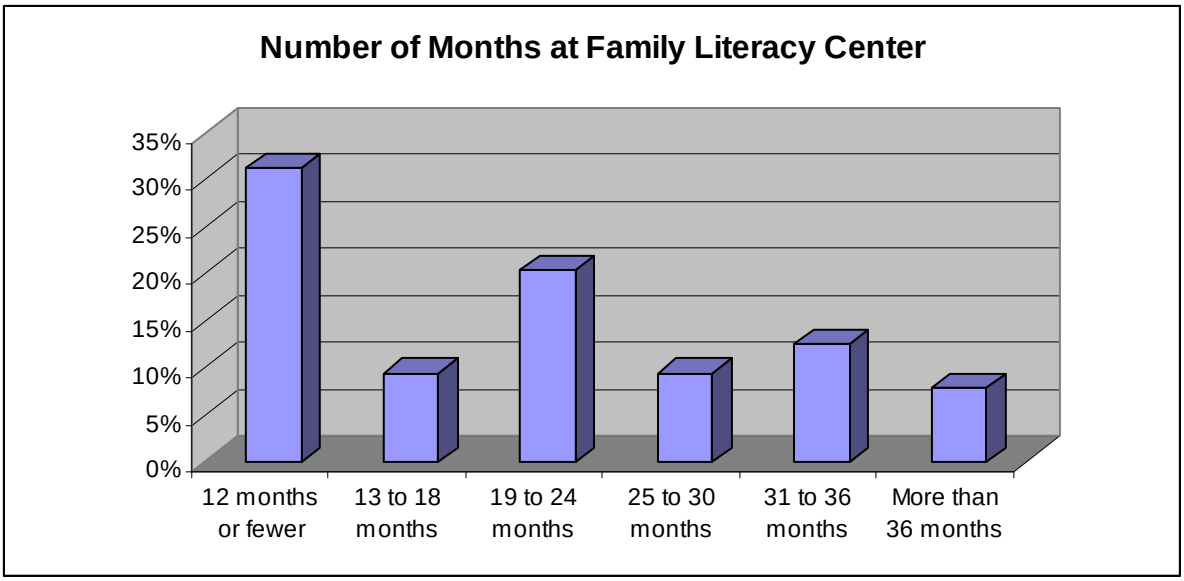
Table III.1 – Position at Family Literacy Center

	Number (N=64)	Percent
Administrator, facilitator, coordinator	7	10.9%
Teacher	32	50.0%
Literacy coach	6	9.4%
Paraprofessional/Aide	8	12.5%
Community liaison	2	3.1%
Child care	5	7.8%
Administrative aide: office assistant, receptionist	3	4.7%
Volunteer	21	32.8%

On average, staff and volunteers who responded to the survey have been at their respective family literacy center for slightly more than two years: 24.8 months. More than 60 percent of the staff and volunteers reported having worked at the centers for 24 months or less. Most commonly, staff and volunteers were at their respective center 12 months or less (31.2 percent). Twenty percent have worked at their center for 19 to 24 months and nearly 30 percent have been at their center for between 25 and 36 months (**Table III.2**).

Table III.2 – Number of Months at Family Literacy Center

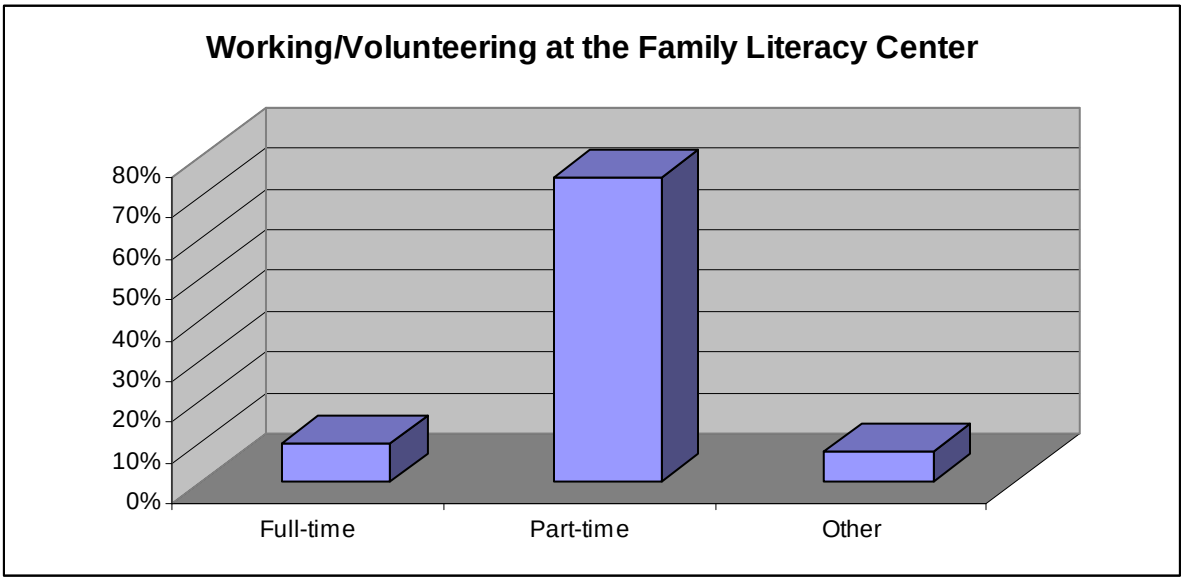
	Number (N=64)	Percent
12 months or less	20	31.2%
13 to 18 months	6	9.4%
19 to 24 months	13	20.3%
25 to 30 months	6	9.4%
31 to 36 months	8	12.5%
More than 36 months	5	7.8%
No answer	6	9.4%
Mean	24.8 months	



Three-quarters of the respondents indicated that they work at the centers part-time; while less than 10 percent have full-time positions (**Table III.3**).

Table III.3 – Working/Volunteering at the Family Literacy Center

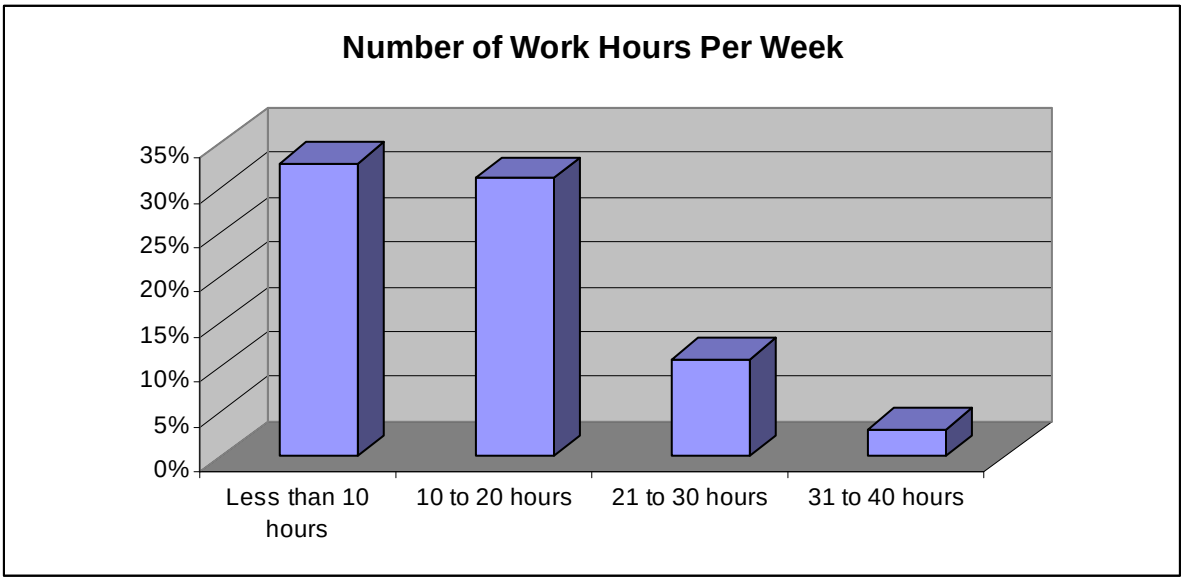
	Number (N=64)	Percent
Full-time	6	9.4%
Part-time	48	75.0%
Other	5	7.8%
No answer	5	7.8%



On average, center staff and volunteers reported working 14.2 hours per week. One-third work less than 10 hours a week, 31.2 percent work 10 to 20 hours a week, 10.9 percent work 21 to 30 hours per week, and 3.1 percent reported working 31 to 40 hours per week (**Table III.4**).

Table III.4 – Number of Work Hours Per Week

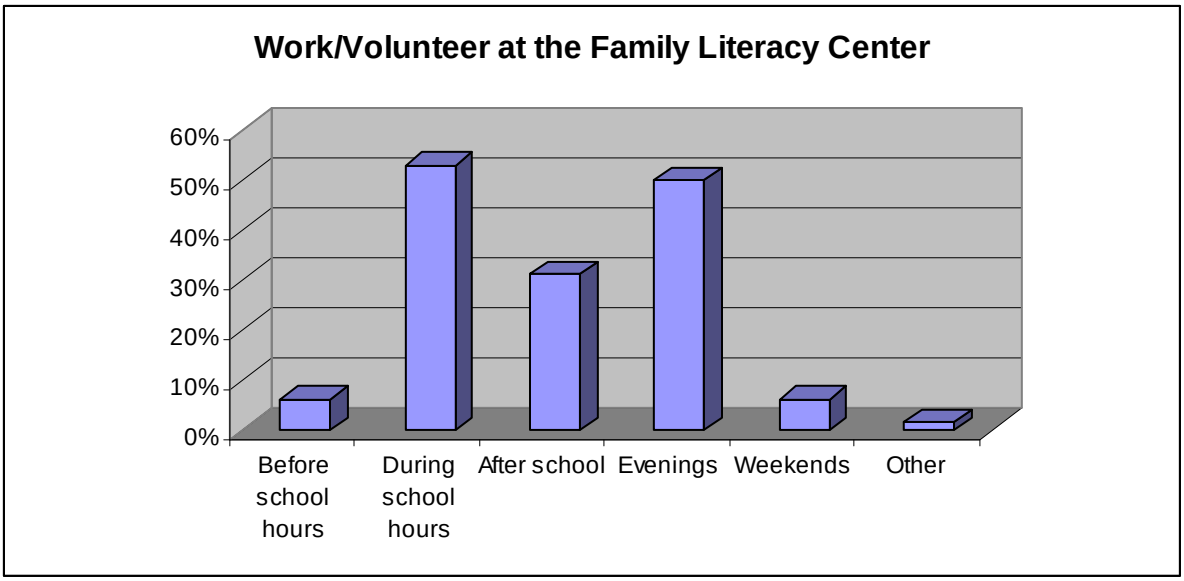
	Number (N=64)	Percent
Less than 10 hours	21	32.8%
10 to 20 hours	20	31.2%
21 to 30 hours	7	10.9%
31 to 40 hours	2	3.1%
No answer	15	23.4%
Mean	14.2 hours	



Center staff and volunteers indicated that they work at the centers during a variety of timeframes, with the most common being during school hours (53.1 percent) and evenings (50.0 percent). More than 30 percent also work during after school hours. Less than 10 percent each reported working either before school or on weekends (**Table III.5**).

Table III.5 – Work/Volunteer at the Family Literacy Center

	Number (N=64)	Percent
Before school hours	4	6.2%
During school hours	34	53.1%
After school	20	31.2%
Evenings	32	50.0%
Weekends	4	6.2%
Other	1	1.6%



Qualifications of staff and volunteers varied greatly **(Table III.6**). Most commonly, respondents reported being content-area certified (29.7 percent), having ELL endorsement (29.7 percent), or having ELL/literacy training (26.6 percent). A few respondents also reported having an elementary education degree, an ESL/TESOL certificate, a degree in another field, being bilingual, having a Spanish degree, or having a child care certification.

Table III.6 – Qualifications

	Number (N=64)	Percent
Content-area certified	19	29.7%
Have ELL endorsement	19	29.7%
Have ELL/literacy training	17	26.6%
Elementary education degree	3	4.7%
ESL/TESOL Certificate	3	4.7%
Degree in other field	3	4.7%
Bilingual	2	3.1%
Spanish degree	1	1.6%
Child care certification	1	1.6%

Staff reported providing a variety of services in the centers (**Table III.7**). Most commonly, respondents provide translation services (23.4 percent). A smaller percentage of the respondents also reported providing case management (9.4 percent) and counseling (4.7 percent).

Table III.7 – Classes Taught and Services provided

	Number (N=64)	Percent
Translation services	15	23.4%
Case management	6	9.4%
Counseling	3	4.7%

Nearly one-third of the staff indicated that they make home visits to their center's parents and 61 percent reported not making home visits (**Table III.8**).

Table III.8 – Make Home Visits

	Number (N=64)	Percent
Yes	19	32.2%
No	36	61.0%
No answer	9	6.8%

Nearly 60 percent of the staff work with ELL students (**Table III.9**).

Table III.9 – Work with ELL Students

	Number (N=64)	Percent
Yes	38	59.4%
No	17	26.1%
No answer	9	6.8%

Respondents use a variety of measures to assess the effectiveness of the services their center provides to ELL students (**Table III.10**). Most commonly, staff communicates with the students' regular classroom teachers (32.2 percent), reviews student academic performance data (28.8 percent), and communicates with students and parents during home visits (20.3 percent). About 14 percent of the staff also conduct student or parent surveys. More than one-quarter do not monitor the effectiveness of services to students.

Table III.10 – Assess Effectiveness of Services to ELL Students Through

	Number (N=64)	Percent
Students academic performance such as GPA, standardized test scores, grades	17	28.8%
Communicate with students' regular teachers	19	32.2%
Discuss services provided with students and their parents during home visits	12	20.3%
Survey students or their parents	8	13.6%
Do not assess students' progress	15	25.4%
Other	5	8.5%

Respondents were asked to rate on a scale of one to four, with one being "to a great extent," two being "to a moderate extent," three being "to a minor extent," and four being "not at all," the changes they have seen in parents as a result of the services they provided. Overall, mean responses indicate that the center has had a moderate impact on parents. The greatest impact has been in the areas of parents feeling that their children are safe in school, parents feeling more comfortable at their child's school, and parents' increased attendance at teacher-parent conferences. In these three areas, more than one-third of the staff indicated that the centers' services have had a "great impact" on parents. The least impact has been on parents' joining the PTA (**Table III.11**).

Table III.11 – As a Result of Services to ELL Parents

	Mean	To a Great Extent	To a Moderate Extent	To a Minor Extent	Not At All	Unsure
Has parent involvement in school increased	2.13	15.3%	32.2%	18.6%	-	1.7%
Have parents become more comfortable in school	1.71	33.9%	25.4%	8.5%	-	1.7%
Have parents become more involved in the community	2.15	23.7%	20.3%	20.3%	1.7%	3.4%
Do parents feel that their kids are safe in school	1.68	33.9%	27.1$	6.8%	-	1.7%
Has attendance at parent conferences increased	1.80	33.9%	16.9%	15.3%	-	1.7%
Has parent volunteerism at school increased	2.36	11.9%	23.7%	27.1%	1.7%	1.7%
Has parent participation in PTA increased	2.76	10.2%	13.6%	23.7%	11.9%	3.4%

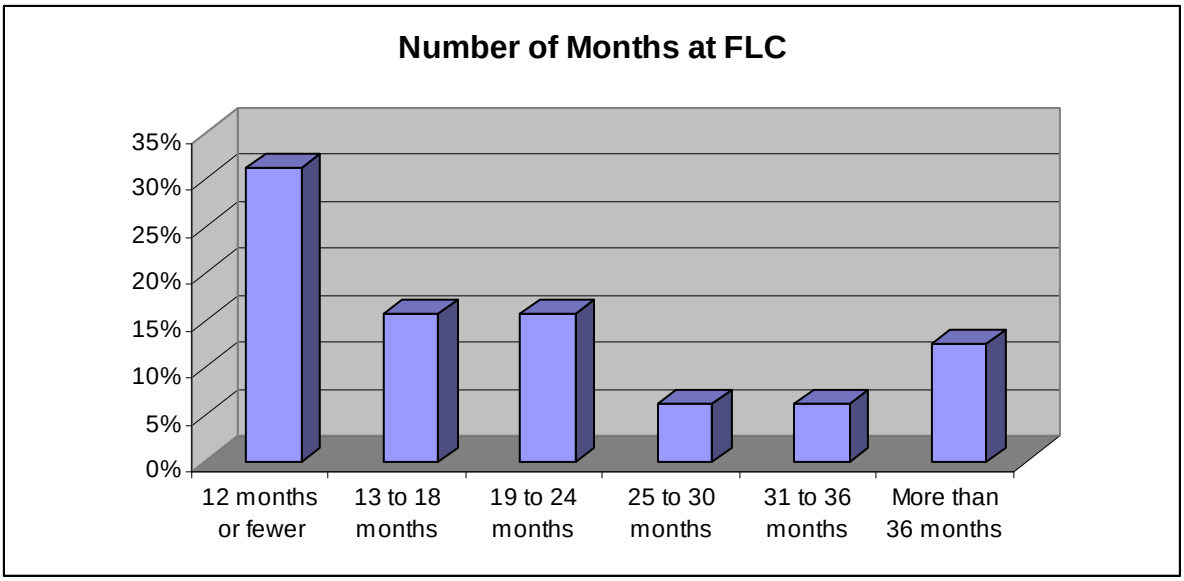
** Mean was calculated based on a four-point scale with "1-to a great extent," "2-to a moderate extent," "3-to a minor extent," and "4-not at all."*
*** Percentages do not add to 100 because "no answers" are not shown in the table.*

2. Teachers

Thirty-two teachers responded to the survey. Three of the teachers also act as literacy coaches and two also serve as center coordinators. On average, teachers have been working at their family literacy center for 28.4 months. More than 30 percent of the teachers have worked at their center for 12 months or less, 15.6 percent have worked in their center 13 to 18 months, another 15.6 percent reported working 19 to 24 months, and 18.7 percent have been at the center for 31 or more months (**Table III.12**).

Table III.12 – Number of Months at FLC

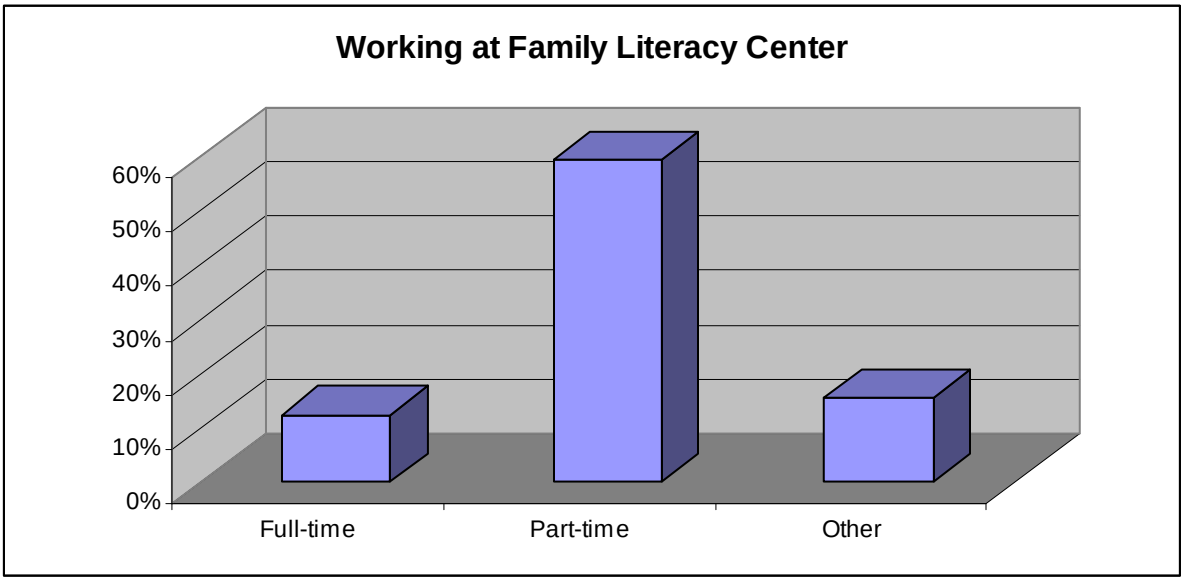
	Number (N=32)	Percent
12 months or less	10	31.2%
13 to 18 months	5	15.6%
19 to 24 months	5	15.6%
25 to 30 months	2	6.2%
31 to 36 months	2	6.2%
More than 36 months	4	12.5%
No answer	4	12.5%
Mean	28.4 months	



Nearly 60 percent of the teachers have part-time positions at their center while 12.5 percent work there full-time (**Table III.13**).

Table III.13 – Working at Family Literacy Center

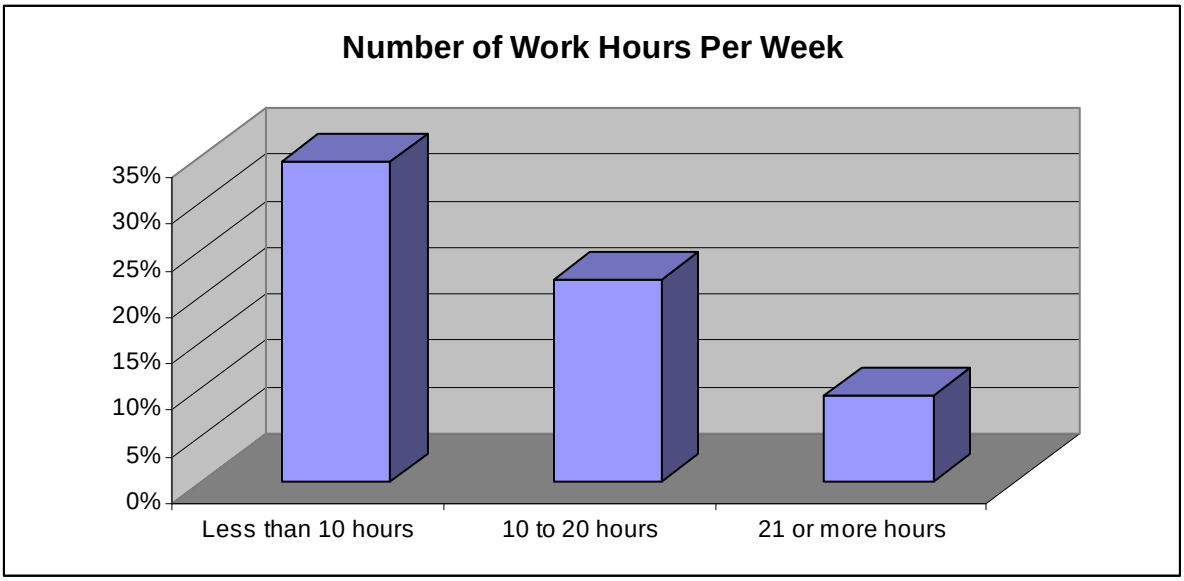
	Number (N=32)	Percent
Full-time	4	12.5%
Part-time	19	59.4%
Other	5	15.6%
No answer	4	12.5%



On average, teachers reported working 13.1 hour a week at their center (**Table III.14**). More than one-third of the teachers work less than ten hours a week, and 31 percent work between 10 and more than 21 hours a week.

Table III.14 – Number of Work Hours Per Week

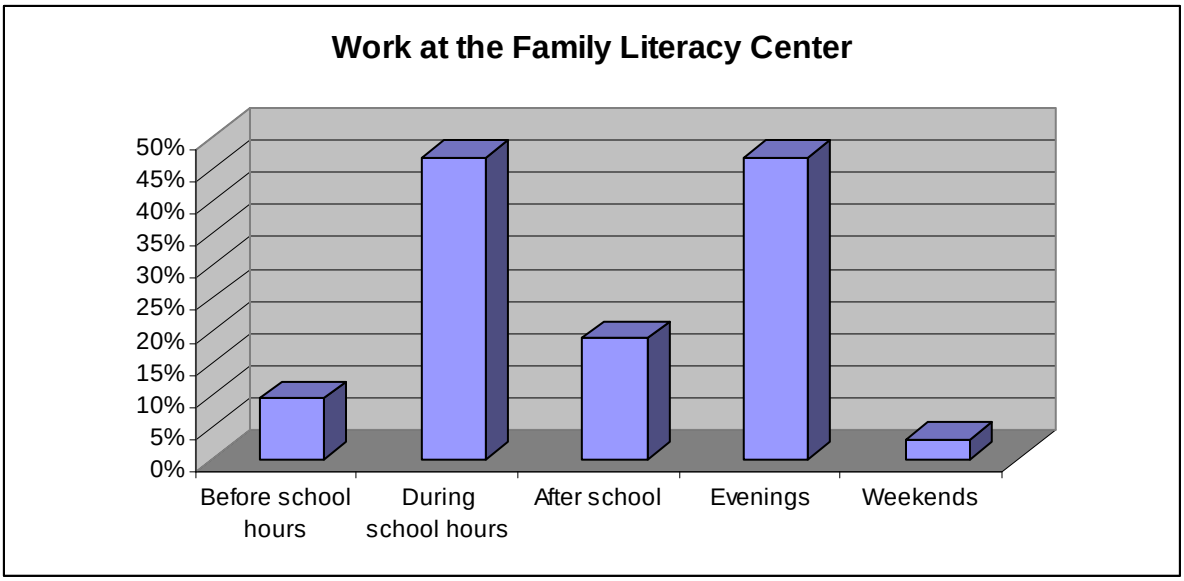
	Number (N=32)	Percent
Less than 10 hours	11	34.4%
10 to 20 hours	7	21.9%
21 or more hours	3	9.4%
No answer	11	34.4%
Mean	13.1 hours	



Teachers' work schedules at their respective family literacy centers vary (**Table III.15**). Most commonly teachers work at the center either during school hours (46.9 percent) or in the evenings (46.9 percent). This is consistent with the data that parents provided, which indicated that most take classes at their center during school hours followed by evening classes.

Table III.15 – Work at the Family Literacy Center

	Number (N=32)	Percent
Before school hours	3	9.4%
During school hours	15	46.9%
After school	6	18.7%
Evenings	15	46.9%
Weekends	1	3.1%



Teacher qualifications and content area certifications are shown in **Tables III.16** and **III.17**. Most commonly, teachers are content-area certified (53.1 percent). Teachers have content area certification in Spanish, TESOL/ESL, elementary education, computing, English, and K-8 education. Fifty percent of the teachers also have ELL endorsements and 25.0 percent have had ELL/literacy training. Some of the teachers also reported having a degree in another field, having an ESL/TESOL certificate, being bilingual, or having a Spanish degree.

Table III.16 – Teacher Qualifications

	Number (N=32)	Percent
Content-area certified	17	53.1%
Have ELL endorsement	16	50.0%
Have ELL/literacy training	8	25.0%
Degree in other field	3	9.4%
Bilingual	2	6.2%
ESL/TESOL Certificate	2	6.2%
Spanish degree	1	3.1%

Table III.17 – Content Area Certifications

	Number (N=32)	Percent
Spanish	4	12.5%
TESOL/ESL	3	9.4%
Elementary education	2	6.3%
Computing	2	6.3%
English	1	3.1%
K-8	1	3.1%

The majority (87.5 percent) of the teachers are also employed by the district (**Table III.18**). This is consistent with the fact that most of the teachers work at their center part-time.

Table III.18 – District Employee

	Number (N=32)	Percent
Yes	28	87.5%
No	3	9.4%
No answer	1	3.1%

The teachers who responded to the survey teach a variety of classes at their center, as shown in **Table III.19**. More than half of these teachers (53.1 percent) teach English literacy. Other classes they teach include computer literacy (31.2 percent), training on helping children academically (28.1 percent), parenting (12.5 percent), and native language literacy (12.5 percent).

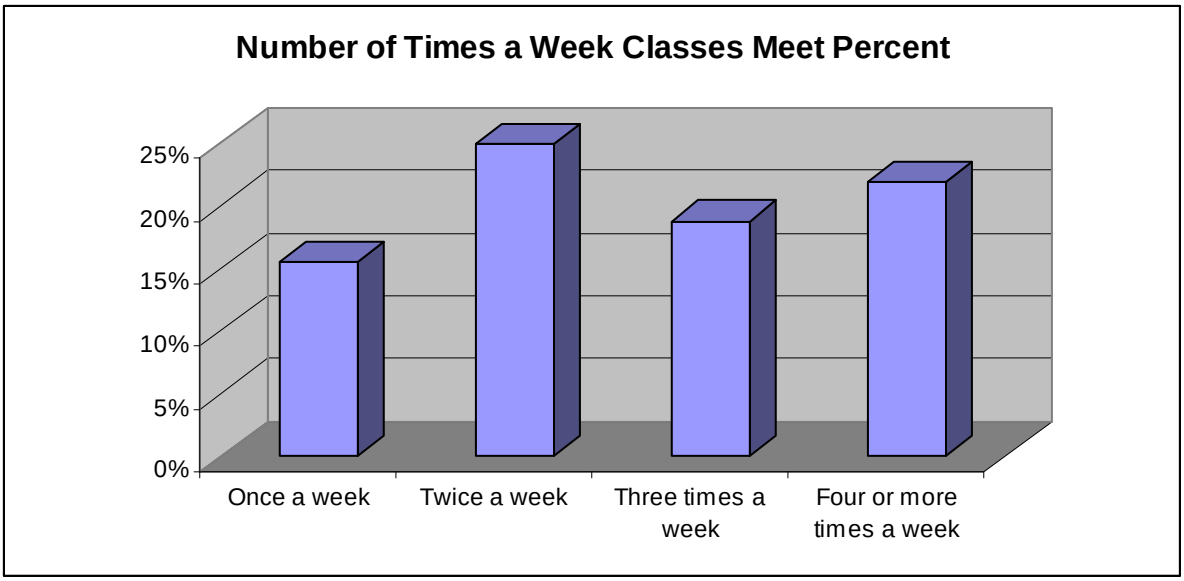
Table III.19 – Classes Taught

	Number (N=32)	Percent
English literacy	17	53.1%
Native language literacy	4	12.5%
Computer literacy	10	31.2%
Citizenship	2	6.2%
GED	1	3.1%
Parenting	4	12.5%
Training on how to help child academically	9	28.1%
Financial literacy	1	3.1%
Other classes (gang violence, sawing)	2	6.2%

The classes these teachers offer meet between one and four or more times a week (**Table III.20**). Most classes meet multiple times a week. Most commonly, classes meet twice a week (25.0 percent), followed by four or more times a week (21.9 percent) and three times a week (18.8 percent). Only 15.6 percent of the teachers reported that their classes meet once a week.

Table III.20 – Number of Times a Week Classes Meet

	Number (N=32)	Percent
Once a week	5	15.6%
Twice a week	8	25.0%
Three times a week	6	18.8%
Four or more times a week	7	21.9%
No answer	6	18.8%



Nearly 41 percent of the teachers reported making home visits (**Table III.21**). Center teachers and staff typically make home visits to see how parents work with their children at home and help parents, as needed, to improve their strategies in working with their children.

III.21 – Make Home Visits

	Number (N=32)	Percent
Yes	13	40.6%
No	15	46.9%
No answer	4	12.5%

Most teachers (81.2 percent) indicated that their classrooms are well equipped (**Table III.22**). Teachers reported that they have textbooks and other materials, as well as computers (81.2 percent) and instructional software programs (62.5 percent).

Teachers were also asked about resources they would like to have in the classroom. Eleven teachers indicated that they would like to have in the classroom the following equipment and materials they currently do not have:

- Copier, scanner, paper cutter;
- Larger white board;
- Projector;
- Extra tools for the Smartboard technology;
- Literacy books;
- Leveled reading books;
- Telephone;
- Children's computers; and
- Unblocked computers for adult students.

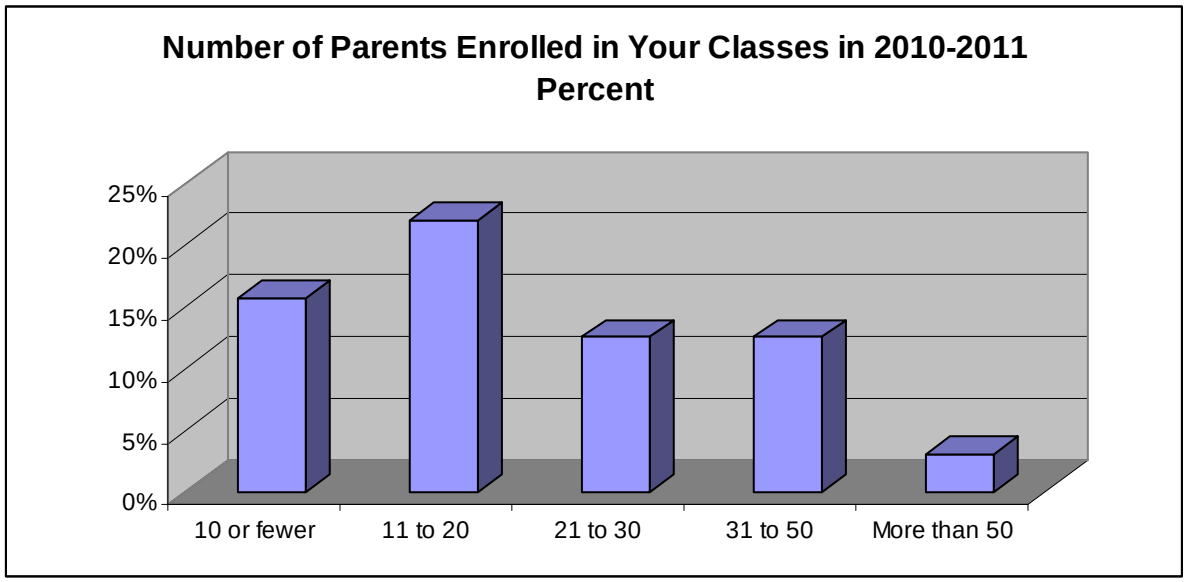
Table III.22 – Have the Following Resources in the Classroom

Q7	Number (N=32)	Percent
Textbooks and other instructional materials	26	81.2%
Computers	26	81.2%
Instructional software programs	20	62.5%

Twenty-one teachers provided data on the number of parents that enrolled in their classes during the 2010-2011 school year (**Table III.23**). The number of parents ranged from two to 86, with a mean of 22.8. Most commonly, teachers had 11 to 20 parents in their classroom (21.9 percent). Nearly 30 percent of the teachers had classes with 21 to more than 50 parents.

Table III.23 – Number of Parents Enrolled in Your Classes in 2010-2011

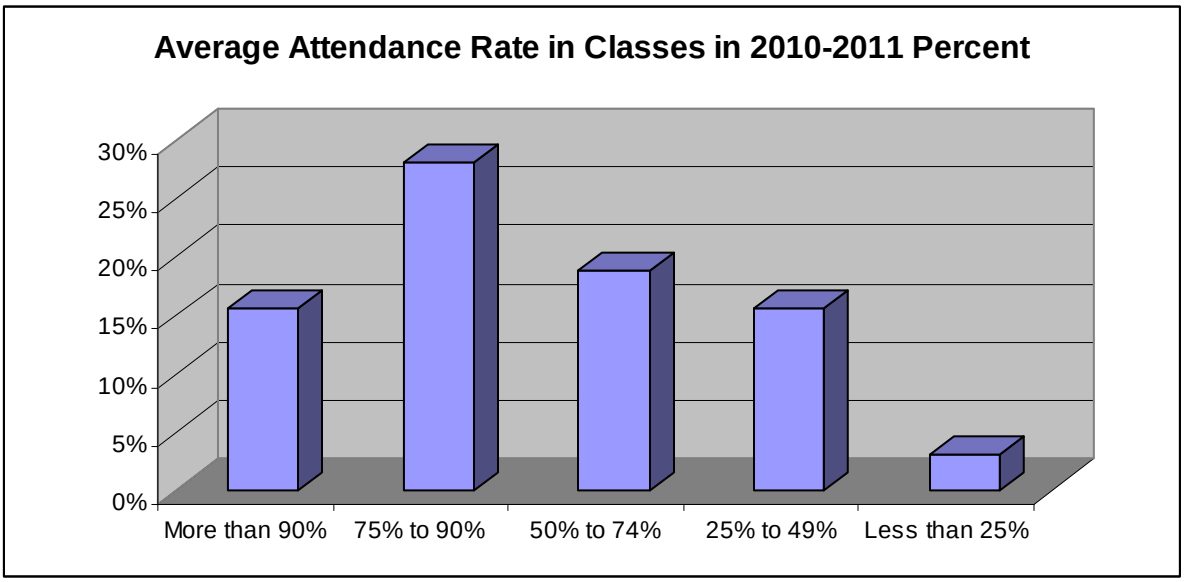
	Number (N=32)	Percent
10 or fewer	5	15.6%
11 to 20	7	21.9%
21 to 30	4	12.5%
31 to 50	4	12.5%
More than 50	1	3.1%
No answer	11	34.4%
Mean	22.8	



Parents' attendance rates in 2010-11 varied greatly according to teachers (**Table III.24**). About 44 percent of the teachers reported that the attendance rates in their classes were 75 percent or higher. Nearly 19 percent of the teachers reported attendance rates lower than 50 percent.

Table III.24 – Attendance Rate in Classes in 2010-2011

	Number (N=32)	Percent
More than 90%	5	15.6%
75% to 90%	9	28.1%
50% to 74%	6	18.8%
25% to 49%	5	15.6%
Less than 25%	1	3.1%
No answer	6	18.8%



Teachers use several strategies to retain parents in their classes (**Table III.25**). The most common retention strategies are celebrating successes and accomplishments (50 percent) and calling parents who miss a class (43.7 percent). Nearly 30 percent of the teachers also offer incentives for perfect or high attendance. Several teachers also mentioned that they call parents every week urging them to stay in the class. Teachers maintain personal contacts with their students and in some cases assign study buddies to parents and have other students check on those who missed class.

Table III.25 – Strategies Used to Retain Parents in the Classes

	Number (N=32)	Percent
Call parents if they miss a class	14	43.7%
Offer incentives to parents with perfect/high attendance (groceries, free tuition, etc.)	9	28.1%
Celebrate success and accomplishments	16	50.0%

On average, according to teachers, about two-thirds of the parents who take their classes complete the classes (**Table III.26**). More than 30 percent of the teachers reported that half or fewer of the parents on their classes complete the classes; 37.5 percent reported that that 60 to 75 percent of parents complete classes, about 22 percent reported that between 80 and 85 percent of parents

complete the classes, and less than ten percent of the teachers indicated that 90 percent of parents complete the classes.

Table III.26 –Percentage of Parents Who Complete Class(es)

	Number (N=32)	Percent
25% to 50%	10	31.2%
60% to 75%	12	37.5%
80% to 85%	7	21.9%
90%	3	9.4%
Mean	66.3%	

Only 11 teachers provided data on the percentage of their parents passing a test, if one was required for completion of their classes. On average, 51.5 percent of parents passed the test. Of those eleven teachers seven teachers reported passing rates of 60 percent or lower (**Table III.27**). Four teachers reported that 80 to 95 percent of their students passed tests.

Table III.27 – Percentage of Parents Who Pass Test

	Number (N=11)	Percent
10% to 50%	6	54.5%
60%	1	9.1%
80%	2	18.2%
90% to 95%	2	18.2%
Mean	51.5%	

Most teachers encourage parents to become more involved in their child's education. They encourage parents to be more involved in their child(ren)'s school (81.3 percent), to read with their child(ren) at home (81.3% percent), to spend time helping their child(ren) with homework (78.1 percent), and to spend time in their child(ren)'s classroom (75.0 percent) (**Table III.28**). Teachers also indicated that they talk informally to parents about family, culture, school, and work and that they give advice to and discuss issues with parents.

Table III.28 – Encouraging Parents To Become More Involved in Child's Education

	Number (N=32)	Percent
Become more involved in their child's school	26	81.3%
Spend time in their child(ren)'s classroom helping their child(ren)	24	75.0%
Spend time helping their child(ren) with homework	25	78.1%
Read with their child(ren) at home	26	81.3%

Twenty-eight percent of the teachers reported that they do not monitor parent involvement in school (**Table III.29**). Those teachers who do monitor parental involvement in their child's school do so using several methods. Twenty-five percent reported that parents keep a log recording their visits to the classroom, reading with their child at home, helping their child with homework, and serving on the PTA. Nearly 19 percent indicated that they discuss parents' involvement in their child's school by meeting with teachers or other school staff, and 18.8

percent indicated that they survey parents about their school involvement. Less than 10 percent monitor involvement by making make home visits.

Table III.29 – Monitor Parents' Involvement in the School

	Number (N=32)	Percent
Do not monitor parents involvement in their child's school or at home	9	28.1%
Parents keep a log recording their visits to the classroom, reading with child at home, helping child with homework, serving on PTA, etc.	8	25.0%
Discuss parents' involvement in their child's school by meeting with teachers or other school staff	6	18.8%
Monitor parents' involvement during home visits	3	9.4%
Survey parents about their involvement	6	18.8%

More than 50 percent of the teachers also work with ELL students (**Table III.30**).

Table III.30 – Work with ELL Students

	Number (N=32)	Percent
Yes	17	53.1%
No	12	37.5%
No answer	3	9.4%

To monitor the effectiveness of the services provided to ELL students, more than one-third of the teachers review students' academic performance (GPA, standardized test scores, grades). Teachers also communicate with students' regular classroom teachers (21.9 percent), survey students or their parents (15.6 percent), and discuss services provided with students and their parents during home visits (12.5 percent). More than 10 percent of the teachers do not assess ELL students' progress (**Table III.31**).

Table III.31 – Effectiveness of Services to ELL Students

	Number (N=32)	Percent
Students academic performance such as GPA, standardized test scores, grades	11	34.4%
Communicate with students' regular teachers	7	21.9%
Discuss services provided with students and their parents during home visits	4	12.5%
Survey students or their parents	5	15.6%
Do not assess students' progress	4	12.5%

Teachers use multiple measures to evaluate the effectiveness of classes and services they provide to parents and students (**Table III.32**). Most commonly, teachers look at parent attendance rates in classes, parent involvement in their child's school, parent retention in class, and parent involvement in the community. Other measures include positive changes in the number of ELL families using the center and ELL students' academic performance.

Table III.32 – Measures Used to Evaluate Effectiveness of Classes and Services to ELL Students and Their Parents

	Number (N=32)	Percent
Attendance levels of parents in classes	19	59.4%
Parent involvement in school	15	46.9%
Parent retention in class	14	43.8%
Family involvement in the community	13	40.6%
Increase in number of families using the center	11	34.4%
ELL student performance	11	34.4%
Number of parents who continue their education	6	18.8%
Number of parents who attained GEDs	2	6.3%

According to teachers, the services family literacy centers offer have had a moderate impact on ELL parents who use the center with regard to involvement in their child's school and with the assistance they provide their child in school and at home (**Table III.33**). The center has had the most impact, according to teachers, on how comfortable parents feel at their child's school, on regarding the child's school as safe, and on attendance of parent-teacher conferences. Between 37.5 and 40.6 percent of the teachers indicated that their center has affected "to a great extent" parents in these areas.

Table III.33 – As a Result of Services to ELL Parents

	Mean	To a Great Extent	To a Moderate Extent	To a Minor Extent	Not At All
Has parent involvement in school increased	1.96	18.8%	37.5%	15.6%	-
Have parents become more comfortable in school	1.54	40.6%	28.1%	6.3%	-
Have parents become more involved in the community	1.96	25.0%	28.1%	21.9%	-
Do parents feel that their kids are safe in school	1.58	37.5%	31.3%	6.3%	-
Has attendance at parent conferences increased	1.65	37.5%	21.9%	12.5%	-
Has parent volunteerism at school increased	2.26	12.5%	31.3%	25.0%	3.1%
Has parent participation in PTA increased	2.59	12.5%	15.6%	28.1%	12.5%

** Mean was calculated based on a four-point scale with "1-to a great extent," "2-to a moderate extent," "3-to a minor extent," and "4-not at all."*
*** Percentages do not add to 100 because "no answers" are not shown in the table.*

3. Volunteers

Twenty-one respondents work as volunteers at the family literacy centers. These respondents became volunteers either by applying to become volunteers or indirectly. Some of the volunteers were recruited through a community organization, volunteered at the school and were referred to the center, or volunteered because the center helped them or their family (**Table III.34**). Volunteers also got involved in the center because they needed volunteer hours to apply to

graduate school, because they felt a responsibility as a teacher to get involved, and because they were interested in volunteering.

III.34 – How Became a Volunteer

	Number (N=21)	Percent
Volunteered at the school and was asked to volunteer at the center	4	19.0%
The center helped me/my family	2	9.5%
Was recruited by the center through another community organization	9	42.9%
Other	6	28.6%

Volunteers are involved in a range of activities at their family literacy center (**Table III.35**). Mostly, volunteers are involved with the ELL children who come to the center. Most frequently, volunteers tutor or read with children, organize activities for children, help children with their homework, and provide childcare. Volunteers also tutor adults and help them with technology. Other activities volunteers provide include teaching parenting and English classes to adults, attending parent/teacher discussion groups, and providing information to parents about resources.

III.35 – Volunteer Activities at the Center

	Number (N=21)	Percent
Help the teacher(s) in the classroom	6	28.6%
Help the adults/children with computers	11	52.4%
Tutor adults	12	57.1%
Help the children who come to the center with their parents with homework	13	61.9%
Tutor children	15	71.4%
Read with the children	15	71.4%
Organize activities for the children	14	66.7%
Provide childcare	10	47.6%
Other	3	14.3%

4. Suggestions

Teachers reported that they would like to make the following changes to improve services to parents of ELL students:

- Encourage more parents of ELL students to get involved in the School Community Council.
- Have more contact with parents throughout the week.
- Increase collaboration among different FLCs.
- Provide more reading and literacy materials that students can take home.
- Give parents more opportunities to volunteer in their children's school.
- Survey ELL parents to find out the most appropriate time during the day for them personally to learn English.
- Have more teachers or more volunteers in the classroom so that students can be separated by level and not all taught at the same level.
- Obtain additional funding that would allow the center to be open during the day and also in the evening. We have many parents who are not available to take classes in the

evenings because they work or have other obligations, but they would be available to take morning or afternoon classes.
- Get more space for classrooms. The center has only one classroom which limits us to teaching one class at a time. We have many parents interested in taking a variety of classes, however, we cannot do so because of lack the space.
- Offer more incentives for the parents such as childcare and more advanced programs for learning English.

Staff and volunteers would like to see additional changes. These include:

- Have a GED teacher at the center.
- Get more computers.
- Find a way to encourage speaking English outside of class.
- Encourage more family members to come to the center.
- Provide more hands-on opportunities for parents and children to work together.
- Offer additional incentives to get parents and their children to come to the family literacy center.
- Reach families by word-of-mouth in their native languages is more effective than using flyers.
- Offer a more advanced English language program.
- Publicize the program by sending flyers of our services to different organizations.
- Offer translation services at the center.

5. Comments

Teachers, staff and volunteers provided the following comments about their family literacy center:

- Need to increase awareness of our center in the community.
- I have loved volunteering here and seeing the good that this place does.
- I have enjoyed working in this program immensely! I sincerely believe in the positive effects it has on students.
- I love working with my Spanish-speaking students and hope the ELL FLC Centers will continue.
- I love working at the Center.
- It helps me to keep myself young.
- This is a great program and many students are making big sacrifices of time and energy after long days of work to be.
- This is a wonderful program and we had many students at the end of this year that would like to continue talking.
- I'm very grateful for the program and it's services to our parents. It is a huge benefit to our school, parents, and students.
- The Davis Community Learning Center is a lifeline to families in our community.
- The center helps us learn about other cultures and understand other ways of life.
- There is no 'enrollment' at this site. Notices are sent out, and individuals are welcome to attend class.

One of the teachers described the Family Literacy Center and the impact it has had on ELL families as follows:

Our center has been extremely successful and we have serviced more than 100 families in the time we have been open (1 year 8 months). We currently provide services for more than 40 families on a regular basis. We have many elderly students and it is very difficult for them to come out in the cold weather so we do not see them often during the winter, however, we keep in contact with them and when the weather warms up, they always come back. We also service many migrant working families and there attendance can be inconsistent because they go where the work is and sometimes that means they are out of state for months at a time. We give them our contact information and they contact us when they have time to return to our classes, or they just show up. Many of our students have several children and when one child is ill, the whole family normally stays home so they do not spread the sickness around at class. Our students come as often as they can, but we understand the different situations they are in and encourage them to come when they can, but if they miss classes, we never want them to be afraid to come back. The students have the teachers' telephone numbers so that if they will not be able to attend class or if they have questions or need help with anything, the teachers can help them. We have excellent communication with our students and have built strong and trusting relationships with them. Our attendance may seem low, however, our students do make great efforts to come when they can. We coordinate our vacations and days off at the Family Literacy Center with the academic calendar for our school district. This way parents always know that if the kids have a day off, so do they. We also promote family time and family involvement, especially parents spending time with their children outside of school. We have a library of books and board games that families can check out to take home or use when they come before class begins. We also have monthly themed Family Nights to provide time for our students to grow and bond with each other, and provide a social outlet for the families to interact together. This is one of our most popular activities and our attendance always increases

IV. ELL-FLC Parents

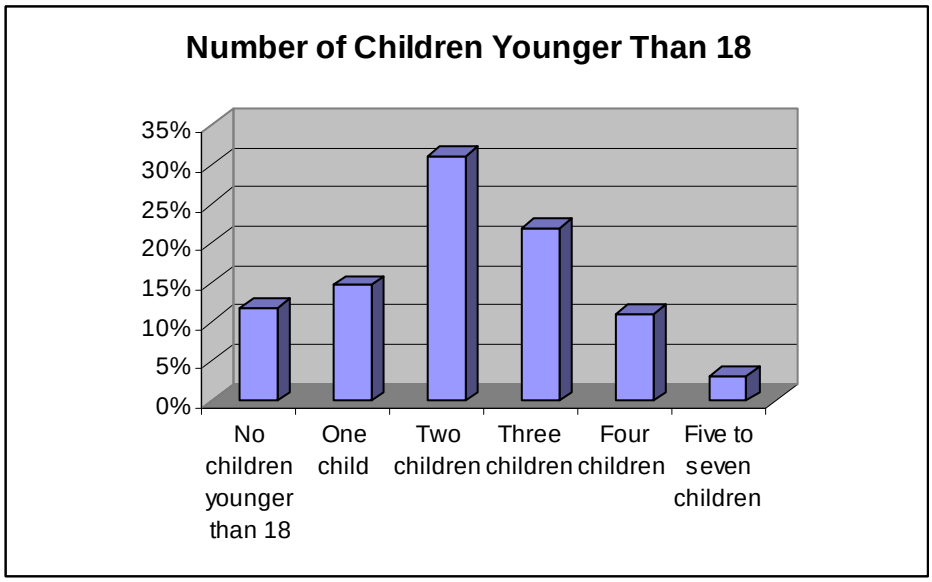
Three hundred and forty two (342) parents responded to the Parent Survey. The Parent Survey was available in English and Spanish. Parents could complete it online or on paper.

1. Background Information

Two hundred and eighty (81.9 percent) parents have children who are younger than 18, as shown in **Table IV.1**. On average, these parents have 2.18 children that are younger than 18.

Table IV.1 – Number of Children Younger Than 18

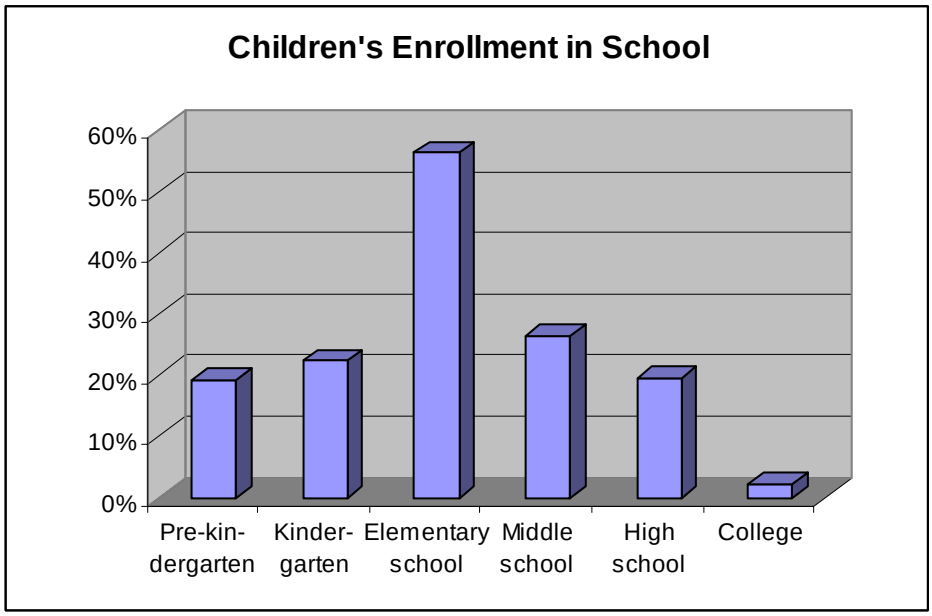
	Number (N=341)	Percent
No children younger than 18	40	11.7%
One child	50	14.7%
Two children	106	31.1%
Three children	75	22.0%
Four children	38	11.1%
Five to seven children	11	3.2%
No answer	21	6.2%
Mean	2.18	



The children were enrolled in pre-kindergarten through college (**Table IV.2**). Most commonly, parents reported that their children were in elementary school (56.3 percent) or middle school (26.4 percent). More than 40 percent of the parents also reported that their children were either in pre-kindergarten or in kindergarten. About 20 percent of the parents also have children in high school.

Table IV.2 – Children's Enrollment in School

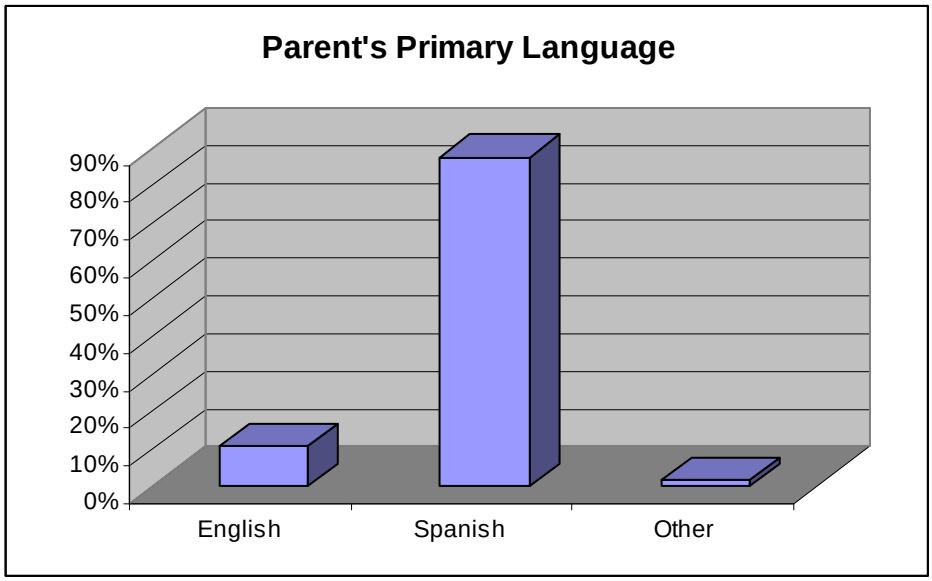
	Number (N=341)	Percent
Pre-kindergarten	65	19.1%
Kindergarten	76	22.3%
Elementary school	192	56.3%
Middle school	90	26.4%
High school	67	19.6%
College	8	2.3%
Child too young to attend school	3	0.9%
Other	7	2.1%



As expected, the primary language of most of the parents is Spanish, 87.4 percent (**Table IV.3**). Nearly 11 percent identified their primary language as English and 1.8 percent of the parents have other primary languages.

Table IV.3 – Parent's Primary Language

	Number (N=341)	Percent
English	36	10.6%
Spanish	298	87.4%
Other	6	1.8%
No answer	1	0.3%

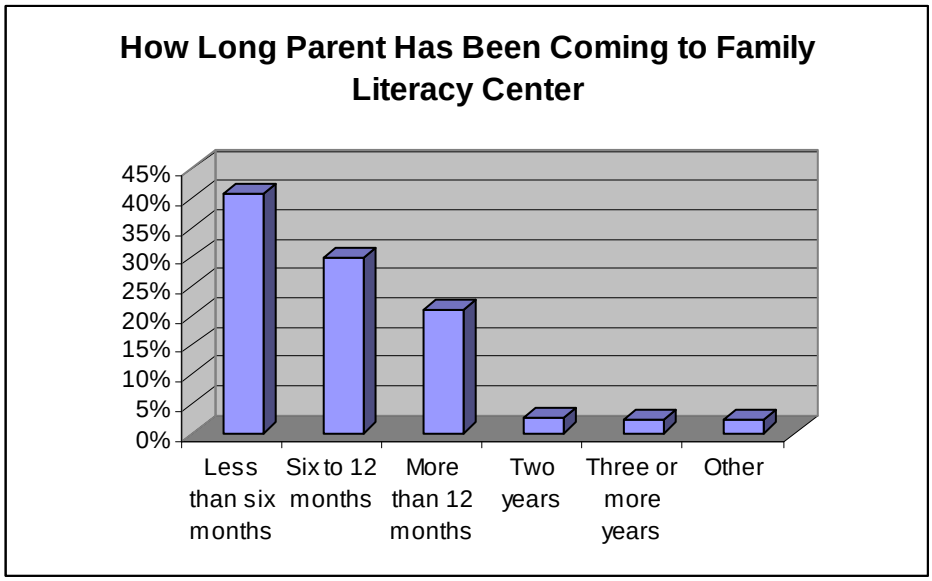


2. Involvement with Family Literacy Center

The parents who responded to the survey have been using the family literacy centers from less than six months to three or more years (**Table IV.4**). More than 70 percent of the parents indicated that they have been coming to their respective family literacy center for 12 months or less. Indeed, 40.8 percent have been coming to the centers for less than six months. More than one-quarter of the parents have been coming to the centers for more than one year.

Table IV.4 – How Long Parent Has Been Coming to Family Literacy Center

	Number (N=341)	**Percent**
Less than six months	139	40.8%
Six to 12 months	102	29.9%
More than 12 months	72	21.1%
Two years	9	2.6%
Three or more years	7	2.3%
Other	8	2.3%
No answer	4	1.2%



Parents heard about the family literacy center in a variety of ways, as shown in **Table IV.5**. Most commonly (61.6 percent) they heard about the center by word-of-mouth, from a friend or another parent. Word-of-mouth outweighed by far all other sources. Teachers were the second most common source of information (22.6 percent), followed by a letter or brochure the school sent home (15.2 percent) and information in the school newsletter or web site (12.5 percent).

Table IV.5 – How Parent Heard About the Family Literacy Center

	Number (N=341)	Percent
A friend, relative, or another parent told me about the center	210	61.6%
A teacher in my child's school told me about the center	77	22.6%
Heard about it in church	17	5.0%
Read about it in the school newsletter or web site	44	12.9%
Got a letter or brochure about it from my child's school	52	15.2%
Read about it in the newspaper	8	2.3%
Heard about it on the radio or television	-	-
Saw an ad or brochure about it in the library	6	1.8%
Saw an ad or brochure in supermarket, grocery store	4	1.2%
Saw an ad or brochure in the clinic, doctor's office or social service agency	3	0.9%
Migrant recruiter/Social worker told me about the center	5	1.5%
Other	18	5.3%

The information about the center was available in Spanish and English (**Table IV.6**). About two-thirds of the parents indicated they got the information in Spanish and one-third saw it in English.

Table IV.6 – Language Of Letter, Brochure or Ad About the Center

	Number (N=341)	Percent
English	112	32.6%
Spanish	225	66.0%
Both	2	0.6%
Other	2	0.6%

Only 15.8 percent of the parents indicated that they had a home visit from family literacy center staff to provide them with information about the center's services (**Table IV.7**).

Table IV. 7 – Did Center Staff Visit Parent at Home To Explain Center Classes and Activities

	Number (N=341)	Percent
Yes	54	15.8%
No	278	81.5%
No answer	9	2.6%

Center staff did ask for parents' input about the services the center should provide (**Table IV.8**). About 75 percent of the parents reported that they were asked to specify the classes and activities they would like the center to offer.

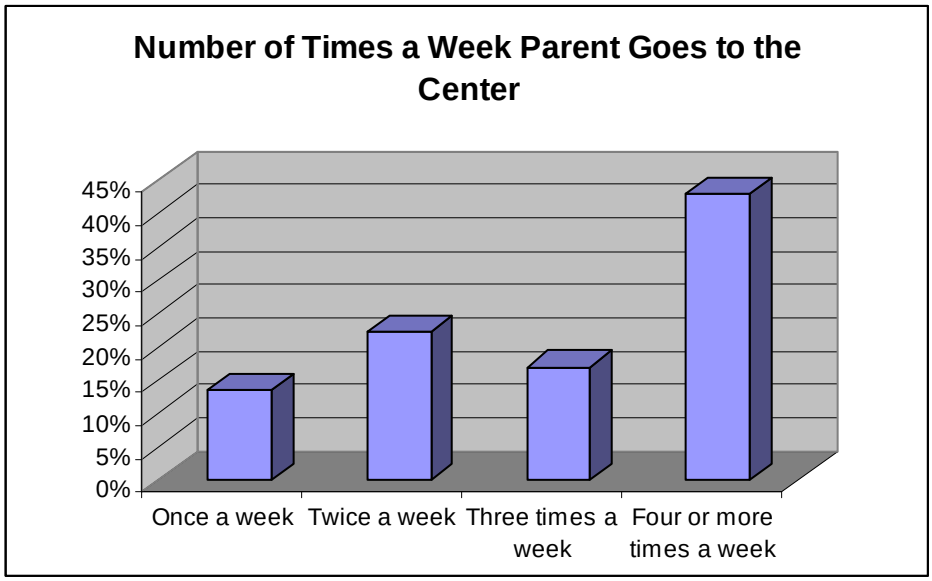
Table IV.8 – Did Center Staff Ask Parent About Center Classes and Activities They Prefer

	Number (N=341)	Percent
Yes	254	74.5%
No	66	19.4%
No answer	21	6.1%

Parents utilize their respective family literacy center with a wide range of frequencies (**Table IV.9**). Most typically, parents go to the center four times a week (42.8 percent). About 14 percent of the parents reported that they go to the center once a week, 22.3 percent go twice a week, and 17.0 percent go three times a week.

Table IV.9 – Number of Times a Week Parent Goes to the Center

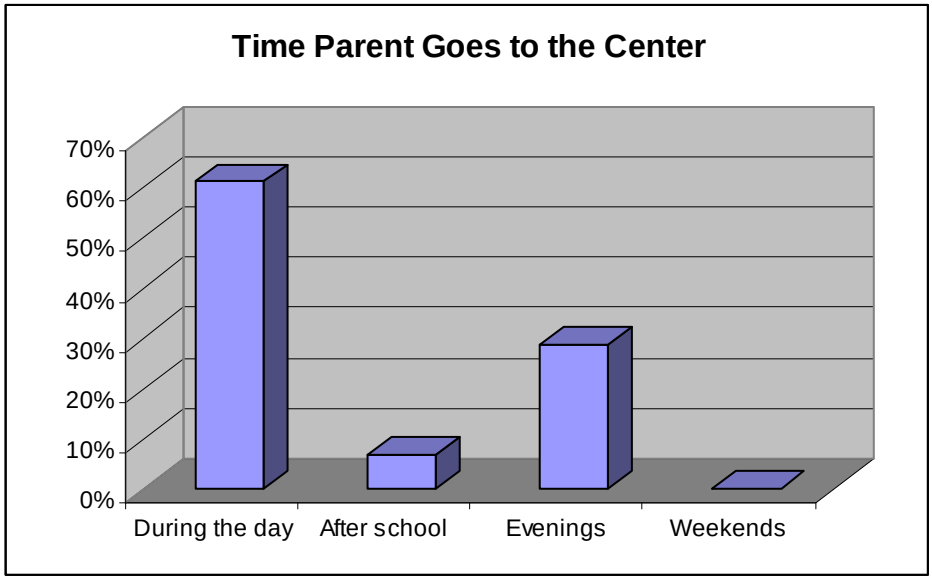
	Number (N=341)	Percent
Once a week	46	13.5%
Twice a week	76	22.3%
Three times a week	58	17.0%
Four or more times a week	146	42.8%
Other	10	2.9%
No answer	5	1.5%



Most typically (61.3 percent), parents go to the center during the day (**Table IV.10**). Nearly 30 percent go in the evening and 7.0 percent reported that they go after school.

Table IV.10 – Time Parent Goes to the Center

	Number (N=341)	Percent
During the day	209	61.3%
After school	24	7.0%
Evenings	99	29.0%
Weekends	-	-
No answer	9	2.6%



3. Taking Classes at the Family Literacy Center

Parents reported that they take a wide range of classes at the center (**Table IV.11**). The two most commonly taken classes are English (74.2 percent) and computer/technology (43.4 percent). Nearly 20 percent of the parents also reported that they took a class on how to help their child with schoolwork and a parenting class.

Table IV.11 – Classes Parents Take at the Family Literacy Center

	Number (N=341)	Percent
English	253	74.2%
Native language literacy	20	5.9%
Computer/Technology training	148	43.4%
Citizenship class	7	2.1%
GED class	23	6.7%
Parenting class	59	17.3%
How to help my child with school work	65	19.1%
Finance/Budgeting	11	3.2%
Nutrition class	29	8.5%
Rosetta Stone	5	1.5%
Translations	2	0.6%
Exercise programs	14	4.1%
Other class(es)	8	2.3%

Only 77.1 percent of the parents provided data on how many classes they have taken at their respective family literacy center. Those parents, on average, have taken 5.74 classes (**Table IV.12**). Nearly 60 percent of the parents have taken between one and three classes. The small number of classes parents have taken at the center stemmed from the fact that 70.7 percent of the parents who responded to the survey have been coming to the center for 12 months or less: 40.8 percent of the parents have been going to the center less than six months and 29.9 percent have been at the center for six to 12 months.

Table IV.12 – Number of Classes Parent Has Taken at the Center

	Number (N=341)	Percent
One class	70	20.5%
Two classes	91	26.7%
Three classes	38	11.1%
Four classes	21	6.2%
Five classes	5	1.5%
Six or more classes	43	12.6%
No answer	78	22.9%
Mean	5.74	

On average, parents completed 2.45 classes at their respective family literacy center (**Table IV.13**). Most commonly they completed one class (31.6 percent). Nearly one-half of the parents completed one or two classes.

Table IV.13 – Number of Classes Parent Has Completed at the Center

	Number (N=263)	Percent
None	22	8.4%
One class	83	31.6%
Two classes	44	16.7%
Three classes	23	8.7%
Four classes	14	5.3%
Five classes	6	2.3%
Six or more classes	15	5.7%
No answer	56	21.3%
Mean	2.45	

On average, family literacy center classes had 15.3 students (**Table IV.14**). Nearly one-third of the parents who took classes reported that their classes had 10 or fewer students. About 14 percent reported that their classes were larger, having 21 or more students.

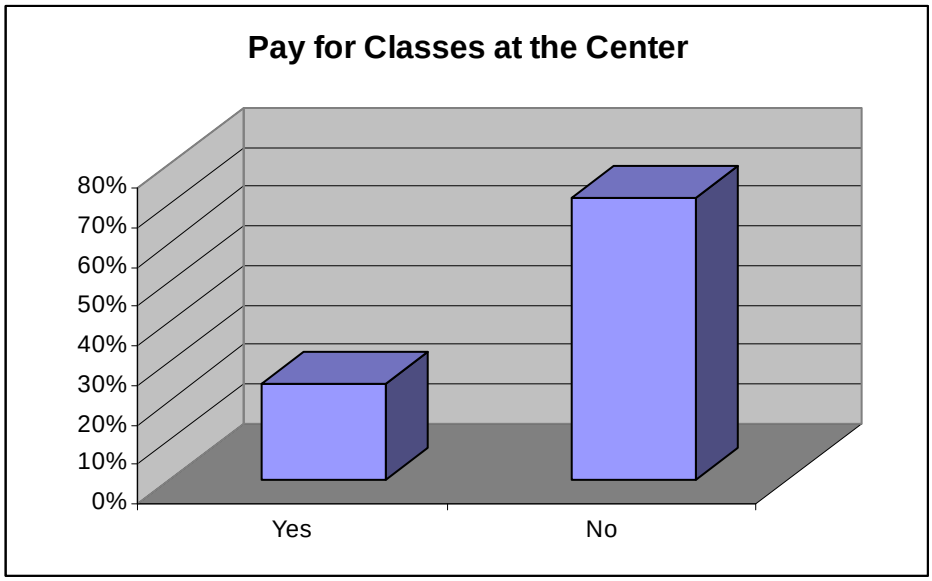
Table IV.14 – Number of People Typically in Class

	Number (N=263)	Percent
Five or fewer	21	6.7%
6 to 10	70	25.2%
11 to 15	49	15.2%
16 to 20	65	20.8%
21 to 25	25	7.3%
26 to 30	18	6.2%
31 to 35	-	-
36 to 40	2	0.6%
Mean	15.3	

Nearly one-quarter of the parents reported that their center charges for classes (**Table IV.15**).

Table IV.15 – Pay for Classes at the Center

	Number (N=341)	Percent
Yes	83	24.3%
No	244	71.6%
No answer	14	4.1%



According to these parents, their respective center charges from $10 to $30 per class (**Table IV.16**). Most commonly, centers charge $20 per class.

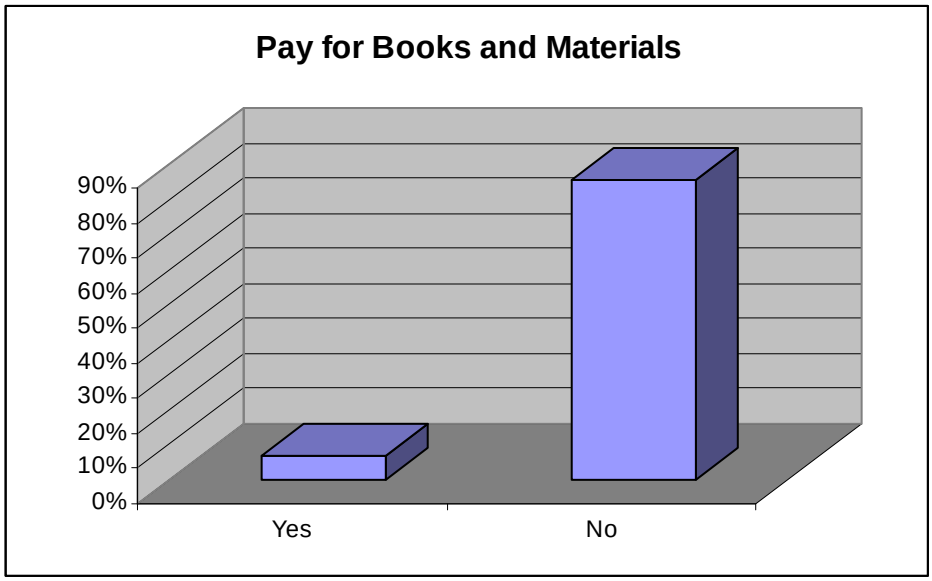
Table IV.16 – Payment for Classes

	Number (N=83)	Percent
$10	7	8.4%
$15	-	-
$20	66	79.5%
$25	1	1.2%
$30	2	2.4%
No answer	7	8.4%

Family literacy centers are less inclined to charge for books and other course material (**Table IV.17**). Only 7.0 percent of the parents indicated that they had to pay for books and course materials.

Table IV.17 – Pay for Books and Materials

	Number (N=341)	Percent
Yes	24	7.0%
No	291	85.3%
No answer	26	7.6%



Nearly 60 percent of the parents indicated that they missed classes in the last year (**Table IV.18**).

Table IV.18 – Miss any Classes Since September 2010

	Number (N=341)	Percent
Yes	201	58.9%
No	89	26.1%
No answer	51	15.0%

The number of classes these parents missed varied greatly, as shown in **Table IV.19**. About 29 percent of the parents missed five or fewer percent of classes; about 38 percent missed less than 10 percent of the classes, and 16.5 percent missed 20 or more percent of classes.

Table IV.19 – Percent of Classes Parent Missed Since September 2010

	Number (N=201)	Percent
Less than 5 percent	58	28.8%
5 to 9 percent	18	9.0%
10 to 14 percent	28	13.9%
15 to 19 percent	10	5.0%
20 to 24 percent	13	6.5%
25 to 29 percent	5	2.5%
30 to 34 percent	4	2.0%
50 percent or more	11	5.5%
No answer	54	26.9%

Parents missed classes for a variety of reasons (**Table IV.20**). Most commonly, as stated by 52.2 percent of the parents who missed classes, they did so because they sometimes had to work when the class met. Other reasons included being sick or having a sick child (16.9 percent), lack of transportation (12.4 percent), or lack of childcare (11.4 percent).

Table IV.20 – Reasons Parent Missed Classes

	Number (N=201)	Percent
Parent sometimes has to work when there is a class	105	52.2%
Parent was sick/Child was sick	34	16.9%
Parent does not have a car	25	12.4%
Parent needs childcare	23	11.4%
Parent had a medical appointment	12	6.0%
Personal business	11	5.5%
The class is too hard	5	2.5%
Had a job interview	1	0.5%
There is no bus that goes to the center	1	0.5%
Other	3	1.5%

About 64 percent of the parents who missed classes reported that the teacher or other center staff calls them to find out why they did not come to class (**Table IV.21**).

Table IV.21 – Does Center Staff Call Parents Who Missed a Class

	Number (N=201)	Percent
Yes	128	63.7%
No	63	31.3%
No answer	10	5.0%

4. Other Family Literacy Center Services

In addition to classes, family literacy centers provide other services. More than 40 percent of the parents reported that they have received other services at their respective center (**Table IV.22**).

Table IV.22 – Get Other Services from the Center

	Number (N=341)	Percent
Yes	145	42.5%
No	150	44.0%
No answer	46	3.5%

Parents receive a wide range of services from their respective family literacy center. **Table IV.23** lists the services in order of frequency**.** Eighty percent of the parents indicated that they received counseling services from their respective center. Eighteen percent also received job search and placement services. About 10 percent received case management services, food and clothing, and medical services.

Table IV.23 – Other Services Parent Gets from the Center

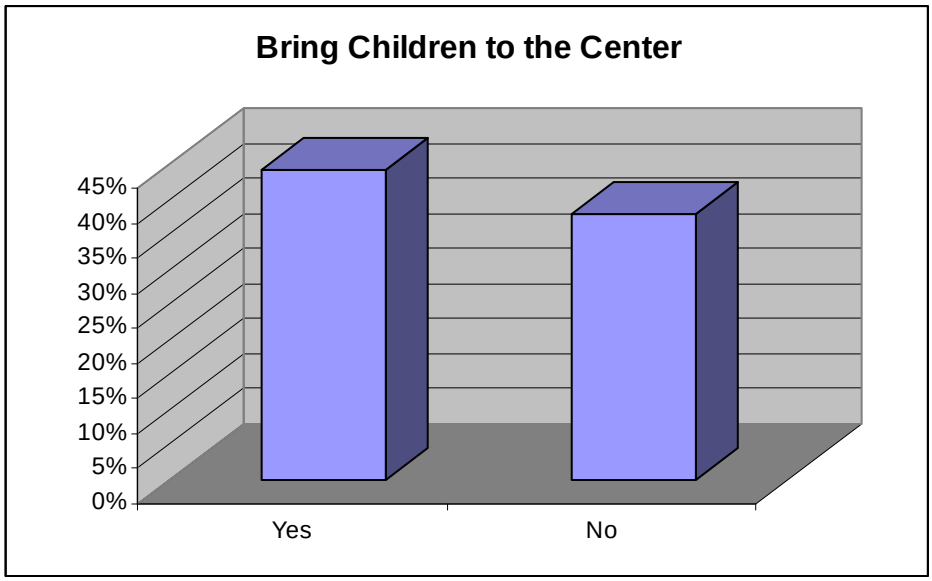
	Number (N=145)	Percent
Counseling	116	80.0%
Job search/job placement	26	17.9%
Case management	15	10.3%
Cloths and food	13	9.0%
Mobile clinic/Medical services	11	7.6%
Translation/Interpretation	9	6.2%
Nursery/child car	5	3.4%
Financial assistance	3	2.1%
Child gets help with homework	2	1.4%
Computers	1	0.8%
Books for the kids	1	0.7%
Exercise program	1	0.7%
Knitting group	1	0.7%
E-mail	1	0.7%

5. Services to ELL Children

More than 44 percent of the parents brought their children to their respective family literacy center (**Table IV.24**).

Table IV.24 – Bring Children to the Center

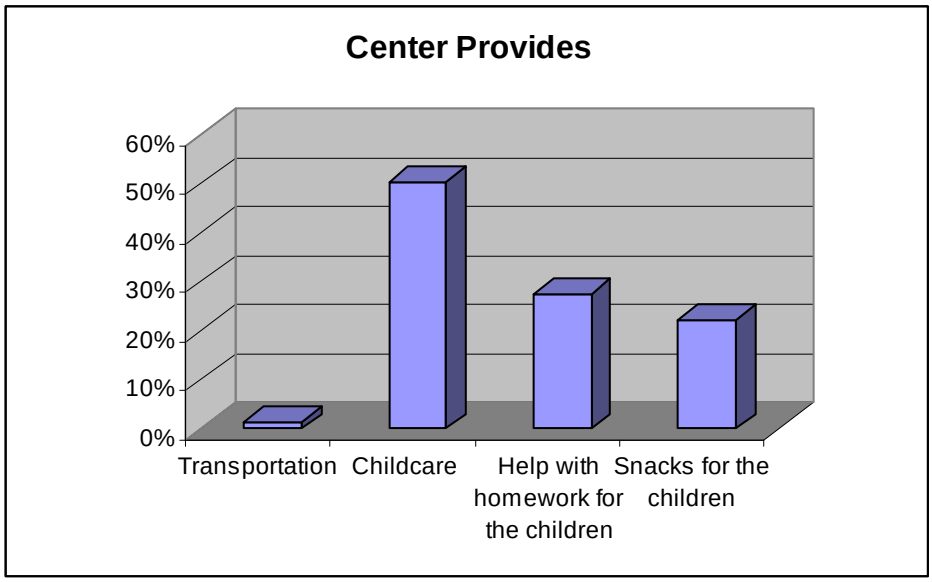
	Number (N=341)	Percent
Yes	188	44.1%
No	129	37.8%
No answer	24	7.0%



Family literacy centers provide a range of services that allow parents to bring their children to the center. More than 50 percent of the parents reported that their center offers childcare. More than 27 percent of the parents also indicated that their center provides homework help for the children, and 22.3 percent also stated that the center offers snacks to the children. Only 1.5 percent of the parents indicated that their respective center provides transportation (**Table IV.25**).

Table IV.25 – Center Provides

	Number (N=341)	Percent
Childcare	172	50.4%
Help with homework for the children	94	27.6%
Snacks for the children	76	22.3%
Transportation	5	1.5%



Parents reported that their respective center implements multiple strategies to motivate them to work with their child in school and at home (**Table IV.26**). Most commonly (49.0 percent), the center offers a class on how to help children in the classroom and at home. Centers also provide parents and their children with books and other materials that they can take home (27.6 percent). Other strategies reported by about one-quarter of the parents include getting an invitation from the child's teacher to come to the classroom to see how the parent can work with the child and providing parents with information on how to work with their child.

Table IV.26 – Strategies Center Used to Motivate Parent to Work with Child in the Classes and at Home

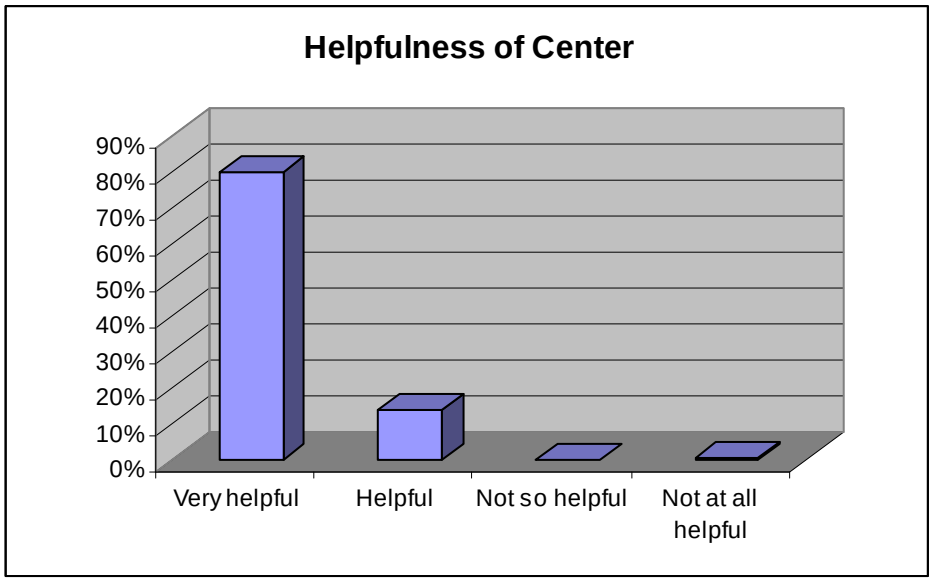
	Number (N=341)	Percent
Having a class on how to help your child in the classroom and at home	167	49.0%
Having your child's teacher invite you to the classroom and show you how to work with your child	83	24.3%
Having another parent to help you	48	14.1%
Giving you and your child(ren) books and other materials to take home	94	27.6%
Visiting you at home to show you how to work with you children	20	5.9%
Giving you an article or book on how to get involved in your child's school	80	23.5%

6. Impact of Center on Parent

Parents found their family literacy center to be very helpful (**Table IV.27**). More than 80 percent of the parents considered their family literacy center to be "very helpful" and about 14 percent considered it "helpful."

Table IV.27 – Helpful of Center

	Number (N=341)	Percent
Very helpful	273	80.1%
Helpful	47	13.8%
Not so helpful	-	-
Not at all helpful	1	0.3%
No answer	20	5.9%
Mean	1.16	



Being involved in the family literacy center has benefited parents vis-a-vis helping their children academically at school and at home. As shown in **Table IV.28**, since parents became involved with the center, they have increased their level of involvement in all aspects relating to their child's education. For example, considerably more parents feel comfortable at their child school than before they came to the center (an increase of 20.1 percentage points). More parents now go to school events (an increase of 15.8 percentage points), attend parent-teacher meetings (an increase of 7.9 percentage points), volunteer in their child's classroom (an increase of 15 percentage points) and school (an increase of 16.7 percentage points), and spend time in their child's classroom (an increase of 15.5 percentage points). More parents have even joined the PTA (an increase of 3.8 percentage points) and volunteered in the community (an increase of 12.1 percentage points).

Table IV.28 – Before and Since Starting to Go to the Center Did Parent

Q	Before		Since	
	Number (N=341)	Percent	Number (N=341)	Percent
Feel comfortable in your child's school	172	50.4%	254	74.5%
Attend parent teacher meetings	212	62.2%	239	70.1%
Go to school events	183	53.7%	237	69.5%
Volunteer in your child's school	73	21.4%	130	38.1%
Volunteer in your child's classroom	59	17.3%	110	32.3%
Spend time with your child in his/her classroom	66	19.4%	119	34.9%
Help your child at home with home work	221	64.8%	230	67.4%
Join the PTA	42	12.3%	55	16.1%
Volunteer in the community	55	16.1%	96	28.2%

Parents considered the help that their family literacy center provided to impact different aspects of their life (**Table IV.29**). Most commonly, it improved their English proficiency (76.5 percent). It also provided them with computer skills (58.4 percent). Parents credited their respective center with helping them get a better job (19.6 percent) and get a GED (12.6 percent).

Table IV.29 – Did the Classes Parent Took at the Center Help Parent

	Number (N=341)	Percent
Improve English	261	76.5%
Learn how to use a computer	199	58.4%
Get a better job	67	19.6%
Get a GED	43	12.6%
Help children with school work	8	2.3%
Apply to college	7	2.1%
Become a better parent	5	1.5%
Improve life style	3	0.9%
Have more friends	1	0.3%

Parents were most positive and complimentary about their family literacy center. They would like to see the center continue its services and activities. Parents suggested expanding the range and type of classes the center provides, especially adding classes in technology and preparation for GED. Parents also wanted to see the center operate more hours during the week and year round.

APPENDIX: SURVEY INSTRUMMENTS

ELL-FLC IMPLEMENTATION AND OPERATIONS QUESTIONNAIRE

I. FLC Establishment and Operation

1. Would you characterize your district as: (**SELECT ONE ONLY**)

   1 Rural
   2 Suburban
   3 Urban/inner-city
   4 Other (**DESCRIBE**) _____

2. How many ELL students are in your district in 2010-11? _____

3. How many ELL families are in your district in 2010-11? _____

4. Did you design your Family Literacy Center(s) (FLC) to follow a specific existing Family Literacy model?

   1 Yes
   2 No (**SKIP TO Q.5**)

4a. Which Family Literacy model did you implement? _____

4b. Did you implement all aspects of this model?

   1 Yes
   2 No

5. How many individual FLCs do you currently operate under this grant? ___

IF NONE, SKIP TO SECTION VIII

6. In which location(s) is the FLC (are the FLCs) housed and how many FLCs are at each location: (**RECORD NUMBER FOR EACH LOCATION**)

	Number of FLCs
Elementary school	__
Middle school or junior high	__
High school	__
District administrative office	__
Other (**SPECIFY**): _____	__

7. When did you open the FLC(s)? (**RECORD START DATE FOR EACH FLC**)

   FLC 1 _____
   FLC 2 _____
   FLC 3 _____

8. How many days a week is/are the FLC(s) open? (**RECORD ANSWER IN THE TABLE BELOW**)

9. How many hours a week is/are the FLC(s) open? (**RECORD ANSWER IN THE TABLE BELOW**)

	Q.8 Number of Days/Week	**Q.9 Number of Hours/Week**
FLC 1	_____	_____
FLC 2	_____	_____
FLC 3	_____	_____

10. Is/Are the FLC(s) open during school hours, after school, or in the evening?

	During School Hours	**After School**	**In the Evening**
FLC 1	_____	_____	_____
FLC 2	_____	_____	_____
FLC 3	_____	_____	_____

11. Is/Are the FLC(s) open year-round? (**CHECK "YES" OR "NO" FOR EACH FLC**)

	Yes	**No**
FLC 1	_____	_____
FLC 2	_____	_____
FLC 3	_____	_____

12. Describe your staff by recording their number and whether they are full-time or part-time. If you operate more than one FLC, combine all staff you have.

	Number	**Full-time**	**Part-time**
FLC administrator	____	____	____
Teachers	____	____	____
Literacy coaches	____	____	____
Paraprofessionals/aides	____	____	____
Other (**DESCRIBE**) _____	____	____	____

13. How many of the part-time staff have other positions in the district? _____

14. On average, how many hours a week do the part-time staff work at the FLC? ____

15. What are the qualifications and experience of your FLC staff?

	Teachers	**Aides**	**Other Staff**
Content-area certified	___	___	___
ELL endorsement	___	___	___
ELL/Literacy training	___	___	___

16. To whom does the FLC administrator report? (**CIRCLE ONE ONLY**)

1 A principal
2 An assistant superintendent
3 The superintendent
4 Someone else (**SPECIFY**) _____

17. How many computers/laptops do you have in your FLC(s), including mobile computer labs?

	Number of PC/Laptops
FLC 1	_____
FLC 2	_____
FLC 3	_____

17a. What other types of technology do you have in the FLC(s) and how many of each type?

	Other Technology (SPECIFY)	**Number of Units**
FLC 1	_____	_____
FLC 2	_____	_____
FLC 3	_____	_____

18. What software do you have in you FLC(s)? (**LIST UP TO 5 TYPES OF SOFTWARE PER CATGORY**)

Instructional	**Translation**

19. How many adults/parents come into the FLC(s) in a typical week?

	Number/Week
FLC 1	_____
FLC 2	_____
FLC 3	_____

20. What special events (i.e. family nights, etc.) did you have/do you plan to have at the FLC(s) this academic year (2010-11)?

21. How many times a year do you have special events at the FLC(s)? ____

22. Do you provide the following services to facilitate parents' use of the FLC? (**CIRCLE "YES" OR "NO" FOR EACH**)

	Yes	**No**
Childcare	1	2
Transportation	1	2
Meals	1	2
Other services (**SPECIFY**) _____	1	2

23. Did you encounter any difficulties in establishing the FLC(s)?

1 Yes
2 No (**SKIP TO Q.24**)

23a. What difficulties did you have in establishing the FLC? (**CIRCLE ALL THAT APPLY**)

1 Getting cooperation of the local school(s)
2 Finding space for the FLC
3 Finding qualified staff
4 Getting parents to the FLC because of the FLC's location
5 Publicizing FLC activities/services to parents
6 Arranging for childcare services
7 Arranging for transportation services
8 Coordinating with the school/district
9 Other (**DESCRIBE**) _____

23b. Please describe how you addressed these difficulties. (**CIRCLE ALL THAT APPLY**)

1 Held stakeholder meetings to increase buy-in
2 Collaborated with other district/school staff to provide space or services
3 Collaborated with community-based organization(s) and/or local businesses
4 Identified and trained volunteers
5 Secured additional funding/in-kind donations
6 Increased translation resources to communicate with parents in native language(s)
7 Other (**DESCRIBE**) _____

24. Did you experience any difficulties operating the FLC(s)?

1 Yes
2 No (**SKIP TO Q.25**)

24a. What difficulties did you experience operating the FLC? (**CIRCLE ALL THAT APPLY**)

1 Center is not high priority for the district; so district allocates few or no resources
2 No technology/not sufficient technology
3 Cannot plan longer term
4 Funding uncertainty
5 Not enough staff
6 Parents don't use services/attend activities
7 Lack translation services to reach parents in native language(s)
8 Other (**DESCRIBE**) _____

24b. Which one of these has been the major difficulty? (**RECORD CATEGORY NUMBER FROM Q.24a**) ____

24c. Have you resolved your major difficulty?

1 Yes, completely
2 Yes, to some extent
3 No

25. How do you publicize your FLC's services and events? (**CIRCLE ALL THAT APPLY**)

1 District and schools web site
2 Letters or brochures sent home with students
3 Local newspaper
4 District/school newspaper
5 Local radio station
6 A public message on the local television station
7 Ad/Brochure in the library
8 Ad/Brochure in supermarket, grocery store
9 Ad/brochure in social service/public agency offices
10 Ad/brochure in doctor offices
11 Home visits
12 Other (**DESCRIBE**) _____

25a. In what languages do you publicize the FLC?

1 English
2 Spanish
3 Other (**SPECIFY**) _____

25b. Which of your publicizing methods/media is most effective? (**RECORD CATEGORY NUMBER FROM Q 25)** _____

II. Services to Parents/Adult Education

1. How do you "recruit" ELL parents to use FLC services? (**CIRCLE ALL THAT APPLY**)

1 Send flyers home during registration
2 Have teachers visit ELL parents of pre-school children at home and tell them about the center
3 Have migrant liaison visit ELL homes and recruit parents
4 Hire parents to recruit other parents
5 Use volunteers to go door to door
6 Publicize the program at churches and at other locations with a high ELL population
7 Use paraprofessionals to recruit parents
8 Word of mouth
9 Partner with a university and have ELL students recruit ELL parents
10 Other (**DESCRIBE**) _____

2. On a 5-point scale where 1 is "very effective" and 5 is "very ineffective," how effective/successful have you been in recruiting parents? ___

3. What are the main difficulties in recruiting parents? (**CIRCLE ALL THAT APPLY**)

   1 Parents work full time
   2 Lack of transportation
   3 Lack of childcare
   4 Lack of effective strategies to reach parents
   5 Lack of second-language resources
   6 Parents do not feel comfortable at school
   7 Migrancy
   8 Homelessness
   9 Other (**DESCRIBE**) _____

4. What resources would help you recruit parents more effectively? (**CIRCLE ALL THAT APPLY**)

   1 Additional manpower
   2 Additional funds
   3 Long-term dedicated staff
   4 Additional translation resources
   5 Other (**DESCRIBE**) _____

5. Did you conduct a parents' need assessment regarding services parents may want?

   1 Yes
   2 No (**SKIP TO Q.7**)

6. Did you conduct the needs assessment by: (**CIRCLE ALL THAT APPLY**)

   1 Asking parents during a home visit
   2 Parent survey
   3 Asked parents who were taking an English course what other courses/services they need
   4 Other (**DESCRIBE**) _____

SKIP TO Q.8

7. If you did not conduct a needs assessment, how did you decide what services to provide? (**CIRCLE ALL THAT APPLY**)

   1 Consulted with summer school counselor
   2 Consulted with school/district staff
   3 Consulted with adult education staff
   4 Followed an existing family literacy model/program
   5 Knew that English literacy was the priority
   6 Other (**DESCRIBE**) _____

8. Do you provide the following services? (**CIRCLE ALL THAT APPLY**)

1 English literacy instruction
2 Native language literacy instruction
3 Computer/technology training
4 Citizenship class
5 GED class
6 Parenting class
7 Training on how to help your child academically
8 Financial literacy class
9 Nutrition class
10 Other class(es) (**SPECIFY)** _____
11 Case management
12 Counseling
13 Other social services (**SPECIFY**) _____

9. How do you monitor the effectiveness of the services you provide? (**CIRCLE ALL THAT APPLY**)

1 Regular staff meetings
2 Classroom visits
7 Review lesson plans
4 Parent surveys/interviews
5 Staff surveys/interviews
6 Formal data analysis (test scores, attendance hours, etc.)
7 We do not monitor
8 Other (**SPECIFY**) _____

10. Do you charge for the classes?

1 Yes
2 No (**SKIP TO Q.11**)

10a. How much do you charge? _____

11. Do you charge for books and materials?

1 Yes
2 No

12. What strategies do you use to retain parents in the classes/center? (**CIRCLE ALL THAT APPLY**)

1 Call parents if they miss a class
2 Hire highly-qualified staff
3 Offer incentives to parents with perfect/high attendance (groceries, free tuition)
4 Celebrate success and accomplishments
5 Other (**SPECIFY**) _____

13. What data do you collect on parents? (**CHECK ALL THAT APPLY**)

__ Classes taken
__ Attendance
__ Level gains (language proficiency)
__ Adult proficiency test scores
__ Family participation in school activities
__ Participation in parent-teacher meetings
__ School and classroom volunteer hours
__ Phone calls to the center
__ Home visits
__ Other (**SPECIFY**) _____

14. Do you collect data on parents: (**CIRCLE ALL THAT APPLY**)

1 On paper
2 Electronically
3 Other way (**SPECIFY**) _____

14a. How frequently do you collect data on parents? (**CIRCLE ONE ONLY**)

1 Monthly
2 Every 6 weeks
3 Quarterly
4 Every 6 months
5 Once a year
6 Other (**SPECIFY**) _____

14b. How many parents did you serve in the 2009-10 academic year? _____

15. What data do you collect on ELL students? (**CHECK ALL THAT APPLY**)

__ Grade level
__ Attendance
__ Language proficiency test scores
__ GPA/Grades
__ Language proficiency gains
__ State assessment scores
__ Disciplinary data
__ Other (**SPECIFY**) _____

15a. Do you collect data on students: (**CIRCLE ALL THAT APPLY**)

1 On paper
2 Electronically
3 Other way (**SPECIFY**) _____

15b. How frequently do you collect data on students? (**CIRCLE ONE ONLY**)

1 Monthly
2 Every 6 weeks
3 Quarterly
4 Every 6 months
5 Once a year
6 Other (**SPECIFY**) _____

III. Involving Parents in School and Classroom

1. What strategies have you implemented to make parents comfortable going to their child's school? (**CIRCLE ALL THAT APPLY**)

1 Jointly with the school invited parents to an open house
2 Asked teachers to call parents and invite them to school
3 Helped school organize special event for ELL parents
4 Asked active ELL parents to call other parents and describe their own experience
5 Asked PTA president/members to contact ELL parents
6 Gave/Sent parents a newsletter on parent involvement
7 Trained parents how to get involved in their child's school
8 Other (**DESCRIBE**) _____

2. What do you do to encourage/motivate parents to work with their child in the classroom and at home? (**CIRCLE ALL THAT APPLY**)

1 Offer a class for parents on how to help their child in the classroom and at home
2 Ask child's teacher to invite parent to the classroom and show parents how to work with child
3 Have ELL parents active in school to mentor ELL parents
4 Implement a take-home program (e.g., take-home readers, family literacy kit, etc)
5 Conduct in-home visits to help parents learn to work with their children
6 Other (**SPECIFY**) _____

3. About what percentage of the ELL parents who received services from your center(s) became: (**RECORD PERCENT FOR EACH**)

School volunteers: _____
Members of the PTA or other committees: _____
School Leaders (i.e. PTA present, committee chair, volunteer coordinator, etc.): _____

4. On a 5-point scale where 1 is "very effective" and 5 is "very ineffective," how effective/successful have you been in involving parents **with their child's school**? ___

5. On a 5-point scale where 1 is "very effective" and 5 is "very ineffective," how effective have you been in getting parents to work with their children **academically**? ___

6. How do you monitor parents' involvement in the school, working with child in classroom, working with child at home? (**CIRCLE ALL THAT APPLY**)

   1 Parents keep a log recording their visits to the classroom, reading with child at home, helping child with homework, serving on PTA, etc.
   2 Teachers or FLC staff monitor parents' visits to the classroom, reading with child at home, helping child with homework, serving on PTA, etc.
   3 FLC staff monitor parents' involvement during home visits
   4 Parent surveys
   5 Other (**DESCRIBE**) _____

IV. Services to ELL Students

1. Which of the following services do you provide to ELL students? (**CIRCLE ALL THAT APPLY**)

   1 Homework assistance to children who come to the center with their parents
   2 After school/Evening class for children to help with homework (tutoring)
   3 Class on application to college, financial aid, scholarships
   4 Computer/technology classes
   5 Read with the children
   6 Childcare
   7 Other (**SPECIFY**) _____

2. How did you decide what services to provide to ELL children/students? (**CIRCLE ALL THAT APPLY**)

   1 Asked the parents
   2 Asked teachers and counselors
   3 Other (**DESCRIBE**) _____

3. In 2009-10, how many ELL students received these services at your center(s)? _____

4. How do you assess the effectiveness of your services to ELL students? (**CIRCLE ALL THAT APPLY**)

   1 Track student participation in services and activities provided by the FLC
   2 Review students' academic progress with their teachers
   3 Review standardized measures of academic progress (GPA, standardized test scores, etc.)
   4 Survey students
   5 Discuss services provided with students during home visits
   6 We do not monitor
   7 Other (**SPECIFY**) _____

V. FLC Coordination with District and School Administrators and Staff

1. Are you also an ALS coordinator/director?

   1 Yes
   2 No

2. With whom do you coordinate the center's services at the district or school level? (**CIRCLE ALL THAT APPLY**)

   1 Principal
   2 Bilingual/ESL coordinator/director
   3 Bilingual/ESL teacher(s)
   4 Title 1coordinator/director
   5 Other school administrator
   6 Other teacher(s) (**SPECIFY SUBJECT AREA OF TEACHER(S)**) _____
   7 Other school or district staff (**SPECIFY**) _____

VI. FLC Coordination with Community Organizations/Agencies

1. With what community organizations/agencies have you worked or coordinated? (**CIRCLE ALL THAT APPLY**)

   1 Social services (**SPECIFY TYPE**): _____
   2 Medical (clinic, hospital)
   3 Mental health
   4 Community college/University
   5 Public library
   6 Faith-based organizations
   7 Migrant organizations
   8 Homeless shelters
   9 Other organizations/agencies (**SPECIFY**): _____

1a. Briefly describe what each of the organizations you identified does for your FLC?

2. What activities or strategies have you found most effective in establishing and maintaining coordination with these organizations/agencies? (**CIRCLE ALL THAT APPLY**)

   1 Have an MOU with the organization
   2 Have a plan specifying activities and responsibilities
   3 Meet quarterly to review activities and accomplishments
   4 Other (**DESCRIBE**) _____

VII. Impact

1. What measures do you use to monitor the effectiveness of your center? (**CIRCLE ALL THAT APPLY**)

   1 Increase in number of families using the center
   2 Attendance levels of parents
   3 Parent retention in class
   4 Parent involvement in school
   5 Student performance
   6 Family involvement in the community
   7 Number of parents who got GEDs
   8 Number of parents who continued education
   9 Other (**SPECIFY**) _____

2. As a result of your services to ELL parents, to what extent: (**CIRCLE ONE RESPONSE FOR EACH**)

	To a Great Extent	**To a Moderate Extent**	**To a Minor Extent**	**Not at All**	**Unsure**
Has parent involvement in school increased	1	2	3	4	5
Have parents become more comfortable in school	1	2	3	4	5
Have parents become more involved in the community	1	2	3	4	5
Do parents feel that their kids are safe at school	1	2	3	4	5
Has attendance at parent conferences increased	1	2	3	4	5
Has parent volunteerism at school increased	1	2	3	4	5
Has parents participation in PTA increased	1	2	3	4	5

VIII. Implementation of Proposed Activities

1. To what extent have you implemented the services and activities you included in your proposal? (**CIRCLE ONE ONLY**)

   1 Implemented all activities as proposed
   2 Implemented most of the activities
   3 Implemented some of the activities
   4 Implemented a few of the activities
   5 Did not implement any of the activities

2. Briefly describe any changes have you made in your center's structure, resources, services since you started the project.

3. Did you allocate the budget as specified in your proposal?

1 Yes
2 No

3a. What changes have you made in how you allocated your budget in the following categories? (**BRIEFLY DESCRIBE**)

Start-up expenses, including equipment and materials: _____
Salaries and employee benefits: _____
Professional and technical services: _____
Travel: _____
Supplies and materials: _____

THANK YOU FOR COMPLETING THE QUESTIONNAIRE!

ELL-FLC TEACHER, STAFF, AND VOLUNTEER QUESTIONNAIRE

Name of ELL-FLC Center: _____

1. Are you a: (**CIRCLE ALL THAT APPLY**)

   1 Teacher
   2 Literacy coach
   3 Paraprofessional/Aide
   4 Other staff (**SPECIFY**): _____
   5 Volunteer

2. How long have you been working/helping/volunteering at this Family Literacy Center (FLC)? Please record you answer in months and years: _____ months and _____ years

3. Are you working/volunteering at this center: (**CIRCLE ONE RESPONSE ONLY**)

   1 Full-time
   2 Part-time
   3 Other (**EXPLAIN**): _____

3a. If you work/volunteer part-time at the center, how many hours a week do you work at the FLC? _____ hours/week.

3b. Do you work/volunteer at the center: (**CIRCLE ALL THAT APPLY**)

   1 Before school hours
   2 During school hours
   3 After school
   4 Evenings
   5 Weekends
   6 Other (**SPECIFY**): _____

4. What are your qualifications? (**CHECK ALL that APPLY**)

   1 Content-area certified
   2 Have ELL endorsement
   3 Have ELL/Literacy training
   4 Other (**SPECIFY**): _____

4a. If you are content area certified, in which content area(s) are you certified?
_____

IF YOU ARE A VOLUNTEER SKIP TO Q.18

5. Are you also employed by the school district?

   1 Yes
   2 No

6. What class(es) do you teach or which services do you provide at the center? (**CIRCLE ALL THAT APPLY**)

1 English literacy
2 Native language literacy
3 Computer literacy
4 Citizenship class
5 GED class
6 Parenting class
7 Training on how to help your child academically
8 Financial literacy class
9 Nutrition class
10 Other class(es) (**SPECIFY)** _____
11 Translation services
12 Case management
13 Counseling
14 Other service(s) (**SPECIFY**) _____

6a. How many times a week does your class (do your classes) meet? (**CIRCLE ALL THAT APPLY IF YOU TEACH MORE THAN ONE CLASS**)

1 Once a week
2 Twice a week
3 Three times a week
4 Four or more times a week

6b. Do you make home visits?
1 Yes
2 No

7. Do you have the following resources in your classroom? If you do not need the resources listed below, circle "3 – Not applicable. (**CIRCLE 1, 2, OR 3 FOR EACH**)

	Yes	**No**	**Not Applicable**
Textbooks and other instructional materials	1	2	3
Computers	1	2	3
Instructional software programs	1	2	3

7a. What resources are you missing in your classroom? _____

8. How many parents are enrolled in the classes(es) you teach this year (2010-2011)? _____

8a. What has been the attendance rate in your class(es) on average this year? (**CIRCLE ONE RESPONSE ONLY**)

1 More than 90%
2 75-90%
3 50 to 74%
4 25 to 49%
5 Less than 25%

9. What strategies do you use to retain the parents in your classes? (**CIRCLE ALL THAT APPLY**)

   1 Call parents if they miss a class
   2 Offer incentives to parents with perfect/high attendance (groceries, free tuition, etc.)
   3 Celebrate success and accomplishments
   4 Other (**SPECIFY**) _____

10. Typically, what percentage of the parents in your class(es) complete the class? _____

11. If your class has a test that the parents have to take, about what percentage of the parents pass this test? _____

12. Do you encourage the parents in your class(es) to: (**CIRCLE 1 OR 2 FOR EACH**)

	Yes	**No**
Become more involved in their child(ren)'s school?	1	2
Spend time in their child(ren)'s classroom helping their child(ren)?	1	2
Spend time helping their child(ren) with homework?	1	2
Read with their child(ren) at home?	1	2

13. How do you monitor parents' involvement in the school, working with child in classroom, working with child at home? (**CIRCLE ALL THAT APPLY**)

   1 I do not monitor parents' involvement in their child's school or at home.
   2 Parents keep a log recording their visits to the classroom, reading with child at home, helping child with homework, serving on PTA, etc.
   3 I discuss parents' involvement in their child's school by meeting with teachers or other school staff.
   4 I monitor parents' involvement during home visits.
   5 I survey parents about their involvement.
   6 Other (**DESCRIBE**) _____

14. Do you work with ELL students?

   1 Yes
   2 No (**SKIP TO Q. 16**)

15. How do you assess the effectiveness of your services to ELL students? (**CIRCLE ALL THAT APPLY**)

   1 Students' academic performance such as GPA, standardized test scores, grades, etc.
   2 Communicate with students' regular teachers
   3 Discuss services provided with students and their parents during home visits
   4 Survey students and/or their parents
   5 I do not assess students' progress
   6 Other (**SPECIFY**) _____

16. Which of the following measures do you use to evaluate the effectiveness of your class(es)/service(s) to parents and their children? (**CIRCLE ALL THAT APPLY**)

1 Increase in number of families using the center
2 Attendance levels of parents in classes
3 Parent retention in class
4 Parent involvement in school
5 ELL student performance
6 Family involvement in the community
7 Number of parents who attain GEDs
8 Number of parents who continue their education
9 Other (**SPECIFY**) _____

17. As a result of your services to ELL parents, to what extent: (**CIRCLE ONE RESPONSE FOR EACH**)

	To a Great Extent	**To a Moderate Extent**	**To a Minor Extent**	**Not at All**	**Unsure**
Has parent involvement in school increased?	1	2	3	4	5
Have parents become more comfortable in school?	1	2	3	4	5
Have parents become more involved in the community?	1	2	3	4	5
Do parents feel that their kids are safe at school?	1	2	3	4	5
Has attendance at parent conferences increased?	1	2	3	4	5
Has parent volunteerism at school increased?	1	2	3	4	5
Has parent participation in PTA increased?	1	2	3	4	5

SKIP TO Q.20

18. How did you become a volunteer at the center? (**CIRCLE ALL THAT APPLY**)

1 I volunteered at the school and was asked to volunteer at the center.
2 The center helped me/my family.
3 I was recruited by the center through another community organization.
4 Other (**SPECIFY**): _____

19. What do you do at the center? (**CIRCLE ALL THAT APPLY**)

1 I help the teacher(s) in the classroom
2 I help the adults/children with computers
3 I tutor adults
4 I help the children who come to the center with their parents with homework
5 I tutor children
6 I read with the children

7 I organize activities for the children
8 I provide childcare
9 Other (**SPECIFY**) _____

20. What changes would you suggest to improve services to parents of ELL students?

21. Is there anything else you want to tell us?

THANK YOU FOR COMPLETING THE QUESTIONNAIRE!

PARENT QUESTIONNAIRE

Name of Family Literacy Center: _____

1. How many children do you have that are younger than 18? ___

2. Is your child/Are your children in: (**CIRCLE ALL THAT APPLY**)

1	Pre-kindergarten	5	High school
2	Kindergarten	6	College
3	Elementary school	7	Other (**SPECIFY**): _____
4	Middle school		

3. What is your primary language? (**CIRCLE ONE RESPONSE ONLY**)

1 English 2 Spanish 3 Other (**SPECIFY**): _____

4. How long have you been coming to this Family Literacy Center? (**CIRCLE ONE RESPONSE ONLY**)

1 Less than 6 months
2 Six to 12 months
3 More than 12 months
4 Other (**SPECIFY**) _____

5. How did you hear about the center? (**CIRCLE ALL THAT APPLY**)

1 A friend, relative, or another parent told me about the center
2 A teacher in my child's school told me about the center
3 Heard about it in church
4 Read about it in the school newsletter or web site
5 Got a letter or brochure about it from my child's school
6 Read about it in the newspaper
7 Heard about it on the radio or television
8 Saw an ad or brochure about it in the library
9 Saw an ad or brochure in supermarket, grocery store
10 Saw an ad or brochure in the clinic, doctor's office or social service agency
11 Other (**DESCRIBE**) _____

6. In what languages was the letter, brochure or ad you read about the center? **(CIRCLE ALL THAT APPLY)**

1 English
2 Spanish
3 Other (**SPECIFY**) _____

7. Did anyone from the center visit you at home to explain what classes or services you can get at the center?

1 Yes 2 No

8. Did anyone at the center ask you what class or service you would like to have?

1 Yes 2 No

9. How many times a week do you go to the center? (**CIRCLE ONE RESPONSE ONLY**)

1 Once a week
2 Twice a week
3 Three times a week
4 Four or more times a week
5 Other

9a. Do you go to the center? (**CIRCLE ONE RESPONSE ONLY**)

1 During the day
2 After school
3 Evenings
4 Weekends

10. What class or classes do you take at the center now? (**CIRCLE ALL THAT APPLY**)

1 English
2 Native language literacy
3 Computer/technology training
4 Citizenship class
5 GED class
6 Parenting class
7 How to help my child with school work
8 Finance/Budgeting
9 Nutrition class
10 Other class(es) (**SPECIFY)** _____

10a. How many classes have you taken at the center? _____

10b. How many classes have you completed? _____

10c. How many people are typically in your classes? _____

11. Do you get other services from the center?

1 Yes 2 No (**SKIP TO Q.12**)

11a. What other services do you get from the center? (**CIRCLE ALL THAT APPLY**)

1 No other services
2 Case management
3 Counseling
4 Job search/placement
5 Other services (**SPECIFY**) _____

12. Do you bring your children to the center?

1 Yes 2 No

13. Does the center give you: (**CIRCLE ALL THAT APPLY**)

1 Transportation
2 Childcare
3 Help with homework to the children
4 Snacks for the children

14. Do you have to pay for the class(es) you take?

3 Yes 2 No (**SKIP TO Q.14b**)

14a. How much do you have to pay per class? _____

14b. Do you have to pay for books and materials?

3 Yes 2 No

15. Did you miss any classes since September 2010?

6 Yes 2 No (**SKIP TO Q.19**)

16. What percent of the classes did you miss? _____

17. When you miss a class, does your teacher or someone else from the center call you to find out why you did not come to class?

1 Yes 2 No

18. Do you miss classes for any of the following reasons? (**CIRCLE ALL THAT APPLY**)

1 You sometimes have to work when you have a class
2 You don't have a car
3 There is no bus that goes to the center
4 You need childcare
5 The class is too hard for you
6 Other (**DESCRIBE**) _____

19. Did the center encourage/motivate you to work with your child in the classroom and at home by: (**CIRCLE ALL THAT APPLY**)

1 Having a class on how to help your child in the classroom and at home
2 Having your child's teacher invite you to the classroom and show you how to work with your child
3 Having another parent to help you
4 Giving you and your child(ren) books and other materials to take home
5 Visiting you at home to show you how to work with you children
6 Giving you an article or book on how to get involved in your child's school
7 Other (**SPECIFY**) _____

20. **Before** you started going to the center, did you: (**CIRCLE 1 OR 2 FOR EACH**)

	Yes	**No**
Feel comfortable in your child's school	1	2
Attend parent teacher meetings	1	2
Go to school events	1	2
Volunteer in your child's school	1	2
Volunteer in your child's classroom	1	2
Spend time with your child in his/her classroom	1	2
Help your child at home with home work	1	2
Join the PTA	1	2
Volunteer in the community	1	2

20a. **Since** you started going to the center, have you: (**CIRCLE 1 OR 2 FOR EACH**)

	Yes	**No**
Felt more comfortable at your child's school	1	2
Attended parent teacher meetings	1	2
Gone to school events	1	2
Volunteered in your child's school	1	2
Volunteered in your child's classroom	1	2
Spent time with your child in his/her classroom	1	2
Helped your child at home with homework	1	2
Become a member of the PTA	1	2
Volunteered in the community	1	2

21. Overall, how helpful has the center been to you? (**CIRCLE ONE RESPONSE ONLY**)

1 Very helpful
2 Helpful
3 Not so helpful
4 Not at all helpful

22. Did the classes you are taking or took at the center help you: (**CIRCLE ALL THAT APPLY**)

1 Improve your English
2 Learn how to use a computer
3 Get a GED
4 Apply to college
5 Get a better job
6 In other ways (**TELL US HOW**): _____

23. What can the center do to be more helpful to you and your child(ren)?

THANK YOU FOR COMPLTING THE QUESTIONNAIRE!

CUESTIONARIO PARA LOS PADRES

Nombre del Centro Familiar (Family Literacy Center): _____

1. ¿Cuántos hijos tiene menores de 18 años? ___

2. Su/s niño/s está/n en: **(PONGA UN CÍRCULO A TODOS L0S QUE APLIQUEN**)

   1 Pre-kindergarten (Pre-jardín de niños maternal (Educación preescolar))
   2 Kindergarten (Jardín de niños (Educación preescolar))
   3 Elementary school (Educación elemental)
   4 Middle school (Educación Media)
   5 High school (Educación superior)
   6 College (Universidad)
   7 Otro (**ESPECIFICAR**) _____

3. ¿Cuál es su lengua materna? (**CIRCULE SÓLO UNA RESPUESTA**)

   1 Inglés 2 Español 3 Otra (**ESPECIFICAR**): _____

4. ¿Cuánto tiempo lleva asistiendo a este Centro Familiar (Family Literacy Center)? (**PONGA UN CÍRCULO A UNA SÓLA RESPUESTA**)

   1 Menos de 6 meses
   2 Seis a 12 meses
   3 Más de 12 meses
   4 Otro (**ESPECIFICAR**) _____

5. ¿Cómo se enteró/supo del centro? (**PONGA UN CÍRCULO A TODOS LOS QUE APLIQUEN)**

   1 Un amigo, familiar, ú otro padre de familia me mencionó acerca del centro
   2 Un maestro de la escuela de mi hijo me dijo acerca del centro
   3 Escuché acerca de éste en la iglesia
   4 Leí acerca de éste en el boletín informativo de la escuela ó en el sitio de internet
   5 Recibí una carta ó folleto de la escuela de mi hijo acerca de este centro
   6 Leí acerca de éste en el periódico
   7 Escuché acerca de éste en la radio ó televisión
   8 Ví un anuncio ó folleto acerca de éste en la biblioteca
   9 Ví un anuncio ó un folleto en el supermercado, tienda de comestibles/abarrotes
   10 Ví un anuncio ó un folleto en la clínica, en la oficina del doctor ó en la agencia de servicio social
   11 Otro (**DESCRIBIR**) _____

6. ¿En qué idiomas estaba la carta, el folleto ó el anuncio que usted leyó acerca del centro? **(PONGA UN CÍRCULO A TODOS L0S QUE APLIQUEN)**

   1 Inglés
   2 Español
   3 Otro (**ESPECIFICAR**) _____

7. ¿Alguien del centro le visitó en su hogar para explicarle acerca de las clases ú otros servicios que usted puede recibir en el centro?

1 Sí 2 No

8. ¿Alguien del centro le preguntó acerca de cuál clase ó servicio le gustaría recibir?

1 Sí 2 No

9. ¿Cuántas veces por semana asiste usted al centro? (**PONGA UN CÍRCULO A UNA SÓLA RESPUESTA**)

1 Una vez por semana
2 Dos veces por semana
3 Tres veces por semana
4 Cuatro ó más veces por semana
5 Otro

9a. Usted asiste al centro: (**PONGA UN CÍRCULO A UNA SÓLA RESPUESTA**)

1 Durante el día
2 Después de la escuela
3 Por las tardes
4 Los fines de semana

10. ¿Cuál clase ó clases está usted ahora tomando en el centro? (**PONGA UN CÍRCULO A TODAS LAS QUE APLIQUEN**)

1 Inglés
2 Literatura en la lengua materna
3 Capacitación en computación/tecnología
4 Clase para la ciudadanía
5 Clase para el Diploma GED (General Equivalency Diploma)
6 Clase para ser padres
7 Cómo ayudar a mi hijo con la tarea de la escuela
8 Finanzas/preparación del presupuesto
9 Clase de nutrición
10 Otra(s) clase(s) (**ESPECIFAR)** _____

10a. ¿Cuántas clases ha tomado en el centro? _____

10b. ¿Cuántas clases ha terminado? _____

10c. ¿Generalmente cuántas personas hay en sus clases? _____

11. ¿Recibe usted otros servicios del centro?

1 Si 2 No (**PASAR A LA PREGUNTA 12**)

11a. ¿Qué otros servicios recibe del centro? (**PONGA UN CÍRCULO A TODOS LOS QUE APLIQUEN**)

1 Ningún otro servicio
2 Manejo de casos
3 Consejería/orientación
4 Búsqueda /colocación de empleo
5 Otros servicios (**ESPECIFICAR**) _____

12. ¿ Lleva a sus hijos al centro?

1 Sí 2 No

13. El centro le proporciona: (**PONGA UN CÍRCULO A TODAS LAS QUE APLIQUEN**)

1 Transporte
2 Cuidado de los niños/guardería
3 Ayuda con la tarea escolar de los niños
4 Botanas para los niños

14. ¿Tiene usted que pagar por la(s) clase(s) que toma?

1 Sí 2 No (**PASAR A LA PREGUNTA 14b**)

14a. ¿Cuánto paga por clase? _____

14b. ¿Tiene usted que pagar por los libros y materiales?

1 Sí 2 No

15. ¿Ha faltado a alguna de las clases desde Septiembre del 2010?

1 Sí 2 No (**PASAR A LA PREGUNTA 19**)

16. ¿Qué porcentaje de las clases perdió usted? _____

17. Cuando usted falta a una clase, ¿su maestro ó alguien del centro le llama para averiguar la razón por la que no asistió a la clase?

1 Sí 2 No

18. ¿Falta usted a las clases debido a alguna de las siguientes razones? (**PONGA UN CÍRCULO A TODAS LAS QUE APLIQUEN**)

1 Algunas veces usted tiene que trabajar cuando tiene una clase
2 Usted no tiene un auto
3 Falta de tautobús público que vaya al centro
4 Usted necesita que le cuiden a sus niños
5 La clase es demasiado difícil para usted
6 Otra (**DESCRIBIR**) _____

19. El centro le animó/motivó a trabajar con su hijo en el salón de clases y en casa al: (**PONGA UN CÍRCULO A TODOS LOS QUE APLIQUEN**)

1 Tener una clase acerca de cómo ayudar a su hijo en el salón de clases y en casa
2 Haber sido invitado por el maestro de su hijo al salón de clases y al haberle enseñado a usted cómo trabajar con su hijo
3 Recibir ayuda de otro padre de familia
4 Darle a usted y a su hijo(s) libros y otros materiales para llevar a casa
5 Visitarle a usted en casa y mostrarle cómo trabajar con sus hijos
6 Darle a usted un artículo ó libro sobre cómo involucrarse en la escuela de su hijo
7 Otro (**ESPECIFICAR**) _____

20. **Antes** de haber empezado a ir al centro, usted: (**PONGA UN CÍRUCLO A 1 ó 2 PARA CADA UNA**)

	Sí	**No**
Se sentía cómodo/a en la escuela de su hijo/a	1	2
Asistía a las reuniones de padres y maestros	1	2
Iba a los eventos de la escuela	1	2
Trabajaba como voluntario/a en la escuela de su hijo	1	2
Trabajaba como voluntario/a en el salón de clases de su hijo/a	1	2
Pasaba un tiempo con su hijo/a en el salón de clases	1	2
Ayudaba a su hijo/a en casa con la tarea	1	2
Participaba en la Asociación de Maestros y Padres (PTA)	1	2
Trabajaba como voluntario/a en la comunidad	1	2

20a. **Desde** que usted empezó a ir al centro, usted: (**PONGA UN CÍRCULO A 1 ó 2 PARA CADA UNA**)

	Sí	**No**
Se ha sentido más cómodo/a en la escuela de su hijo	1	2
Ha asistido a las reuniones de padres y maestros	1	2
Ha ido a los eventos de la escuela	1	2
Ha trabajado como voluntario/a en la escuela de su hijo/a	1	2
Ha trabajado como voluntario/a en el salón de clases de su hijo/a	1	2
Ha pasado tiempo con su hijo/a en el salón de clases	1	2
Ha ayudado a su hijo en casa con la tarea	1	2
Se hizo miembro de la Asociación de Maestros y Padres (PTA)	1	2
Ha trabajado como voluntario/a en la comunidad	1	2

21. En general,¿cómo le ha ayudado el centro? (**PONGA UN CÍRCULO A UNA SÓLA RESPUESTA**)

1 Me ha ayudado mucho
2 Me ha ayudado
3 No me ha ayudado tanto
4 No me ha ayudado

22. Las clases que usted está tomando ó tomó en el centro le ayudaron: (**PONGA UN CÍRCULO A TODAS LAS QUE APLIQUEN**)

1Mejorar su inglés
2 Aprender cómo usar una computadora
3 Obtener un Diploma GED (General Equivalency Diploma)
4 Hacer una solicitud para la Universidad (college)
5 Conseguir un mejor empleo
6 De alguna otra manera (**DÍGANOS COMO**): _____

23. ¿Qué es lo que el centro puede hacer para ayudarle más a usted y a su(s) hijo(s)?

¡GRACIAS POR LLENAR EL CUESTIONARIO!