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FINAL REPORT
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES
IOWA DEPARTMENT OF EDUCATION SPONSORED RESEARCH

Iowa Department of Education
Division of Community Colleges and Workforce Preparation

Term of Contract:

November 1, 2004 to June 30, 2006

Contract Recipient:

Frankie Santos Laanan, Ph.D.
Principal Investigator

Iowa State University
Department of Educational Leadership & Policy Studies
College of Human Sciences
N243 Lagomarcino Hall
Ames, Iowa 50011

Prepared By:

Frankie Santos Laanan, Ph.D.
Soko Starobin, Ph.D.
Elizabeth M. Cox, M.Ed.

FINAL REPORT
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES
IOWA DEPARTMENT OF EDUCATION SPONSORED RESEARCH

Submitted To:

Janice Nahra Friedel, Administrator
Division of Community Colleges and Workforce Preparation
Iowa Department of Education

Prepared By:

Frankie Santos Laanan, Ph.D.
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Executive Summary

In November 2004 Frankie Santos Laanan, Associate Professor of Educational Leadership and Policy Studies at Iowa State University (ISU), and his research team, received funding for a sponsored research project from the Iowa Department of Education (DE), Division of Community Colleges and Workforce Preparation. The title of the project is "Family Literacy in Iowa Community Colleges." The contract award was \$170,000 and the funding for the contract came from an incentive grant awarded jointly to the Iowa Workforce Development (IWD) and the DE. The term of the contract was between November 1, 2004 and June 30, 2006.

During the funding period, Dr. Laanan and his research team endeavored to develop a Family Literacy and Career information model for Iowa Community Colleges. Presentations were conducted at state and national meetings, as well as at statewide professional development workshops, in an effort to disseminate information. A project website was also developed to assist in dissemination of information to the field.

The primary objectives of the contract were:

- **Objective 1:** To develop, direct and coordinate a statewide Family Literacy and Career information model for Iowa Community Colleges.
- **Objective 2:** To collaborate with the National Center for Family Literacy to create and deliver staff development activities of the Iowa Family Literacy Model.
- **Objective 3:** To develop the research design and methodology to measure the impact of the Iowa Family Literacy Model during the funding period.

Statement of Activities Performed

During the contract period, the ISU research team conducted the following activities:

- Development of a statewide Family Literacy and Career information model for Iowa's community colleges.
- Formation of a statewide Advisory Board.
- Development and delivery of staff development activities for Iowa family literacy practitioners.
- Collaborated with the National Center for Family Literacy to deliver professional development workshops and disseminate resources.
- Development and maintenance of a library of related literature and resource materials.
- Development of a Family Literacy website and listserv.
- Development and implementation of an evaluation to measure the impact of the Iowa Family Literacy Model during the grant funding period.

Recommendations

Drawing from their experience with the Iowa community college family literacy program, the ISU Research Team would like to make the following recommendations:

- That the High Expectation Model continues to be used by Iowa family literacy practitioners and that more evidence of its success is collected for further evaluation.

- If similar family literacy projects are conducted that Iowa community colleges be the fiscal, coordinating agency for said project as they have strong community networks that are essential to the success of family literacy projects.
- If similar family literacy projects are conducted that an outside support system, like the one provided by the ISU Research Team, be contracted.
- That the DE incorporates the evaluation model developed and utilized by the ISU Research Team for similarly funded projects.
- That site visits to funded projects occur earlier in the funding cycle (i.e. at the mid-point of the grant cycle and toward the end of the cycle).
- That the DE continues to hold forums for the family literacy program administrators and practitioners to share information and learn together face-to-face.
- That the DE holds a celebration/recognition event for the family literacy programs to help bring awareness to Iowa citizens, businesses and political leaders about the impacts of the Iowa community college family literacy programs.

CONTRACTUAL AGREEMENT
BETWEEN

STATE OF IOWA, DEPARTMENT OF EDUCATION, (DE) Bureau/Division of Community College and Workforce Preparation
Grimes State Office Bldg., 400 E 14th St, Des Moines, IA 50319-0146.
Department Contact Person: Bill Silag Phone: (515) 281-3542

AND

CONTRACTING PARTY - AGENCY OR INDIVIDUAL: Thane Peterson, Director, Office of Sponsored Programs Administration
ADDRESS: Iowa State University, 15 Pearson Hall
CITY, STATE, ZIP: Ames, IA 50011 Phone: 515-294-5225
AGENCY CONTACT PERSON OR AGENCY PERSON TO PERFORM SERVICES: Frankie Santos Laanan

CONTRACTING PARTY: IF AN INDIVIDUAL, YOUR SOCIAL SECURITY NUMBER: _____
IF AN AGENCY, YOUR FEIN NUMBER: 426004224

THE DEPARTMENT WILL COMPENSATE FOR THE FOLLOWING SERVICES RENDERED BY CONTRACTING PARTY:
(DESCRIPTION OF SERVICES) Direct and coordinate a statewide family literacy and career information model by forming advisory board (DE approved) and supervising project staff; collaborate with the National Literacy Center in creating and delivering staff development for the Iowa Model (including RFP development); develop research methodology to measure long-term impact of Iowa model, including raising expectations for student academic performance.

CONTRACT PERIOD: Service begins: November 1, 2004 Service ends: June 30, 2006

COMPENSATION: As indicated and in accordance with the stated terms below.

\$170,000.00 Contract is for actual costs estimated as shown here in total and itemized below under "Associated Costs" section.

\$ Contract is for a specified fee totaling the shown amount for 0 (Number) _____ (Units) at \$ _____ per _____ (Unit)

\$170,000.00 **CONTRACT IS NOT TO EXCEED AMOUNT SHOWN ON THIS LINE.**

ASSOCIATED COSTS: Only the items designated are covered; required documentation is indicated under "Other Conditions and requirements" section. (Estimated costs shown)

\$ TRAVEL: FROM _____ TO _____ AND RETURN
via means and for the amounts shown:
Air Coach \$ _____ Auto \$ _____ Taxi \$ _____ Parking \$ _____
Other \$ _____ (As stipulated in "Description of Services" section.)

\$ MEALS: Actual and necessary; not to exceed the following rates:
Breakfast \$ _____ Lunch \$ _____ Dinner \$ _____

\$ LODGING: Number of nights _____, not to exceed \$ _____ per night, plus tax.

\$ OTHER: (ITEMIZE) _____

CLAIM/PAYMENT PROVISIONS: Quarterly progress reports with quarterly expenditure invoices submitted to Department of Education.

Payment requests should be submitted to the attention of: Bill Silag

FOR DEPARTMENT OF EDUCATION USE ONLY

FOR DEPARTMENT OF EDUCATION USE ONLY							PAYMENTS
FUND	AGENCY	ORGN	S/ORG	OBJ	ARC	AMOUNT	36805
0406	0282	3541		2409	5WA1	170,000.00	
	0282						
	0282						
	0282						
TOTAL CONTRACT AMOUNT						\$0.00	
PRE-CONTRACT (ATTACHED OR N/A)		SOLE SOURCE (ATTACHED OR N/A)		PRIOR APPROVAL (ATTACHED OR N/A)			

**ANNUAL WORKPLAN
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES**

As of 01-19-06

Funding Period: 11/01/04-06/30/05
Principal Investigator: Frankie Santos Laanan
Iowa State University

Objective 1. To develop, direct and coordinate a statewide Family Literacy and Career information model for Iowa Community Colleges.

Procedures/Activities	Performance Outcomes	Responsible Persons	Timelines
1. Develop a statewide FL Advisory Board <ul style="list-style-type: none"> • Consult with DE • Identify FL and ABE administrators, coordinators, instructors, DE representatives, etc. 	Confirm FL Advisory Board members <ul style="list-style-type: none"> • Letters of invitation from Dr. Jan Friedel to Advisory Board members (purpose, objectives, and expectations) • Monthly meetings beginning March 2005 	F. Laanan (ISU) B. Silag (DE) S. Schroeder (DE) H. Grossman (DE)	February 2005
2. Develop the ISU-Iowa Department of Education Partnership web site <ul style="list-style-type: none"> • Provide resources • Post news and announcements • Dissemination tool to reach entire state • Develop a Listserve 	Maintain web site at ISU server <ul style="list-style-type: none"> • Provide link from IA DE CCWP web site to ISU-IA DE Partnership web site • Solicit feedback from field regarding usefulness of web site • Update web site regularly 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU) FL Advisory Board	February 2005
3. Identify current FL initiatives conducted by DE FL staff <ul style="list-style-type: none"> • Programs, initiatives • Assessment and evaluation strategies • Data reports of FL enrollments, performance, outcomes, etc. • Minimize duplication of efforts 	Produce report and matrix of DE activities related to FL: <ul style="list-style-type: none"> • DE and ISU activities • Goals and Objectives • Target audience • Work Products 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU)	March 2005

ANNUAL WORKPLAN
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES

As of 01-19-06

Funding Period: 11/01/04-06/30/05

Principal Investigator: Frankie Santos Laanan
 Iowa State University

Objective 1. To develop, direct and coordinate a statewide Family Literacy and Career information model for Iowa Community Colleges.

Procedures/Activities	Performance Outcomes	Responsible Persons	Timelines
4. Develop summary reports of IA CC literacy programs: <ul style="list-style-type: none"> • Program description and organizational structure • Federal or state funding; funded projects, evaluation reports, etc. • Enrollment demographics, etc. 	Summary report submitted to DE <ul style="list-style-type: none"> • Post report to ISU-IA DE Partnership web site • Information sharing tool 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU) S. Schroeder (DE) H. Grossman (DE)	March 2005
5. Collaborate with IA DE Family Literacy staff to: <ul style="list-style-type: none"> • Develop dissemination strategy to IA CCs • Coordinate dissemination of FL model 	Documentation and dissemination report: <ul style="list-style-type: none"> • Identify key DE staff • Report to DE • Conceptual framework for DE and IA CCs 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU) B. Silag (DE) S. Schroeder (DE) H. Grossman (DE) FL Advisory Board	March 2005
6. Conduct literature review of family literacy in education and community college context <ul style="list-style-type: none"> • Role of Adult Basic Education (ABE) and FL in CCs • ABE and FL in different regional contexts (urban, suburban, rural in relation to employment opportunities, diverse populations, etc.) 	Policy papers, research briefs, and journal articles <ul style="list-style-type: none"> • Present to DE and IA CCs • Present findings at national and statewide meetings • Post documents to ISU-IA DE Partnership web site • Develop bibliography 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU)	June 2005

ANNUAL WORKPLAN
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES
 As of 01-19-06

Funding Period: 11/01/04-06/30/05
 Principal Investigator: Frankie Santos Laanan
 Iowa State University

Objective 1. To develop, direct and coordinate a statewide Family Literacy and Career information model for Iowa Community Colleges.

Procedures/Activities	Performance Outcomes	Responsible Persons	Timelines
7. Collect research and policy reports on FL and ABE topics: <ul style="list-style-type: none"> • National Center for Family Literacy • Statewide reports • Policy Centers, etc. • Identify exemplary FL programs 	Maintain library of materials and resources <ul style="list-style-type: none"> • Copies for ISU Research Team • Copies to IA DE office • Develop bibliography • Post documents to web site 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU)	June 2005
8. Develop FL resource materials (i.e., printed and e-Resources) for IA CCs and DE	Review and feedback from statewide FL Advisory Board and DE <ul style="list-style-type: none"> • Produce paper copy of workbooks • Produce PDF files of all materials and post to web site 	F. Laanan (ISU) E. Cox (ISU) B. Silag (DE) S. Schroeder (DE) H. Grossman (DE) FL Advisory Board	June-December 2005

ANNUAL WORKPLAN
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES
 As of 01-19-06

Funding Period: 11/01/04-06/30/05
 Principal Investigator: Frankie Santos Laanan
 Iowa State University

Objective 2. To collaborate with the National Center for Family Literacy to create and deliver staff development activities of the Iowa Family Literacy Model.

Procedures/Activities	Performance Outcomes	Responsible Persons	Timelines
1. Identify National Center for Family Literacy (NCFL) personnel to assist PI and DE with staff development activities <ul style="list-style-type: none"> • Goals and objectives • Timeline of staff development activities • Budget for travel expenses to Iowa • Resource materials • Regional workshops 	Schedule staff development workshops <ul style="list-style-type: none"> • Confirm site liaisons and locations • Develop dissemination list and confirm logistics, etc. • Post dates/times/locations on web site • Coordinate workshops with IA DE consultants • Feedback from FL Advisory Board • ICN Delivery options 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU) S. Schroeder (DE) H. Grossman (DE) NCFL staff	March 2005 April-August 2005 Sept. 2005-June 2006
2. Develop staff development activities (or workshops) for IA CCs and FL (and ABE) staff <ul style="list-style-type: none"> • Overview of FL literature • Role of FL/ABE and minority population (human and economic capital) • Exemplary FL models • Iowa FL model and implications for assessment and evaluation • Assessment and evaluation techniques 	Staff Development activities <ul style="list-style-type: none"> • Evaluation of activities from FL personnel and other CC staff • Utilize results for future staff development activities • Collect data from FL personnel about the usefulness and impact of the staff development activities • Impact of staff development activities on FL programs, delivery, diverse constituents, assessment and evaluation of programs 	F. Laanan (ISU) E. Cox (ISU) S. Starobin (ISU) NCFL staff B. Silag (DE) S. Schroeder (DE) H. Grossman (DE) FL Advisory Board	April-August 2005 Sept. 2005-June 2006

ANNUAL WORKPLAN
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES
 As of 01-19-06

Funding Period: 11/01/04-06/30/05
 Principal Investigator: Frankie Santos Laanan
 Iowa State University

Objective 3. To develop the research design and methodology to measure the impact of the Iowa Family Literacy Model during the funding period.

Procedures/Activities	Performance Outcomes	Responsible Persons	Timelines
1. Develop research design and methodology <ul style="list-style-type: none"> • Identify MIS contact at DE • Obtain MIS data dictionary of educational data of IA community college students • Develop FL typology • Define target population and sample • Develop evaluation strategy • Coordinate with FL coordinators in IA CCs • Collaborate with NFC staff regarding research design, evaluation and assessment of IA FL model 	Methodology Report <ul style="list-style-type: none"> • Description of research design, sampling, FL student typology, etc. • Document definitions and conceptual framework Develop feasibility study of the impact of the IA FLC model	F. Laanan (ISU) S. Starobin (ISU) E. Cox (ISU) DE MIS Consultant	August 2005 Sept. 2005-June 2006
2. Conduct secondary data analysis of IA CC student educational data: <ul style="list-style-type: none"> • FL enrollment characteristics • Characteristics of FL students by demographic characteristics • Student performance measures • Collaborate with MIS consultant at DE to obtain data elements • Identify target population and sample 	Descriptive findings of IA CCs enrolled in FL programs <ul style="list-style-type: none"> • Develop executive summary and report • Present findings to DE staff, IA CC FL personnel, and national conferences Produce Research in Brief reports of findings and post to web site for dissemination	F. Laanan (ISU) S. Starobin (ISU) E. Cox (ISU) DE MIS Consultant	April-July 2005 Sept. 2005-June 2006

Quarterly Reports

Six quarterly reports were written during the project period. These reports outline the activities undertaken by the ISU research team from January 2005 through June 2006 and were submitted to the Department of Education after each quarter.

MEMORANDUM

DATE: February 10, 2005

TO: Dr. Bill Silag
Administrative Consultant
Division of Community Colleges and Workforce Preparation
Iowa Department of Education

FROM: Frankie Santos Laanan, Ph.D.
Principal Investigator

SUBJECT: Quarterly Report (November 1, 2004-December 31, 2004)

PROJECT: WIA Incentive Grant Family Literacy
Iowa Department of Education Agreement #: 36805
ISU Account #: 472-27-03

Per the contract agreement, I am submitting a Quarterly Progress Report for the grant period covering November 1, 2004 through December 31, 2004.

Statement of Progress

Per the contract, the Contractor is currently on schedule in terms of meeting the objectives outline in the Annual Workplan.

Quarterly Activities

Annual Workplans

During this quarter, the Principal Investigator (PI) drafted the Annual Workplan for the WIA Incentive Family Literacy grant. The Annual Workplan articulates the objectives, activities/procedures, performance outcomes, persons responsible, and timeline. The draft Annual Workplan is attached to this Quarterly Report.

Staff Hires

Hired two doctoral students (Jonathan Compton and Elizabeth Cox) as hourly employees during the last quarter of 2004, to assist the PI on the Iowa Department of Education grants. Both are full-time doctoral students in the Department of Educational Leadership and Policy Studies at Iowa State University.

Hired Dr. Soko S. Starobin as an hourly employee from December 13 - 31, 2004. Dr. Starobin's role is to assist the PI in coordinating the two Iowa Department of Education projects.

Web Site Development

During this quarter, the Iowa State University-Iowa Department of Education (ISU-Iowa DE Partnership) was developed. This is a working web site that will accompany the two DE projects as a dissemination tool. A copy of the latest version of the web site is attached to this Quarterly Report. The URL for the web site is listed below:

<http://www.public.iastate.edu/~laanan/doe/doe.html>

If you have any questions regarding the Quarterly Report, please do not hesitate to contact me at the information listed below.

Frankie Santos Laanan, Ph.D.
Principal Investigator and Assistant Professor
Educational Leadership & Policy Studies
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laanan@iastate.edu (e-mail)

Attachments

cc: Shona Roberts, Sponsored Programs Accounting, Iowa State University
Trina Zimmer, Research Institute for Studies in Education, Iowa State University
The File

MEMORANDUM

DATE: June 17, 2005

TO: Dr. Bill Silag
Administrative Consultant
Division of Community Colleges and Workforce Preparation
Iowa Department of Education

FROM: Frankie Santos Laanan, Ph.D.
Principal Investigator

SUBJECT: Quarterly Report (January 1, 2005-March 31, 2005)

PROJECT: WIA Incentive Grant Family Literacy
Iowa Department of Education Agreement #: 36805
ISU Account #: 472-27-03

Per the contract agreement, I am submitting a Quarterly Progress Report for the grant period covering January 1, 2005 through March 31, 2005.

Statement of Progress

Per the Contract, the Contractor is currently on schedule in terms of meeting the objectives outline in the Annual Workplan.

Quarterly Activities

Annual Workplan

During the last quarter, the Principal Investigator (PI) drafted the Annual Workplan for the WIA Incentive Grant Family Literacy. After the review with the Department of Education Staff on January 3, 2005, the PI revised the Annual Workplan. The revised plan is in Appendix 1.

Meeting with the Department of Education Staff

Two formal meetings were held at the Division of Community Colleges and Workforce Preparation, Iowa Department of Education.

January 3, 2005

The PI introduced the Iowa State University Research Team to the Department of Education Staff. Reviewed the Annual Workplan for WIA Incentive Grant Family Literacy. The meeting minutes and material are included in Appendix 2.

February 8, 2005

Reviewed the meeting minutes from the last meeting on January 3, 2005 as well as the revised Annual Workplan. Discussed the proposed Holistic Model of Iowa Family Literacy Programs, ISU-Iowa DE Partnership web site, Family Literacy Advisory Board, Request for Proposals for the state wide competitive grant. The meeting agenda and minutes are included in Appendix 3.

Develop a Statewide Family Literacy Advisory Board

Consulted the Department of Education Staff to identify Family Literacy and Adult Basic Education Coordinators, instructors, and DE Representatives. The letter of invitation from Dr. Janice Friedel (see Appendix 4) to the Advisory Board members were sent on March 9, 2005. The first Family Literacy Advisory Board meeting was held on March 21, 2005 in Ames, Iowa.

March 21, 2005

Family Literacy Advisory Board Meeting was held at the Hotel at Gateway Center, Ames, Iowa. The board member directory, meeting agenda, minutes, and other materials are included in Appendix 4.

Identify Current FL Initiatives Conducted by DE FL Staff

ISU Research Team developed a matrix that summarizes DE activities related to Family Literacy at Iowa Community Colleges. The matrix is included in Appendix 5.

Develop Summary Reports of Iowa Community College Literacy Programs

ISU Research Team identified and reviewed the Annual Report of the Adult Basic Education published by the Department of Education. The summary reports are under progress.

Collaborate with Iowa DE Family Literacy Staff

Sally Schroeder, Consultant, Adult Education was invited to the meetings with Department of Education Staff (January 3, 2005 and February 8) to develop dissemination strategy to Iowa Community Colleges.

Identify National Center for Family Literacy (NCFL) Personnel

Tony Payton, Director of Policy & Government Relations was invited to the Family Literacy Advisory Board. Mr. Payton has sent referrals to ISU Research Team regarding contact individuals and trainers at NCFL.

Web Site

In the last quarter, the Iowa State University-Iowa Department of Education (ISU-Iowa DE Partnership) was developed. The ISU Research Team has updated and maintained the web site as a dissemination tool. The URL for the website is listed below:

<http://www.public.iastate.edu/~laanan/doe/doe.html>

If you have any questions regarding the Quarterly Report, please do not hesitate to contact me at the information listed below.

Frankie Santos Laanan, Ph.D.
Principal Investigator and Assistant Professor
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Iowa State University
N243 Lagomarcino Hall
Ames, Iowa 50011-3795
515.294.7292 (office)
laanan@iastate.edu (e-mail)

Attachments

cc: Shona Roberts, Sponsored Programs Accounting, Iowa State University
Marva Ruther, Research Institute for Studies in Education, Iowa State University

MEMORANDUM

DATE: October 3, 2005

TO: Dr. Bill Silag
Administrative Consultant
Division of Community Colleges and Workforce Preparation
Iowa Department of Education

FROM: Frankie Santos Laanan, Ph.D.
Principal Investigator

SUBJECT: Quarterly Report (April 1, 2005-June 30, 2005)

PROJECT: WIA Incentive Grant Family Literacy
Iowa Department of Education Agreement #: 36805
ISU Account #: 472-27-03

Per the contract agreement, I am submitting a Quarterly Progress Report for the grant period covering April 1, 2005 through June 30, 2005.

Statement of Progress

Per the Contract, the Contractor is currently on schedule in terms of meeting the objectives outline in the Annual Workplan.

Quarterly Activities

Meeting with the Department of Education Staff

Two meetings were held in Ames, Iowa during this quarter:

April 20, 2005

Items discussed include the presentation at the 47th Annual Conference of the Council for the Study of Community Colleges in Boston, MA on April, 8-9, 2005, the upcoming ABE Coordinator meeting in Marshalltown and the Family Literacy RFP Workshop to be held in May.

May 23, 2005

An informal debriefing meeting was held immediately after the Family Literacy RFP Workshop to discuss the brief summary and evaluation of the workshop.

Statewide Family Literacy Advisory Board

Members of the Family Literacy Advisory Board were added to the Iowa Family Literacy Listserv as an effective communication tool. An invitation was also extended to board members to attend the May 23, 2005 RFP Workshop.

Develop Summary Reports of Iowa Community College Literacy Programs

ISU Research Team identified and reviewed the Annual Report of the Adult Basic Education published by the Department of Education as a resource for the summary report. The summary reports are under progress.

Collaborate with Iowa DE Family Literacy Staff

Sally Schroeder, Consultant, Adult Education resigned her position at the end of June 2005. A replacement had not yet been announced. The Research Team continued collaborating with Dr. Bill Silag and Ms. Beverly Bunker.

Identify National Center for Family Literacy (NCFL) Personnel

John Lee, Adjunct Training Specialist for the NCFL presented *Family Literacy 101* at the May 23, 2005 Family Literacy RFP Workshop in Ames, Iowa. Materials from this presentation were posted to the ISU Research Team website and included in Appendix 1.

Research and Resource Collection

ISU Research Team member attended the Annual National Center for Family Literacy Conference *Literacy Changes Lives* in Louisville, KY April 24-27, 2005. Resources collected at the conference were disseminated at the May 23rd RFP Workshop as well as posted to the ISU Research Team website.

Staff Development for IA Community College ABE Staff

A statewide workshop was held on May 23, 2005 at the Hotel at Gateway Center in Ames, Iowa to introduce the Iowa Family Literacy Request for Proposal (RFP). All Iowa Community College ABE staff were invited and encouraged to bring family literacy partners. Each ABE Coordinator received a resource publication from the National Center for Family Literacy, titled: *Pathways: A Primer for Family Literacy Program Design and Development*.

Two invited speakers gave presentations: Mr. Jon Lee, Adjunct Training Specialist for the NCFL, and Mr. Rick Marshall, Director, Basic Skills Program for Blue Ridge Community College (NC). The agenda and evaluation report are included in Appendix 1.

Dissemination Efforts

The Principal Investigator gave a presentation of the Iowa Department of Education Sponsored Research as well as the introduction of the Request for Proposal (RFP) Workshop at the statewide meeting of the Iowa Community College Adult Basic Education (ABE) Coordinators held at Marshalltown Community College on April 21, 2005. The presentation material is included in Appendix 2.

A research paper titled: *Political and structural divide: A holistic approach to family literacy programs at community colleges* was authored by the Principal Investigator and Graduate Research Associate, Elizabeth Cox. The paper was presented at the 47th Annual Conference of the Council for the Study of Community College in Boston, MA, April 8-9, 2005. The paper is under revisions for publication. The conference program is included in Appendix 3.

Family Literacy Listserv: famlit-iowa@iastate.edu

The Family Literacy Listserv was developed to disseminate information pertinent to the field. Instructions and guidelines were also developed. Several examples of the Listserv messages were included in Appendix 4.

Web Site

In the last quarter, the ISU Research Team has updated and maintained the web site as a dissemination tool. The URL for the website is listed below:

<http://www.public.iastate.edu/~laanan/doe/doe.html>

If you have any questions regarding the Quarterly Report, please do not hesitate to contact me at the information listed below.

Frankie Santos Laanan, Ph.D.
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laanan@iastate.edu (e-mail)

Attachments

cc: Shona Roberts, Sponsored Programs Accounting, Iowa State University
Marva Ruther, Research Institute for Studies in Education, Iowa State University

MEMORANDUM

DATE: December 7, 2005

TO: Dr. Bill Silag
Administrative Consultant
Division of Community Colleges and Workforce Preparation
Iowa Department of Education

FROM: Frankie Santos Laanan, Ph.D.
Principal Investigator

SUBJECT: Quarterly Report (July 1, 2005 - September 30, 2005)

PROJECT: WIA Incentive Grant Family Literacy
Iowa Department of Education Agreement #: 36805
ISU Account #: 472-28-05

Per the contract agreement, I am submitting a Quarterly Progress Report for the grant period covering July 1, 2005 through September 30, 2005.

Statement of Progress

Per the Contract, the Contractor is currently on schedule in terms of meeting the objectives outlined in the Annual Workplan.

Quarterly Activities

Meeting with the Department of Education Staff

Two meetings were held at the Iowa Department of Education, Des Moines, and Iowa State University, Ames, respectively:

July 8, 2005

Items discussed include the summary of the Family Literacy RFP Workshop held in May 23, 2005, a report on the current Family Literacy practices, and RFP review process and timeline. Further, the revised Family Literacy Model for Iowa and a tentative schedule for Fall and Spring activities were discussed. The meeting agenda is in Appendix A.

August 22, 2005

The awardees of the Family Literacy Grant were announced at the meeting with the ISU Research Team. The notification letters and contracts to grantees were scheduled to be mailed on August 23, 2005.

The planning for the Iowa Family Literacy Advisory Board Meeting was discussed. The meeting announcement will be sent to the advisory board members from the Iowa Department of Education. The ISU Research Team will coordinate the logistics of the meeting (dates, location, meeting materials, etc.) The meeting minutes are in Appendix A.

Develop Summary Reports of Iowa Community College Literacy Programs

ISU Research Team developed the 2004-2005 Iowa Family Literacy Summary Report by soliciting information about Family Literacy Programs in the state via telephone and e-mail communications. Ten Family Literacy Programs at Iowa Community Colleges were identified. This summary report includes: 1) program name; 2) contact information; 3) early childhood education providers; 4) program partners/collaborators; 5) program description. The summary report is included in Appendix B

Collaborate with Iowa DE Family Literacy Staff

The Research Team continued collaborating with Dr. Bill Silag and Ms. Beverly Bunker to develop Family Literacy programs in Iowa Community Colleges. In addition to the meetings on July 8 and August 22, 2005, the ISU Research Team members held several telephone conferences with the Iowa DE Staff to solicit their feedback and recommendations on the research activities. The ISU Research Team drafted a Family Literacy Model based on a high expectation model. The diagram of the model is included in Appendix C.

Identify National Center for Family Literacy (NCFL) Personnel

The ISU Research Team began working with the NCFL to identify and organize a professional development workshop on program evaluation. The tentative date for the professional development workshop is November 2005 in Ames, Iowa. The ISU Research Team also began to prepare the marketing materials (registration form, announcement flyer, etc.) for this workshop.

Research and Resource Collection

As a part of the research to measure the impact of the Iowa Family Literacy Model, the ISU Research Team studied and reviewed the Logic Model. Also, the evaluation online course, "Making Evaluation Work for Your Program" via *Verizon literacy campus* was reviewed as an evaluation tool for the practitioners.

Family Literacy Listserv: famlit-iowa@iastate.edu

The Family Literacy Listserv has been established to disseminate information pertinent to the field. Approximately 50 subscribers were participating in the Family Literacy Listserv. During July 1 – September 30, 2005 grant period, 11 messages were sent out via Listserv. Several examples of the Listserv messages were included in Appendix D.

Web Site

In the last quarter, the ISU Research Team has updated and maintained the web site as a dissemination tool. The URL for the website is listed below:

<http://www.cclp.hs.iastate.edu/occrp/doe/familyliteracy.html>

If you have any questions regarding the Quarterly Report, please do not hesitate to contact me at the information listed below.

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MEMORANDUM

DATE: February 16, 2006

TO: Dr. Bill Silag
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Division of Community Colleges and Workforce Preparation
Iowa Department of Education

FROM: Frankie Santos Laanan, Ph.D.
Principal Investigator

SUBJECT: Quarterly Report (October 1, 2005 – December 31, 2005)

PROJECT: WIA Incentive Grant Family Literacy
Iowa Department of Education Agreement #: 36805
ISU Account #: 472-28-05

Per the contract agreement, I am submitting a Quarterly Progress Report for the grant period covering October 1, 2005 through December 31, 2005.

Statement of Progress

Per the Contract, the Contractor is currently on schedule in terms of meeting the objectives outlined in the Annual Workplan.

Quarterly Activities

Statewide Family Literacy Advisory Board

The second Family Literacy Advisory Board meeting was held on October 20, 2005 in Ames, Iowa. The topics discussed at the meeting included: Second Quarter Progress Report, Announcement of Family Literacy Grant Recipients, and Upcoming Event – Family Literacy Professional Development Workshop on Evaluation.

October 20, 2005

The Family Literacy Advisory Board Meeting was held at the Scheman Building at the Iowa State Center, Ames, Iowa. The meeting agenda, minutes, participants, and the ISU Research Team presentation materials are included in Appendix A.

Develop and Disseminate Summary of Iowa Community College Literacy Programs

ISU Research Team developed a list of nine 2005-2006 Iowa Family Literacy Grant Recipients by reviewing the information included in the grant proposals. Those nine community colleges are: Eastern Iowa Community College District, Hawkeye Community College, Iowa Central Community College, Iowa Lakes Community College, Iowa Valley Community College District, Iowa Western Community College, North Iowa Area Community College, Northwest Iowa Community College, and Southwestern Community College. Funding for these grants will run through June 30, 2006. More detailed information about each program was made available on the Family Literacy website (see Appendix B).

Collaborate with Iowa DE Family Literacy Staff

The Research Team continued collaborating with Dr. Bill Silag and Ms. Beverly Bunker to develop Family Literacy programs in Iowa Community Colleges. The ISU Research Team members held several telephone conferences with the Iowa DE staff to solicit their feedback and recommendations on the research activities.

RFP Workshop for Unfunded Colleges

A RFP Workshop was conducted by Dr. Bill Silag and Ms. Beverly Bunker to review and provide productive feedback to the unfunded colleges from the first Iowa Family Literacy Program Grant opportunity. The ISU Research Team provided assistance in providing objective comments on the original RFP documents to the participants. The workshop was held on November 14, 2005 at DMACC West campus from 9 a.m. to 12:00 p.m. The due date for the revised RFP was set for December 2, 2005.

Identify National Center for Family Literacy (NCFL) Personnel

The ISU Research Team worked with the NCFL to identify and organize a professional development workshop on program evaluation. A Senior ESL Design Specialist at the NCFL, Janet Fulton, provided an informative and interactive professional development workshop on November 4, 2005 in Ames, Iowa. The NCFL provided two publications for all participants: *Practical Guide to Evaluation in Family Literacy* and *Evaluating Your Family Literacy Program*. Ms. Fulton also informed the participants that they can purchase a useful resource, *Family Profile Manual for Family Literacy Programs* from the NCFL. The ISU Research Team also disseminated an electronic version of a manual: *Outcomes and Measures for Family Literacy Programs* via Iowa Family Literacy Listserv. All publication materials were published by the NCFL. For more information on the Professional Development Workshop on November 4, 2005, please see Appendix C.

Develop the Research Design and Methodology to Measure the Impact of Family Literacy Model

As a part of the research to measure the impact of the Iowa Family Literacy Model, the ISU Research Team invited an evaluation consultant, Dr. Sharon Drake to articulate the state-wide evaluation process. It was suggested that the ISU Research Team would develop a formative evaluation (mid-term) process to learn the current status of the Iowa Family Literacy Programs. The development of the formative evaluation form is in progress.

Family Literacy Listserve: famlit-iowa@iastate.edu

The Family Literacy Listserv has been established to disseminate information pertinent to the field. Approximately 60 subscribers were participating in the Family Literacy Listserv. The archived Family Literacy Listserv messages are now available on the Iowa Family Literacy website (see Appendix D):
<http://www.cclp.hs.iastate.edu/occrp/doe/flistserve.html>

Web Site

In the last quarter, the ISU Research Team has updated and maintained the web site as a dissemination tool. The URL for the website is listed below:

<http://www.cclp.hs.iastate.edu/occrp/doe/familyliteracy.html>

If you have any questions regarding the Quarterly Report, please do not hesitate to contact me at the information listed below.

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DATE: May 15, 2006

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Iowa Department of Education

FROM: Frankie Santos Laanan, Ph.D.
Principal Investigator

SUBJECT: Quarterly Report (January 1, 2006 – March 31, 2006)

PROJECT: WIA Incentive Grant Family Literacy
Iowa Department of Education Agreement #: 36805
ISU Account #: 472-28-05

Per the contract agreement, I am submitting a Quarterly Progress Report for the grant period covering January 1, 2006 through March 31, 2006.

Statement of Progress

Per the Contract, the Contractor is currently on schedule in terms of meeting the objectives outlined in the Annual Workplan.

Quarterly Activities

Develop and Disseminate Summary of Iowa Community College Literacy Programs

In July 2005, the U.S. Department of Labor awarded Iowa a second Workforce Investment Act (WIA) Section 503 Incentive Grant with the amount of \$560,267 to continue financial support for existing family literacy programs and the development of new family literacy programs. With those funds, the Iowa Department of Education, Division of Community Colleges and Workforce Preparation, awarded family literacy grants to five additional Iowa community colleges: Indian Hills Community College, Kirkwood Community College, Northeast Iowa Community College, Southeastern Community College, and Western Iowa Tech Community College. The funding period for these grants is January 1, 2006 through December 31, 2006. More detailed information about each program was made available on the Family Literacy website (see Appendix A).

Collaborate with Iowa DE Family Literacy Staff

The Research Team continued collaborating with Dr. Bill Silag and Ms. Beverly Bunker to develop Family Literacy programs in Iowa Community Colleges. On January 4, 2006, the Research Team had a meeting with DE staff in Ames, Iowa. The meeting agenda and other materials are included in Appendix B. In addition, an ISU Research Team member met a new Consultant, Adult Basic Education, Helene Grossman, on January 20, 2006 to solicit her recommendations on the research activities.

Professional Development Workshop

A Professional Development Workshop entitled, *Making Evaluation Count* was conducted by Dr. Sharon Drake to review the foundations of program evaluation and a generic evaluation model for program development and accountability. Through interactive group exercises, Dr. Drake allowed the participants to develop data collection methods and create some common language for program evaluation. The workshop was held on February 22, 2006 at Iowa State Center from 8:30 a.m. to 4:00 p.m. The materials for this workshop and evaluation are included in Appendix C.

Identify National Center for Family Literacy (NCFL) Personnel

The ISU Research Team worked with the NCFL to identify and organize a professional development workshop on technology enhancement in family literacy programs. An Adult Education Training Specialist at the NCFL, Dr. Sylvia Cobos Lieshoff, provided an informative and interactive professional development workshop through Iowa Communications Network on March 31, 2006. The NCFL provided training materials for all participants.

Other presenters were invited to this professional development workshop. A representative from the Iowa Department of Education, Linda Berg, Educational Consultant for Career Development and Career Resources presented the National Career Development Guidelines.

From Iowa Public Television, a representative shared IPTV as a resource for family literacy programs. Specifically, the IPTV Family Book Club program was introduced to the participants.

For more information on the Professional Development Workshop on March 31, 2006, please see Appendix D. A request for the evaluation of this workshop has been submitted to the NCFL office.

Develop the Research Design and Methodology to Measure the Impact of Family Literacy Model

The ISU Research Team continued to work with an evaluation consultant, Dr. Sharon Drake, to articulate the state-wide evaluation process. A Formative Evaluation (mid-term) form was developed to learn the current status of the Iowa Family Literacy Programs. The representatives of the 2005-2006 Iowa Family Literacy Program grantees were asked to complete the Formative Evaluation form. The completed forms are included in Appendix E.

Family Literacy Listserve: famlit-iowa@iastate.edu

The Family Literacy Listserv has been established to disseminate information pertinent to the field. Approximately 63 subscribers were participating in the Family Literacy Listserv. The archived Family Literacy Listserv messages are now available on the Iowa Family Literacy website:
<http://www.cclp.hs.iastate.edu/occrp/doe/fllistserv.html>

Web Site

The ISU Research Team continued to update and maintain the web site as a dissemination tool. The URL for the website is listed below:

<http://www.cclp.hs.iastate.edu/occrp/doe/familyliteracy.html>

If you have any questions regarding the Quarterly Report, please do not hesitate to contact me at the information listed below.

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MEMORANDUM

DATE: July 10, 2006

TO: Dr. Bill Silag
Administrative Consultant
Division of Community Colleges and Workforce Preparation
Iowa Department of Education

FROM: Frankie Santos Laanan, Ph.D.
Principal Investigator

SUBJECT: Quarterly Report (April 1, 2006 – June 30, 2006)

PROJECT: WIA Incentive Grant Family Literacy
Iowa Department of Education Agreement #: 36805
ISU Account #: 472-28-05

Per the contract agreement, I am submitting the final Quarterly Progress Report for the grant period covering April 1, 2006 through June 30, 2006.

Statement of Progress

Per the Contract, the Contractor is currently on schedule in terms of meeting the objectives outlined in the Annual Workplan.

Quarterly Activities

Develop the Research Design and Methodology to Measure the Impact of Family Literacy Model

The ISU Research Team collaborated with Dr. Sharon Drake, an evaluation consultant, to articulate the state-wide evaluation process. The ISU Research Team member, Elizabeth Cox visited 9 Iowa Community College Family Literacy programs. Dr. Drake accompanied Ms. Cox on some of the site visits. The following is a description of the schedule and activities of each site visit:

- June 1, 2006
 - Hawkeye Community College: Wini Dewey, ABE Coordinator
 - Visited site at HCC's Metro Campus in downtown Waterloo.
 - Spoke with ABE Coordinator, Adult Literacy Coordinator, Family Literacy Recruiter and Family Literacy Parent Educator.

- June 6, 2006
 - Iowa Lakes Community College (ILCC): Barb Grandstaff, ABE Coordinator
 - Visited site at ILCC's Estherville campus.
 - Spoke with ABE Coordinator and family literacy coordinator.

- June 7, 2006
 - Iowa Western Community College: Terri Amaral, ABE Coordinator
 - Visited site in Omni Center, downtown Council Bluffs.
 - Spoke with ABE Coordinator, children's educator and representative of one of their partner agencies.

The detailed information regarding the site visits and program evaluation are included in the evaluation final report, which will be sent under separate cover.

Family Literacy Listserve: famlit-iowa@iastate.edu

The Family Literacy Listserv has been established to disseminate information pertinent to the field. To date, approximately 63 subscribers have participated in the Family Literacy Listserve. The archived Family Literacy Listserv messages are now available on the Iowa Family Literacy website:
<http://www.cclp.hs.iastate.edu/occrp/doe/flistserve.html>

Web Site

The ISU Research Team continued to update and maintain the web site as a dissemination tool. The URL for the website is listed below:

<http://www.cclp.hs.iastate.edu/occrp/doe/familyliteracy.html>

Development of the Project Final Report:

The ISU Research Team is currently developing the final report for the project per the contract agreement. The final report will include the executive summary; quarterly reports; Family Literacy advisory board; development of a high expectation model, the evaluation component, dissemination efforts, recommendations, and resources.

If you have any questions regarding the Quarterly Report, please do not hesitate to contact me at the information listed below.

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Family Literacy Advisory Board

In accordance with the family literacy annual work-plan, the ISU Research Team, in consultation with the Iowa Department of Education (DE), Division of Community Colleges and Workforce Preparation, developed an Iowa Community College Family Literacy Advisory Board. Letters of invitation to join the Advisory Board were sent to prospective members by Dr. Janice Nahra Friedel. The current list of Advisory Board Members is attached at the end of this section.

Other individuals who had served on the Advisory Board include:

- Mr. John Flannery, Vice President for Regulatory and Governmental Affairs, Verizon;
- Ms. Susan Andersen, Educational Program Consultant, Iowa Department of Education;
- Ms. Sally Schroeder, Consultant, Iowa Department of Education.

Two Advisory Board meetings were held:

- March 21, 2005: Meeting held at the Hotel at Gateway Center, Ames, IA.
- October 20, 2005: Meeting held at the Scheman Building at the Iowa State Center, Ames, IA.

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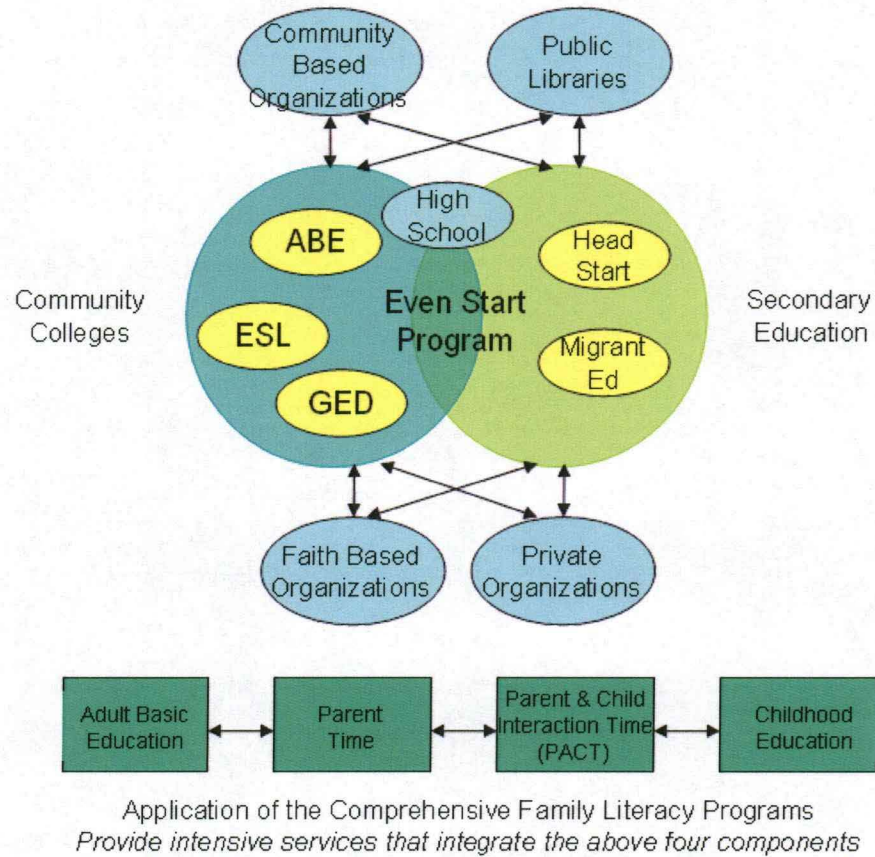
Development of a High Expectation Model

To assist the ABE Coordinators in understanding how family literacy would fit into their currently existing Adult Basic Education (ABE), General Education Diploma (GED) preparation, and English as a Second Language (ESL) courses, the Iowa State University research team developed a visual representation of an emerging holistic model for family literacy. This model, shown in Figure 1, was disseminated to the Family Literacy Advisory Board and during a professional development event with feedback and comments sought from the ABE Coordinators.

From the immediate feedback received from the Advisory Board and the field staff, and consequent further research, the ISU Research Team modified the holistic model to better represent the High Expectation outcomes that are the goals of the Iowa Community College family literacy programs. The theoretical framework for the model was derived from the high expectation model proposed by the Southern Regional Education Board along with research conducted by Laosa (1982, 1993).

The Southern Regional Education Board (2005) urges that there are currently too many students who are not graduating from high school and many more that lack the appropriate preparation for successful employment. The high expectation model depicts an individual's journey to economic self-sufficiency by providing multi-layered interventions that include: comprehensive family literacy programming, dissemination of career information, and strong academic foundations. The model emphasizes a continuous involvement of parent(s) at every layer of the interventions.

Family Literacy Model in Iowa Community Colleges: An Emerging Holistic Approach



Source: F.S. Laanan & Research Team * ISU-DE Partnership Grant * 02/23/05

Figure 1.

A study by Laosa (1982) found that parental level of formal education has a direct impact on a child's acquired academic dispositions. This impact is expressed in the child's emergent school readiness and subsequent academic adaptation. The other research findings support this intergenerational educational impact that parents with lower literacy levels have a tendency to place less importance on children's literacy development which in turn hampers the child's ability to adapt to the academic environment of the classroom (Fitzgerald, Spiegel, & Cunningham, 1991). The lack of emphasis on literacy development may lead to less time spent reading to a child, which may be detrimental to a child's intellectual development (Laosa, 1982), and lack of understanding for the importance of parental role modeling for literacy, which is associated with a child's increased interest in learning to read (Fitzgerald, Spiegel, & Cunningham, 1991). The model that resulted from this framework is shown in Figure 2.

Figure 2.

In today's world there are too many students who are not graduating from high school and many more that lack the appropriate preparation for successful employment in good paying jobs (Southern Regional Education Board, www.sreb.org). In an effort to change this tide the Iowa Department of Education, Division of Community Colleges and Workforce Preparation, is developing a High Expectation Model. This model is designed to increase family literacy as well as parent and student knowledge regarding career information and academic foundations needed for employment in Iowa's high-growth industries. This goal can be achieved by implementing these key practices:

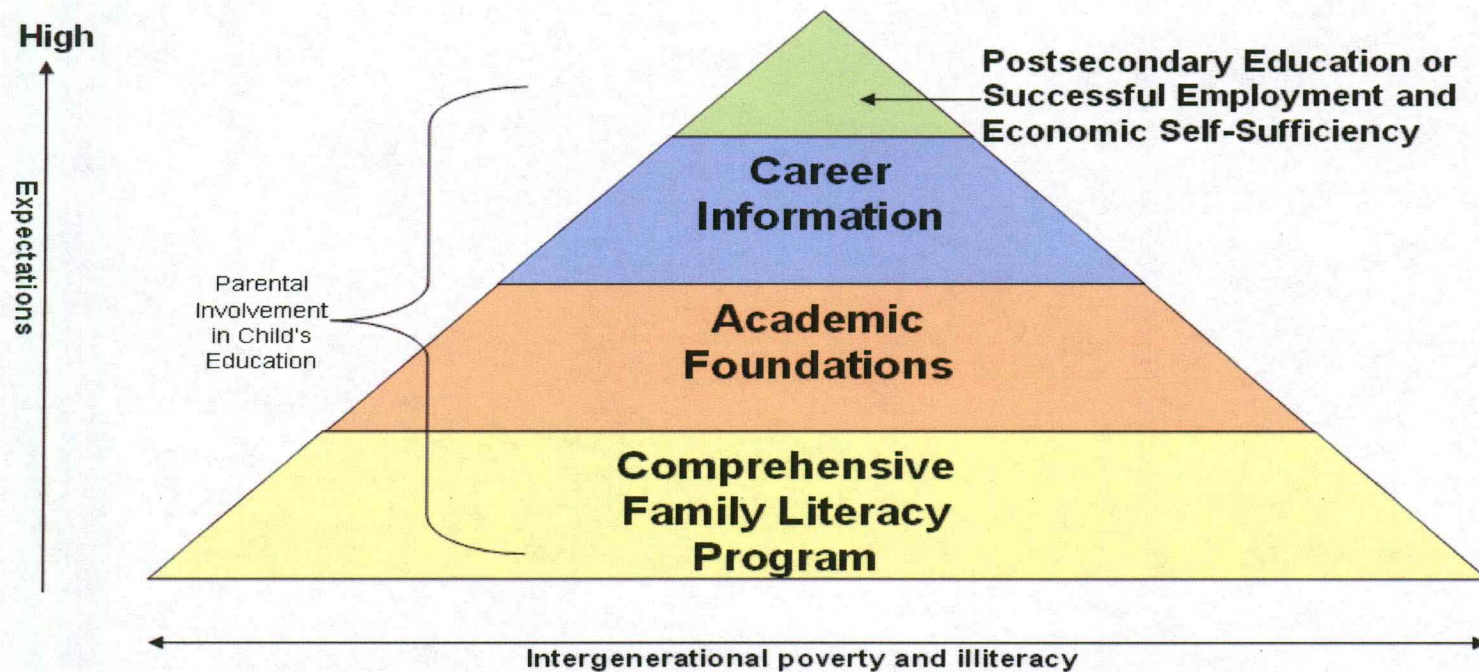
***Comprehensive Family Literacy:** utilize the strengths of Iowa's community colleges and literacy partners to end intergenerational poverty and illiteracy by improving education for low income and immigrant families that leads to economic self-sufficiency.

***Career Information:** provide students and their families with access to challenging career/technical studies in high-demand fields.

***Academic Foundations:** teach students the concepts of college-preparatory work and integrate high expectations into classroom practices.

***Parental Involvement:** Involve students and their parents in a guidance system that develops positive relationships that will contribute to completion of a program of study with high-level academic and technical content. (SREB)

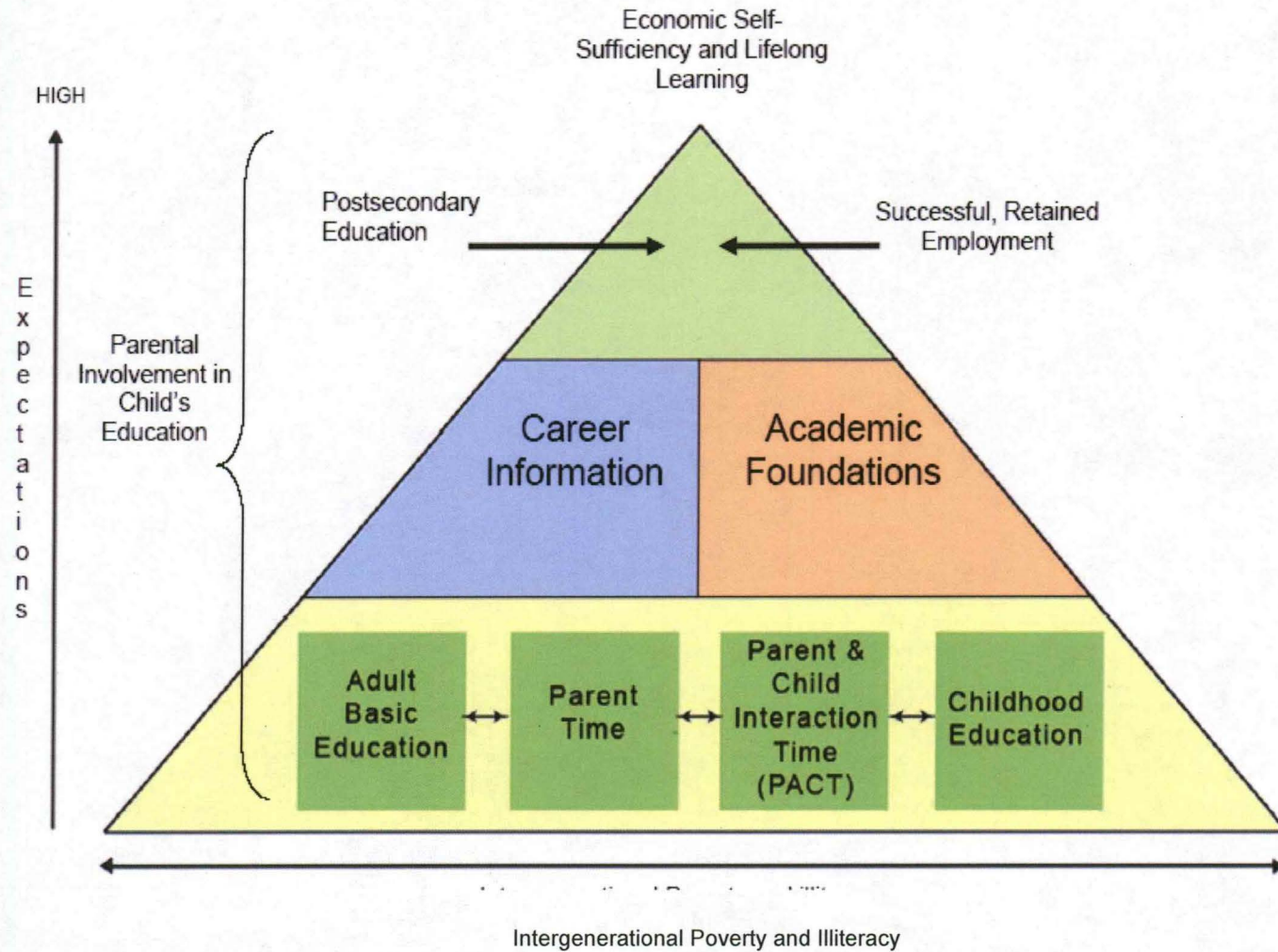
The outcome of this model will be increased family literacy, strengthened understanding of academic rigor necessary for successful employment, and economic self-sufficiency.



Once again feedback was sought from the Family Literacy Advisory Board and the field at a professional development event in November 2005 and from the Family Literacy Advisory Board during their October 2005 meeting. Concerns with this model revolved around the placement of Career Information above Academic Foundations and the way that Successful Employment and Postsecondary Education were put together may be confusing for individuals. Other suggestions from the college coordinators were to add "retained" to the successful employment as this is a measure they use in CASAS, the Comprehensive Adult Student Assessment System, and to also depict lifelong learning as a goal of the model. The revised, final model, which is the foundation of the evaluation, is shown in Figure 3.

Figure 3.

Iowa Family Literacy and High Expectation Model



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The Evaluation Component

A critical component in the implementation of the Family Literacy Project is that of evaluation. Questions related to the understanding and implementation of the High Expectation Model for family literacy were considered from the beginning.

- Was the High Expectation Model the correct model?
- What activities would be involved in the implementation of the project?
- Would the professionals understand the model and relate the program activities to the long term impacts expected from the project?
- How could the success of the project be judged?

While there are many ways to determine the worthiness of the efforts, Patton's (1997) definition of program evaluation seemed to best fit the needs of this project.

According to Patton,

“Program evaluation is the systematic collection of information about activities, characteristics and outcomes of a program to make judgments about the program, improve program effectiveness and/or decisions about future programming” (1997, pg. 23).

Russ-Eft and Preskill (2001) offer guidance in program evaluation by stating that it is a systematic process not conducted as an afterthought but should be planned and purposeful. It employs data gathering involving questions about the program and its impact and it provides information for decision making. The importance of using what is learned in the evaluation process is critical for future efforts.

Engaging in a systematic process, both summative and formative evaluations were conducted. The formative evaluations provided input to the IDE, ISU Research

Team and the program directors with useful information on making improvements and changes and causing them to think about the impact of activities as well as the activities. The summative portion of the evaluation gives decision-makers information about the success of all the efforts, the impact, short term and long term, and data for continuance of such activities.

In the original grant proposals, the community colleges were required to identify the purpose of their program efforts along with objectives for implementation and how they would evaluate the effectiveness of their activities. While there were guidelines provided, there were as many variations as there were grant applications. The evaluation component of nearly all was limited. There was little evidence that the applicants understood the High Expectation Model for family literacy, or that they connected the model to their programming activities and the impact their efforts would have now and long term. A day long workshop conducted by a representative from the National Center for Family Literacy provided the college program directors with additional information and understanding of how to evaluate their efforts. A plethora of assessment tools was offered for duplication to assist them. It appeared that there was a greater understanding of evaluation after the workshop, but the college directors were still asking for more guidance. Were they on the right track?

Formative Evaluation

This evaluation process utilized the roles of both formative and summative evaluations. A formative evaluation is conducted to provide program staff information to improve the program (Scrivens in Russ-Eft & Preskill, 2001, p. 21). The formative

evaluation is usually conducted by the program staff or another internal evaluator for the purpose of program development or program improvement. The results of this evaluation remain internal. A formative evaluation may look at how the program is being implemented, if the strategies and activities are appropriate, if the staff is prepared and what is working or not working well.

A formative evaluation was conducted in February 2006, the mid-point of the funding period. The purpose of the formative evaluation was three-fold:

1. To see if the High Expectation Model was understood and being used;
2. To gauge a need for assistance from the ISU Research Team; and
3. To assess an understanding of evaluation at this point.

Figure 4.

FORMATIVE EVALUATION

Funding Period: 09/01/05-06/30/06

FAMILY LITERACY IN IOWA COMMUNITY COLLEGES

Goal 1:				
Objectives	Target Population	Modifications to Objectives	How will you measure?	Outcomes to Date

Figure 4 illustrates a template which was developed to provide guidelines to assist the college coordinators with the formative evaluation. The template was a modification of the Program Logic Model developed by the W. K. Kellogg Foundation (2004). The Logic Model links outcomes (short and long term) with program activities/process and the theoretical assumptions/principles of the program. The information provided in the formative evaluation assisted the project coordinators in clarification of goals and objectives and how the objectives or activities needed to be modified to reach the goals. It helped them think about outcomes related to their activities. Details of completed formative evaluation for each community college are provided in the appendix.

Results of the formative evaluation and personal feedback from project coordinators indicated the need for additional understanding of the relationship of evaluation, the theoretical underpinnings of the High Expectation Model, and the impact of their programming activities. Another day long workshop provided by the ISU Research Team focused on the W. K. Kellogg Programming Logic Model and the relationship of inputs to outcomes, immediate and long term. Using this as a conceptual framework, the team then asked the participants to consider the relationship of their programming activities, the outcomes they identified, and the connection with the High Expectation Model. There appeared to be a greater understanding of the evaluation process after the workshop. The program coordinators understood the relationship of program planning to evaluation and to the theoretical model. They were then able to look at the High Expectation Model and, as stated earlier, and some slight modifications were made to the model based on their current understanding.

Summative Evaluation

A summative evaluation differs from a formative evaluation in that it is conducted at the completion of the program, is usually conducted by an outside evaluator and used to judge a program's outcome, if the goals were met and how valuable the program was to the participants (Russ-Eft & Preskill, 2001). Russ-Eft and Preskill suggest four kinds of summative evaluations: 1) monitoring and auditing to see if the program is carried out in an ethical manner; 2) outcome evaluation to assess the outcomes in terms of knowledge, attitudes, skills, behavior, etc; 3) impact evaluation relating to changes in the program participants; and 4) performance measurement to meet the demands for documentation results. The summative portion of the Family Literacy evaluation was designed to answer the following questions.

1. How successfully has the High Expectation Model been implemented in Iowa's Community College Family Literacy programs?
2. How well do the Iowa family literacy practitioners understand and support the High Expectation Model?
3. How well do the family literacy participants articulate the importance of the four components of the comprehensive family literacy program to their future and their child's future?
4. Is the High Expectation Model the appropriate model for achieving the goals of the Iowa Family Literacy project?

With the need to answer these evaluation questions in mind, the evaluation team utilized a combination of outcome and impact type of evaluation. Several methods of data gathering were used consisting of the completion of another evaluation form, the

template for which was based on the formative evaluation form, and site visits to each project. Since each of the nine projects was unique in itself, it was determined that a site visit would allowed the ISU Research Team to best tell each story by observing the activities of individual programs in its natural setting (Worthen, Sanders & Fitzpatrick, 1997). It also provided opportunity to interview college coordinators, staff, and program participants and gather artifacts as evidence of the programming efforts. The objectives for the site visit portion of the summative evaluation of the Iowa Family Literacy programs were to answer the following questions:

1. To what extent do the four family literacy components contribute to participants achieving economic self-sufficiency?
 - a. Adult Basic Education
 - b. Parent Education
 - c. Parent and Child Time (PACT)
 - d. Age appropriate early childhood education
2. To what extent do family literacy practitioners understand and support the High Expectation Model?
 - a. The four components of the comprehensive family literacy program
 1. Adult Basic Education
 2. Parent Education
 3. Parent and Child Time (PACT)
 4. Age appropriate early childhood education
 - b. Career information
 - c. Academic foundations

- **Not** alerting program participants that the ISU research team would be there to observe them so as to preserve the behavior in as natural a state as possible.

On arrival at the site, the research team met first with the program coordinators for approximately one hour, then observed the participants in one of their many activities and finally conducted interviews with either or both staff and participants. The following questions guided the research team as they conducted interviews with the program coordinators, participants and program staff.

Adult Student Participants

- Tell us how you got involved in this project.
- What were your expectations?
- What kind of activities did you participate in and which were most meaningful to you?
- Has your participation in this program had an impact on your life, to this point?
- Do you think it will impact your life in the future?
- What do you plan to do in the future to continue your learning?

Parent Time Participants

- Tell us how you got involved in this project.
- What were your expectations?
- What kind of activities did you participate in and which were most meaningful to you?

- Has your participation in this program had an impact on your life, to this point?
- Do you think it will impact your life in the future? How?
- What do you plan to do in the future to continue your learning?
- How are the activities in which you participated connected to the career information you have received?
- How is the parenting education important to the development of your child's academic foundation?

Family Literacy Program Staff/Practitioners

- As you look at the four components of a comprehensive family literacy program, which one(s) were you involved in?
- What type of activities did you facilitate?
 - Which had the greatest impact on the participants?
 - How did these activities contribute to the participants' understanding of the importance of an academic foundation for their child and their awareness of career information?
- What do you believe the purpose of the program was/is?
- What is your perception of the impact on students of the program?
- Has the project impacted you in any way?
- Do you think your project was successful?
- What would you do differently?

ABE Coordinators

- Why did you apply for the family literacy grant?
- Describe your role in this project/program?
- Of your program activities, which do you believe had the most impact in relation to participant understanding of academic foundations? Career information?
- What do you believe the purpose of the program was/is?
- What is your perception of the impact on students of the program?

Field notes were taken by hand in the observation process with efforts to gather detailed information about each project. Care was taken to carefully note what was actually happening at each site. Once all the site visits were completed, common themes were identified as suggested by Guba and Lincoln (1981). Photographs were taken and artifacts were also collected at each site in the attempt to tell the story of each family literacy grant and its outcome. Examples of those are presented later in this report and in the appendices. The next few pages provide a brief summary of the projects at each of the sites including a description of the family literacy program and its goals and activities that were identified by staff members as having the greatest impact on families.

Dissemination Efforts

Conference Presentations

- April 8, 2005: *Political and structural divide: An holistic approach to family literacy programs at community colleges*. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Boston, MA.
- April 10, 2006: *Family literacy in a rural Midwestern state: You mean they need more than a G.E.D.?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- April 21, 2006: *Exploring the Impact of Parental Education on Adult Literacy: An Analysis of the 2003 National Assessment of Adult Literacy*. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Long Beach, CA.

Presentations to the Iowa Community Colleges

- May 23, 2005: Family literacy overview with guest presenters- Jon Lee, National Center for Family Literacy, and Rick Marshall, Blue Ridge Community College – and distribution of first-round RFP. Held at the Hotel at Gateway Center, Ames, IA.
- November 4, 2005: Evaluation workshop with invited presenter Janet Fulton, National Center for Family Literacy. Held at the Scheman Building at the Iowa State Center, Ames, IA.

- February 22, 2006: Formative evaluation workshop conducted by Sharon Drake, Iowa State University. Held at the Scheman Building at the Iowa State Center, Ames, IA.
- March 31, 2006: Integrating Technology into Family Literacy Programs with invited presenter, Sylvia Cobos Lieshoff, National Center for Family Literacy. Held via the Iowa Communications Network (ICN).

Presentations to the Iowa Community College Family Literacy Advisory Board

- March 21, 2005: Meeting held at the Hotel at Gateway Center, Ames, IA.
- October 20, 2005: Meeting held at the Scheman Building at the Iowa State Center, Ames, IA.

Publications

- Laanan, F. S., Cox, E. M., & Freidel, J. N. (2006). Political and structural divide: An holistic approach to family literacy programs in community colleges. *Community College Journal of Research and Practice*, 30(4), 359-372.

The Family Literacy in Iowa Community Colleges Website

- The "Family Literacy in Iowa Community Colleges" website was developed as a tool for disseminating information and resources to the Iowa family literacy practitioners. The website contained information regarding the family literacy project, training opportunities, links to join listserve and announcements regarding upcoming events. Resources included links to national organizations,

publications and family literacy legislation along with documents distributed during Iowa DE Sponsored workshops.

Political and Structural Divide: An Holistic Approach to Family Literacy Programs at Community Colleges

Frankie Santos Laanan, Ph.D.
Iowa State University

Elizabeth M. Cox
Iowa State University

Council for the Study of Community Colleges
47th Annual Meeting: Boston, Massachusetts
April 8, 2005



Background of the Study

- Funded by grant from the Iowa Department of Education, Division of Community Colleges & Workforce Preparation
- Partnership between Iowa Department of Education & Iowa State University
- Develop statewide Family Literacy and Career Information model for Iowa Community Colleges



Laanan & Cox

Review of the Literature

- National Adult Literacy Survey: Half of adult population is functionally illiterate
- U.S. Census Bureau reports: Poverty rate has increased to 12.5% and one-fifth of 33.5 million foreign born residents have less than ninth grade education
- The Elementary & Secondary Education Act (ESEA) of 1965: Began Head Start and Title I



Laanan & Cox

Review of Literature

- 1988 Reauthorization of ESEA: Established William F. Goodling Even Start Family Literacy Programs
- 1994 Improving America's Schools: Defined sub-grant distribution policy for states
- 2001 No Child Left Behind: Unified definition of comprehensive family literacy program
- Adult basic education (ABE) programs in community colleges (i.e., adult literacy, ESL, GED)



Laanan & Cox

Conceptual Framework

- Existing funding structure
- Political & Cultural Divide
- Historical mission & function of community colleges – adult literacy programs



Laanan & Cox

Purpose of the Study

- Analyze past and current federal and state legislation
- Explore central role of community colleges
- Advance an Holistic Model for family literacy
- Address implications for policy and practice



Laanan & Cox

Research Questions

- What is the current funding structure for family literacy programs in the U.S.?
- What are the barriers to community colleges integrating family literacy into existing ABE programming?
- What are the unique characteristics of those states where community colleges have integrated family literacy into ABE programs?



Laanan & Cox

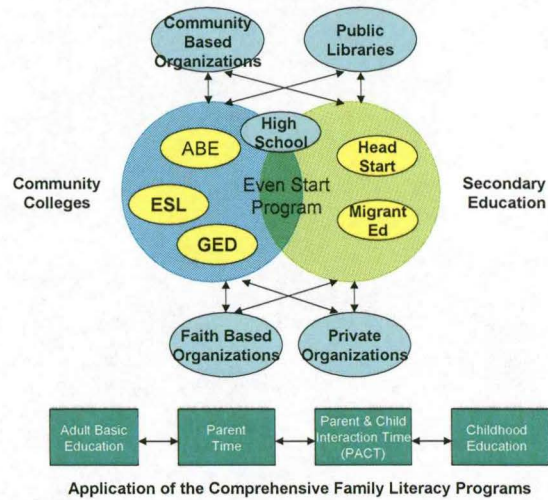
Findings

- Funding guidelines put secondary education in forefront
- Community colleges' participation is marginal
- Examples from Kentucky, Pennsylvania, and Washington



Laanan & Cox

**Family Literacy Model in Iowa Community Colleges:
An Emerging Holistic Approach**



Laanan & Cox

Conclusion and Implications

- Federal family literacy funding may be eliminated
- Lack of state-based funding threatens sustainability
- Improve K-12 and community college relationships
- Self-sufficiency: connection between education and earnings



Laanan & Cox

www.public.iastate.edu/~laanan/doe.html

ISU-Iowa Department of Education Partnership

LOWA STATE UNIVERSITY

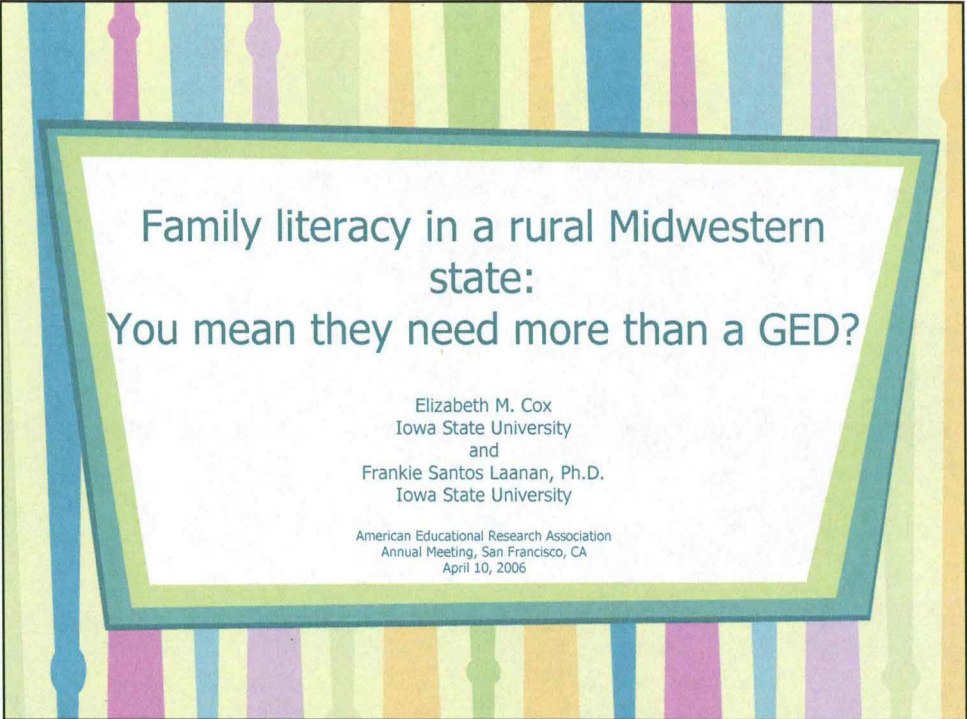
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Home
National Education Policy Laboratory
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ISU Partnership Program
College Leadership Program

Welcome to the website for the research partnership between Iowa State University (ISU) and Iowa Department of Education (Ia-DE). This partnership Research Team is working collaboratively with the Division of Community Colleges and Institute of Education. The project involves two areas: 1) developing a research agenda, and 2) formalizing the processes of conducting research. The research agenda will focus on the needs of community colleges, and will include research on how community college leaders, faculty, and college presidents can best prepare their students for the workforce. The research will also include research on how to best prepare students for the workforce. If you would like to learn more about the project, please do not hesitate to contact me.

Fawna Stokes-Larkins
Fawna Stokes-Larkins, PhD
Principal Investigator and Assistant Professor

Loonan & Cox



Family literacy in a rural Midwestern state: You mean they need more than a GED?

Elizabeth M. Cox
Iowa State University
and
Frankie Santos Laanan, Ph.D.
Iowa State University

American Educational Research Association
Annual Meeting, San Francisco, CA
April 10, 2006

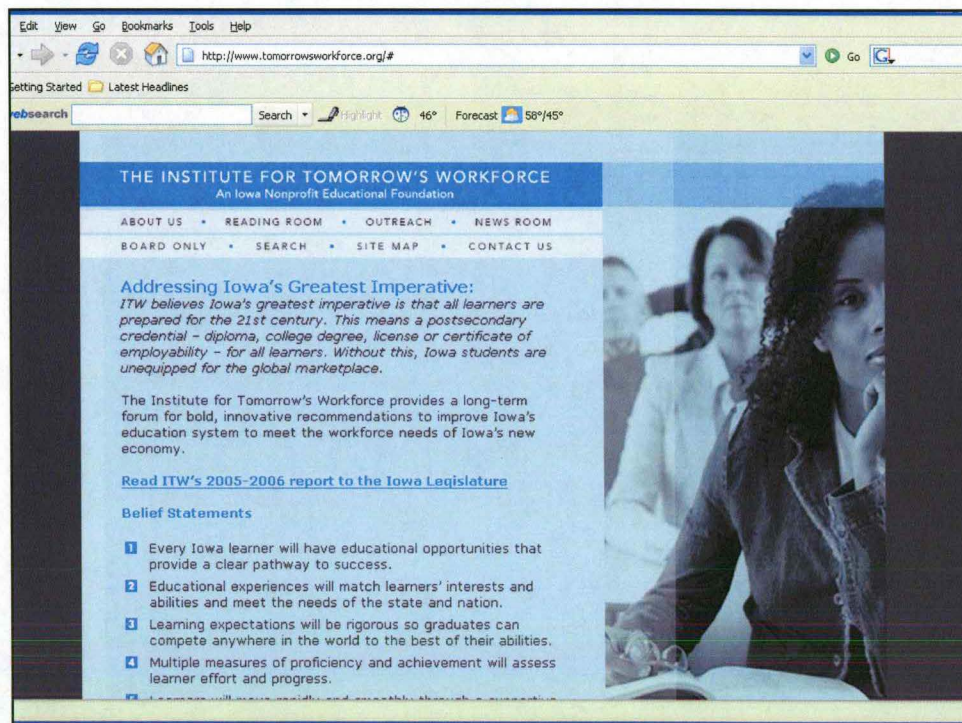


Introduction

- Personal experience with adult and family literacy
- Background of exploratory study
 - Iowa's changing demographics
 - Research questions
 - Why do the adults participate in family literacy classes?
 - What do they hope to achieve through their participation?
 - How has their participation affected their lives?
- Experience with ABE Coordinators

"They can't even think beyond a GED"

- Critical Theory
 - Technocratic Consciousness
 - Instrumental Reasoning
- This mindset contradicts
 - NCES, Condition of Education 2005 report
 - The Institute for Tomorrow's Workforce
 - Established in 2005 by the Iowa Legislature



The screenshot shows a web browser window displaying the homepage of The Institute for Tomorrow's Workforce. The browser's address bar shows the URL <http://www.tomorrowworkforce.org/#>. The website header includes the text "THE INSTITUTE FOR TOMORROW'S WORKFORCE" and "An Iowa Nonprofit Educational Foundation". A navigation menu lists "ABOUT US", "READING ROOM", "OUTREACH", "NEWS ROOM", "BOARD ONLY", "SEARCH", "SITE MAP", and "CONTACT US". The main content area features a section titled "Addressing Iowa's Greatest Imperative:" with a paragraph stating: "ITW believes Iowa's greatest imperative is that all learners are prepared for the 21st century. This means a postsecondary credential - diploma, college degree, license or certificate of employability - for all learners. Without this, Iowa students are unequipped for the global marketplace." Below this is a link to "Read ITW's 2005-2006 report to the Iowa Legislature" and a "Belief Statements" section with four numbered points: 1. Every Iowa learner will have educational opportunities that provide a clear pathway to success. 2. Educational experiences will match learners' interests and abilities and meet the needs of the state and nation. 3. Learning expectations will be rigorous so graduates can compete anywhere in the world to the best of their abilities. 4. Multiple measures of proficiency and achievement will assess learner effort and progress. A photograph of a young woman in a classroom is visible on the right side of the page.

Key Issues

- Interviews with two Hispanic adult family literacy participants: Maria and Juan
 - Economic impact of learning English
 - Use of non-challenging curriculum
 - New form of “cooling-out”?
 - Students become dissatisfied and may drop out
 - Reinforcement of “you get what you pay for”
 - Students feel powerless

Discussion & Future Implications

- Diversity of population will continue to increase
 - Will non-native speakers be met with an educational system of liberation or domestication?
- Institute for Tomorrow’s Workforce goal:
 - A postsecondary credential for all by 2020
- What does it mean to be educated in our society?
- Are we more concerned with the money our students will make instead of the life they will lead?

Exploring the Impact of Parental Education on Adult Literacy: Why Should Community Colleges Care?

Elizabeth Cox, Soko Starobin, Frankie Santos Laanan
Iowa State University

Council for the Study of Community Colleges
Long Beach, California
April 21, 2006



The Problem

- Number of illiterate individuals continues to grow
 - Nearly half of the U.S. adult population, or 90 million people, “lack the foundation they need to find and keep decent jobs, support their children’s education, and participate in civic life” (Source: National Institute for Literacy)
- Community Colleges address adult literacy through delivery of ABE, ESL, and GED programming (Cohen & Brawer, 2003).
- Many ABE Coordinators maintain that a GED is all adults need...is this another form of “cooling-out”?



Purpose of this Study

- To understand the impact of mothers' and fathers' educational attainment on adult literacy levels by examining three proposed prediction models

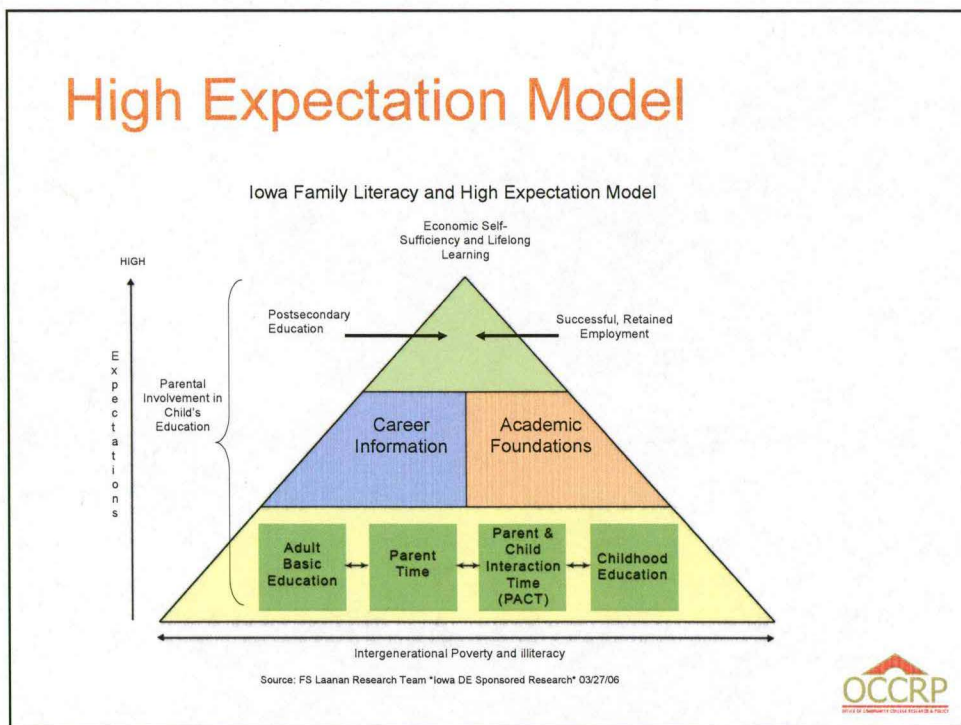


Theoretical Framework

- Laosa (1982)
 - Found that parental level of formal education has a direct impact on a child's acquired academic dispositions
- High expectation model
 - Southern Regional Education Board (2005)
 - Emphasis on parental involvement at every layer of educational intervention



High Expectation Model



Research Questions

- To what extent is document literacy predicted by mothers' and fathers' educational attainment?
- To what extent is quantitative literacy predicted by mothers' and fathers' educational attainment?
- To what extent is prose literacy predicted by mothers' and fathers' educational attainment?

Data Sources and Methods



Results



Conclusions



Implications

- Results clearly indicate a strong connection between mother's educational attainment and literacy
 - Literacy skills can transcend from one generation to another
 - Intergenerational economic dependency and poverty
- Special emphasis placed on increasing adult literacy skills
 - Especially for the nation's fastest growing, non-native speakers



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Community College 101: *An Iowa Perspective*

Presentation at the Family Literacy RFP Workshop
The Hotel at Gateway Center
Ames, Iowa

Frankie Santos Laanan
Principal Investigator
Iowa State University

May 23, 2005

Acknowledgements

- Guest Speakers
- Iowa Department of Education, Division of Community Colleges and Workforce Preparation
- Workshop Participants
- ISU Research Team

ISU-Iowa Department of Education Partnership

Iowa State University Research Team

- Frankie Santos Laanan, Principal Investigator and Assistant Professor (laanan@iastate.edu)
- Soko Starobin, Postdoctoral Research Associate (starobin@iastate.edu)
- Elizabeth Cox, Research Associate (coxe@iastate.edu)
- Jonathan Compton, Research Associate (jcompton@iastate.edu)

ISU-Iowa Department of Education Partnership

ISU-DE partnership - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://www.public.iastate.edu/~laanan/does/does.html

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IOWA STATE UNIVERSITY

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College Leadership Program

Welcome to the website for the research partnership between Iowa State University (ISU) and Iowa Department of Education (IA-DE). The ISU Research Team is working collaboratively with the Division of Community Colleges and Transfer Preparation. The project involves two areas: 1) vocational education accountability; and 2) Family Literacy. The objectives of the projects are:

- to conduct research, develop research designs and methodologies,
- to conduct professional development workshops, and
- to provide resources to Iowa community college leaders, faculty, and college personnel in the areas of vocational education and Family Literacy. I encourage you to refer to the links on the left to learn more about our research. If you would like to learn more about the projects, please do not hesitate to contact me.

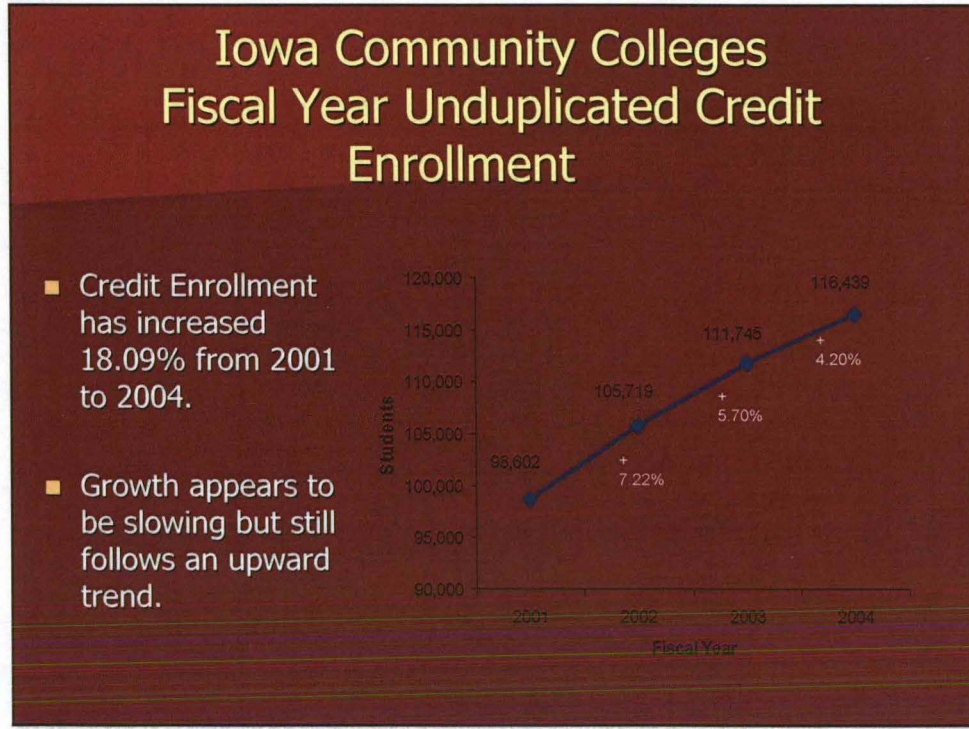
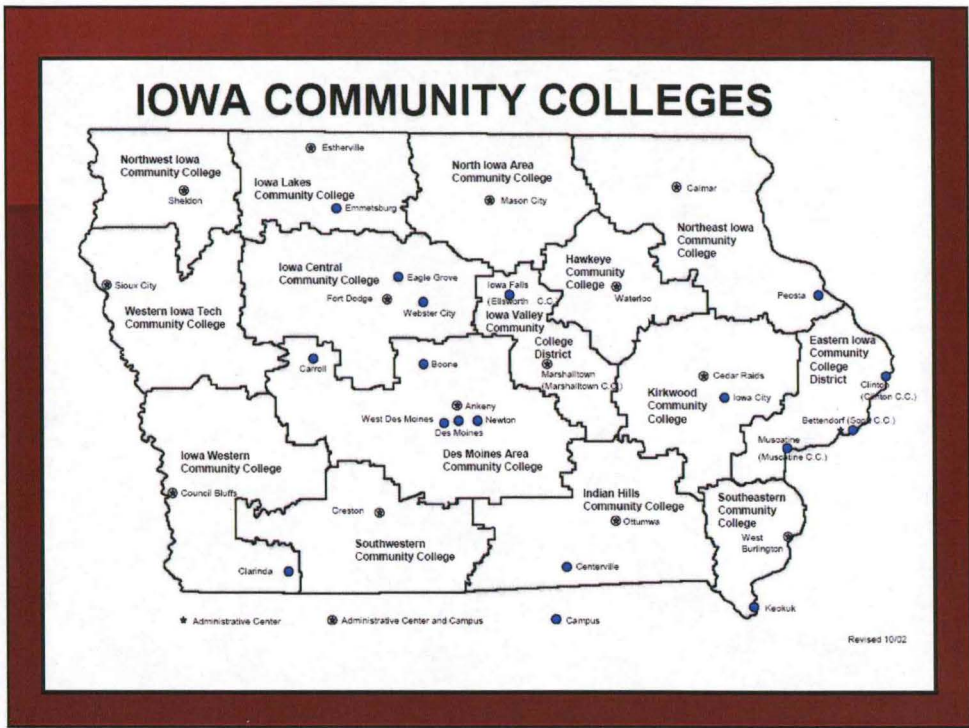
Frankie Santos Laanan, Ph.D.
Principal Investigator and Assistant Professor

ANNOUNCEMENT

Family Literacy RFP Workshop
Monday, May 23, 2005
10 AM - 3 PM
The Hotel at Gateway Center
Ames, Iowa

For more information, please contact:
Elizabeth Cox
Office: 515.284.7301
Fax: 515.284.4942

www.public.iastate.edu/~laanan/does/does.html



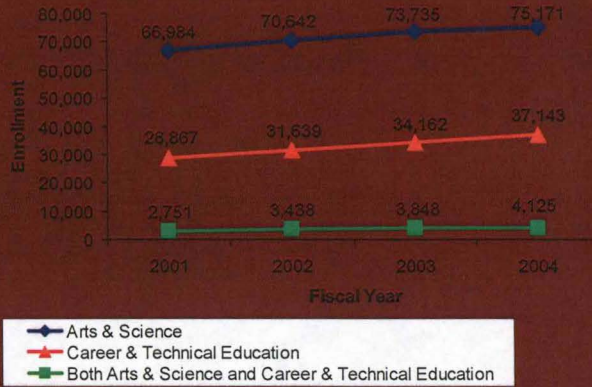
Iowa Community Colleges Enrollments in Arts & Sciences Programs and Career & Technical Education Programs

Percentage of Enrollment

- Arts & Science
 - Fiscal Year 2001- 67.93%
 - Fiscal Year 2004- 64.56%

- Career and Technical Education
 - Fiscal Year 2001- 29.28%
 - Fiscal Year 2004- 31.90%

- Both Arts & Science and Career & Technical
 - Fiscal Year 2001- 2.79%
 - Fiscal Year 2004- 3.54%



Credit Student Racial/Ethnic Background

According to the 2000 Census 7.4 percent of the general population in Iowa were members of minority racial/ethnic groups. Table 8 indicates that in Fiscal Year 2004, 9.17 percent of community college enrollment was members of minority racial/ethnic groups, an increase from 7.99 percent in Fiscal Year 2001.

TABLE 8 - Credit Student Racial/Ethnic Background
Fiscal Year 2001, Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2004

Ethnicity	Fiscal Year								Change from 2001 to 2004	
	2001		2002		2003		2004		% Change of N	% (+/-)**
	N	%*	N	%*	N	%*	N	%*		
American Indian	623	0.68%	719	0.73%	752	0.73%	773	0.72%	24.08%	0.04%
Asian	2,072	2.25%	2,084	2.10%	2,082	2.01%	2,143	1.99%	3.43%	-0.26%
Black	2,866	3.10%	3,234	3.26%	3,750	3.62%	4,316	4.01%	50.59%	0.91%
Hispanic	1,807	1.96%	2,046	2.07%	2,235	2.16%	2,629	2.45%	45.49%	0.49%
White	84,837	92.01%	90,993	91.84%	94,657	91.48%	97,684	90.83%	15.14%	-1.18%
Total Reporting	92,205	100.00%	99,076	100.00%	103,476	100.00%	107,545	100.00%	16.64%	
Unknown	6,397		6,643		8,269		8,894			
Total	98,602		105,719		111,745		116,439			

*Percentage is calculated using the total reporting a racial/ethnic background as the denominator.
 **Increase or decrease of the percentage of minority racial/ethnic percentage of total, from 2001 to 2004.
 Note: N=Students, % Percentage of Reporting Total Students.
 Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

From Fiscal Year 2001 to Fiscal Year 2004, Black community college credit student enrollment increased 1,450 students or 50.59%. During this same time, Hispanic community college credit student enrollment increased 822 students or 45.49%.

Non-Credit Student Enrollment

Non-credit offerings range from basic skills for personal development, skill building for preparation of individuals entering the workforce, highly technical courses directly related to job skills, and offers opportunities to pursue special interests. In Fiscal Year 2004, 302,994 individuals (unduplicated students) participated in courses and programs that totaled 9,004,104.67 contact hours.

TABLE 17 – Non-Credit Student Enrollment and Total Contact Hours
Fiscal Year 2001, Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2004

Fiscal Year	Unduplicated Students	Duplicated Students	Total Contact Hours
2001	347,578	684,853	12,022,353.10
2002	331,948	672,910	11,660,434.61
2003	326,334	653,974	10,922,775.59
2004	302,994	575,637	9,004,104.67

Note: Fiscal Year 2004 does not include Local Use Only figures.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Adult Literacy Program

- **76%** of the enrollees who indicated their program goal was to obtain employment achieved that objective.
- **88%** of the enrollees who indicated their program goal was to retrain employment achieved that objective.
- **74%** of the enrollees who indicated their program goal was to obtain a GED or adult secondary school diploma achieved that objective.
- **46%** of the enrollees who indicated their program goal was to enter postsecondary education or training achieved that goal.

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Non-Credit Student Enrollment by Program Type

Program Type breakdowns changed greatly from the previous year. Due to these changes, there is no comparable data available this first year. As you can see in the chart below, about half of the enrollment in Non-Credit Programs is in the Enhance Employability/Academic Success program area. Enhance employability is defined as the intent and content of courses which are designed for the specific purposes of upgrading the skills of persons presently employed and retraining persons for new employment. Academic Success is defined as the advancement of a person's knowledge in traditional educational studies.

**TABLE 18 – Non-Credit Enrollment by Program Type
Fiscal Year 2004**

Fiscal Year 2004		
Program Type	Students	Percent of Total
Adult Basic Education	25,378	7.05%
Secondary Education*	7,110	1.97%
State/Federal Mandated, Recognized, Court Ordered/Referred	52,147	14.46%
Enhance Employability/Academic Success	174,694	48.44%
Recertification/Relicensure	44,448	12.33%
Community and Public Policy	483	0.13%
Family/Individual Development and Health	6,177	1.71%
Adult Learning	15,830	4.39%
Leisure/Recreational	34,336	9.52%
TOTAL	360,603	100.00%

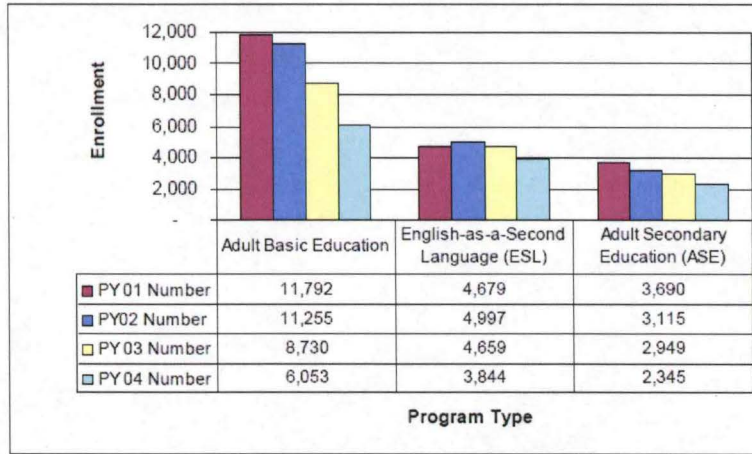
* Includes Secondary Jointly Administered Programs
 Note: Students may be enrolled in more than one program type.
 Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Adult Literacy Program

- The most significant educational benchmark gains were observed for the English-as-a Second Language instructional program.
- 90% educational gains benchmarks met or exceeded the negotiated benchmark levels.
- 90% of Iowa's adult basic education learners are between the ages of 16-44 (17% between 16-18; 32% between 19-24; and 41% between 25-44)
- Adult literacy program enrollment by gender is 47% male.
- Minority populations represented 45% of the total served in Iowa's adult basic education program.

FIGURE 8 – Adult Literacy Program Enrollment by Instructional Program Type
 Program Year 2001, Program Year 2002, Program Year 2003 and Program Year 2004



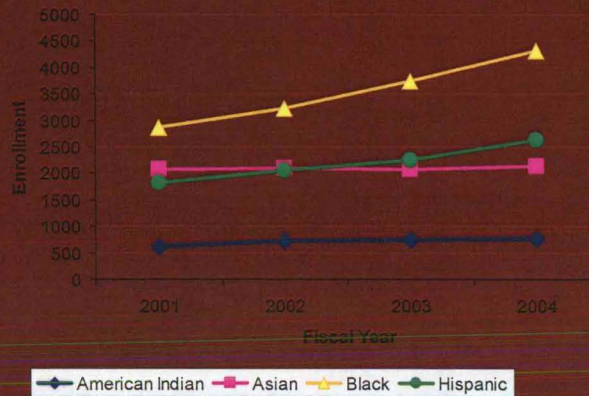
Source: Annual Performance Report, Program Year 2004, Graph 5, Adult Basic Education Enrollment by Instructional Program Type; Condition of Community Colleges, 2003.

PY = Program Year

Additional information can be obtained from the following web address: <http://www.readiowa.org>.

Iowa Community College Minority Enrollment Fiscal Year 2001-2004

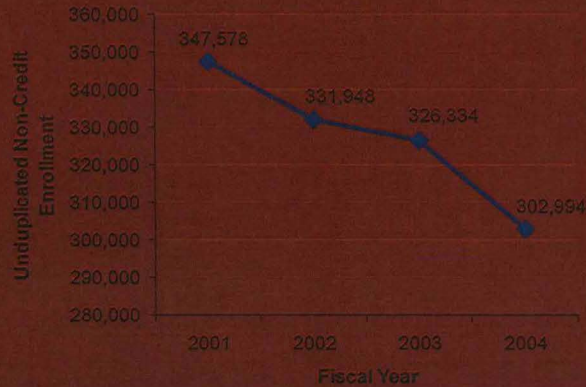
- Black enrollment is the largest minority group as well as the fastest growing.
- Hispanic enrollment has surpassed the Asian enrollment during the period shown.



Iowa Community Colleges Unduplicated Non-Credit Enrollment Fiscal Years 2001-2004

- Unduplicated Non-Credit Enrollments continue to decline.

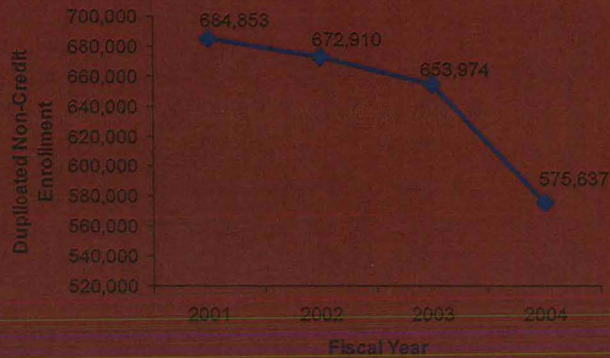
Note: New Fiscal Year 2004 Reporting Requirements instituted the exclusion of ineligible programs such as: conferences, special events, testing, and staff development



Iowa Community Colleges Duplicated Non-Credit Enrollment Fiscal Years 2001-2004

- Duplicated Non-Credit Enrollments continue to decline.

Note: New Fiscal Year 2004 Reporting Requirements instituted the exclusion of ineligible programs such as: conferences, special events, testing, and staff development



Iowa Community Colleges

"The mission of Iowa's System of Community Colleges in the 21st Century is to provide a world-class educational and community services to meet the needs of the people of Iowa."

Source: Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges, 2001.

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Family Literacy Listserve

famlit-iowa@iastate.edu

*To join the Family Literacy-Iowa Listserve,
email Elizabeth Cox at coxe@iastate.edu*

For More Information

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ISU-Iowa Department of Education Partnership



Family Literacy 101

Presented by Jon Lee –
Assistant Professor of Education, Bellarmine University

Monday, May 23, 2005



National Center
for Family Literacy

Who is This Guy?



Jon Lee



National Center
for Family Literacy



National Center for Family Literacy

The mission of the National Center for Family Literacy is to expand the number and improve the quality of family literacy services, creating educational and economic opportunity for parents and children at the lowest ends of the literacy and economic continua.



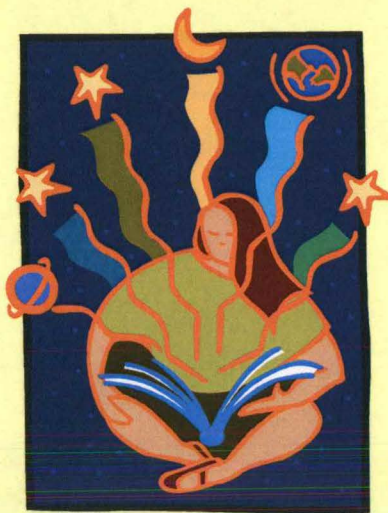
National Center
for Family Literacy

NCFL's Work

- Training and technical assistance
- Advocacy and policy development
- Research and evaluation
- Model program development
- Information to educate the public and help practitioners learn from each other



Literate You



Today's Objective

- Develop an understanding of the interconnectedness of a comprehensive family literacy program.



Comprehensive Family Literacy

- Adult Education
- Children's Education
- Parent Time
- Parent and Child Together Time (PACT Time)



Federal Definition

- “The term 'family literacy services' means services that are of sufficient **intensity** in terms of hours, and of sufficient **duration**, to make sustainable changes in a family and that **integrate** all of the following activities:

The 105th Congress (1997-1998)



National Center
for Family Literacy

Federal Definition

- Children's Education
 - An age-appropriate education to prepare children for success in school and life experiences



National Center
for Family Literacy

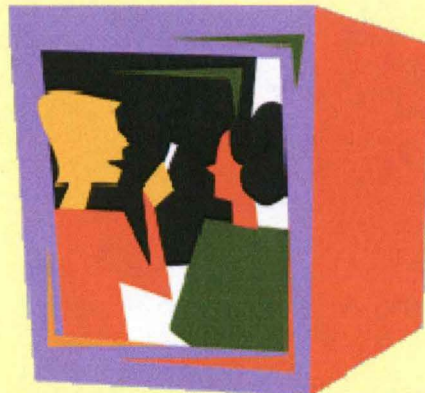
Federal Definition

- Adult Education
 - Parent literacy training that leads to economic self-sufficiency



Federal Definition

- Parent Time
 - Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children



What it is... What it is not...



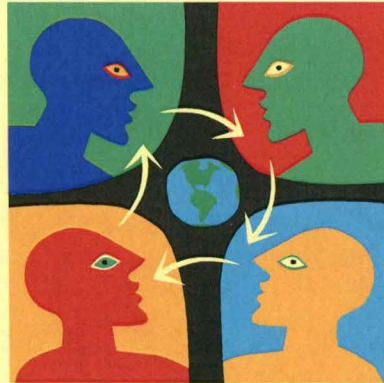
Purposes?

- Share information and new ideas
- Offer encouragement and support
- Provide advocacy and referral
- Help parents set goals



Parent Time Format

- Welcome
- Topic review
- Parent time topic
 - Opening activity
 - Central ideas and practice
 - Application
- Closure

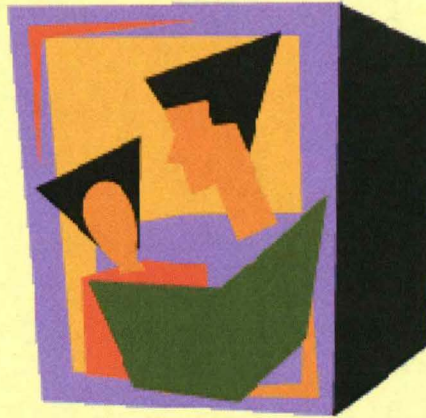


Perfect Parents?



Federal Definition

- Parent and Child Together (PACT) Time
 - Interactive literacy activities between parents and their children



What it is... What it is not...



Purposes

- Aid parents in discovering
- Enhance parents' awareness
- Give parents tools
- Provide an opportunity to practice
- Help parents feel comfortable



Infants & Toddlers

- Parents and staff prepare (focus)
- Parents and children work and play (focus activity)
- Literacy experience
- Parents review and reflect



Preschoolers

- Parents and staff prepare
- Parents and children plan
- Parents and children work and play
- Parents and children review
- Circle time and transfer to home
- Parents review and reflect



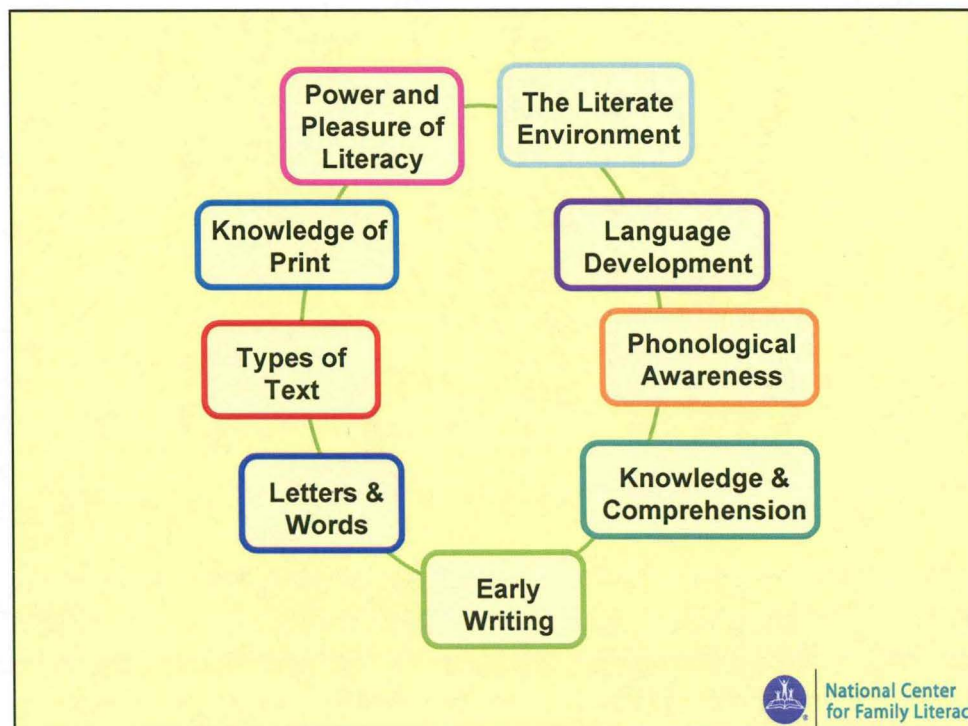
Elementary Students

- Parents and staff prepare
- Parents and children plan (when possible)
- Parents and children work
- Parents and children review
- Transfer to home
- Parents review and reflect

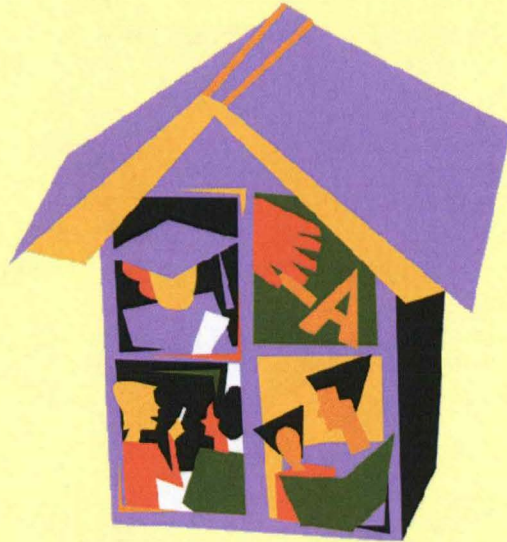


What is the Point?

- Children's language and literacy development



Building a Connection



Component Integration

- The central focus of component integration is the skills, concepts and experiences necessary to promote literacy development – not a theme.



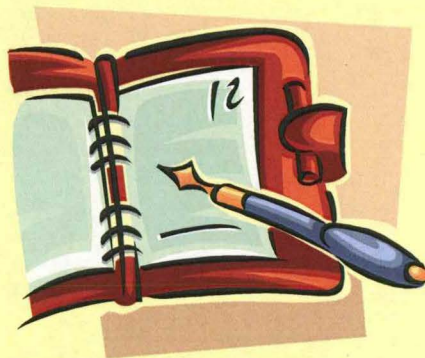
Intentional Planning

- Assessment
 - Parents interests and needs
- Curriculum
 - Intentional & flexible
- Instruction
 - Integrated with all components



Lesson Planning

- Regular, fixed schedule of curriculum objectives
- Flexibility needed to respond to the interests and needs of families



Mission Possible: RFP!

- Reflect the federal definition
- Include training allocation in your budget
- Specific data collection and management



Tricks of the Trade

- Specific eligibility criteria
- Family focus
 - Based on their interests and needs
- Regular / fixed schedule of curriculum objectives



Tricks of the Trade

- All staff
 - PT is like AE
 - PACT is like CE
- Integrate adult academic content (reverse integration)
- Be focused, intentional and purposeful



Who You Gonna Call?

- Jon Lee
 - jlee@bellarmine.edu
- National Center for Family Literacy
 - famlit.org



Foundations in Family Literacy

- Foundations in Family Literacy, the premier training in NCFL's new Family Literacy Professional Development System, provides beginning family literacy practitioners with the foundation needed to understand comprehensive family literacy.



National Center
for Family Literacy

Children's Education

- Infant & Toddler
- Preschool
- Elementary



National Center
for Family Literacy

Adult Education

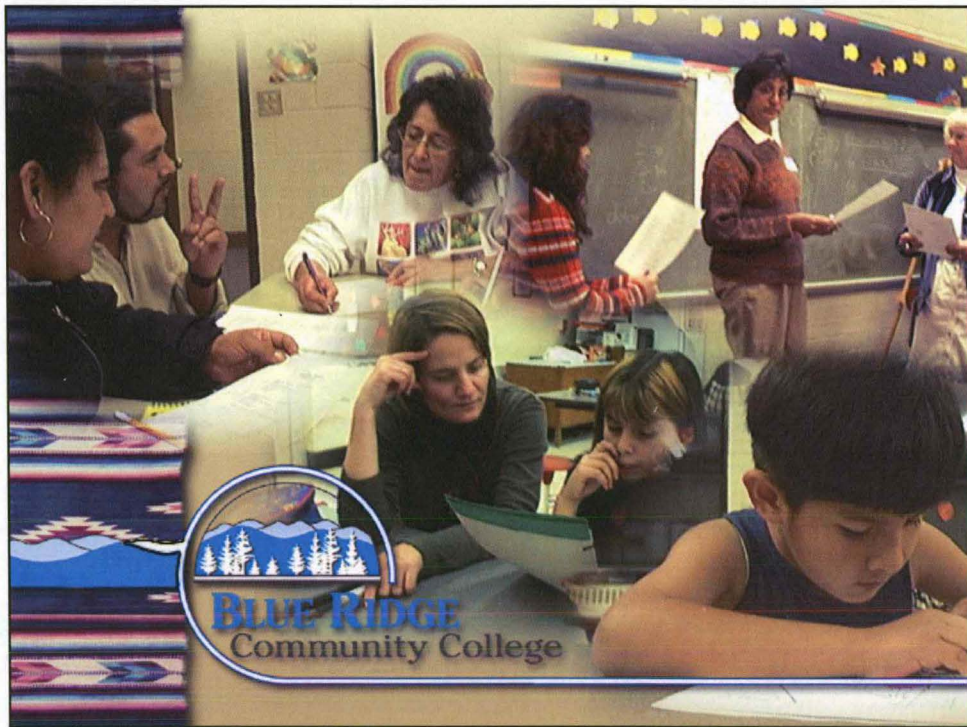
- Adult Basic Education Reading Instruction
- Using Learner Stories for Language and Literacy Outcomes: Focus on ELL
- Work Focus Strategies; Proven Results & Design



Thanks Very Much!



Learning Together:
A Family-Centered
Literacy Program



Western North Carolina



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3

Blue Ridge Community College

-a place for new beginnings.



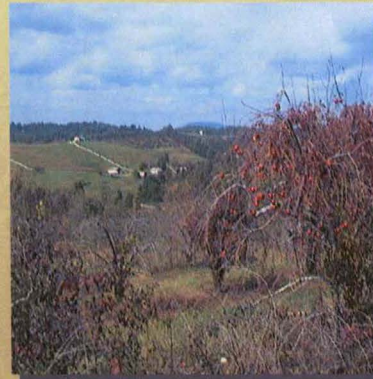
- Comprehensive College
 - 31 Associate Degree Programs
 - 25 Diploma Programs
 - 111 Certificate Programs
 - 4 Articulated Programs
- Superior College – recognized by the NC Community College System as one of the top three community colleges in the state.

2004 Bellwether – Blue Ridge Community College

4

Bienvenidos a Henderson County, North Carolina

- Economy includes agriculture, tourism, manufacturing, service, and retirement.
- State's largest producer of Apples—7th in the nation.
- Farm income is over \$113 million a year
- Majority of farm workers are migrants

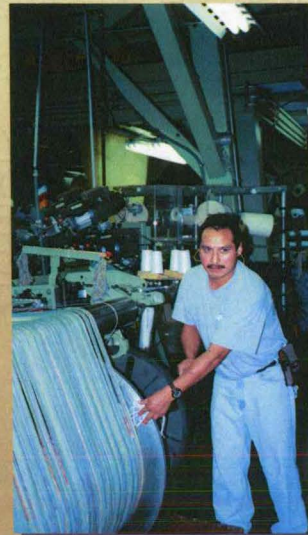


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5

Hispanics in Henderson County

- Estimated Hispanic population – 7,000
- Increase of 650% from 1990-2000
- Fastest growth rate of Hispanics in WNC
- 285.6 % increase in Latino student population (K-12)



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Identified Needs of Hispanic Population

- Transitioning to permanent employment
- Limited English proficiency
- Native Language Illiteracy
- Lacking Civics knowledge



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7

Goals of Family-Centered Literacy program

- Provide accessible English Literacy
- Provide GED instruction
- Provide civics education
- Provide support services for preschool and school age children
- Create partnerships to maximize resources



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8

7 Major Components

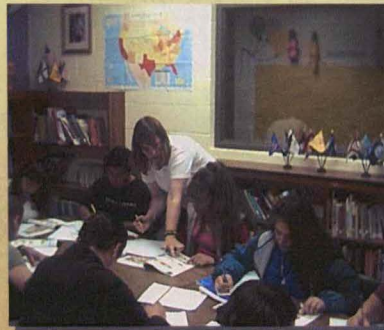
- English (ESOL) classes for parents
- General Educational Development
- Child care for preschoolers
- Tutoring for school-age children
- Spanish classes for school personnel
- “Intercambio” for practice and to bridge cultures
- Cultural awareness

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9

ESOL classes for parents

- Offered 2 nights/week
- Competency-based Instruction
- Civics Education
 - Local, state and federal government
 - Responsibilities of citizenship
 - Employability and parenting skills
- Computer Literacy

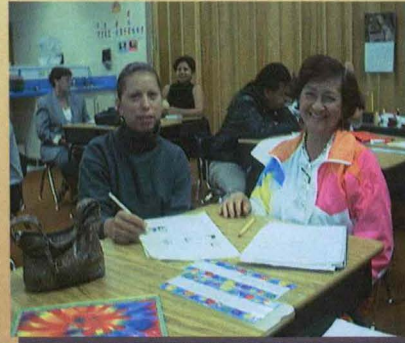


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10

General Educational Development Instruction

- Offered 2 nights/week
- Instruction provided in both English and Spanish
- Native Language Literacy instruction



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11

Child Care for Preschoolers

- Funded by Smart Start and BRCC Educational foundation
- Fluency-building games and activities
- Snacks provided by PTO

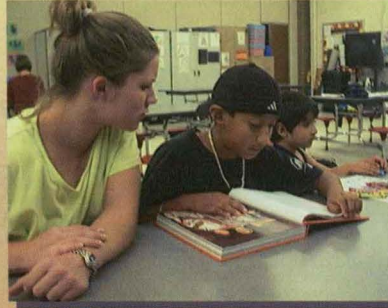


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12

Tutoring for School Aged Children

- Certified Instructor
(funded by Title I)
- Homework assistance
- Volunteers
 - High school students
 - Girl Scouts
 - Private citizens
 - Parents



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13

Spanish Classes for School Personnel

- One evening a week
- Tuition-free
- Command Spanish™ curriculum
- “Guilt-free” attendance
- Mexico Immersion Trip



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14

“Intercambio”

- Hispanic learners practice with school personnel
- Bridge cultures
- Relationship building



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Cultural Awareness

- Guest Speakers
- Discussions
- Topics Covered
 - Families
 - Music and Dance
 - Politics
 - Educational Opportunities
 - Nutrition
 - Social issues



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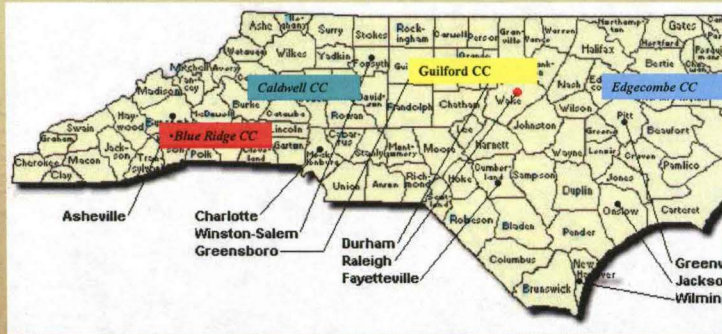
Program Sites

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Estimated Budget

Position	Cost	Source
ESOL Instructor	\$ 3,000	College
Child Care	\$ 2,600	BRCC Educational Foundation
Building Supervisor	\$ 2,600	College/School
Tutors	\$ 3,875	Title I
Educational Materials	\$ 325	College
Snacks	\$ 325	PTO
Total	\$13,400	

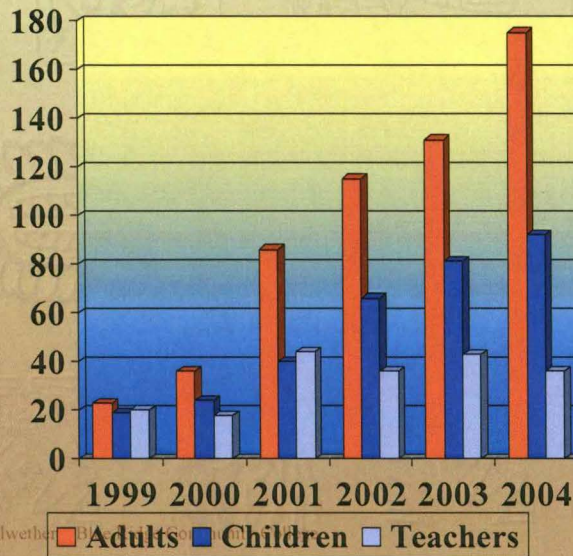
...and beyond:



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Enrollment Growth – 200%

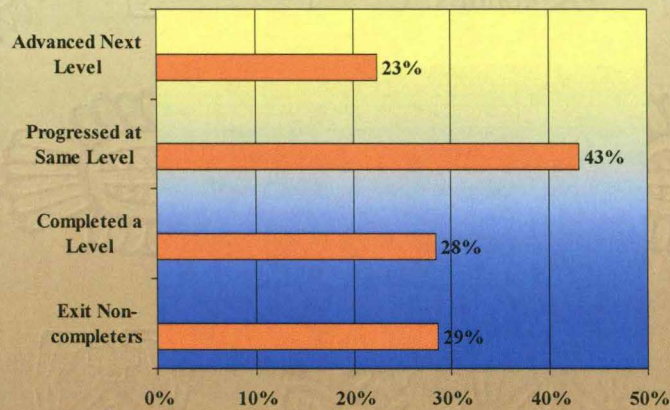


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Adults Children Teachers

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Student Progress

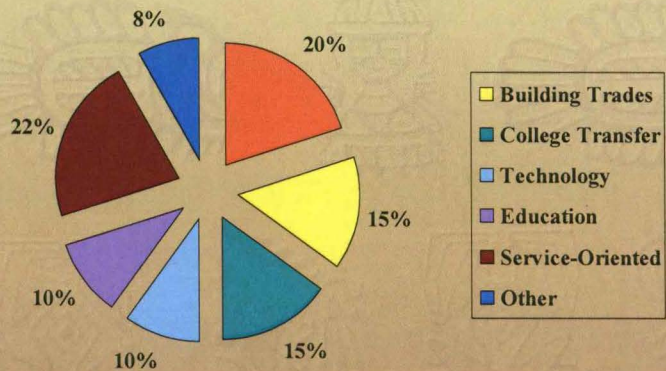


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Educational Goals Met

- 75% of students who identified education as a goal enrolled in higher education.
- During the 2003-2004 academic year, the College experienced a 47% increase in Hispanic enrollment.



2004 Bellwether – Blue Ridge Community College

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Community Collaboration

- Blue Ridge Community College
- Henderson County Public Schools
- Blue Ridge Literacy Council
- Girl Scouts
- High School Clubs
- NC Smart Start
- Private Citizen Volunteers
- Faith Community

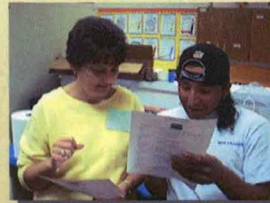


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BRCC's Role

- Provide ESOL Instructors
- Provide curriculum materials
- Employ building supervisor
- Assist in publicity
- Assist in coordination
- Provide child care



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Public School System's Role

- Supports purpose
- Provides facility
- Coordinates Activities
- Recruits and employs tutorial staff



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Other Volunteers

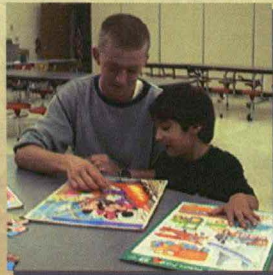
- Child Care
 - Girl Scouts
 - Faith community
- Tutoring
 - High School students
 - Private citizens
 - Blue Ridge Literacy Council
- Refreshments
 - Parent Teacher Organization (PTO)



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Other Volunteers



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Benefits to Schools

- Positive parent involvement with immigrant population
- Improved school performance of students
- Enhanced school climate and community image
- Promotion of educational opportunities, language and cultural assimilation

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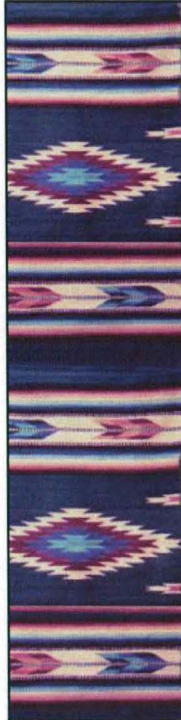


Benefits to the Community

- Building of trust and harmonious relationships
- Inclusion of educators and others
- Collaboration of community leaders, agencies
- Reduces feelings of isolation, fear, suspicion

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Lessons Learned

- Set clear and realistic objectives
- Periodic information-sharing and evaluation is essential
- Listen to concerns of parents, children, and teachers
- Culture can't be separated from language
- Adopt a specific curriculum each program year
- Establish and maintain good relationships with immigrant parents

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For More Information:

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President

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Dean for Continuing Education

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Mr. Rick Marshall

Director of Basic Skills Programs

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Mr. Steve Norwood

Retired Principal

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BLUE RIDGE
Community College



Family Literacy Professional Development Workshop

Iowa Department of Education
Division of Community Colleges and Workforce Preparation
Iowa State University * Iowa State Center

February 22, 2006

Family Literacy Professional Development Workshop

Making Evaluation Count
Sharon Drake, Ph.D.

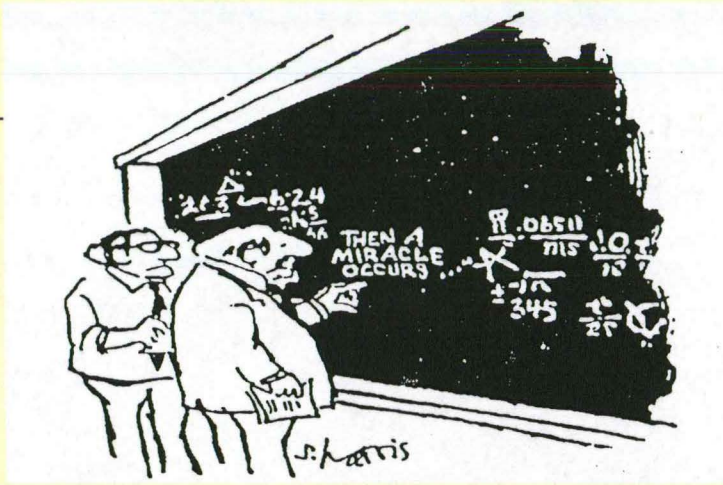
What we'll cover

- A “Big Picture” view of Family Literacy in Iowa Community Colleges
- A generic model for programming and accountability
- Announce new DOE funding and apply model to funding application
- Create some common language
- Share program efforts with colleagues
- Consider data collection methods
- Turning data into impact statements
- Q and A

EVALUATION:

**What do you
(and others)
want to know
about this
program?**





"I think you should be more explicit here in Step Two."

Accountability Era

- What gets measured gets done.
- If you don't measure results, you can't tell success from failure.
- If you can't see success, you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

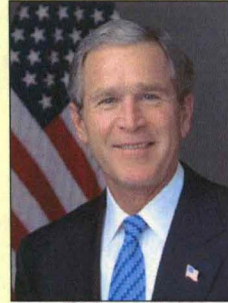
Osborne and Gaebler, 1992



Results is the name of the game!

“The important question any constituent needs to ask is whether or not the program achieves results.”

President Bush, NPR news, 2-7, 05



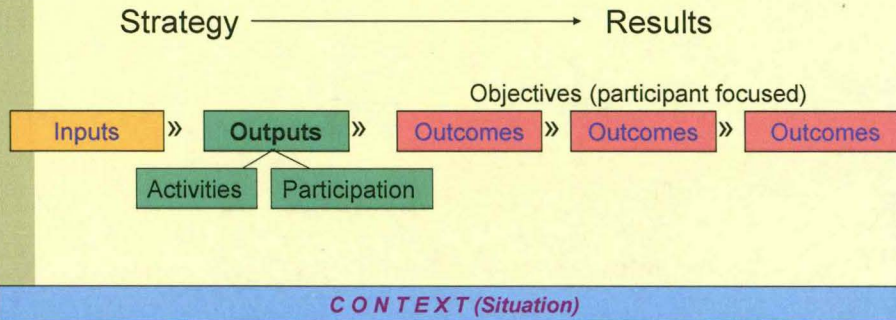
White House photo by Eric Draper

What we are striving for:

- Provide a common language
- Helps us differentiate between “what we do” and “results” --- **outcomes**
- Increases understanding about program
- Guides and help focus work
- Lead to improved planning and management
- Increases intentionality and purpose
- Provides coherence across complex tasks, diverse environments

Generic Program Model

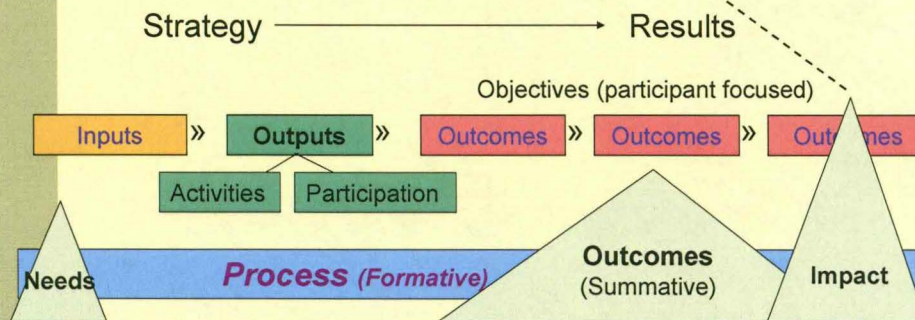
Program Goal: (Stated in terms of targeted population and expected outcomes or impact of the program.)



A diagram of the theory of how a program is supposed to work
A graphic depiction of relationships between activities and results

Generic Program Evaluation Model

Program Goal: (Stated in terms of targeted population and expected outcomes or impact of the program.)



Evaluation

(Focus – Collect Data – Analyze and interpret – Report)

Evidence

Language: What do you mean by...

- Formative = Process =Developmental
- Summative = Outcomes/Impact
- Goal = Impact
- Impact = Long-term outcome
- Objectives (participant focused) = Outcomes
- Activities = Outputs
 - Outputs may signify “tangible” accomplishments as a result of activities

Outcomes-Impact-Measurement and Reporting

Outcomes (Short term results)	Outcomes (Medium term results)	Outcomes (Impact)
Learning	Action	Conditions
Awareness	Behavior	Social
Knowledge	Practice	Economic
Attitudes	Decision-making	Civic
Skills	Policies	Environmental
Opinions	Social Action	
Aspirations		
Motivations		

EVALUATION

QUESTIONS:

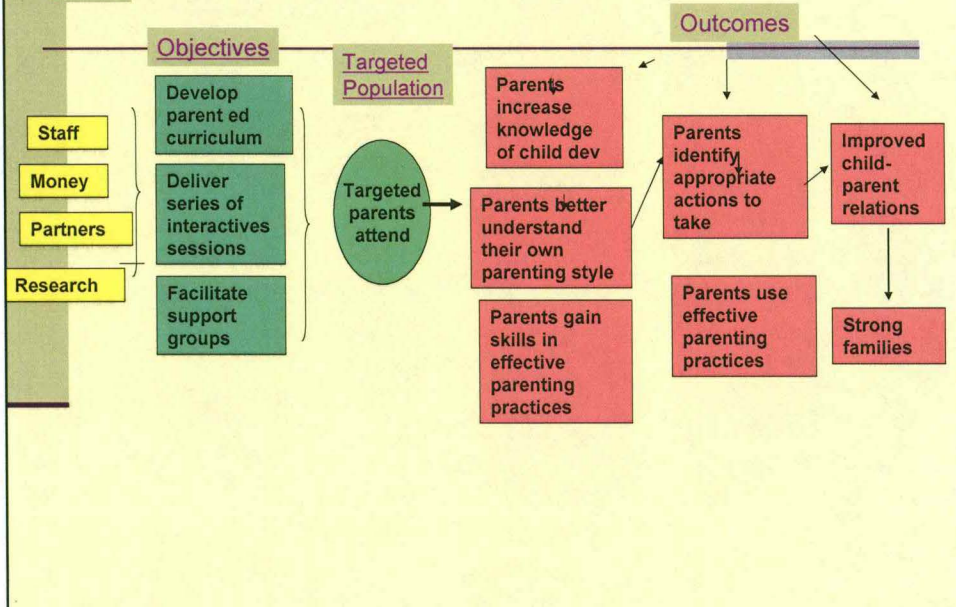
What do you
(and others)
want to know
about this
program?

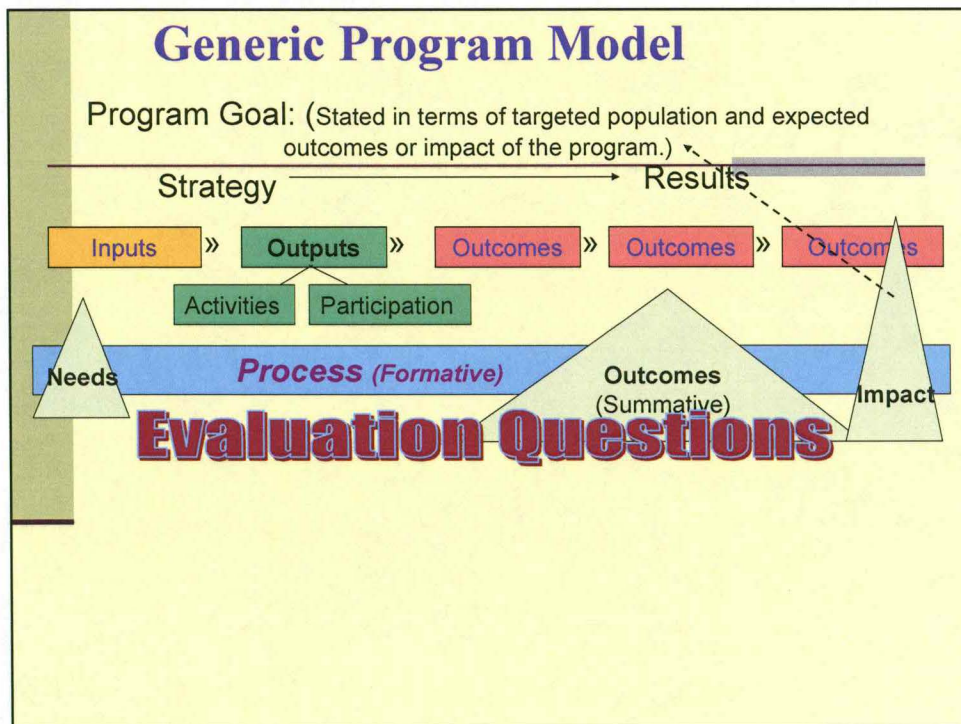
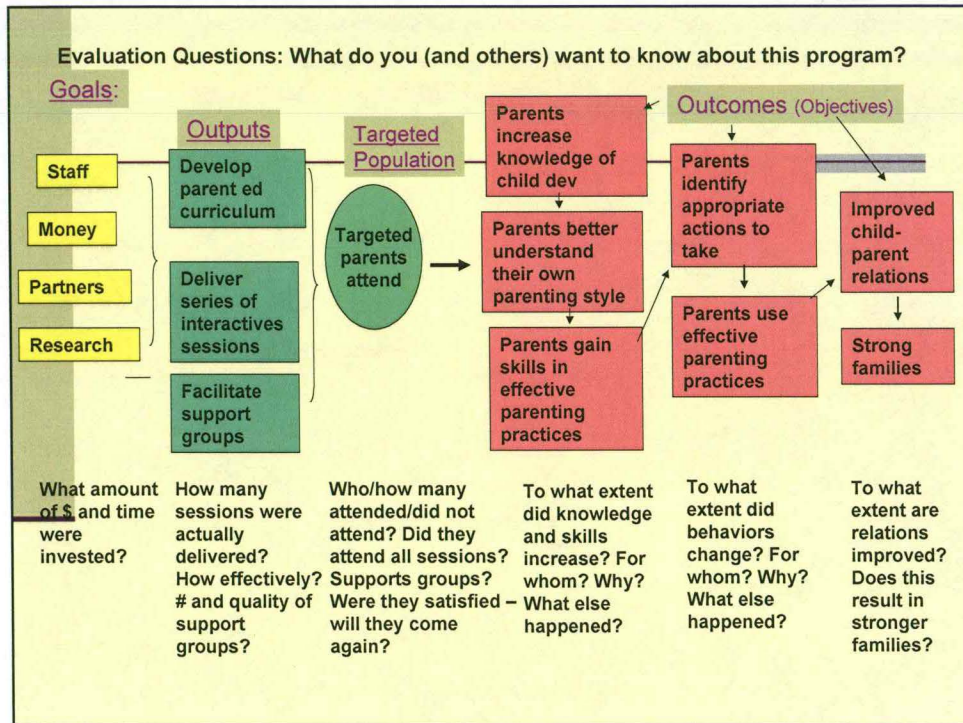


EVALUATION Questions:

What do you (and others) want to know about this program?

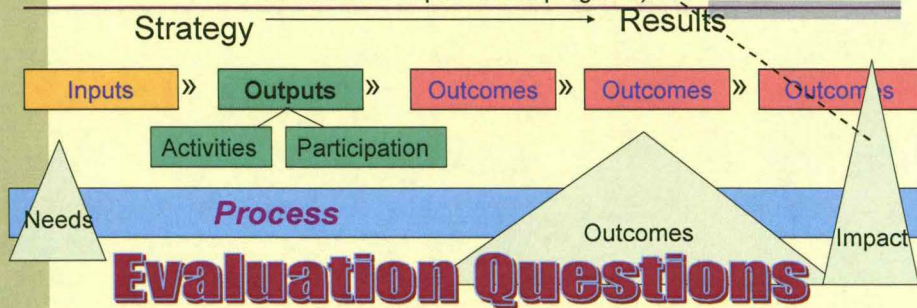
Goals:





Generic Program Model

Program Goal: (Stated in terms of targeted population and expected outcomes or impact of the program.)



Evaluation Questions

Needs assessment:

What are the characteristics, needs, priorities of target population?
 What are potential barriers/facilitators?
 What is most appropriate?

Process evaluation:

How is program implemented?
 Fidelity of implementation?
 Are activities delivered as intended?
 Are participants being reached as intended?
 What are participant reactions?

Outcome evaluation:

To what extent are desired changes occurring? For whom?
 Are the results worth the costs?
 Is the program making a difference?
 What seems to work? Not work?
 What are unintended outcomes?

“Collecting data is like collecting garbage; you must know in advance what you are going to do with the stuff before you collect it.”

Mark Twain

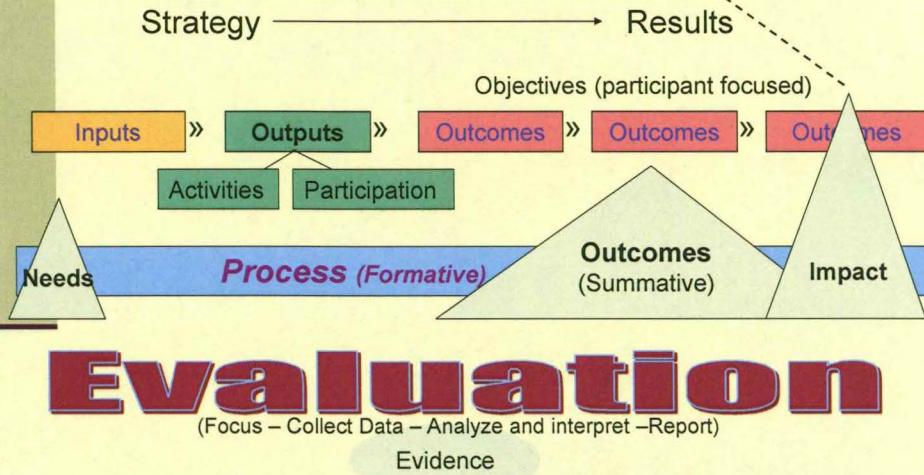


Evaluation Planning		Funding Period 1/01/06-12/01/06		
Family Literacy in Iowa Community Colleges				
Goal 1:				
Objectives	Target Population	Outputs/Activities to reach objectives	Expected Outcomes	How will you measure?

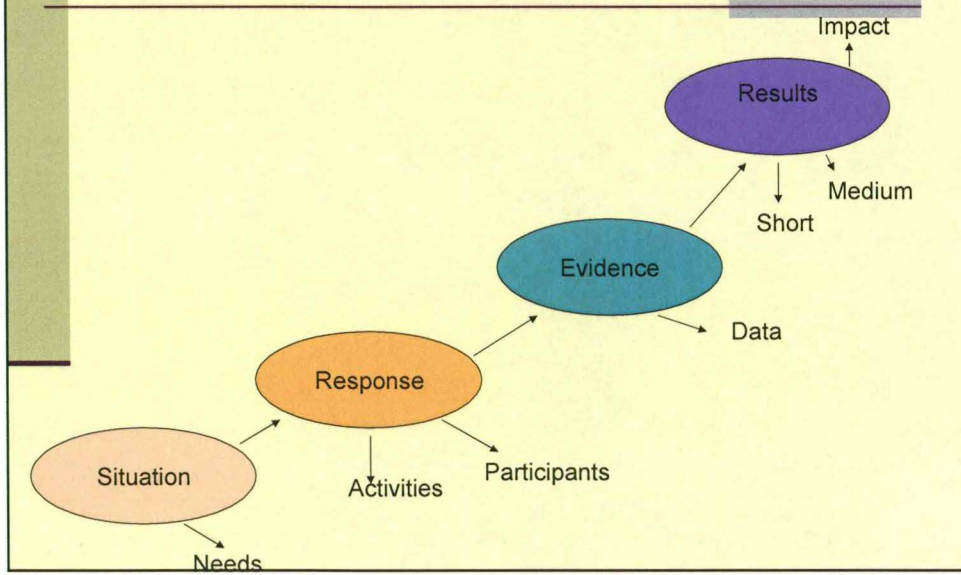
FORMATIVE EVALUATION (process)		Funding Period: 09/01/05-06/30/06		
FAMILY LITERACY IN IOWA COMMUNITY COLLEGES				
Goal 1: Provide training for parents to support their child's literacy development and become partners with the Boyden/Hull Community School District in the education of their children.				
Objectives	Target Population	Modifications to Objectives	How will you measure?	Outcomes to Date
Participate in all three sessions of the family literacy program. Attend parent/teacher conferences at Boyden/Hull Community School District. Demonstrate ability to utilize Boyden/Hull Community School web site.	Hispanic families in Boyden-Hull School District See above See above	None at this time None at this time None at this time	Attendance records School records of attendance at parent/teacher conferences Demonstrate ability to access and use Boyden-Hull web site during the class.	Regular attendance: 8-10 adults 12-15 children November, 2005 parent/teacher conferences: 100% attendance This component will be initiated February 27

Generic Program Model

Program Goal: (Stated in terms of targeted population and expected outcomes or impact of the program.)



Reporting Your Success Story





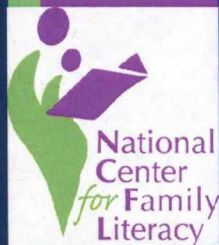
What questions do you
have?
What do you want to
discuss?

Integrating Technology Into the Classroom

Presented by Sylvia Cobos Lieshoff, Ph.D.
Training Specialist

Friday, March 31, 2006
via

Iowa Communications Network



1

Objectives

- Discuss pros and cons of using technology
- Look at different types of technology
- Decide how to use technology in your classroom
- Create an action plan to implement ideas

2

Debate

Topic: Technology can be beneficial in family literacy programs

- Team Assignment
 - Yellow: take the affirmative
 - Blue: take the negative
 - Jot down a few ideas
 - Be prepared to share one idea
-

3

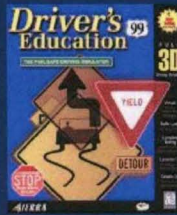
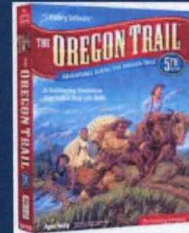
Computer Software

- How can I use computer software in my program?
 - As we discuss computer software, take notes on page 1
 - We will use this information shortly
-

4

Computer Software

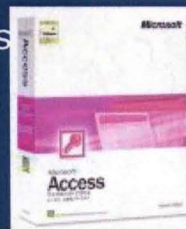
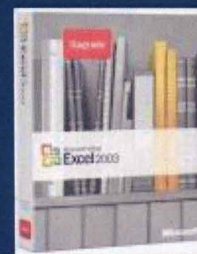
- Educational
- Productivity
- Multimedia Presentations & Demos



5

Computer Software

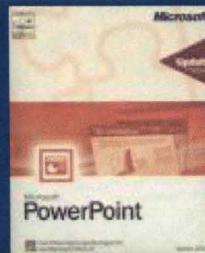
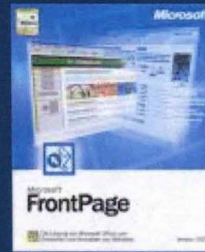
- Educational
- Productivity
- Multimedia Presentations & Demos



6

Computer Software

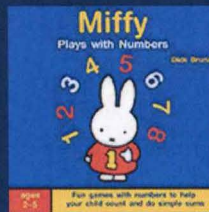
- Educational
- Productivity
- **Multimedia Presentations & Demos**



7

Children's Software

- Leapfrog
- PLATO
- Miffy Plays with Numbers
- Study Dog
- Clifford's Thinking Adventure



8

Using Software in the Classroom

- At your site, brainstorm ways to use computer software in your program
 - Chart your ideas on your handout
 - Database (Ames)
 - Word processing (Marshalltown)
 - Spreadsheet (Ottumwa)
 - Web page design (Washington)
 - Publishing (newsletters, handouts) (Waterloo)
 - Presentation (PPT) (individuals)
 - Be prepared to report your ideas
-

9

Web sites: Adult and Family Literacy

- As you learn about these Web sites
 - Check them off on your handout (p. 7)
 - Think about ways you can use them in your class, share with large group
 - Suggest other similar sites to the large group
-

10

Curriculum Guides

The screenshot shows a web browser window titled "Fairfax County Family Literacy Curriculum - Microsoft Internet Explorer". The address bar shows the URL "http://www.eslweb.vcu.edu/publications/familicurr/". The main content area features a header with the title "The Fairfax County Family Literacy CURRICULUM" and a photograph of a family. Below the header, there are two columns of text. The left column is titled "Introduction" and describes the curriculum's purpose and structure. The right column is titled "Table of Contents" and lists the following sections: "Introductory Module: Self, Family, and Community", "Government Module: Schools and Community", "Health Module: Medicine and Stress", "Consumerism Module: Shopping and Making a Budget", "Appendix: Web Sites Used with the Family Literacy Curriculum", and "Bibliography". At the bottom of the page, there is a note: "The Fairfax County Family Literacy Curriculum was developed using English Literacy/ Civics Education". The browser's taskbar at the bottom shows the Start button, several open applications, and the system clock displaying 8:31 AM.

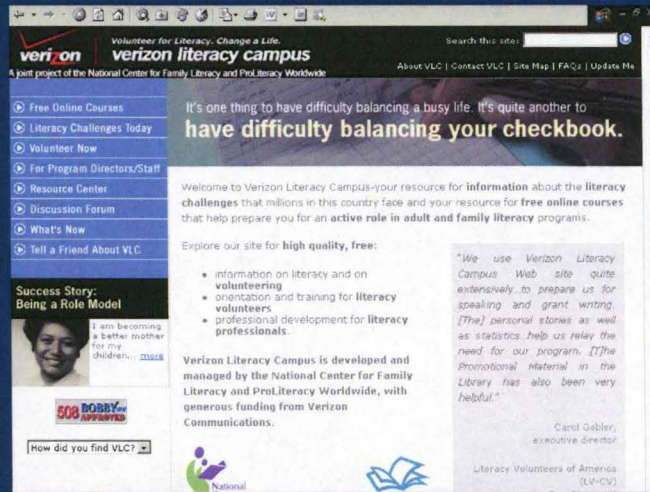
11

NCFL home page

The screenshot shows a web browser window titled "National Center for Family Literacy Home Page - Microsoft Internet Explorer". The address bar shows the URL "http://www.familit.org/". The page features a search bar at the top left with the text "Search [search criteria] [Go]". To the right of the search bar are links for "Home", "FAQ", and "Donate to NCFL". Below this is a navigation menu with links for "About Us", "Initiatives", "Training", "Conference", "Membership", "Policy", "Products", and "Resources". The main content area has a heading "National Center for Family Literacy" and a paragraph stating: "The mission of the National Center for Family Literacy is to create educational and economic opportunity for the most at-risk children and parents." Below this, there is a paragraph describing NCFL's services, including "professional development", "model program development", "policy and advocacy", and "partnerships". To the right of the text are two logos: "TOYOTA FAMILY LITERACY PROGRAM" and "FLA FORUM Family Literacy Alliance". The browser's taskbar at the bottom shows the Start button, several open applications, and the system clock displaying 8:39 AM.

12

VLC home page



verizon
Volunteer for Literacy. Change a Life.
verizon literacy campus
A joint project of the National Center for Family Literacy and ProLiteracy Worldwide

Search this site: [input]

Home | About VLC | Contact VLC | Site Map | FAQs | Update Me

- Free Online Courses
- Literacy Challenges Today
- Volunteer Now
- For Program Directors/Staff
- Resource Center
- Discussion Forum
- What's New
- Tell a Friend About VLC

It's one thing to have difficulty balancing a busy life. It's quite another to have difficulty balancing your checkbook.

Welcome to Verizon Literacy Campus—your resource for information about the literacy challenges that millions in this country face and your resource for free online courses that help prepare you for an active role in adult and family literacy programs.

Explore our site for high quality, free:

- information on literacy and on volunteering
- orientation and training for literacy volunteers
- professional development for literacy professionals

Verizon Literacy Campus is developed and managed by the National Center for Family Literacy and ProLiteracy Worldwide, with generous funding from Verizon Communications.

"We use Verizon Literacy Campus Web site quite extensively to prepare us for speaking and grant writing. [The] personal stories as well as statistics help us relay the need for our program. [The] Promotional Material in the Library has also been very helpful."

Carol Gebler,
Executive Director
Literacy Volunteers of America (LVA)

Success Story:
Being a Role Model

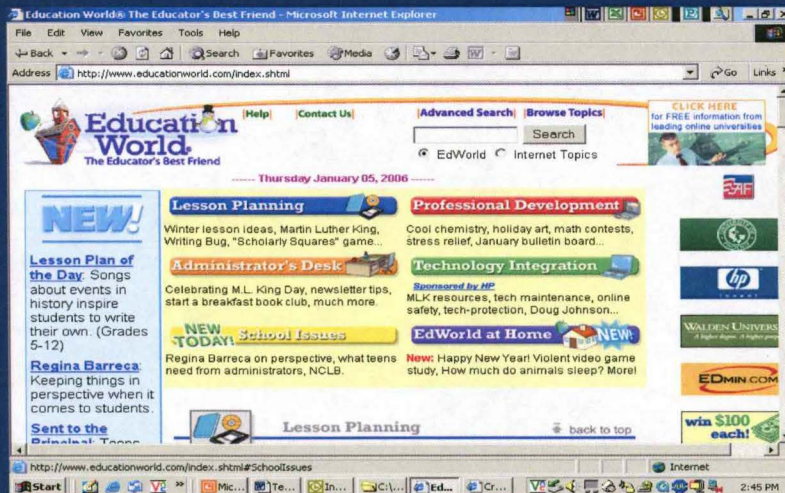
I am becoming a better mother for my children... [Read More](#)

808 BOBBY [Read More](#)

How did you find VLC? [dropdown]

13

Education World



Education World: The Educator's Best Friend - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://www.educationworld.com/index.shtml

Help | Contact Us | Advanced Search | Browse Topics

EdWorld | Internet Topics

CLICK HERE for FREE information from leading online universities

Thursday January 05, 2006

NEW!

Lesson Plan of the Day
Songs about events in history inspire students to write their own. (Grades 5-12)

Regina Barreca
Keeping things in perspective when it comes to students.

Sent to the Principal's Desk

Lesson Planning
Winter lesson ideas, Martin Luther King, Writing Bug, "Scholarly Squares" game...

Administrator's Desk
Celebrating M.L. King Day, newsletter tips, start a breakfast book club, much more.

NEW TODAY! School Issues
Regina Barreca on perspective, what teens need from administrators, NCLB.

Professional Development
Cool chemistry, holiday art, math contests, stress relief, January bulletin board...

Technology Integration
MLK resources, tech maintenance, online safety, tech-protection, Doug Johnson...

EdWorld at Home
New! Happy New Year! Violent video game study, How much do animals sleep? More!

back to top

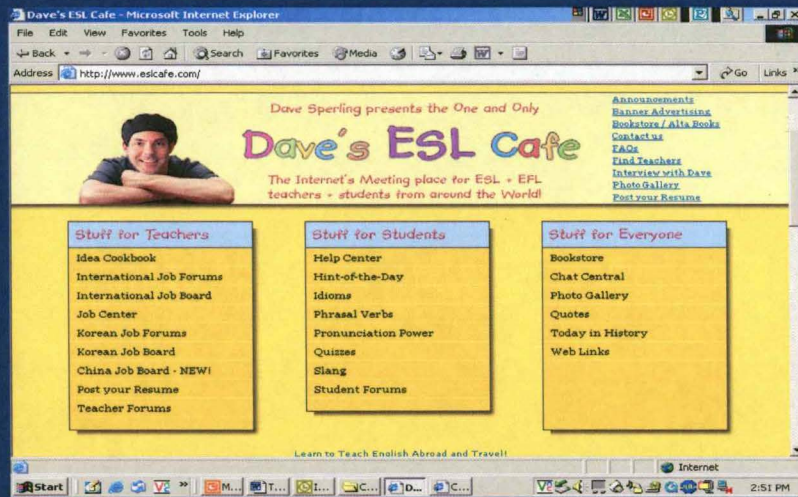
win \$100 each!

http://www.educationworld.com/index.shtml#SchoolIssues

2:45 PM

14

Dave's ESL Café



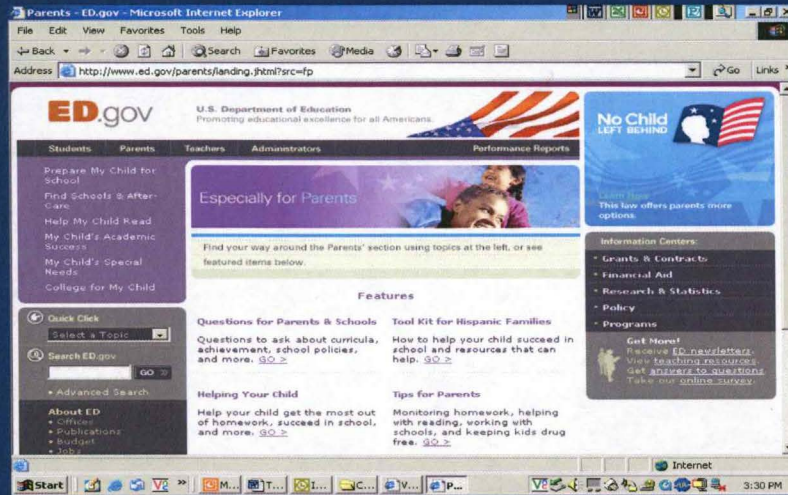
15

Web Sites: Parent Education

- As you learn about these Web sites
 - Check them off on your handout (p. 8)
 - Think about ways you can use them in your class, share with large group
 - Suggest other similar sites to the large group

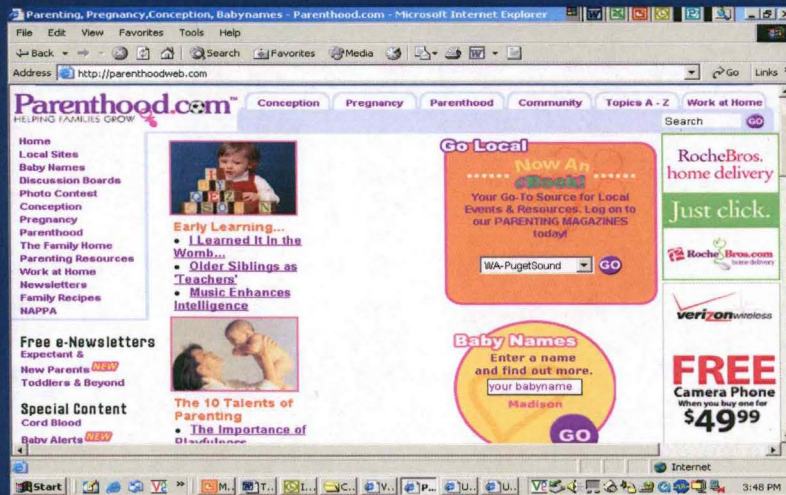
16

U.S. Department of Education



17

Parenthood.com



18

FamilyEducation.com

Parenting advice, child development and family reference at familyeducation.com - Microsoft In...

File Edit View Favorites Tools Help

Address http://familyeducation.com/home/

FamilyEducation what your child needs to know

Select a grade **Pre-K — 2** 3 — 5 6 — 12

Welcome to FamilyEducation, where millions of parents find school solutions, homework help, parenting tips, and expert advice.

School

- Developing Gifts and Talents
- Math Skill-Builders
- Dealing with Reading Trouble
- Does My Child Have Dyslexia?
- Sensory Integration Dysfunction
- The College Years
- School Tips: Ideas from Parents
- School Safety
- Learning Disabilities
- Activities That Promote Learning
- More: Pre-K-2 | 3-5 | 6-12

Entertainment

- Family Fun Ideas
- Fun Activities for Children of All Ages
- Curing Cabin Fever

FamilyEducation

WIN \$500!

Enter the *Create a Memory Sweepstakes* once a day for a chance to win \$500.

[Click here to enter.](#)

Family Entertainment Center
Find games you and your child can enjoy

Start 3:49 PM

19

KidSource.com

KidSource OnLine Welcome Page - microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://kidsource.com/

KidSource Online

amazon.com Earth's Biggest Selection!

Teaching the Infant With Down Syndrome
Marci J. Hanson
[Private Information](#)

Our Areas

- Store
- Newborns
- Toddlers
- Preschoolers
- K-12
- Education
- Health
- Recreation
- Parenting
- Forums
- Organizations
- Products
- Search

Today's Question

During the past year, has your school-aged child been in tutoring to help him or her do better in school?

In-depth & timely education & healthcare information that will make a difference in the lives of parents & children.

Thursday, January 5, 2006

Tip of the Day

Practice a family fire drill today

Health News

Courtesy Healthology.com. Videos require Real Player or Windows Media Player to view. Click on the image to play a health video. There will be a new video every 20 minutes. Come back often!

Kids Health
Mastalatha (scds) with sbd

For more health videos and many great health articles from Healthology.com, [click here.](#)

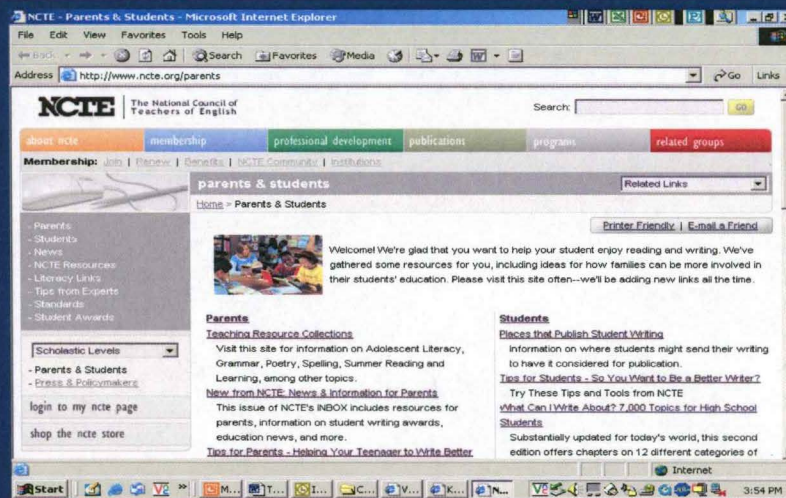
Recall Notices

- Payless ShoeSource Recall of Children's Athletic Shoes
- Dream On Me Industries Recall of Baby Walkers
- Backyard Products Recall of Swings
- Front Porch Classics Recall of "Old Century Dread Pirate™" Coffin Table Games
- Baby Trend Recall of Certain Baby Trend "Passport" Strollers
- Coaster Co. of America Recall of Bunk Beds
- DK Publishing Recall of Children's Board Books with Sound Maker
- Ashley Furniture Industries Inc. Recall to Repair Bunk Beds
- Kids II Recall of Children's Mirror Books
- Tak-Nek Toys Recall of Ride-On Toys
- Mattel, Inc. Recall of Batman Batmobile Toy Vehicles
- Buick America Recall of Radio-Control Toy Trucks

Start Thursday, January 05, 2006

20

National Council of Teachers of English



21

Web sites: Children's Education

- As you learn about these Web sites
 - Check them off on your handout (p. 8)
 - Think about ways you can use them in your class, share with large group
 - Suggest other similar sites to the large group

22

National Center for Educational Statistics

The screenshot shows a web browser window titled "NCES Students' Classroom - Microsoft Internet Explorer". The address bar shows "http://nces.ed.gov/nceskids/index.asp?flash=true". The main content area features a large blue oval graphic with the text "Students' Classroom" at the top. Inside the oval, there is a 3D-rendered classroom scene with desks, a chalkboard, and an American flag. To the left of the oval, a list of activities is displayed: "Find Your School", "Create a Graph", "Games and Activities", "Explore Your Knowledge", "Other Good Stuff", "Crunch", and "Help". To the right, a sign on the chalkboard says "CLICK HERE AND GET CREATIVE". The bottom of the oval contains the text "National Center for Educational Statistics". The browser's taskbar at the bottom shows the time as 3:25 PM.

23

RealeBooks

The screenshot shows a web browser window titled "RealeBooks - Promoting literacy through eBooks for all ages - Microsoft Internet Explorer". The address bar shows "http://www.realebooks.com/". The website has a blue header with the "Real eBooks" logo and navigation tabs for "HOME AND FAMILY", "BUSINESS", "EDUCATION", "NON PROFITS", and "CIVIC". A left sidebar contains a "Home" menu with items like "What Are RealeBooks?", "Getting Started With RealeWriter", "Special Offers", "Home and Family", "Education", "Business", "Non Profits", "Civic Organizations", "Support", and "About Us". Below the menu are buttons for "CREATE", "PUBLISH", and "and SHARE...". The main content area features a "Welcome to RealeBooks.com..." heading, followed by a paragraph: "Create eBooks from home, school or the workplace with RealeWriter, the software that makes it easy to create, publish and share real eBooks." Below this is a section titled "In Homes and Schools, RealeWriter eBooks can help you:" with a bulleted list: "Foster the love of reading among young children", "Teach children to become effective and fulfilled writers", and "Capture and share priceless memories with family and friends". A photo of a woman and a child reading together is shown. At the bottom, it says "In the Workplace, RealeWriter eBooks". On the right, there is a "Try RealeWriter Free of Ch..." box with a "Click here to RealeWrite" button. The browser's taskbar at the bottom shows the time as Tuesday, January 10, 2006.

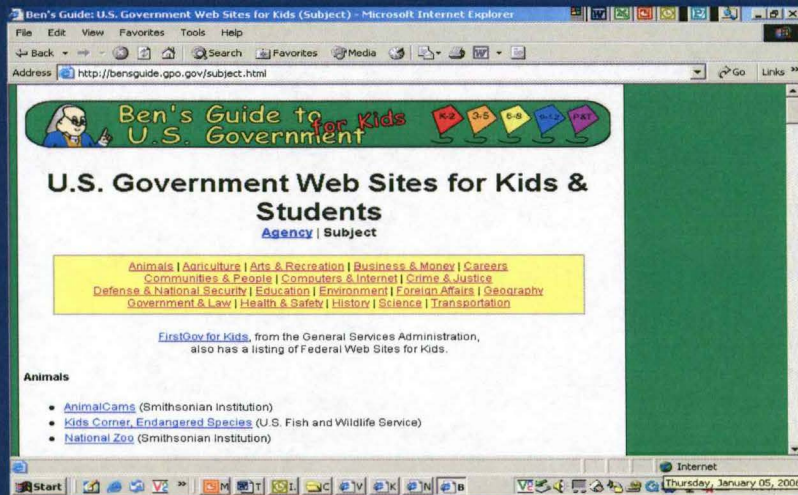
24

Between the Lions



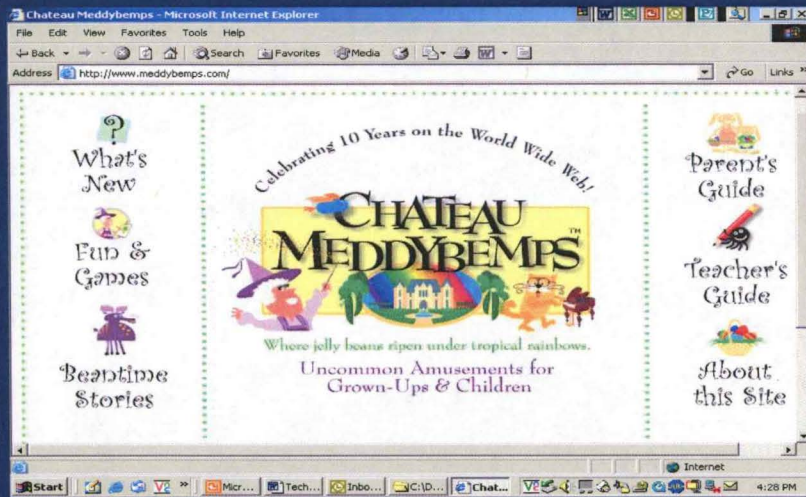
25

Ben's Guide to U.S. Government



26

Chateau Meddybemps



27

Tech Tools

- Digital Camera
- Video Clips
- iPods, Blogs
- Webcasts
- Discussion Boards
- Videoconferences



Used with permission. 28

Tech Tools

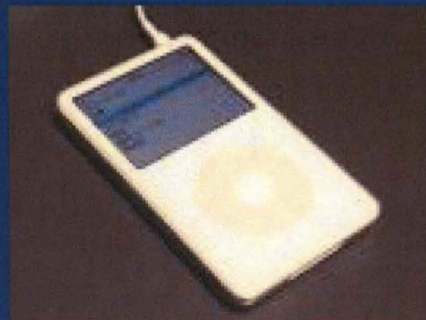
- Digital Cameras
- **Video Clips**
- iPods, Blogs
- Webcasts
- Discussion Boards
- Videoconferences



Used with permission. 29

Tech Tools

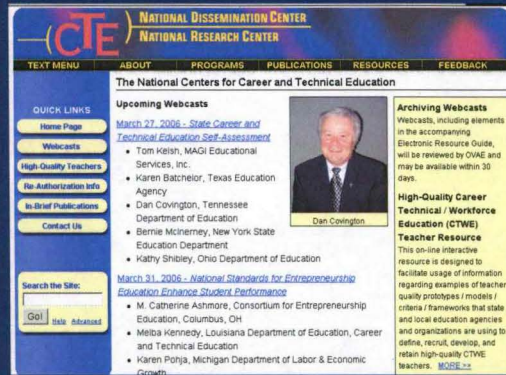
- Digital Cameras
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30

Tech Tools

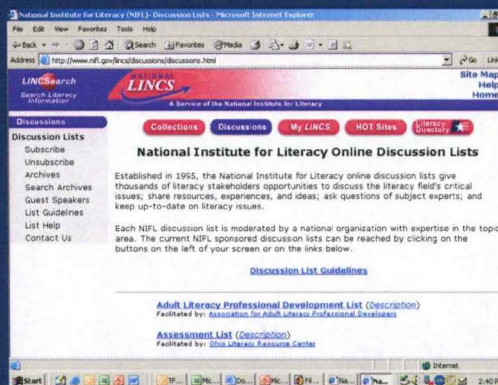
- Digital Cameras
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- Discussion Boards
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31

Tech Tools

- Digital Cameras
- Video Clips
- iPods, Blogs
- Webcasts
- **Discussion Boards**
- Videoconferences



32

Tech Tools

- Digital Cameras
- Video Clips
- iPods, Blogs
- Webcasts
- Discussion Boards
- **Videoconferences**



33

Final Application

- At your site, plan an Open House (15 min.)
- Invite families, legislators, VIPs, the press
- Think BIG!
- Use as many technology items as you can
- Present to large group (2 min. each site)

34

Action Plan

- The next tech tool I will investigate is ...

- By next month I will have ...

- In six months I will ...

Family Literacy Advisory Board Meeting

Hosted by
Iowa Department of Education
Division of Community Colleges & Workforce Preparation
and Iowa State University

The Gateway Center
South Meadow Room
Ames, Iowa

March 21, 2005

Agenda

10:00 a.m.

Welcome and Introductions

- Department of Education-ISU Partnership (DE & ISU)
- Overview of Family Literacy Objectives (ISU)
- Overview of Family Literacy Model (ISU)
- Exemplary Programs (ISU)

12:00-1:00 p.m.

Lunch

- DE-ISU Website Presentation (ISU)

1:05-2:00 p.m.

Family Literacy Upcoming Activities

- May RFP Workshop (ISU & DE)
- Future Advisory Board Meetings
- Conclusion

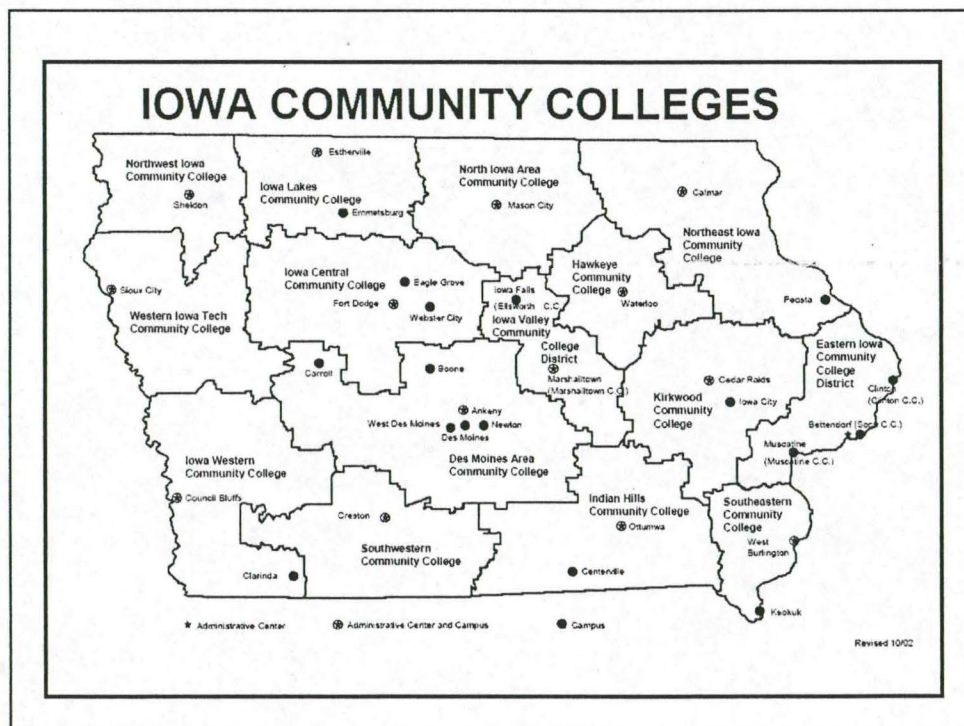
ISU-Iowa Department of Education Partnership

Iowa Community Colleges

"The mission of Iowa's System of Community Colleges in the 21st Century is to provide a world-class educational and community services to meet the needs of the people of Iowa."

Source: Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges, 2001.

ISU-Iowa Department of Education Partnership



Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Credit Enrollment

- Unduplicated FY04 credit enrollment totaled 116,439 unduplicated students, approximately 4% over FY03 and approximately 18% over FY01
- Fall enrollments increased approximately 19% from Fall 2001 to Fall 2004. Fall 2004 totals 81,803.
- Consistently, fall FT students constitute approximately 51-52% of the total, PT comprise 48-49%
- Arts and Science programs has decreased from 69.73% in FY01 to 64.56% in FY04
- Career and Technical Education programs has increased from 29.28% in FY01 to 31.90% in FY04

ISU-Iowa Department of Education Partnership

Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Credit Student Characteristics

- Gender has remained consistent over the past four years, with females comprising approximately 57%.
- Over 50% of credit students during each year (FY01 to FY04) were between the ages of 18-22.
- Black students constitute the largest minority enrollment of community college students designating ethnicity, with enrollment increasing approximately 51% since FY01.
- Hispanic students increased approximately 45% during the same time period.
- Approximately 5% of total credit student enrollment (116,439) is GED recipients.

ISU-Iowa Department of Education Partnership

Credit Student Racial/Ethnic Background

According to the 2000 Census 7.4 percent of the general population in Iowa were members of minority racial/ethnic groups. Table 8 indicates that in Fiscal Year 2004, 9.17 percent of community college enrollment was members of minority racial/ethnic groups, an increase from 7.99 percent in Fiscal Year 2001.

TABLE 8 – Credit Student Racial/Ethnic Background
Fiscal Year 2001, Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2004

Ethnicity	Fiscal Year								Change from 2001 to 2004	
	2001		2002		2003		2004		% Change of N	% (+/-)**
	N	%*	N	%*	N	%*	N	%*		
American Indian	623	0.68%	719	0.73%	752	0.73%	773	0.72%	24.08%	0.04%
Asian	2,072	2.25%	2,084	2.10%	2,082	2.01%	2,143	1.99%	3.43%	-0.26%
Black	2,866	3.10%	3,234	3.26%	3,750	3.62%	4,316	4.01%	50.59%	0.91%
Hispanic	1,807	1.96%	2,046	2.07%	2,235	2.16%	2,629	2.45%	45.49%	0.49%
White	84,837	92.01%	90,993	91.84%	94,657	91.48%	97,684	90.83%	15.14%	-1.18%
Total Reporting	92,205	100.00%	99,076	100.00%	103,476	100.00%	107,545	100.00%	16.64%	
Unknown	6,397		6,643		8,269		8,894			
Total	98,602		105,719		111,745		116,439			

*Percentage is calculated using the total reporting a racial/ethnic background as the denominator.

**Increase or decrease of the percentage of minority racial/ethnic percentage of total, from 2001 to 2004.

Note: N=Students, % Percentage of Reporting Total Students.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

From Fiscal Year 2001 to Fiscal Year 2004, Black community college credit student enrollment increased 1,450 students or 50.59%. During this same time, Hispanic community college credit student enrollment increased 822 students or 45.49%.

TABLE 9 – Iowa Community College Rate of Growth of Minority Student Populations
Fiscal Year 2001 to Fiscal Year 2004

Minority Student Population	Enrollment Change from Fiscal Year 2001 to Fiscal Year 2004	Percentage Change from Fiscal Year 2001 to Fiscal Year 2004
American Indian	150	24.08%
Asian	71	3.43%
Black	1,450	50.59%
Hispanic	822	45.49%

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Credit Awards

- The most frequently granted awards are the Associate of Arts (AA) and the Associate of Applied Science (AAS) degrees.
- On an annual basis, the largest number of awards is granted to College Transfer (Parallel) graduates, followed by Health and Industrial Technology.
- From FY01 to FY04, the gender of award recipients follows the same trend of enrollments, with approximately 58-60% female.
- From FY01 to FY04, minority students received approximately 5-6% of total awards, with white students receiving approximately 90-91%, and unknown ethnicity totaled 3-5%.

ISU-Iowa Department of Education Partnership

Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Non-Credit Enrollments

- Unduplicated non-credit student enrollment totals 302,994, having decreased approximately 13% from FY01 to FY04.
- Part of this decrease is due to changes in reporting requirements that were implemented during FY04.
- Total contact hours decreased 25% from FY01 to FY04. Part of this decrease is also due to changes in reporting requirements implemented in FY04.

ISU-Iowa Department of Education Partnership

Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Non-Credit Enrollments

- The largest enrollment type in non-credit are in the **"Enhance Employability/Academic Success"** (EE) area.
- "Enhance Employability" is defined as the intent and content of courses which are designed for the specific purposes of upgrading the skills of persons presently employed and retraining persons for employment.
- "Academic Success" is defined as the advancement of a person's knowledge in traditional educational studies.

ISU-Iowa Department of Education Partnership

Non-Credit Student Enrollment

Non-credit offerings range from basic skills for personal development, skill building for preparation of individuals entering the workforce, highly technical courses directly related to job skills, and offers opportunities to pursue special interests. In Fiscal Year 2004, 302,994 individuals (unduplicated students) participated in courses and programs that totaled 9,004,104.67 contact hours.

TABLE 17 – Non-Credit Student Enrollment and Total Contact Hours
Fiscal Year 2001, Fiscal Year 2002, Fiscal Year 2003, and Fiscal Year 2004

Fiscal Year	Unduplicated Students	Duplicated Students	Total Contact Hours
2001	347,578	684,853	12,022,353.10
2002	331,948	672,910	11,660,434.61
2003	326,334	653,974	10,922,775.59
2004	302,994	575,637	9,004,104.67

Note: Fiscal Year 2004 does not include Local Use Only figures.
Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Non-Credit Student Enrollment by Program Type

Program Type breakdowns changed greatly from the previous year. Due to these changes, there is no comparable data available this first year. As you can see in the chart below, about half of the enrollment in Non-Credit Programs is in the Enhance Employability/Academic Success program area. Enhance employability is defined as the intent and content of courses which are designed for the specific purposes of upgrading the skills of persons presently employed and retraining persons for new employment. Academic Success is defined as the advancement of a person's knowledge in traditional educational studies.

TABLE 18 – Non-Credit Enrollment by Program Type
Fiscal Year 2004

Fiscal Year 2004		
Program Type	Students	Percent of Total
Adult Basic Education	25,378	7.05%
Secondary Education*	7,110	1.97%
State/Federal Mandated, Recognized, Court Ordered/Referred	52,147	14.46%
Enhance Employability/Academic Success	174,694	48.44%
Recertification/Relicensure	44,448	12.33%
Community and Public Policy	483	0.13%
Family/Individual Development and Health	6,177	1.71%
Adult Learning	15,830	4.39%
Leisure/Recreational	34,336	9.52%
TOTAL	360,603	100.00%

* Includes Secondary Jointly Administered Programs

Note: Students may be enrolled in more than one program type.

Source: Iowa Department of Education, Bureau of Community Colleges and Career and Technical Education.

Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Adult Literacy Program

- 76% of the enrollees who indicated their program goal was to obtain employment achieved that objective.
- 88% of the enrollees who indicated their program goal was to retain employment achieved that objective.
- 74% of the enrollees who indicated their program goal was to obtain a GED or adult secondary school diploma achieved that objective.
- 46% of the enrollees who indicated their program goal was to enter postsecondary education or training achieved that goal.

ISU-Iowa Department of Education Partnership

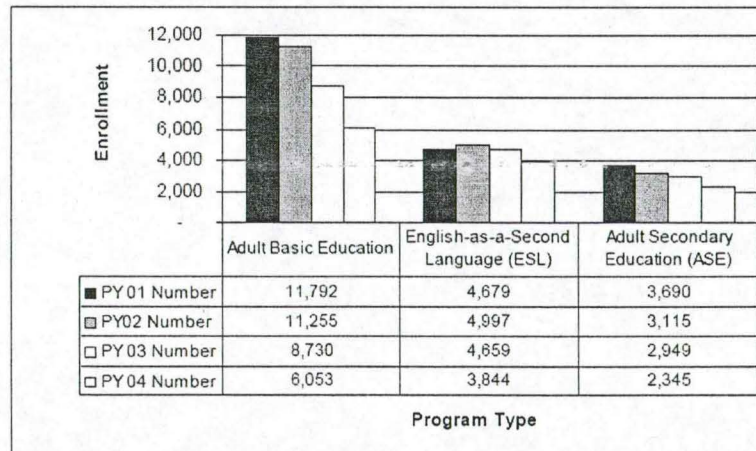
Iowa Community Colleges Condition of Community Colleges: 2004 Highlights

Adult Literacy Program

- The most significant educational benchmark gains were observed for the English-as-a Second Language instructional program.
- 90% educational gains benchmarks met or exceeded the negotiated benchmark levels.
- 90% of Iowa's adult basic education learners are between the ages of 16-44 (17% between 16-18; 32% between 19-24; and 41% between 25-44)
- Adult literacy program enrollment by gender is 47% male.
- Minority populations represented 45% of the total served in Iowa's adult basic education program.

ISU-Iowa Department of Education Partnership

**FIGURE 8 – Adult Literacy Program Enrollment by Instructional Program Type
Program Year 2001, Program Year 2002, Program Year 2003 and Program Year 2004**



Source: Annual Performance Report, Program Year 2004, Graph 5, Adult Basic Education Enrollment by Instructional Program Type; Condition of Community Colleges, 2003.

PY = Program Year

Additional information can be obtained from the following web address: <http://www.readiowa.org>.

Definition of Literacy

The Workforce Investment Act of 1998 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family and in society."

This is a broader view of literacy than just an individual's ability to read, the more traditional concept of literacy.

As information and technology have increasingly shaped our society, the skills we need to function successfully have gone beyond reading and literacy has come to include the skills listed in the current definition.

Source: National Center for Family Literacy, 2005.

ISU-Iowa Department of Education Partnership

Family Literacy

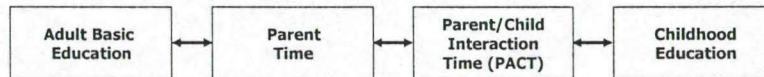
Family literacy is a term used to describe parents and children – or more broadly – adults and children – *learning together*. Also, known as intergenerational literacy, and in some cases, community literacy, the rationale underlying such work is that parents (and adults in communities) are children's first teachers; that much learning occurs beyond traditional school settings, and that learning is a life long process.

Source: National Center for Family Literacy, 2005.

ISU-Iowa Department of Education Partnership

Family Literacy

- Family Literacy programs integrate all of the following activities:



- Interactive literacy activities between parents and their children (PACT).
- Education for parents in facilitating children's learning and becoming full partners in their education.
- Parent literacy training that leads to economic self-sufficiency and meets adults' stated goals.
- Age-appropriate education to prepare children for success in school and life experiences.

ISU-Iowa Department of Education Partnership

Overview of Family Literacy Objectives

Objective 1:

To develop, direct, and coordinate a statewide Family Literacy and Career Information Model for Iowa Community Colleges

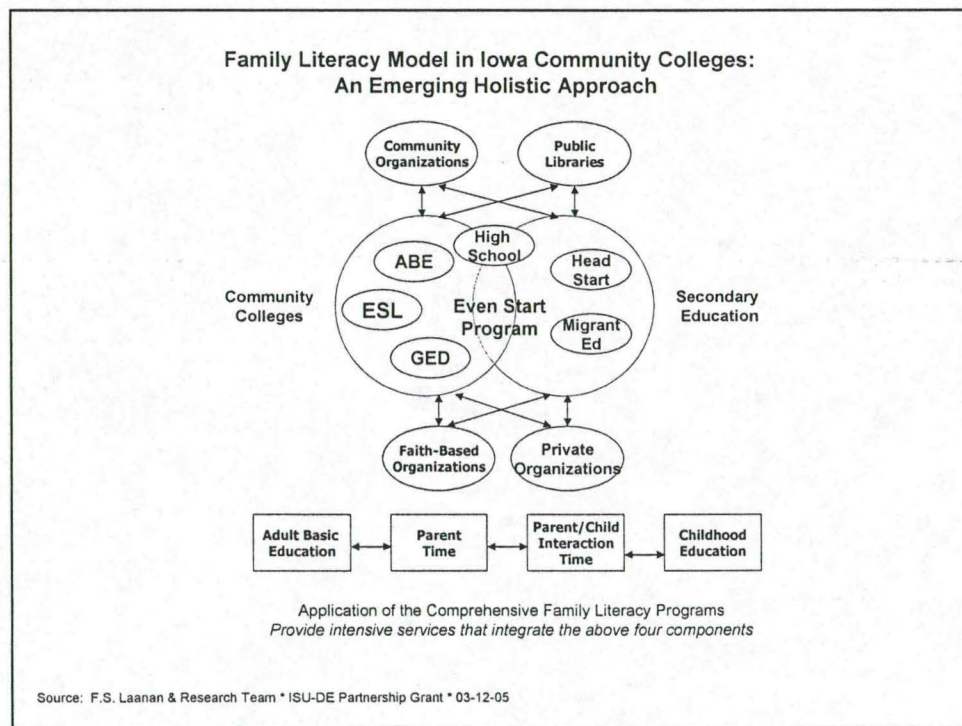
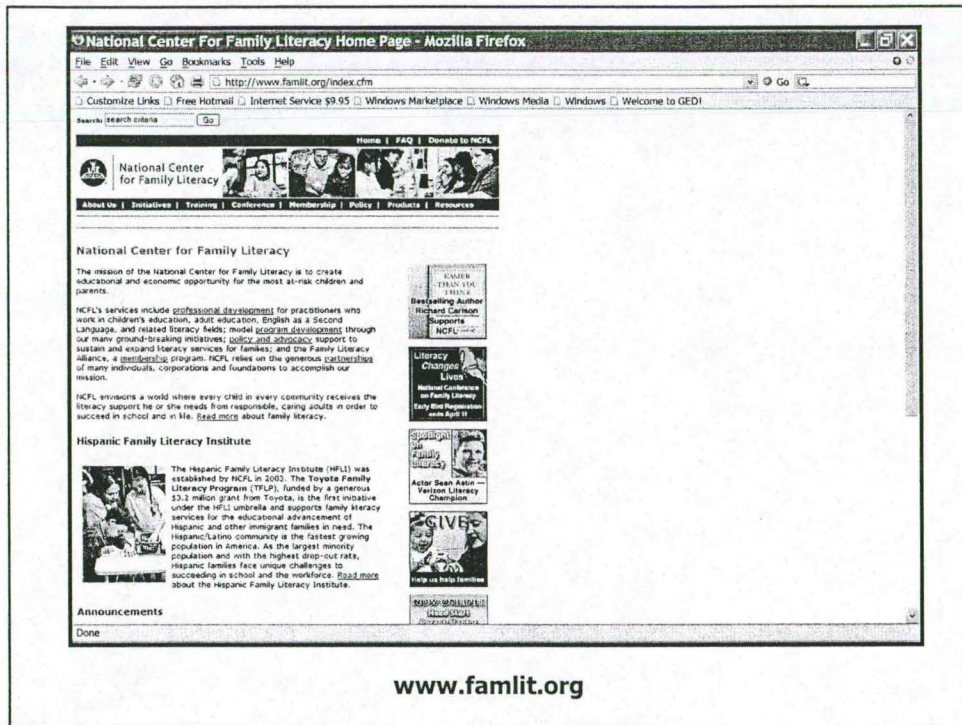
Objective 2:

To collaborate with the National Center for Family Literacy (NCFL) to develop and deliver staff development activities of the Iowa Family Literacy

Objective 3:

To develop the research design and methodology to measure the impact of the Iowa Family Literacy Model during the funding period

ISU-Iowa Department of Education Partnership



Family Literacy May Workshop

Objectives

- Educate the field about the Family Literacy Project
- Present the Family Literacy Model
- Provide Family Literacy resources
- Discuss Family Literacy Request for Proposals (RFP)

Target Audience

- Family Literacy Coordinators and Teachers from Community Colleges (@ 60 individuals)
- DE Consultants and Staff, ISU Research Team

Date

- May 2005 (date TBA)
- Location: Ames, Iowa (TBA)

ISU-Iowa Department of Education Partnership

Future Advisory Board Meetings

ISU-Iowa Department of Education Partnership

For More Information

Iowa Department of Education

William Silag, Ph.D.
Administrative Consultant
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Consultant, Adult Education
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Iowa State University

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Principal Investigator and Assistant Professor
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E-mail: laanan@iastate.edu

ISU-Iowa Department of Education Partnership

Iowa Family Literacy Advisory Board Meeting

October 20, 2005
Scheman Building at the Iowa State Center
Ames, Iowa



Agenda

- I. Welcome & Introductions
- II. Second Quarter Progress Report
- III. Announcement of Family Literacy Grant Recipients
- IV. Lunch
- V. Upcoming Events
- VI. Conclusion



Second Quarter Progress Report

- 2004-05 Family Literacy Programs in Iowa Report

- Report compiled in June 2005
- 10 Programs Profiled
 - Federally funded through Even Start (except Washington, IA)
 - Range of funding: \$20k-\$150k
 - Target audience:
 - 100% poverty level parents with children prenatal - 8 yrs
 - Latino/Hispanic populations
 - Individuals needing GED



Second Quarter Progress Report

- Council for the Study of Community Colleges

- Research paper presentation by F. S. Laanan and E. Cox at Annual Conference in Boston, MA, April 2005
- *"Political and structural divide: An holistic approach to Family literacy programs at community colleges"*

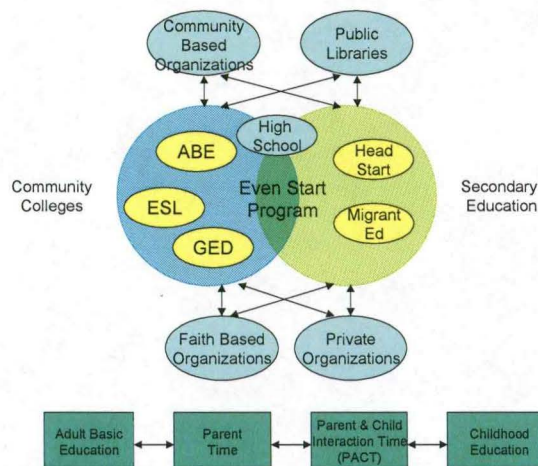


Introduction of the Iowa Family Literacy Model

- Family Literacy Model in Iowa Community Colleges: An Emerging Holistic Approach
- Family Literacy Theoretical Framework Model
- Family Literacy Model based on a High Expectation Model



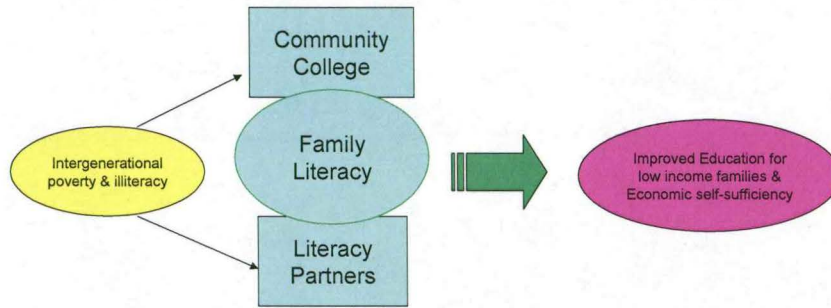
Family Literacy Model in Iowa Community Colleges: An Emerging Holistic Approach



Application of the Comprehensive Family Literacy Programs
Provide intensive services that integrate the above four components

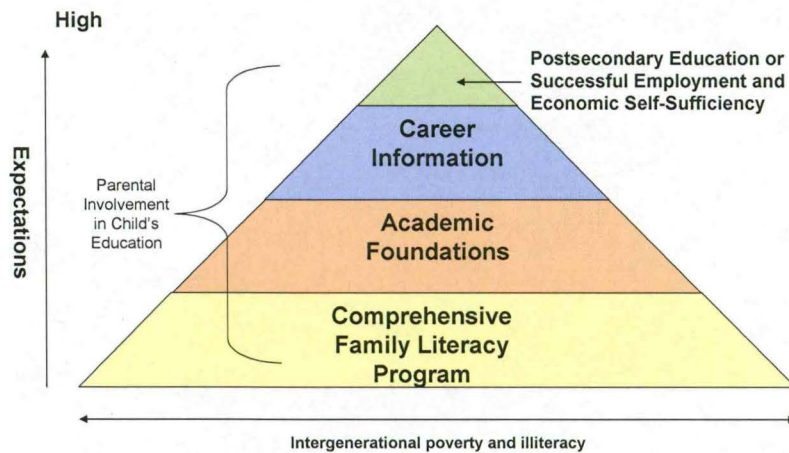
Source: F.S. Laanan & Research Team * ISU-DE Partnership Grant * 02/23/05

Family Literacy Theoretical Framework Model



Source: F. S. Laanan Research Team * Iowa DE Sponsored Research* 08/22/05

Family Literacy Model based on a High Expectation Model



Source: F. S. Laanan Research Team *Iowa DE Sponsored Research * 08/22/05

Second Quarter Progress Report

- Family Literacy Request for Proposals (RFP) Workshop (May 23, 2005)
 - Held at Hotel at Gateway Center, Ames, Iowa
 - Representation from all 15 community colleges
 - [Presentations](#) by National Center for Family Literacy and Blue Ridge Community College (NC)



May 23rd Workshop Participant Feedback

- Overall workshop received a 3.48 average score on a 4.0 scale.
- Some comments:
 - "All was beneficial."
 - "Guests were extra good. Picked up many tidbits to help in getting started."
 - "Especially enjoyed Mr. Marshall's presentation - seeing an actual model"



May 23rd Workshop Participant Feedback

- Recommendations:
 - “Hold earlier so we have more time to write the grant.”
 - “Allowing more time to prepare RFPs.”
 - “I would like to have more from the National Center for Family Literacy. We could do a whole day of information.”



Second Quarter Progress Report

- Iowa Family Literacy Listserve
 - Purpose: dissemination and communication tool
 - Currently 52 subscribers
 - Over 15 messages sent to Listserve
 - 2 subscribers have posted questions to the Listserve



Second Quarter Progress Report

- “DE Sponsored Research”
[Website](#)



Announcement of Family Literacy Grant Recipients

- Grant Recipients



Family Literacy Grant Recipients

- 14 of 15 community colleges submitted grant applications
- Nine Iowa community colleges awarded grants
- Grant period: September 2005 through June 30, 2006
- Description of funded projects
- Future funding opportunities



Eastern Iowa Community College

- Grant amount: \$75,000
- Establish family literacy in Clinton, Scott and Muscatine counties.
- Targeting families needing English literacy development with special focus on Spanish-speaking families.



Hawkeye Community College

- Grant amount: \$30,308
- Establish family literacy program in Waterloo area with primary collaborator - Waterloo Schools.
- Program focus will include Bosnian and Hispanic families in Waterloo area.



Iowa Central Community College

- Grant amount: \$70,280
- Expand and support current family literacy programs in Storm Lake and Ft. Dodge.
- Target is families qualifying for free and reduced lunch who need English literacy skills or are single parent households.



Iowa Lakes Community College

- Grant amount: \$23,533
- Partnering with Estherville Lincoln Central Community School District.
- Targets families not served by Even Start or Head Start programs.



Iowa Valley Community College

- Grant amount: \$30,000
- Goal is to increase academic achievement of children and adults.
- Specific focus will be on families in Marshalltown area whose native language is not English.



Iowa Western Community College

- Grant amount: \$25,523
- Project will collaborate with Council Bluffs agencies to establish a new childcare facility at Iowa Western's Adult Learning Center.
- Facility will target daytime ESL students.



North Iowa Area Community College

- Grant amount: \$29,225
- Project will partner with Mason City schools and Head Start to include a family literacy component to existing programming.
- Focus will be families living at or below the federal poverty level, who have children with Special Learning Needs.



Northwest Iowa Community College

- Grant amount: \$18,845
- Project is collaboration with Boyden-Hull K-12 Community School District.
- Focus is Hispanic families living in Northwest Iowa.



Southwestern Community College

- Grant amount: \$35,176
- Project will add family literacy to current English Literacy (EL) program to become "The Family Tree."
- Focus will be on Hispanic/Latino population in Clarke County.



Family Literacy Grant Recipients

- [GIS Map of Grantees](#)



Future Funding Opportunities

- Additional Family Literacy Programs
- Technology Enhancements for Existing Family Literacy Programs



Lunch Break

*Reconvene in board room at 1:00 p.m.



Upcoming Events

– November 4, 2005 Family Literacy Professional Development and Assessment Training

- Held in Ames, Iowa
- All new grantees and all Iowa community colleges invited
- Trainer from NCFL will facilitate
- [Verizon Literacy Campus Course](#)



Upcoming Events

- Future Regional Professional Development Workshops
 - Held throughout Iowa on community college campuses
 - Focus on new grantees



Upcoming Events

- Future Advisory Board Meetings
 - Spring 2006



For More information

Iowa Department of Education

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Iowa State University

Frankie Santos Laanan, Ph.D.
Principal Investigator and Assistant Professor
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E-mail: laanan@iastate.edu



SELECTED LINKS

From the

**Family Literacy in Iowa Community Colleges
Website:**

<http://www.cclp.hs.iastate.edu/occrp/doe/familyliteracy.html>



Iowa Department of Education Sponsored Research

Family Literacy in Iowa Community Colleges

About the FL Project	Project Objectives	Advisory Board	Iowa Literacy Programs	Resources	Event Photos	Training	Announcements
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[Click here for the March 31st Family Literacy Workshop Resources.](#)

[Click here for new 2006-2007 grant recipients](#)

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About the Family Literacy Project

Despite the fact that Iowa is recognized as having one of the highest literacy rates in the nation, there are still many individuals in the State who need to attain English literacy. This fact is particularly true, and understandable, with populations that are new and growing in our state. Our "New Iowans" often lack this skill, and therefore, have a significant barrier to employment. In view of the fact that we must grow our workforce to meet projected needs in the future.

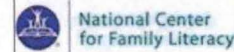
Iowa's public community colleges are committed to delivering literacy programs throughout the state and play a critical role in providing educational access to a diverse constituency. These literacy programs provide the education and training to Iowans who aspire to secure employment or to continue their postsecondary education.

In November 2004 Iowa State University (ISU) was awarded a contract from the Iowa Department of Education (DE) to develop the Family Literacy Model for Iowa community colleges. During the grant period (November 2004-June 20, 2006), the ISU research team, which is headed by Dr. Frankie Santos Laanan, assistant professor of educational leadership and policy studies, along with his research team, will be working with DE officials in the Bureau/Division of Community College and Workforce Preparation to carryout the objectives of the contract.

This project will concentrate on systemic change by establishing a literacy model that promotes achievement and success within the most basic and appropriate institution: the family.

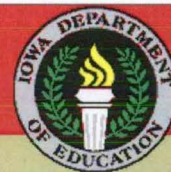
[Go to Definition of Literacy and Family Literacy](#)

[Go to Role of Iowa Community Colleges](#)



[Join Family Literacy Listserv](#)

[Family Literacy Listserv Archive](#)



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Family Literacy in Iowa Community Colleges

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Definition of Literacy and Family Literacy

Literacy

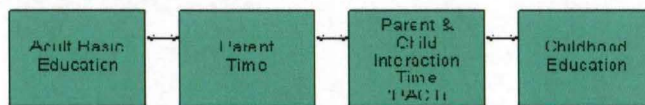
The Workforce Investment Act of 1998 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society." This is a broader view of literacy than just an individual's ability to read, the more traditional concept of literacy. As information and technology have increasingly shaped our society, the skills we need to function successfully have gone beyond reading, and literacy has come to include the skills listed in the current definition.

Source: Retrieved from the National Institute for Literacy, www.nifl.gov, January 2005)

Family Literacy

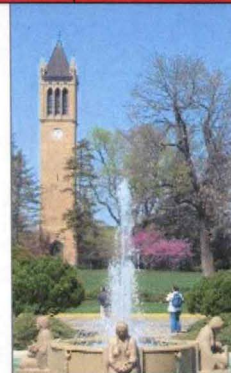
Family literacy is a term used to describe parents and children – or more broadly – adults and children – learning together. Also known as intergenerational literacy, and in some cases, community literacy, the rationale underlying such work is that parents (and adults in communities) are children's first teachers; that much learning occurs beyond traditional school settings, and that learning is a life long process.

Family literacy programs integrate all of the following activities:

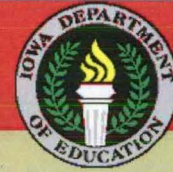


- Interactive literacy activities between parents and their children (PACT)
- Education for parents in facilitating children's learning and becoming full partners in their education
- Parent literacy training that leads to economic self-sufficiency and meets adults' stated goals
- Age-appropriate education to prepare children for success in school and life experiences

Source: Retrieved from the Midwest LINC's family literacy special collection, literacy.kent.edu/Midwest/FamilyLit, December 2004.



Go to [Role of Iowa Community Colleges](#)



Iowa Department of Education Sponsored Research

Family Literacy in Iowa Community Colleges

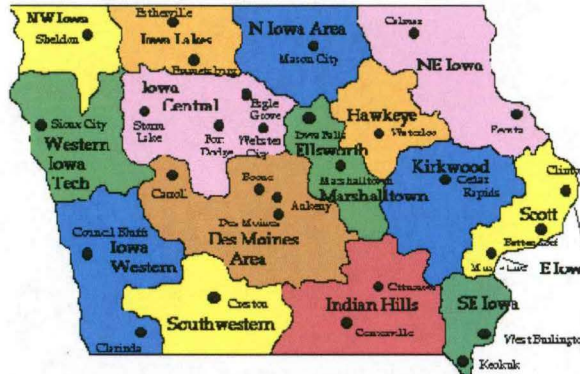
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Role of Iowa Community Colleges

Iowa has a statewide system of 15 community colleges. These public, postsecondary, two-year institutions are organized as comprehensive community colleges. Each college serves a multi-county merged area which may vary in size from four to twelve counties; all of Iowa's 99 counties are included in one of these merged areas.

Community colleges are governed by locally elected boards of directors that consist of from five to nine members who are elected for terms of three years. Each community college offers a comprehensive educational program. All Iowans of postsecondary school age are eligible to attend any of the community colleges. Community colleges also offer special programs for students who attend local secondary schools.



Demographic information for ABE Participants at Iowa's Community Colleges:

Participants by Program Type and Age

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
Adult Basic Education	1,372	2,246	1,973	366	96	6,053
Adult Secondary Education	583	900	722	118	22	2,345
English-as-a-Second Language	146	771	2,345	462	120	3,844
Total	2,101	3,917	5,040	946	238	12,242

Source: Iowa's Adult Literacy Program Annual Benchmark Report, Program Year 2004, Iowa Department of Education.



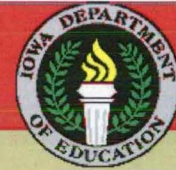
Iowa Department of Education Sponsored Research

Family Literacy in Iowa Community Colleges

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Participants by Age, Ethnicity and Sex

Age Group	American Indian or Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Total
	M / F*	M / F	M / F	M / F	M / F	M / F	
16-18	19 / 25	17 / 19	87 / 100	133 / 115	2 / 4	820 / 760	2,101
19-24	42 / 38	53 / 79	243 / 236	405 / 382	7 / 8	1,146 / 1,278	3,917
25-44	40 / 28	183 / 332	285 / 300	828 / 926	8 / 9	928 / 1,173	5,040
45-59	2 / 3	47 / 81	32 / 32	106 / 150	2 / 2	220 / 269	946
60 and Older	0 / 2	31 / 25	11 / 8	22 / 25	0 / 3	54 / 57	238
Total	103 / 96	331 / 536					



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Family Literacy Project Objectives

Objective 1: To develop, direct and coordinate a statewide Family Literacy and Career information model for Iowa Community Colleges.

- Develop a statewide FL Advisory Board
- Develop the ISU-Iowa Department of Education Partnership web site
- Identify current FL initiatives conducted by DOE FL staff
- Develop summary reports of IA CC literacy programs
- Collaborate with IA DOE Family Literacy staff to develop dissemination strategy to IA CCs and coordinate dissemination of FL model
- Conduct literature review of family literacy in education and community college context
- Collect research and policy reports on FL and ABE topics
- Develop FL resource materials (i.e., printed and e-Resources) for IA CCs and DOE

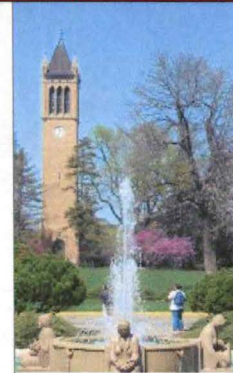
Objective 2: To collaborate with the National Literacy Center to create and deliver staff development activities of the Iowa Family Literacy Model.

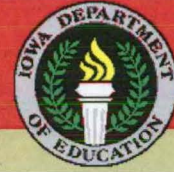
- Identify National Literacy Center (NLC) personnel to assist PI and DOE with staff development activities
- Develop staff development activities (or workshops) for IA CCs and FL (and ABE) staff

Objective 3: To develop the research design and methodology to measure the impact of the Iowa Family Literacy Model during the funding period.

- Develop research design and methodology
- Conduct secondary data analysis of IA CC student educational data

[Return to Family Literacy](#)





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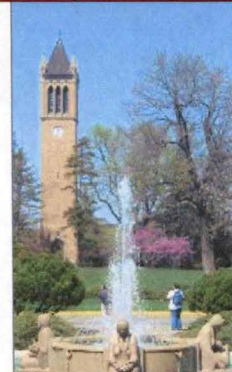
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FAMILY LITERACY ADVISORY BOARD MEETING AGENDA

Iowa Department of Education
 Division of Community Colleges and Workforce Preparation

Iowa State University
 The Scheman Building at the Iowa State Center
 Ames, Iowa
 515/294-3347

October 20, 2005
 10:00 a.m.–2:00 p.m.



Welcome and Introductions

Second Quarter Progress Report

- 2004-05 Family Literacy Programs in Iowa
- Council for the Study of Community Colleges Presentation
- May 23 Request for Proposals Workshop
- Iowa Family Literacy Listserve

Announcement of Family Literacy Grant Recipients

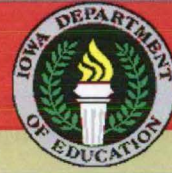
- Grant Recipients
- Description of Funded Projects
- Future Funding Opportunities

Lunch

Upcoming Events

- October 28 Family Literacy Professional Development and Evaluation Training
- Future Regional Workshops
- Future Advisory Board Meetings

Conclusion



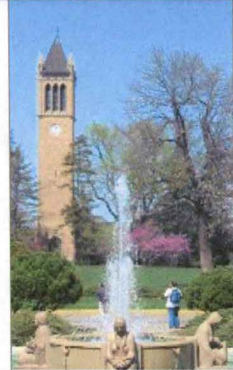
Iowa Department of Education Sponsored Research

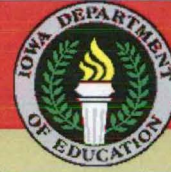
Family Literacy in Iowa Community Colleges

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Adult Literacy Programs
Family Literacy Programs





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Family Literacy Resources

Iowa Family Literacy and High Expectation Model

Iowa D.E. Sponsored Workshops

March 31st, 2006 Workshop

February 22nd, 2006 Workshop

May 23, 2005 RFP Workshop

Legislation and Policy

Adult Basic Education and Family Literacy Education Act

Improving America's Schools Act of 1994

U.S. Department of Education: Even Start Grants Formula

No Child Left Behind

Workforce Investment Act of 1998

Iowa Links

The Iowa Literacy Resource Center

Iowa Department of Education: Overview of Iowa Community Colleges

Iowa Even Start Family Literacy Indicators of Quality

Iowa's Adult Literacy Annual Benchmark Report: Program Year 2004

New Iowan Centers

National Links

Computer Software: Adult Etudacion

Computer Software: Children's Education

Adult & Family Literacy

Parent Education

Children's Education

Digital Cameras

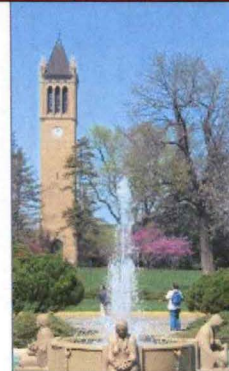
Movie Cameras & Video Clips

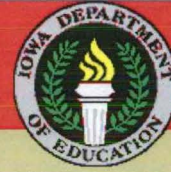
iPods & Blogs

Web casts

Discussion Boards

Videoconferencing





Iowa Department of Education Sponsored Research

Family Literacy in Iowa Community Colleges

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Barabara Bush Foundation
Comprehensive Adult Student Assessment System (CASAS)
Council for Advancement of Adult Literacy
Department of Education (U.S.)

- **Family Literacy: An Annotated Bibliography**

Hispanic Family Literacy Institute
Information about Even Start Family Literacy Program
Meld
National Institute for Literacy
National Even Start Association
National Center for Family Literacy
National Center for Education Statistics: Literacy Assessment Publications
Pennsylvania State University

- **Goodling Institute for Research in Family Literacy**
- **Institute for Adult Literacy**

Public Broadcasting Services, "Ready to Learn"
RMC-Portsmouth: Research Organization
Verizon Literacy Campus

Other States Links
Colorado

- **Colorado Adult Education and Family Literacy**

Kentucky

- **Kentucky Department of Education Literacy Resources**

North Carolina

- **Blue Ridge Community College**

Pennsylvania

- **Pennsylvania Family Literacy**
- **Reading Area Community College**

Washington

- **Washington Family Literacy**

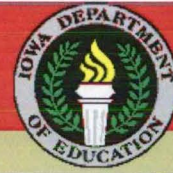


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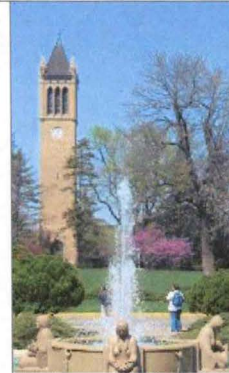
Family LIteracy Event Photos:

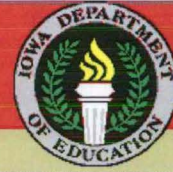
November 4 Family Literacy Workshop Photos

May 23 Family Literacy Workshop Photos

March 21 FL Advisory Board Meeting Photos

Vocational Education Event Photos





Iowa Department of Education Sponsored Research

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Family Literacy Announcements

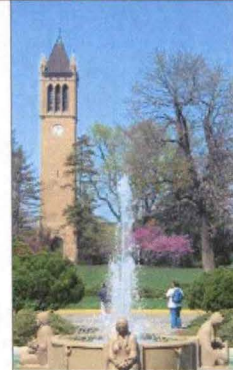
Family Literacy Professional Development Workshop

When: Friday, March 31 st
Time: 8:00am-1:30pm
Where: Delivered via ICN

This informative and interactive workshop is designed for the Iowa Community College Family Literacy Grant Project Administrators to assist in the completion of the next Iowa Community College Family Literacy continuation proposal application. Participants will receive useful information for how to integrate technology enhancements and career development guidelines into their family literacy program and the continuation proposal application. See the Family Literacy Professional [Workshop Flyer](#).

For more information, please contact Dr. William Silag, Iowa Department of Education at 515-281-3615, Bill.Silag@iowa.gov or Elizabeth Cox, Iowa State University at 515.294.7391, coxe@iastate.edu.

To register, please contact Elizabeth Cox, Iowa State University via e-mail at coxe@iastate.edu, by March 24, 2006, and indicate which ICN site do you prefer.



POLITICAL AND STRUCTURAL DIVIDE: AN HOLISTIC APPROACH TO FAMILY LITERACY PROGRAMS AT COMMUNITY COLLEGES

Frankie Santos Laanan
Elizabeth M. Cox

Educational Leadership and Policy Studies, Iowa State University,
Ames, Iowa, USA

This study explores an holistic approach to family-literacy (FL) programs at community colleges by analyzing federal legislation for the William F. Goodling Even Start Family Literacy Programs. Exemplary state-level programs that incorporate the Even Start Family Literacy Programs into their community college's Adult Basic Education (ABE) programming are also examined. The objective of this paper is to explore the central role of community colleges in developing and implementing a comprehensive family-literacy program. The findings explain how the current funding structure may be divisive at the state level. The paper concludes with recommendations for community college policymakers and practitioners to work with state-level educational agencies to secure federal grants and expand current ABE programs to better serve their communities.

According to the National Adult Literacy Survey (NALS), the nation's illiteracy problems continue to concern educators and policymakers. Nearly 1/2 of the adult population, or 90 million people, have literacy skills low enough that they "lack the foundation they need to find and keep decent jobs, support their children's education, and participate in civic life" (National Institute for Literacy, 1992). In 2003, the U.S. Census Bureau reported that the official poverty rate had increased from 12.1% in 2002 to 12.5%, or 35.9 million people. The poverty rate for children rose from 16.7% in 2002 to 17.6%. The Census Bureau also reported in 2003 that out of 33.5 million foreign born residents in the United States

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more than 1/5 have less than a 9th-grade education (U.S. Census Bureau, 2004a, 2004b).

As one of many functions of the nation's more than 1,200 community colleges, the issues and challenges of adult literacy have been addressed through the delivery of Adult Basic Education (ABE), English as a Second Language (ESL), and General Educational Development (GED) programming (Cohen & Brawer, 2003). The legislation addressing each of these programs' also dictates that their activities "be designed to accommodate the participants' work schedule and other responsibilities" (The Improving America's Schools Act of 1994, p. 140). Community colleges have a long history of flexible class times and locations to accommodate their students (Vaughan, 2000). Another important part of each community college's mission is the delivery of remedial or developmental education. Combined with their record of delivering high-demand occupational and technical programs, community colleges are ideally positioned to help educate and train the unskilled workers in the United States. The location of community colleges across urban and rural areas of states, pooled with their current ABE, ESL and GED programming, make them the ideal agency for coordinating family literacy initiatives. Although a body of research has addressed the success of some Even Start Family Literacy programs, the majority of research has focused on programs administered through secondary educational institutions (DeBruin Parecki, Paris, & Seidenberg, 1996; Padak, Sapin, & Baycich, 2002). The objectives of this study are (a) to analyze the authorizing and supporting federal legislation; (b) to explore the central role of community colleges to develop and implement a comprehensive family-literacy program into existing ABE programming—and the barriers to doing so; (c) to discuss the unique characteristics of those states where community colleges have integrated family literacy into ABE programs; (d) to advance an holistic family-literacy model; and (e) to address policy implications.

Despite federal guidelines regarding the components of the Even Start Family Literacy Program and the opportunities for federal grants, there remains no decision about where to house these programs within state departments on education. Federal guidelines outline that it is up to each individual state to decide how to distribute the grant funds. Some states offer family literacy programming with adult education (Kentucky, Colorado, Pennsylvania), some with early childhood education (Nevada, South Carolina) or elementary and secondary education (Louisiana), and still others with state libraries (Hawaii, Illinois) (Padak et al., 2002). This lack of clarity in the legislation allows for diverse interpretations and implementations that result in duplication of services and inefficient use of already limited resources. As budgets at the state level continue to tighten,

educational entities need to become creative and collaborate with other educational entities to deliver programming to meet the needs of their communities. This collaboration becomes of even greater importance for family-literacy programs, as addressing adult and child literacy together is quite complex. The current political and structural divide in administering and implementing the Even Start Family Literacy Programs among secondary education and postsecondary education further create strains on funding and human resources; thus, an holistic approach is needed to maximize the available resources.

AUTHORIZING AND SUPPORTING FEDERAL LEGISLATION

The first half of the 20th century was a time when education was a rarity. When it was available, education was only for the privileged classes of society. The prevailing thought of the time was that only those who had received schooling had the skills necessary to teach children. Thus, parents and other adults in the family setting were not to be embarking in that arena. So, if one was not of the upper classes, or did not have access to schooling due to logistics of rural life, reading and writing was not a priority of life.

The 1960s saw great change in United States society. The civil rights movement in particular made government leaders realize that education was important for every child in the United States, not just the elite. It was also during this time that educators brought forward the idea that parents are indeed the first educators of children. Thus, parents should be encouraged to read with their children and take an active role in their education and intellectual development.

Development of family-literacy legislation began in the 1960s with President Lyndon B. Johnson's War on Poverty. The passage of the Elementary and Secondary Education Act of 1965 (ESEA), made it the nation's largest and most comprehensive federal education law. It established two foundation programs within the family-literacy movement: Head Start and Title I (Padak et al., 2002). These two programs brought focus to the need to improve the academic achievement of the disadvantaged, specifically those from birth to age five and their families.

In 1988, Congress passed the reauthorization of the 1965 Elementary and Secondary Education Act and established the William F. Goodling Even Start Family Literacy Programs. These family-literacy programs had three interrelated goals: (a) to help parents improve their literacy or basic educational skills; (b) to help parents become full partners in educating their children; and (c) to assist children in reaching their full potential as learners. This legislation also stated that Even Start programs

“shall be implemented through cooperative projects that build on existing community resources to create a new range of services” (Elementary and Secondary Education Act of 1965, 1988, p. 167).

The original legislation was again expanded with the passage of The Improving America’s Schools Act of 1994, an amendment to the 1965 Elementary and Secondary Education Act. Title I, Part B of this act reads:

It is the purpose of this part to help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation’s low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as Even Start (Improving America’s schools Act of 1994, p. 134).

The legislation also outlined how each Even Start Family Literacy Program must be designed to accommodate participants’ work schedules and other responsibilities and be coordinated with “any relevant programs under the Adult Education Act... and the Job Training Act.” This reauthorization is also the first time language was included that addressed collaborative partnerships with entities such as higher education institutions.

The passage of the No Child Left Behind (NCLB) Act in 2001 continues the government’s focus on family literacy. According to the U.S. Department of Education, the purpose of the Even Start Family Literacy Program is to break the intergenerational cycle of poverty and low literacy in the nation. This piece of legislation, NCLB, provided a unified definition of the four components that must comprise a comprehensive family-literacy program (see Figure 1):

- Early childhood education.
- Adult literacy (adult basic and secondary-level education and/or instruction for English-language learners).
- Parenting education.
- Interactive literacy activities between parents and their children.

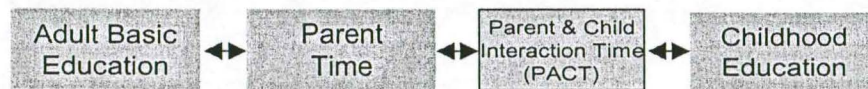


Figure 1. Components of comprehensive family-literacy programs.

This same piece of legislation dictates a state's responsibility for directing collaboration among agencies,

To receive a grant under this subsection, a state educational agency shall establish a consortium of state-level programs . . . a partnership composed of a local educational agency and a nonprofit community-based organization, a public agency other than a local educational agency, and institution of higher education, or a public or private nonprofit organization other than a local educational agency, of demonstrated quality.

The act goes on to also dictate how grantees are to utilize other funding sources by stating that programs should, "coordinate and, where appropriate, integrate existing federal, state and local literacy resources" (No Child Left Behind Act of 2001, p. 131).

CURRENT FUNDING STRUCTURE

With each reauthorization Congress allocates funds that are used for competitive grants for state departments of education. Those state departments then offer sub-grants to local education agencies. These subgrants are completely controlled by each state's educational agency as indicated by this portion of the No Child Left Behind Act,

To be eligible to receive a subgrant under this part, an eligible entity shall submit an application to the state educational agency in such form and containing or accompanied by such information as the state educational agency shall require (p. 139).

This lack of structure and consistency leads to probable replication of literacy activities and programs, and division within educational institutions. In order for family-literacy programs to survive and prosper in state educational systems, this issue must be addressed (Padak et al., 2002). An holistic approach for the delivery of the Even Start Family Literacy programs would integrate services and reduce duplication of effort. It would also build on existing and proven literacy and adult basic education systems within community colleges.

THE ROLE OF COMMUNITY COLLEGES

The 21st century will bring many changes to the United States. Demand for high-skilled workers will continue to increase, and the information-rich

environment will become even more pronounced. But perhaps the most important change for our educational system will be that by 2050 the United States will find 53% of its citizenry are nonHispanic whites. At the same time, number of immigrants and minority groups will continue to rise (McCabe, 2000). This will impact the educational system, as it is a key function of that system to produce an educated citizenry that is ready for employment in the labor force. Community colleges will be particularly impacted, as they historically have been the access point to higher education for the most academically deficient students in the United States (McCabe). Community colleges are also the institutions of choice for minority groups, as they now comprise over 30% of total community college enrollments (Phillipe & Patton, 1999).

The mission of the community college is designed to meet these changing societal needs. Many community colleges form their mission using the following commitments:

- Serving all segments of society through an open-access admissions policy that offers equal and fair treatment to all students.
- Providing a comprehensive educational program.
- Serving the community as a community-based institution of higher education.
- Teaching and learning.
- Fostering lifelong learning (Vaughan, 2000).

Community colleges also have a long history of responding to the many needs of a student population characterized by work responsibilities, familial responsibilities, and other time constraints. To accommodate these students, community colleges have implemented flexible scheduling of classes that includes nights, weekends, and distance education.

Community colleges have also responded to the needs of their communities by offering programs and courses in rural and urban areas of states. No longer were individuals denied access to higher education because of their geographic distance from an institutional campus. Community colleges may be found in the far corners of states and the heart of metropolitan cities.

Despite these efforts to reach students, millions of individuals in the United States continue to enter the workforce lacking the necessary skills to compete for high-skilled jobs (Vaughan, 2000). Others find themselves placed back in the ranks of the unemployed due to downsizing and layoffs. The number of immigrants who lack English-language skills continues to increase. Community colleges address these issues by offering Adult Basic Education (ABE), English as a Second Language

(ESL) courses, and General Educational Development (GED) programming. According to the Workforce Investment Act of 1998 (WIA), Adult Education is instruction below the postsecondary level for individuals, age 16 or over, who lack sufficient mastery of basic educational skills to enable the individual to function effectively in society. ESL courses are designed for individuals who have limited English proficiency; that is, a limited ability in speaking, reading, writing, or understanding the English language (Workforce Investment Act, 1998). GED programs provide adults with an opportunity to earn a high school equivalency diploma. Every community college offers some type of developmental education programming to assist their communities in meeting labor-market demands.

Adding family literacy to these ABE, GED, and ESL programs makes sense and is called for in federal legislation. The No Child Left Behind Act of 2001 states that Even Start Family Literacy programs shall "be implemented through cooperative projects that build on high-quality existing community resources (No Child Left Behind Act of 2001, p. 131)." Since their inception over 100 years ago, community colleges have been evolving and expanding their offerings to meet the changing needs of the communities they are committed to serve. Coupling this strong past of flexibility and responsiveness of community colleges with other community resources will lead to successful family-literacy programming and an educated, economically self-sufficient populous.

EVIDENCE OF SUCCESSFUL COLLABORATIONS

For the purposes of this paper, data sources used included documents and communication with the National Center for Family Literacy. One such document, *Family literacy legislation and initiatives in eleven states*, by Tony Peyton, National Center for Family Literacy, described family-literacy legislation enactment, funding, administrative structure and current situations for the 11 states profiled. Through analysis of this report and other data sources, 3 states were identified as having successful collaborative family-literacy programs within their community colleges' adult basic education programming.

Within the 3 states examined, specific family-literacy program delivery may differ slightly, yet the states are similar in their administrative structure and governance of family-literacy programming. Each state's family-literacy initiative grew from direct support of their governor or legislature. These 3 states also formally combine their Adult Basic

Education (ABE)/adult-literacy programming with their family-literacy program delivery. This creates an efficient, and often more meaningful, method of instruction for their adult learners who have families. Some of these 3 states may have initially utilized secondary education as the primary deliverer of ABE programming. However, the combining of ABE and family literacy has allowed all 3 states to utilize their community and technical college system as the vehicle through which their family-literacy programming is delivered.

Kentucky

Kentucky began family literacy programming in the 1980s. It came as a response to the state's ranking near the top in the nation for having the highest percentage of adults having less than a high school diploma. Further, there was no state-funded preschool or mandatory kindergarten programming (Peyton, 1999). To address this situation the governor, a state representative, and the director of the Division of Adult and Community Education joined together to create the Parent and Child Education (PACE) bill. When the PACE legislation passed the Kentucky legislature in 1985, it became the first government-sponsored family-literacy program in the United States (Peyton).

Administrative authority for the PACE program was originally given to the State Board for Adult and Technical Education. In 1990, the passage of the Kentucky Education Reform Act created the Workforce Development Cabinet and placed the PACE program under that cabinet in the Department of Adult Education and Literacy (DAEL) (Peyton, 1999). This elevation of family and adult literacy to a cabinet level not only speaks to Kentucky's commitment to this programming, but also gives family and adult literacy tremendous exposure and direct ties with workforce development—a key to helping achieve economic self-sufficiency. In 1996, family literacy was added into the comprehensive plans for each county's adult education providers. This allowed them to utilize state grant funding for family-literacy programming. Today, Kentucky has 14 community colleges operating state-funded family literacy programs. It is one of only a few states in the nation to have family-literacy programming in every county.

Pennsylvania

In 1986, the Pennsylvania legislature passed Act 143, which established the Pennsylvania Adult Literacy Education Grant Program (Pennsylvania Department of Education, 2005). This legislation was expanded in 1996

with passage of several amendments to Act 143 that added a definition of family literacy to the description of programs. Governor Tom Ridge took the family literacy initiative even further when in 1998 he earmarked \$3 million specifically for state family-literacy programs (Peyton, 1999).

The Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education (ABLE) receives these federal and state funds and initiates these programs through local education agencies, including area vocational-technical schools. The state also recognized changes in the Temporary Assistance for Needy Families (TANF) program. It utilized that funding source to enhance family-literacy programming—especially at vocational-technical schools—by not only providing educational programs for parents and children, but also adult work-experience and job training (Peyton, 1999). Today, Pennsylvania uses the combining of state funding and federal funding, such as Even Start and Head Start, and agency collaboration—including many vocational-technical colleges—to offer family-literacy programming in each county of the state.

Washington

The state of Washington was ahead of the federal government in its establishment of family-literacy programming. Washington began its family-literacy initiative in the mid 1980s with the implementation of Washington's Early Childhood Education and Assistance Program (ECEAP) (Peyton, 1999). In 1987, governor Booth Gardner requested that a family-literacy component be formally added to the ECEAP, and Project Even Start was begun.

The Washington family-literacy program was initially administered by the K-12 office of the Superintendent for Public Instruction. In 1990, a legislative initiative was passed that moved workforce planning, Adult Basic Education (ABE), English as a second language (ESL), and family literacy under the Office of Adult Literacy, a division of the State Board for Community and Technical Colleges (Peyton, 1999). This restructuring brought other collaborative efforts to life, such as shared advisory committees, colocated sites, and professional development opportunities. Washington also overcame the potential friction that may occur when federal funding outweighs state funding by collaborating and sharing these funding sources. Today there are 21 state-funded family-literacy programs, with 14 being administered by community and technical colleges across the state (Washington State Board for Community and Technical Colleges, 2005).

HOLISTIC MODEL FOR FAMILY LITERACY

Illiteracy is one societal problem that continues to plague the United States. No longer is literacy defined as simply an individual's ability to read and write. The Workforce Investment Act of 1998 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society." Paulo Freire expanded that definition when he wrote "It is not viable to separate literacy from the productive process of society" (Freire & Macedo, 1987, p. 50).

Sharon Kagan (1991, 1993) outlines the historical and intellectual underpinnings of collaboration among organizations. Kagan argues that when times were simpler in the United States, single organizations had the luxury of independence and responsibility over a functional domain, like human services. In the United States today, changing demographics, escalating numbers of single-parent households, the "feminization of poverty" (Kagan, 1991, p. 7), and increasing numbers of new immigrants, have caused societal issues to become more complex. Adding to this challenge to meet the needs of society is the fact that critical resources—physical, fiscal, and human—are being decreased while public demands increase.

Kagan (1993) draw from a systems theory approach that focuses on an entire system while being equally concerned with how each individual part contributes to the system as a whole. She explains how once seemingly isolated entities, like schools and businesses, have entered into collaborative relationships to address a wider, societal purpose. This collaboration of once independent units of a larger system came to be known as service integration. Gans and Horton (1975) define service integration as "the linking together by various means of the services of two or more service providers to allow treatment of an individual's or family's needs in a more coordinated and comprehensive manner" (p. 88). Specifically, Kagan uses the example of program-centered service integration, which is integration that occurs between two or more entities who offer similar programming to similar clientele, to demonstrate the effectiveness of organizational collaboration. She states, "various individual programs may contribute to the amelioration of a social problem, but that when they are amassed to coordinate or link services, such problems stand a better chance of being alleviated" (Kagan, 1991, p. 108).

Family literacy is a complex system that has many individual components: elementary and secondary schools, community colleges, libraries, faith-based organizations, daycare and preschool facilities, and more (Tice, 2000). Each component is individually working toward the same goal: preparing children to be better learners and helping adults become

economically self-sufficient. This is done through acquisition of literacy and work-readiness skills, all within the family context. By integrating program services through collaboration of these individual components, the family-literacy system will reduce duplication of services, overcome critical resource shortages within each component, and achieve that goal.

The concept of family literacy demands collaboration. Tightening budgets, changing student demographics, and declining resources are insuring that only those programs that share services, materials, and resources are successful (Padak et al., 2002). There is also a greater opportunity to eliminate the societal problem of intergenerational illiteracy and poverty if agencies and services work together.

Community colleges already play a key role in the development of underprepared students through delivery of developmental courses, GED completion programs, and ESL. Community colleges are also essential in the training and retraining of individuals for the ever changing demands of the workforce. Community colleges have strong relationships with business and industry partners in their service area. By adding the family component to the already existing community college adult literacy and workforce preparedness training, the legacy of literacy and economic self-sufficiency can be a reality.

The model shown in Figure 2 is a visual conceptualization of this holistic approach to family literacy. The key elements of the model include the community college and their partner agencies, which may include business and industry, public libraries, K-12 school districts, private organization, faith-based organizations, and others.

The flow of the model is from left to right, beginning with the issue of intergenerational poverty and illiteracy. This is where many new immigrants and lower socioeconomic families find themselves entrenched, and out of which they cannot move alone. The model demonstrates that these families can gain access to family-literacy programming either by going

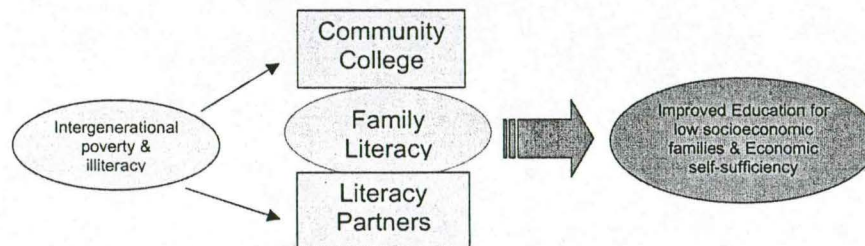


Figure 2. Holistic family-literacy model.

through the community college or a partner agency. Then, the community college and the partner agency will combine their resources and collaboratively offer family-literacy programming. Through the family-literacy courses, children will receive age appropriate education. Participating adults will learn parenting skills and be able to practice them during parent and child time (PACT), enhance their English speaking and comprehension skills (if needed), take part in adult basic education classes, and have the opportunity to complete a GED. Participation in the family-literacy programming will show parents how they are their children's first educator, and how important education is to their children's futures. Participation in family-literacy classes will also provide the opportunity for parents to model the importance of education and its affect on one's life. All of these components together create the final output of the model, improved education for low socioeconomic families and economic self-sufficiency—not only for the current family but also for future generations.

CONCLUSION AND POLICY IMPLICATIONS

The future of family-literacy programming in the United States is shaky. Currently, federal funding for the Even Start Family Literacy Program is not included in president George Bush's budget. That funding has been critical in the formation of many family-literacy programs in the nation. Many states across the nation are also facing budget crises, thus state funding for family-literacy programming is uncertain. Without this funding, the sustainability of many family-literacy programs is doubtful.

Community colleges have a long history of serving a geographic region that has allowed them the opportunity to establish partnerships with school districts, business and industry partners, civic organizations, and other groups that have remained stable and consistent (Comprehensive Adult Student Assessment System, 2003). Community colleges are also equipped to provide not only information about careers, but also the training that leads to economic self-sufficiency.

Kentucky, Pennsylvania, Washington, and other states have demonstrated that family-literacy programming can successfully be implemented into currently existing ABE programming, utilizing state and federal funding to help support the efforts. Instead of competing for resources and clientele, agencies and community colleges should pool their resources and strengths to eliminate illiteracy (Gomez, 1999). Collaboration among agencies serving these families will not only increase efficiency of services delivered and extend resources, but will help build the cultural capital that comes from an educated, economically self-sufficient society.

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Recommendations

Drawing from their experience with the Iowa community college family literacy program, the ISU Research Team would like to make the following recommendations:

- That the High Expectation Model continues to be used by Iowa family literacy practitioners and that more evidence of its success is collected for further evaluation.
- If similar family literacy projects are conducted that Iowa community colleges be the central, coordinating agency for said projects as they have strong community networks that are essential to the success of family literacy projects.
- If similar family literacy projects are conducted that an outside support system, like the one provided by the ISU Research Team, be contracted to conduct the external evaluation.
- That the IDE should incorporate the evaluation model developed and utilized by the ISU Research Team for similarly funded projects.
- That site visits to funded projects occur earlier in the funding cycle (i.e., at the mid-point of the grant cycle and toward the end of the cycle).
- That the IDE continue to hold forums for the family literacy field to share information and learn together face-to-face.
- That the IDE hold a celebration/recognition event for the family literacy programs to help bring awareness to Iowa citizens, businesses and political leaders about the family literacy programs' impacts.

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