From scratch: Using AEFLA funds to develop a family literacy program

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Authors' Note: This toolkit was originally developed for and piloted in Virginia. The Virginia specific content has been removed to create this version to be used by a wider audience.

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Purpose of the Toolkit

The purpose of this toolkit is to help Adult Education and Family Literacy Act (AEFLA) funded adult education programs design and implement a well-rounded, four component, intergenerational family literacy program. This toolkit takes into consideration various requirements and nuances of using AEFLA funding as described by the Workforce Innovation and Opportunity Act (WIOA) and combines them with research-based practices of intergenerational, four component family literacy. States may have additional guidance related to family literacy funding and it is important to adhere to any state-specific policies when developing a program.

Introduction to Family Literacy

This section introduces family literacy and defines the four components of an intergenerational family literacy model. See Family Literacy Program Examples, below, for examples of how the four components work together in family literacy programming.

What is literacy?

When people hear the word literacy they often think about reading. However, literacy is an active endeavor which involves more than reading and comprehending written text. Literacy is a process that involves engaging with the text by thinking about and using the information to participate in society and achieve one's goals (Keefe & Copeland, 2011; Literacy Domain, n.d.). In her book, *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*, Gholdy Muhammad (2020) defines literacy as "not just about reading words on the page; it also carries some sort of action. In other words, reading and writing are transformative acts that improve self and society" (pp.9-10).

When thinking about texts, it is important to think broadly so that all learners can engage with the information regardless of how strong their skills are with written text. For the purpose of this toolkit, the term 'text' will include written words, images, videos, audio, pictures, graphs, etc. Including texts from learners' communities, daily lives, or cultures can help increase learner motivation and build on their strengths and knowledge.

What is family literacy?

Establishing a definition of family is an important step in understanding family literacy. However, the word family can have different meanings depending on context. Some people may think of those in the same household, others may think of close relatives, and still others may think of influential people in their lives. For the purpose of this toolkit, the term family encompasses

various members of the family unit or community such as children of all ages, parents/adults[1] (parents, grandparents, aunts, uncles, cousins, siblings etc.), or those community members who play an important role in the child's or family's life (e.g., religious figures, caregivers, etc.) (Hanemann et al., 2017; Anderson et al., 2010). It is important to recognize and respect the various definitions of family and to use the term family the way learners conceptualize it.

Combining the above definitions of family and literacy together to form 'family literacy,' a holistic picture begins to emerge that involves culture and language (Hanemann et al., 2017; Hanemann & UNESCO, 2015) in various ways. Family literacy programs aim to strengthen the literacy skills of the whole family by providing interconnected and skill-appropriate services.

There are a few ways programs define their family literacy model. Some models refer to a 2Gen (two-generation) approach, which can be on a continuum of child-focused with some parental components (such as parenting classes) to parent-focused with some child components (such as child care) (Ascend, n.d.). The 2Gen approach focuses on improving the postsecondary education of the adults (Clymer et al., 2017; Ascend, n.d.) with the goal of ultimately improving the education of the child.

However, this toolkit will focus on an *intergenerational literacy* approach, which has a goal of improving the literacy of all family members and encouraging a philosophy of lifelong learning. Intergenerational approaches structure programs so that children and adults learn separately to improve individual skills *and* together to encourage and improve family literacy and learning. In addition to focusing on foundational, academic, workplace, or community skills, adults also learn about the health and educational development of their children and how to best assist and support their children's learning (Hanemann & UNESCO, 2015). In addition, digital and financial literacy are often included in programming, as are a variety of topics that address the needs of participants such as affordable housing, dealing with mental health issues, or supporting the environment. This toolkit will provide examples of how to help adults learn individually and with their children.

What are the four components of an intergenerational family literacy model?

This toolkit was created using the four components of family literacy, often referred to as the Kenan model: early childhood education/school, adult education and literacy, interactive literacy activities, and parent time (Darling & Hayes, 1989). Each of these components is described below and will be referenced throughout the toolkit. Keep in mind that the adult education program does not (and should not) have to provide each component. However, the adult education program should partner with other agencies to help provide services to support the successful implementation of each component (see Family Literacy Framework, Partners, below, for more on creating partnerships).

[1] We use the terms *parents* and *adults* to refer to any and all caregivers or parenting adults who may participate with a child in a family literacy program.

Early Childhood Education / School

Early childhood education (ECE) or school is specific time devoted to helping children work on age appropriate literacy activities that reinforce learning. This component refers to the instruction a child receives at the ECE program or school in which they are enrolled. It is important to partner with a service provider or agency that works with children in the age cohort the family literacy program is targeting–local preschools, K-12 schools, or programs such as Head Start (see WIOA & Family Literacy, below, regarding funding for ECE/school activities).

Adult Education & Literacy

During the adult education and literacy component, adults work on level appropriate literacy activities that are geared towards their educational, personal, or job readiness goal(s) and interests. These activities should build parents' adult basic education and/or English language acquisition skills. In addition, programs often include digital literacy in this component. It is also important to integrate this component with the other components as much as possible. Helping adults improve their literacy will allow them to better support their children with learning and literacy activities (Comings & Rosen, 2016).

Interactive Literacy Activities (ILA)

Interactive literacy activities (ILA) include both adults and children working and learning together, which is important for the development of the child. These activities are most beneficial when based in real-world contexts as they help adults and children develop their language and literacy skills. ILAs also help adults better understand their child's development and how they can support their child's learning (McLean & Clymer, 2021). Other models, such as the National Center for Families Learning (NCFL), refer to this component as Parent and Child Together Time (PACT). This toolkit will refer to this component as ILA. The Interactive Literacy Activities Examples section below describes four California libraries' interactive literacy activities. Resources related to these ILAs are provided in Appendices G through J.

Parent Education

Parent education can include instruction to help adults learn about the educational development of their children by covering topics such as school involvement, communication, health and nutrition, or other areas that parents feel are important to the family unit (McLean & Clymer, 2021). Depending on the family literacy program's schedule, parent education can be embedded into adult education or ILA.

Integrating the Components

Integrating the four components in family literacy programming is essential to ensure that content in each component is aligned. Integration involves a purposeful and planned system of delivery to help support the development of language and literacy skills for both adults and

children. Successful integration also requires ongoing coordination, commitment, and teamwork from staff to ensure all components are unified (Potts, 2004).

Benefits of Family Literacy

By working on literacy activities with all members of the family unit (e.g., siblings, parents, grandparents, child care providers, etc.), both children and the adult family members gain a variety of literacy skills (Anderson et al., 2010). Research indicates many benefits of family literacy programming for children's oral language and literacy skill development (e.g., Anderson et al., 2010; Lonigan et al., 2008; van Steensel et al., 2012). Intergenerational literacy activities have been shown to improve children's early reading skills such as identifying letter names and sounds, using receptive and expressive vocabulary, reading words, and reading comprehension (van Steensel et al., 2012). However, early reading skills are not the only literacy skills gained. Through literacy activities that use technology, children can gain important 21st century skills such as reading digital texts, using the internet, and reading and composing emails (Anderson et al., 2010).

There are a few studies on adult outcomes that demonstrate family literacy programs can help adults improve their own literacy (Swain et al., 2014) and gain needed life and work skills (e.g., Cramer & Toso, 2015; Swain et al., 2014; Toso & Krupar, 2016). Participation in family literacy programs can also help adults develop self-efficacy, technology skills, overall confidence in their own capabilities, and the ability to help their children (Cramer & Toso, 2015; Swain et al., 2014). Family literacy programs also support adults' continued education (Swain et al., 2014), postsecondary credential attainment (Sabol et al., 2015), and language learning (Sommer et al., 2018). Specific program models such as family service learning can also help adults develop leadership and networking skills through project development activities (Cramer & Toso, 2015) and essential employability skills such as teamwork, collaboration, problem solving, and time management (Toso & Krupar, 2016).

WIOA & Family Literacy

This section highlights considerations for family literacy programming that are important when using Workforce Innovation and Opportunity Act (WIOA) funding. Please refer to the full WIOA document for more details and always check with state adult education officials for specific regulations in your state.

What does WIOA say about family literacy?

In WIOA, adult education and literacy is outlined in Title II (the Adult Education and Family Literacy Act, AEFLA). One purpose of AEFLA is to "assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family" (Workforce Innovation and Opportunity Act, 2014).

Although, WIOA does not state that family literacy is a required activity, it is one of eight allowable activities that can use Section 231 funding (for definitions of allowable activities, see Section 203(2)). According to WIOA Sec. 203(9), family literacy activities are defined as "activities of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs and that integrate" the four components of family literacy (see ECE/school, Adult Education and Literacy, ILA, and Parent Education defined above).

Partnerships are key to creating and maintaining successful family literacy programs. WIOA Sec. 231(d) states that programs "shall attempt to coordinate" with other agencies, specifically before using AEFLA funds for "non-eligible" participants, such as children (for family literacy, this could imply ECE/school, the child service component of family literacy). However, if a partnership is not possible an exception may be granted and AEFLA funds may be used to support the ECE/school component (see WIOA Sec. 231(d); seek guidance from your local grant or funding manager).

Family Literacy Framework

AEFLA Requirements & Outcomes

When using AEFLA funding to support components of a family literacy program, it is essential to follow AEFLA and state requirements for eligibility, intake, and assessment. Below are a few reminders about AEFLA, but be sure to consult with program or grant managers for specifics:

- Individuals engaging in the adult education and literacy component of family literacy should meet AEFLA eligibility: over the age of 18 or released from compulsory attendance (for those 16-18), need help developing foundational skills, does not have a secondary school diploma or equivalent, or is an English language learner.
- For adults, all required intake documentation must be completed. Confidentiality and data security must be maintained at all times.
- For intake, approved pre- and post-tests must be used and publisher guidelines followed (seek guidance from the Office of Career, Technical, and Adult Education (OCTAE) and your state's adult education office).

Program Logistics

There is much to consider when planning a family literacy program such as target population including age of children, needs, number of families to serve, partners, location, scheduling, support services, recruitment, etc. Logistics will vary by program and will depend on space, instructor availability, meeting the needs of families and their schedules, and the duration of the program (e.g., year long, semester long); however below are some questions to consider regarding program logistics:

- Who are the target adults? Do they need a high school diploma or equivalency; do they need English language acquisition; are they caregivers of children?
- What age is the target audience for the children (e.g., early childhood through age 8; whole family; older children; etc.)?
- How often will you provide services (days per week)?
- How long will each component be (component times may differ)?
- Where will the program take place?
- Are there components of family literacy that can be combined (e.g., some parent education could be combined with adult education)?

- Are there components that can be virtual, asynchronous, or hybrid (e.g., record ILA explanations or demonstrations; think about ways to maximize in-person or synchronous time)?
- What support services are needed?
- What kinds of supplies and materials will be needed for ILAs, will you offer snacks, and/or books, etc.?

It is also necessary to think about the hours that need to be reported in NRS. Adult learners in a family literacy program receive educational services during various portions of the components, and those instructional hours should be reported (e.g., Adult Education, Parent Education, and ILA). Because of the intensity of family literacy, reportable hours may accumulate quickly and therefore programs should stay on top of when adults should be post-tested.

For the Program Logistics Planning Document, see Appendix A.

Recruitment

Program staff must also know and understand the needs of the community the family literacy program will serve. There are several ways to gather information from either the larger community or those already enrolled in local adult education programs. Conducting focus groups, distributing surveys, or having individual conversations with potential families can provide valuable insight when planning a recruitment strategy.

Once a recruitment strategy has been developed, there are several ways to market the family literacy program: hold information sessions; distribute flyers; create social media, website, television, or radio advertisements; hang posters and distribute flyers; recruit from within the adult education program's established learner population; schedule information sessions with partners and local schools. Keep in mind, any recruitment materials should be easy to read; translated in target population languages when appropriate; and include important details such as eligibility requirements, contact information, and program dates and times.

For the Logistics, Recruitment, & Marketing Planning Document, see Appendix B.

Partners

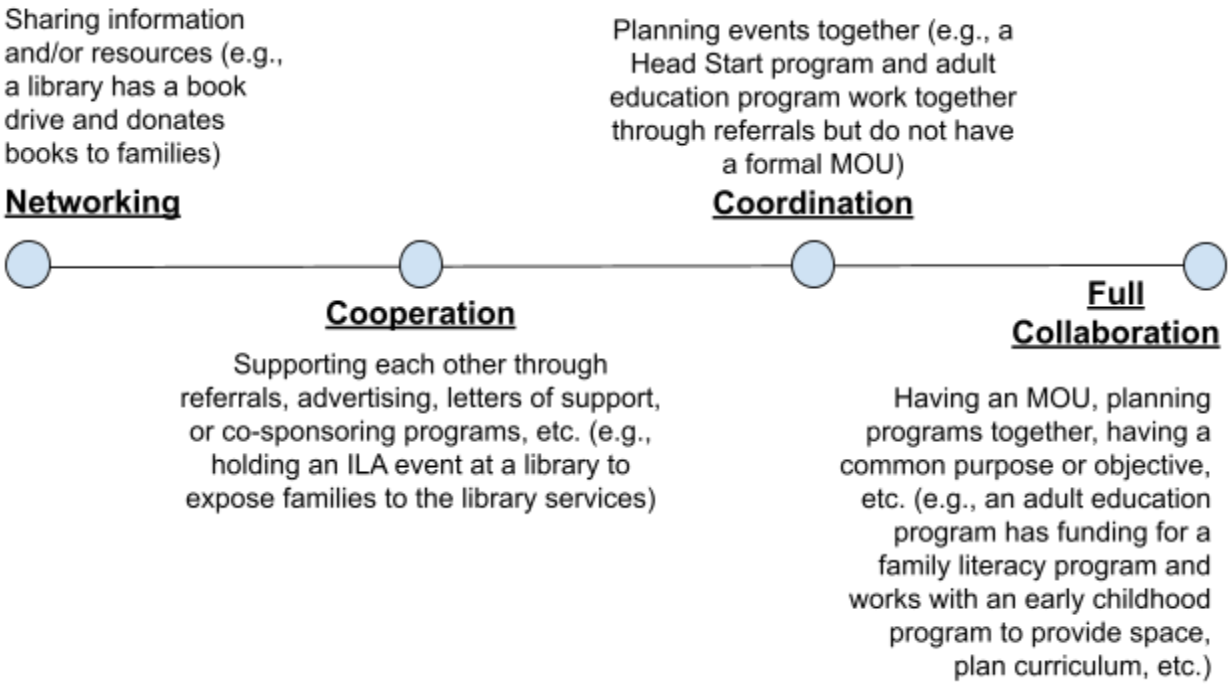
Working with partners is key to implementing a successful family literacy program. As stated in the WIOA & Family Literacy section above, it is expected that programs make every attempt to partner with other service providers, particularly for the ECE/school component. Some partners to consider are: local schools (appropriate for the targeted age cohort), child care centers, or early childhood programs such as Head Start or other pre-schools.

Partners can also assist during Parent Education and provide valuable information to support the parenting curriculum and lessons. For example, local health care providers, banks or financial institutions, community resource centers, libraries, or other support service agencies

can be invited as guest speakers and share useful resources on the topics that are important to families. Knowing the local community and the needs of the families can help determine which partners will be most beneficial.

When creating partnerships, remember to make collaboration the primary goal. Collaboration involves planning, accountability, leadership, communication, sustainability, and evaluation (Harris, 2021; see 9 Steps for Creating Community Partnerships). Keep in mind that collaboration can occur on a continuum ranging from no collaboration to full collaboration (Prevention Solutions, 2020; Frey et al., 2006). And, because collaboration is on a continuum, different partnerships may fall at different places on the continuum or a partnership may move on the continuum depending on a particular project or focus. Figure 1 provides an example of how partnerships may look during different phases of collaboration.

Figure 1



For the Partners Planning Document, see Appendix C.

Career and Training Support Services

Career and training support services should be provided to all adult education learners, including participants in family literacy programs, to address non-educational needs such as child care, transportation, and housing. These services should be provided by program staff as well as in arranged partnership presentations and referrals. Connecting participants to other

state and federal services for which they are eligible can help alleviate barriers to retention that many parents face such as unreliable transportation, unstable housing, food insecurity, and other concerns. Making connections with other adult and family service providers is absolutely critical as these services are not allowable uses of AEFLA title II funds. For example, AEFLA funds cannot be used for child care. However, child care is essential while parents are in adult education classes. Family literacy programs that partner with specific early childhood centers or public schools, are often able to accommodate child care needs when parents and children are participating in the four components at the same time in the same building. Moreover, this type of “place-based” programming often increases participation in interactive literacy activities because it is more convenient for parents to pick up their child from class and attend the ILA. Research also shows that support services help increase students’ “mental bandwidth” (Mullainathan & Shafir, 2013).

Budget

A key point regarding budget: make sure budget items are allowable under AEFLA (e.g., materials and supplies are allowable, whereas commencement ceremonies are not allowable). Working with partners to share costs can help mitigate the financial load for adult education programs and/or allow for funding of budget items not allowed under AEFLA, such as providing snacks.

For the Budget Planning Document, see Appendix D.

Program Evaluation

Evaluating family literacy programs is critical to successful implementation. When AEFLA funds are used, programs are subject to the data collection, reporting, and performance requirements of WIOA title II and the state agency (e.g., employment retention, median earnings, credential attainment, and measurable skill gain). Family literacy participants' outcome measures are reported on NRS Table 9, although OCTAE does not require states to complete this Table. However, programs need to also embrace a cycle of continuous improvement and consider measures to help determine if the program is achieving its intended outcomes for both parents and children. The Aspen Institute’s Ascend initiative outlines several key principles for the evaluation of two-generation programs (Sims & Bogle, 2016). In addition to measuring outcomes for adults and children, Ascend emphasizes including evaluation in the program design, using mixed evaluation methods (e.g. formative, quasi-experimental, experimental design), engaging families in data collection, and building internal capacity to support evaluation.

Knowing what outcomes to measure and having the capacity to adequately measure the outcomes can be a challenge for many family literacy programs because of limited staffing and capacity to collect data other than what is required by funders. Therefore, it is important for family literacy programs to outline the outcomes that are most critical to their success and develop a plan that identifies evaluation priorities and staff responsibilities. A Goodling Institute

presentation at the 2018 NCFL conference, Collecting Data that Matters, provides a data collection framework to help make decisions about what data to collect as well as tips, tools, and data resources for family literacy program evaluation (Clymer et al., 2018).

When conducting evaluations, it is also helpful to have standards to use as guideposts for quality programming. The Pennsylvania Department of Education Adult Basic Literacy Education Division developed indicators of program quality for family literacy programs in 2002. In 2020, Goodling Institute updated the indicators (Goodling Institute, 2020).

Inclusive Programming

As learner populations (both child and adult) continue to diversify, it is important to develop programs and instruction through the lens of an inclusive framework. This section briefly describes several such frameworks and provides some information to consider when working with learners with disabilities. More resources can be found in Appendix E.

How can the learners' strengths & assets be centered in program design & instruction?

Asset-based pedagogies respond to learners' needs and ways of constructing knowledge and are used to help combat a deficit framework. The deficit framework assumes that the current education structure is equitable and works for everyone in the system and that individuals have a deficit if they are not successful within this system (Yosso, 2005; Larrotta & Yamamura, 2011; Luna & Martinez, 2013). By approaching education from an asset-based framework, learners' strengths are used to construct knowledge which can help better serve learners in achieving their goals (Luna & Martinez, 2013).

Culturally Responsive Education

There are many asset-based pedagogies that center the learner's culture (see *funds of knowledge*, Norma Gonzalez and Luis Moll; *culturally relevant pedagogy*, Gloria Ladson-Billings; *culturally sustaining pedagogy*, Django Paris). This toolkit will focus on *culturally responsive education* (CRE) as defined by Gay (2018; 2002a) and Hammond (2015). Geneva Gay (2002a) wrote that learners should be at the core of the learning process and defined CRE "as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106).

Zaretta Hammond (2015) also wrote about placing learners' culture at the center of the learning process, using brain science to support her argument. She noted that the brain is hardwired to help us survive, thrive, interpret threats, and detect opportunities. If the brain feels threatened, it will go into protection mode and stop all learning for up to 20 minutes. Threats can be large life stressors but also include microaggressions or other social threats perceived by the learner. Even having to navigate a learning environment that is culturally different from what a learner may expect can cause the brain to panic (e.g., the expectation that learners work independently rather than together can cause undue stress). Centering learners' cultures, racial or ethnic identities, and ways of constructing knowledge can help learners feel safe and ready to learn.

Hammond's framework, *Ready for Rigor*, outlines four areas that help the instructor focus on their own cultural identity and sociopolitical awareness, relationships with learners, and the learning environment. In brief the areas are described below.

Awareness

Awareness includes an understanding of self, your own biases, and how your own cultural lens influences how you interpret and evaluate learners and their actions. Hammond (2015) stated that awareness includes "an understanding that we live in a racialized society that gives unearned privileges to some while others experience unearned disadvantages because of race, gender, class, or language" (p. 18). Awareness of self helps when thinking about your own socio-political position, helps shape your cultural lens, and helps you manage your own social-emotional responses to learner diversity.

Learning Partnerships

Learning partnerships include building trust, mutual respect, and validation by creating social-emotional partnerships for learning. Hammond (2015) wrote that "culturally responsive teachers take advantage of the fact that our brains are wired for connection" (p. 19). Creating learning partnerships helps establish authentic connections and trust. These partnerships also help learners rise to higher expectations while also challenging them intellectually.

Information Processing

Information processing includes strengthening and expanding learners' intellective capacity and helping them engage in deeper learning. Hammond (2015) stated that "the culturally responsive teacher is the conduit that helps students process what they are learning" (p. 19). Attending to information processing helps in understanding how culture impacts the brain and learning. It also encourages the use of brain-based information processing strategies.

Community of Learners & Learning Environments

The purpose of CRE is to create learning environments that show care and support, allowing learners to feel a sense of belonging. Hammond (2015) noted that "we think of the physical setup of our classroom as being culturally 'neutral' when in reality it is often an extension of the teacher's worldview or the dominant culture" (p. 19). Integrating cultural elements into learning environments can help create socially and intellectually safe learning environments that promote self-directed learning.

Universal Design for Learning

Also based in brain science, *universal design for learning* (UDL) is a framework that provides guidelines for creating inclusive learning environments that address the various needs of learners (Coy et al., 2014). UDL compliments CRE because "both [are] based on brain research that invites all learners to the table with tools and strategies that encourage empowerment through choice and agency. Making sure that all learners have access to rigorous outcomes is the goal of both UDL and culturally responsive [education]" (Fritzgerald, p. 55).

Universal design for learning minimizes barriers learners often encounter in the way lessons, materials, and assessments are designed, often because the design does not take into account learner variability (Coy et al., 2014; Evmenova, 2018). UDL encourages instructors to design instruction, materials, and assessments in ways that support how different learners construct knowledge. This does not mean that an instructor needs to create individual lesson plans for each learner. Rather, UDL fosters designing flexible learning opportunities that incorporate the strengths, needs, interests, and backgrounds of learners. Allowing flexibility and choice can help keep learners engaged (Evmenova, 2018). The three elements of UDL are described below (for more information, see *CAST*, 2018):

Multiple Means of Engagement

Making clear the "why" of learning can help stimulate learner interest and motivation for purposeful and meaningful engagement with the content. Allow learners choice in how they engage with materials and information to encourage autonomy.

Multiple Means of Representation

This element is the "what" of learning and focuses on presenting information in various ways to help learners become knowledgeable and resourceful. In order to provide multiple means of representation, use multiple media, graphics, animation, or other supports that help learners access information.

Multiple Means of Action & Expression

Defined as the "how" of learning, this component encourages learners to show what they know using various methods, which can help learners become more goal-directed and strategic. Providing choices such as projects, videos, written form, etc. can help give learners options for demonstrating their knowledge.

For resources for CRE & UDL, see Appendix E.

How can the family literacy program & instructors best serve learners with disabilities?

The asset-based practices of CRE (Gay, 2002b; Ford et al., 2014) combined with the flexible, choice-driven framework of UDL (Tobin, 2019) provide a foundation of inclusive education that can assist those with disabilities. As mentioned above, UDL is a flexible framework to help remove barriers and ensure that instruction and curricula contain multiple ways to present content and allow the learner to express their knowledge through various means. However, in addition to inclusive programming, some learners may require specific modifications or accommodations based on their individual needs. Below are some programming and instructional considerations to keep in mind when working with learners with disabilities.

Adults with Disabilities

One in four adults in the U.S. has some type of disability (e.g., physical, cognition, hearing, vision, etc.; Disability Impacts All of Us, 2020). With that statistic in mind, it is vital to ensure that all adults are supported in their learning environment. As described below, all adults should receive the opportunity to self-disclose a disability (e.g., physical, learning, mental health, etc.), but they are not required to do so. If an adult does self-disclose a disability they may or may not have documentation stating the nature of the disability and any needed programmatic or instructional accommodations or modifications. Other adults with disabilities may choose not to self-disclose. Still others may be undiagnosed. The role of adult education programs and instructors is to provide reasonable support for learners (see Accommodations and Modifications below). In all contexts, keep in mind any program policies and procedures regarding confidentiality, disclosure, and documentation.

Children with Disabilities

During the 2019-2020 school year, 14% of public school students received some form of special education services, with the most common service being for those with learning disabilities (Students with Disabilities, 2020). Similar to adults, some children may or may not have documentation for their disability, self-disclose or have an adult disclose their disability, or be diagnosed. However, if an adult or child discloses a disability the same policies and procedures regarding confidentiality apply.

A child with a diagnosed disability may have an Individualized Education Program (IEP) or 504 plan, and it may be helpful to ask what accommodations or modifications the child receives at school. Implementing those accommodations or modifications during ECE/school or ILA can help support the child's learning and reinforce consistency across learning environments. For more general accommodations, see Accommodations Made Without Documentation below.

Accommodations & Modifications

As mentioned above, learners (both children and adults) may request, and are entitled to, reasonable accommodations or modifications. An *accommodation* helps a learner interact with and access materials. Some examples of accommodations are large print or magnifiers, breaking material into smaller chunks, or providing audio versions of a text. A *modification* refers to changes in the curriculum so that the learner is not learning the same material as others (both definitions from *Understood.org*, n.d.).

Accommodations Made Without Disability Diagnostic Testing Documentation

There are many classroom and testing accommodations that can be made that do not require disability diagnostic testing documentation. However, if using accommodations on any standardized test, check with the publisher to ensure the accommodations do not require official diagnostic testing documentation. When using an online platform, many universal

accommodations are built into the platform for anyone to use as needed. Below are some examples of instructional or testing accommodations (this is not an exhaustive list):

- Providing magnifiers to enlarge text or increase the text font
- Providing small group instruction
- Providing graphic organizers or guided notes
- Chunking text or work into smaller, more manageable pieces
- Incorporating mini-breaks during instruction or work time (try to create natural breaks so as to not interrupt learning or processing)
- Providing audio options to pair with texts (Many websites and operating systems are building in audio features under “accessibility tools.” There are also many websites that specifically offer audio options for texts.)
- Use video, audio, or images during large group instruction
- Have fewer items or questions per page
- Providing color overlays or changing the color of text and background to reduce the contrast
- Providing highlighters

Accommodations that Require Disability Diagnostic Testing Documentation

Some learners may require specific accommodations during instruction or testing. Most of the time, these accommodations are listed on official diagnostic testing documentation the learner may have. When requesting accommodations on any standardized test, it is crucial to follow specific publisher guidelines as all requirements will differ. The list below provides some examples of accommodations that require documentation (this is not an exhaustive list):

- Testing over multiple time periods
- Testing in a private room
- Extended time on tests
- Read aloud of directions and/or test items

Below are direct links with information when requesting accommodations for some common adult education intake, placement, and standardized tests:

- BEST Plus 2.0 testing and FAQs on page 7 address accommodations
- CASAS testing accommodations webpage

- GED ® testing accommodations webpage
- TABE testing guidelines for inclusive testing and FAQs addressing accommodations

General Programming Considerations

There are several programmatic aspects to consider when working with learners with disabilities. For example, marketing and outreach, registration, and program accessibility need to be addressed so that learners with disabilities feel included and supported. The LEAD Center, a technical assistance contractor for the U.S. Department of Labor created the *Promising Practices in Achieving Nondiscrimination and Equal Opportunity: A Section 188 Disability Reference Guide* (U.S. Department of Labor, n.d.). Below are some highlighted areas of interest for programming.

- Marketing & Outreach: Recruitment materials should contain "positive images of individuals with disabilities" (Section 1.2, p. 9).
- Registration: Program staff should ask *all* learners if they need assistance during the registration process. Learners may need help filling out forms or may require one-on-one assistance in a private setting (Section 1.6.2).
- Confidentiality & Disclosure: Programs should have written policies and procedures in place to assist staff when a learner self-discloses a disability. Keep in mind self-disclosure is voluntary and should remain confidential (Section 1.6.4).
- Collaboration with Partners: To best serve the needs of learners with disabilities, programs should have ongoing partnerships with agencies "that have experience working with individuals with disabilities...to ensure equal opportunity and nondiscrimination" (Section 1.4, p. 13; see *Family Literacy Framework, Partners*, above, for more information regarding partnerships).
- Accommodations: "Programs are required to provide reasonable accommodations for individuals with disabilities to ensure equal access and opportunity...The process of identifying and providing...accommodation[s] should be done as quickly as possible to avoid delaying access to services" (Section, 2.2, p. 32-33; see *Accommodations & Modifications*, above, for more information).
- Architectural Accessibility: All facilities, including "the construction and design," should be accessible to learners with disabilities (Section 2.7, p. 43).
- Program Accessibility: The program as a whole entity should be accessible to learners with disabilities. This includes, but is not limited to, "making reasonable modifications to policies, practices, and procedures…[and] providing auxiliary aids or services, including assistive technology devices and services, where necessary" (p.1, footnote 2; definition from 29 CFR 38.13(b) p. 87142).

Family Literacy Program Examples

Family Literacy in a Charter School

Briya Public Charter School in Washington, DC was established to strengthen families through culturally responsive two-generation education. Briya's four components include adult education, early childhood education, child development classes for parents, and family time. Adult education includes English as a Second Language, digital literacy, high school diploma, and workforce classes. Early childhood classes are offered to children ages 0-5. All early childhood classes are bilingual (English and Spanish). Beginning in 2020, Briya integrated an outdoor learning program into its early childhood classes. Initially, outdoor learning was used for COVID mitigation, but it was so successful that it is now part of the school's model.

In addition, Briya provides high-quality health care and social services through a partnership with Mary's Center, a comprehensive community health center in DC. Briya and Mary's Center collocate at three sites in the District. Collectively, the two organizations implement the Social Change Model of care and support. Having everything in one location makes it easier for families to participate in all components, persist in their education, and access vital services.

Briya is funded through a variety of sources—the DC Charter School Uniform per Student Funding Formula, local and federal grants, and private foundations. The DC Public Charter School Board (PCSB) is responsible for accountability and oversight of all charter schools in DC. The PCSB annually evaluates Briya's adult education and prekindergarten programs.

Remote Family Literacy Program

Family Pathways (Goodling Institute for Research in Family Literacy, Pennsylvania State University, College of Education), is a state-funded family literacy program offered in three counties (Centre, Clinton, and Lycoming) in central Pennsylvania. Like many other family literacy programs across the country, instructors adapted in-person classes to remote instruction during the pandemic. All four components are offered online and include adult education (introduction to the lesson, warm-up activity, homework review, mini lesson, and exercises and practice); parent education (check-in and ILA debrief, online resource lesson); and ILA (assignment and remote ILA). Instructors use PowerPoint slides to organize instruction and Zoom video-conferencing to interact with parents and their children. A variety of online resources are used to support parents and their children (e.g., *USA Learns*, *Khan Academy*, *Reading Rockets*/*Start with a Book*, *Common Sense Media*, *Learning Chocolate*). Lesson content is informed by parents' needs and requests as well as their progress in writing, reading, speaking, and assessments. News events and children's schooling challenges provide rich opportunities for contextualized lessons. For example, a key goal of family literacy programs is to help parents engage with their children's schools. Online resources such as *When School is Closed: Resources to Keep Kids Learning at Home* (Reading Rockets, 2020) can be easily adapted for the parent education class. In addition, ILAs can be conducted online using a

traditional “take-home” model of dropping off or mailing packets with ILA materials to families’ homes. ILAs can also occur via Zoom, where parents and children listen to a story read by the instructor, engage in conversations about the story, and then do interactive learning activities related to the book at home (Kaiper-Marquez et al., 2020). The Family Pathways program tracks performance using WIOA Title II NRS outcomes and an end of year report from children’s schools that provides information on the child’s attendance and progress in school.

Family Literacy Partnership: Community-based Adult Education and Early Childhood Education Programs

Funded by the William Penn Foundation, the Indochinese American Council (IAC) partners with KenCrest Early Learning Programs to provide family literacy services in Philadelphia, PA. The program serves families whose children attend KenCrest’s Head Start, Early Head Start, or pre-k programs. IAC provides two sections of the family literacy program for parents needing to learn English. Two levels (beginning and intermediate) of English language classes are offered along with parent education and ILA. Instruction is highly contextualized and all family literacy components are integrated. Because the English classes are offered at the same facility where children attend early childhood education classes, the instructor is able to talk with the children’s teachers to understand topics that the children are learning and build English language and parent education lessons around those topics. For example, during the first couple of weeks of school, the children are learning about routines, and adult education includes contextualized language lessons and parent education activities related to sequencing, being organized, and daily habits related to getting ready for school.

This family literacy program (along with four others in Philadelphia that are being funded by the William Penn Foundation) is being evaluated by the Goodling Institute for Research in Family Literacy. Data is being collected to track outcomes for parents and children related to literacy and language development and the implementation of the program (see Appendix F for the project’s Theory of Change). Changes in parent’s increased support and involvement in their child’s language and literacy growth, involvement in their child’s education, and everyday literacy practices are being measured through a pre-post survey and weekly home activity log. Outcomes for children are being measured through a report from the school that the child attends which includes information about attendance, behavior, promotion to the next grade, and assessment.

Interactive Literacy Activity Examples

California Libraries

The California State Library administers state funding to support California Library Literacy Services (CLLS) – $4.8 million for adult literacy services and, since July 2018, an additional $2.5 million for family literacy services. Sixty-seven of the 105 library-based literacy programs offer family literacy services that build on communities' and families' strengths, complement families' home literacy practices, and align with learners' aspirations. Although program design varies across the state, creative and engaging activities connect families, older and younger generations alike, with programming, resources, and each other so adults can learn new things to use in family life. Similar to many family literacy programs, California Library Literacy Services have supported families remotely during the COVID-19 pandemic. Program staff have designed innovative ways to offer programming and continue providing materials for families to have at home to enjoy and keep. Examples of family literacy programming in Fresno County, Orange County, Redlands, and San Diego include:

Fresno County Public Library

The Fresno County Public Library operates family literacy programs in 12 libraries and four off-site locations in diverse communities throughout the County. In addition to the state library funding, the County also provides funding for Fresno's family literacy programs to help cover staff salaries, fringe benefits, and overhead. Typically, multigenerational family literacy programming is scheduled during six-week sessions. Storytelling is a key feature of programming and staff indicate that it allows the entire family to be involved to tell stories about personal photos, artifacts, heirlooms, or textiles that are special to them. Fresno's Lotería Themed Program, which has a strong cultural focus, provides a variety of topics to address different interests. This series allows staff to help families develop language, reading, and writing by playing Lotería and exploring related books. (see Appendix G for Learning Together program outlines). Participants also develop family-based learning goal charts to track progress and build home libraries. The series has also been adapted for Hmong families by a staff member.

Orange County Public Library

At the Orange County Public Library, parents, grandparents, and siblings all participate in the family literacy program. As a result, the programming focuses on topics that are of interest to a wide range of ages such as genealogy or cooking. The genealogy theme involves developing digital literacy skills--older family members use the Ancestry database to research their relatives, while younger members learn about their family tree. Stories about the family are journaled and shared. The cooking theme is implemented with Charlie Carts which is an "all-in-one, hands-on food education program for any learning environment." It is designed so that younger children can explore cooking safely while the whole family is learning about healthy

eating habits. (see Appendix H for a sample flyer for the “Taste Buds” program). During their six-week Book Camp program, staff model ways that parents can intentionally interact with their children through conversing, reading, singing, or playing to build literacy skills.

A.K. Smiley Public Library

Family literacy programming at the A.K. Smiley Public Library in Redlands began in 2019 because staff recognized the need to help adult learners with families understand more about their children's development and how to encourage a love for reading. The program includes a monthly family literacy meeting, a quarterly parent meeting, and weekly adult education tutoring. In the monthly family literacy meeting, parents are introduced to interactive projects that are structured to develop the learning, reading, or writing skills of the children. The parent meeting focuses on the educational development of children. Knowledge learned in the meetings is applied during the parent-child interactive literacy activities that are incorporated into family story time. Information about the interactive literacy activities is provided in a bi-monthly newsletter for tutors so that they can emphasize the topics covered during their adult education tutoring sessions. An advisory committee has been formed to get feedback from parents, a local teacher, and a representative from Head Start to assist in guiding the family literacy program. (see Appendix I for a sample lesson plan and outdoor scavenger hunt)

READ/San Diego Public Library

READ/San Diego, offered at the San Diego Public Library, serves primarily low-literacy or English-speaking adults who are parents of children under five years of age. The goal of parent education is to assist parents to build skills to help their children learn. Staff model skill development through interactive literacy activities (e.g., story time, arts and crafts, cooking, playing) with the aim of supporting parents to use the skills at home. Instruction includes topics such as asking questions, developing fine motor or writing skills, teaching letters and sounds, and building a home library. Since some parents are developing emergent literacy skills themselves, staff use note cards for parents to understand the developmental skill the child is learning. For example, a craft activity using scissors, which helps children build fine motor skills, includes a card with a picture of scissors and the words “cutting = writing.” READ/San Diego does not have a separate adult education component as staff believe parents are learning along with their children. However, when parents start expanding their language and literacy skills, they are encouraged to go to a tutor. All members of the family, especially fathers, uncles, and older children, are encouraged to participate (see Appendix J for a read aloud lesson plan).

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Appendices

Appendix A: Program Logistics Planning Document

Appendix B: Logistics, Recruitment, & Marketing Planning Document

Appendix C: Partners Document

Appendix D: Budget Planning Planning Document

Appendix E: Resources for CRE & UDL

Appendix F: Theory of Change

Appendix G: Fresno Public Library

Appendix H: Orange County Public Library

Appendix I: A.K. Smiley Public Library

Appendix J: READ/San Diego Public Library

Appendix A: Program Logistics Planning Document

- **Who is the target adult audience?**

- **Who is the target child audience? Will the family literacy program focus on one age group for children or allow a range of ages? If so, is there capacity within ECE/school to accommodate various age groups (i.e. enough instructors with the capacity to address development needs of diverse age groups, appropriate materials, etc.)?**

- **When will the adult education, parent education, and ILAs be held? How many times per week? How long? Times may differ depending on the component (e.g., adult education classes might run for 3 hours, whereas parent education may be 1-2 hours).**

- **Are there components of family literacy that can be combined (e.g., some parent education could be combined with adult education)?**

- **Are there components that can be virtual, asynchronous, or hybrid? Think about ways to maximize in-person or synchronous time (e.g., record ILA explanations or demonstrations).**

- **What type of enrollment will the program have (closed, managed, open, etc.)?**

- **How will the ECE/school component be offered? Will you have partners? How will you recruit them?**

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Appendix B: Logistics, Recruitment, & Marketing Planning Document

This document will help in planning a comprehensive recruitment and marketing plan, including what to incorporate in the recruitment materials, where to distribute them, and a timeline for distribution.

Program Logistics:

1. How many families do you want to enroll (think about enrollment for both adults and children)?
    a. Adults: _____
    b. Children: _____
2. Who are your target audiences (both child and adult)?
    a. Adults: _____
    b. Children: _____
3. What are the requirements for enrollment? _____
    _____
    _____
4. How will you identify potential families? _____
    _____
    _____
5. What information will you give potential families?
    a. Class time(s): _____
    b. Location: _____
    c. Description of program: _____
        _____
        _____
    d. Marketing message (What are the benefits and outcomes of the program? How will you communicate that?): _____
        _____
        _____
    e. Cost: _____

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f. Enrollment process and requirements: _____
_____
_____

g. Program contact information (How can families contact the program and by when?): _____
_____
_____

Refining Recruitment Materials:

The following items will help in refining what to include in the recruitment materials:

Brief description of program (include benefits and outcomes of program)	
Target audience (could include age cohort of children or specific populations)	
Dates, times, location, cost (if any) of program	
Registration dates and location	
Program contact information (could include name, phone number, website, email address)	

Marketing Strategy:

Think about various types of marketing. The following questions may be helpful when thinking about how to recruit families:

How do learners currently get information about local adult education programs?

What are some new methods to consider regarding recruitment and outreach? Consider how partner organizations can be recruiters or feeders to the family literacy program.

Who will be responsible for distributing materials (responsibility could be divided among staff members)?

In what capacity can partners be involved in distributing materials?

Presentations (specify webinar or in person)

To what groups?	When?	Who will do this?

Flyers & Brochures (specify electronic or print)

What type?	Who will develop?	Cost?

Advertisements (TV, radio, social media, etc.)

Type of media	Who will develop?	Cost?

Other Recruitment Tasks

What?	When?	Where?

Cost:

Is there a cost associated with the recruitment materials (i.e., printing, advertisement costs, etc)? Use the table below to help plan for costs. These costs should ultimately be included in the overall budget using either WIOA funds or assistance from partners. Add rows as needed.

Description of cost	Service provided by	Amount
TOTAL		

Distributing Plan:

Consider all the information above and use this table to finalize a distribution plan for your marketing materials. Add rows as needed.

Who is distributing the materials?	What materials are they distributing?	When will distribution occur?	Does distribution need to reoccur (e.g., refilling flyers or pamphlets)? If so, how often?

Appendix C: Partner Planning Document

Use this table to help brainstorm needs and service providers. Think about how the partnership should be defined (refer back to Partners above, if needed). Some possible needs and services are provided in the first two rows. Add rows as needed.

What outside services does the program need?	**What agency or service provider could assist?**	**Contact information (e.g., website, name, email, phone number)**	**How is the partnership defined? (Who is doing what? What outcomes are desired?)**
Example: ECE/school provider	*local school, a child care center, Head Start*		
Example: Parent Time assistance	*local clinic to provide health information, banks to provide finance information, food resource providers*		

Appendix D: Budget Planning Document

WIOA & AEFLA Funding

Use this table to plan for and keep track of WIOA & AEFLA allowable budget items. For non-allowable budget needs, work with partners to assist with costs (see table below for planning with partners). An example is provided in the first row. Add rows as needed.

Budget Category Brief Description (example)	**Object Code**	**Total WIOA Funding**
(staffing needs, curriculum development, administrative costs)	*1000*	*$5,700*
TOTAL		

Partners & Other Needed Services

Use this table to plan for and keep track of services needed from partnering agencies. This could include space, staffing (particularly for ECE/school), materials, or other costs not allowable under WIOA. There may not be a cost associated with a service, particularly if it is a service provided through a partner agency. Add rows as needed.

Partner agency or needed service * add more lines as needed	**Description of Services**	**Funding provided by partner**
TOTAL		

Appendix E: Culturally Responsive Education & Universal Design for Learning Resources

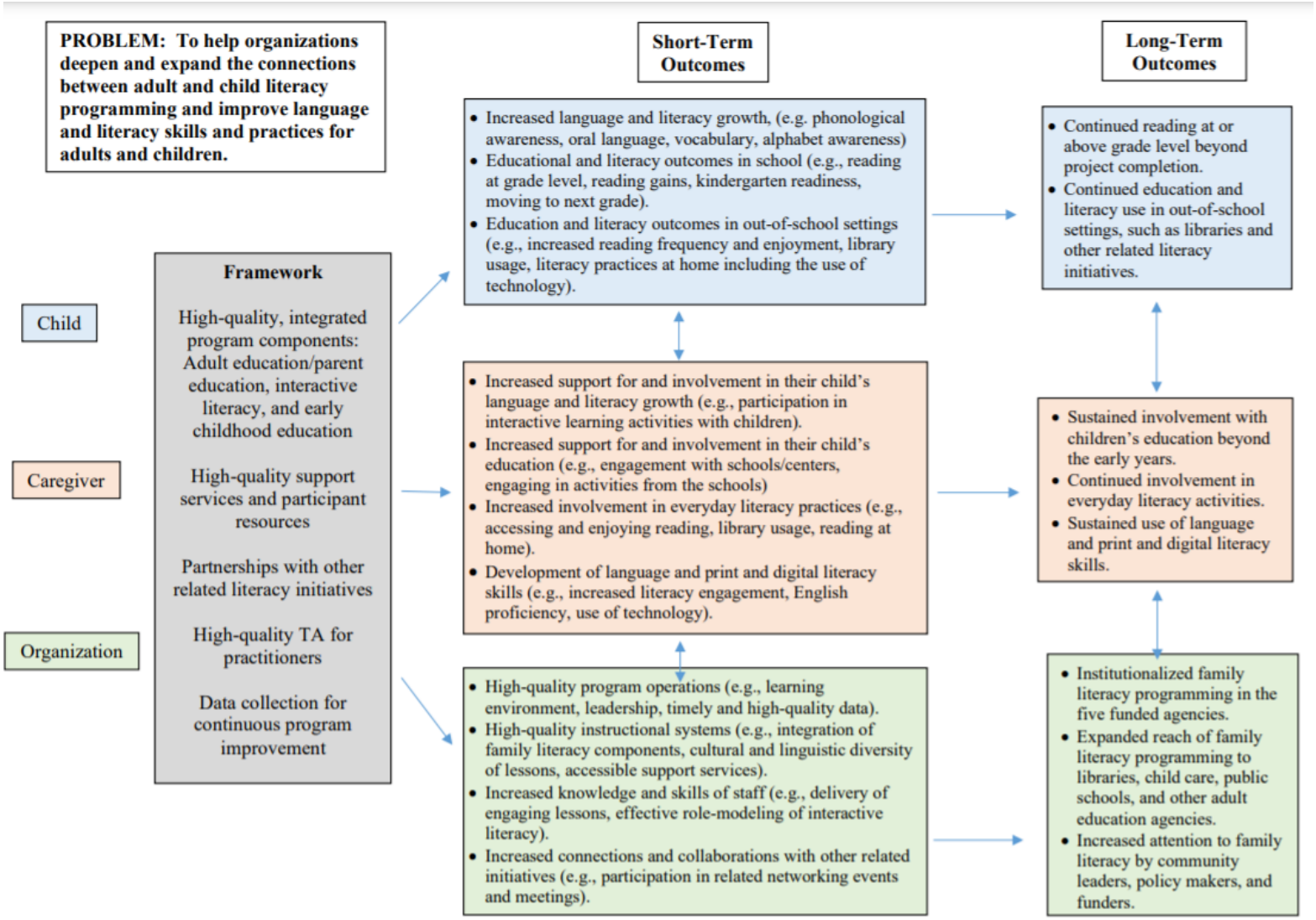
Culturally Responsive Education

- Zaretta Hammond's (2015) Ready for Rigor Framework
- Preparing for Culturally Responsive Teaching by Geneva Gay
- Culturally Relevant Pedagogy
- Culturally Responsive Design for English Language Learners

Universal Design for Learning

- CAST UDL guidelines
- UDL overview video
- UDL & the brain
- Key Questions to Consider When Planning Lessons (2020)
- UDL Tips for Designing Learning Experiences (2020)
- UDL Checklist
- Universal Design for Learning Guidelines with Equity in Mind

Appendix F: Theory of Change



Appendix G: Fresno County Public Library Resource

Learning Together: Family Storytelling

Week 1:	Provide an introduction of the program. Facilitator(s) will share a photo or Artifact /heirloom/textile with the group and provide a short story about the item. **Play:** English/Hmong Bingo game. Books are given as prizes. **Homework:** Families will share a photo (or artifact/heirloom/textile) and tell their story relating to the chosen item.
Week 2:	Families will share and talk about their story using their photo or artifact. Books are distributed to adults and reading habits are discussed. Goal chart is introduced to families. Facilitator(s) will provide examples of achievable goals (ex: walk for 20 minutes as a family and/or read together for 15 minutes). **Play:** English/Hmong Bingo game. Books are given as prizes. **Homework:** Families will identify goals and share them during the next session.
Week 3:	Revisit the Goal chart. Have families share their goals with the group. **Reading and writing discussion:** · How do you talk to your children about the books that they read? · Do they see you reading? · Do you read alongside your children? · What would have to happen to allow time and space to read with together? **Play:** English/Hmong Bingo game. Books are given as prizes.
Week 4:	**Discussion:** · How reading and writing come together through book discussion? · What makes a good story or poem? · How do you share stories as a family? A blank booklet is introduced to families. Facilitator(s) will share a brief example of their book to spark ideas for families. **Play:** English/Hmong Bingo game. Books are given as prizes. **Homework:** Families will create a storybook together and have the opportunity to share their book the following week.
Week 5:	Families will share their storybook with the group. **Play:** English/Hmong Bingo game. Books are given as prizes.
Week 6:	**Discussion:** · What they will take with them? · What will you do as a family as a result of this program? A special book will be given to the parent(s). Play one last game of Bingo as a group.

Learning Together: Lotería Themed Program

Week 1:	Provide an introduction of the program. Talk to the families about Lotería. Explain Zoom and how they will get their materials from their branches the commitment. Introductions. Intake forms How to use = https://fresnoliteracy.libib.com/i/families-learning-loteria-giveaways Answer questions and set expectations.
Week 2:	**Play Lotería.** Intro to the program: Play the game. Share your Lottery story. Have you played Lotería before? Have you seen Lotería out in the community? Did your child win the Magnet school Lottery? Did you win the lottery to come to this county? How often do you play the lottery? The program is explained this week the 5 week commitment and depending on the group the star goal sheets are distributed.
Week 3:	Play: Lotería & Revisit the Goal chart. Have families share their goals with the group. **Reading and writing discussion:** · How do you talk to your children about the books that they read? · Do they see you reading? · Do you read alongside your children? · What would have to happen to allow time and space to read together?
Week 4:	**Discussion:** **Play Lotería.** Reading and writing discussion. How do you talk to your children about the books that they are reading? Do they see you reading? What was it like to read as a family this week? What poem impacted you and why? What was it like to read with your younger children? Book Discussion with Adults (youth observe adults sharing) **Homework:** Families will work on their Lotería Cards
Week 5:	**Play Lotería:** Reading and writing, exploring how it all comes together book discussion; What makes a good story, or poem? How do you share stories as a family? Creating shared learning within families, having them go home and create their own "Lotería" cards as a family. What would it look like and why? Bring it back to share with the group. Show examples for participants to see potential Lotería cards. Youth share what they read.
Week 6:	**Play Lotería** Creating Luck…Opportunities for families. Participants would bring their materials and creations. They would share with the group. Discussion of the reading and what they will take with them and one last game of Lotería as a group. What will you do as a family as a result of this program?

Appendix H: Orange County Public Library Resource

OC Public Libraries Presents Taste Buds: A [Charlie Cart](#) Food Literacy Program

Cook with your family using natural herbs and spices to create more flavorful dishes together

*OC READ is a literacy program and division of OC Public Libraries

Fun Facts about:

Basil

- Basil belongs to the mint family
- It is native to Asia
- It is a great source of vitamin K

Recipe:

- 12 cherry tomatoes
- 1 orange bell pepper
- 1 yellow bell pepper
- 3 Persian cucumbers
- 1/3 red onion
- ½ cup fresh basil

Directions:

- Cut all the vegetables into small bite size pieces
- Cut the basil into thin strips
- Combine all the ingredients in a large bowl
- Add olive oil, lemon juice, minced garlic, agave, and salt & pepper
- Stir to combine
- Serve & Enjoy!

Tips on how to make this recipe with your kids!

- Kids can help by separating the cut veggies
- They can also add the ingredients into the bowl and help mix!

Appendix I: A.K. Smiley Public Library Resource

Sample Family Literacy Meeting Agenda

Theme and Materials Needed

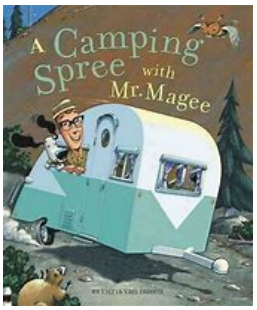
- Remind each family to bring blankets or chairs for Parent Meeting
- Ball, lanterns
- Prep bag contents -
    - Books: A Camping Spree with Mr. Magee by Chris Van Dusen, vocabulary sheet, Peep Inside Forest by Usborne
    - Flashlights
- Activity supplies - Yarn, cardboard loom, shuttle
- iPads - space app downloaded - SkyWalk
- Snack: S'mores - graham crackers, chocolate, marshmallows

Lesson Plan

6:30 Opening Activity - Scavenger Hunt in Library Garden

6:45 Icebreaker!!

- Newsball: Have you ever been camping before? If so, where have you camped?



Survey Questions #1: Today, I met someone new?

7:00 Camp song

Read Aloud A Camping Spree with Mr. Magee

7:10 Parent Meeting

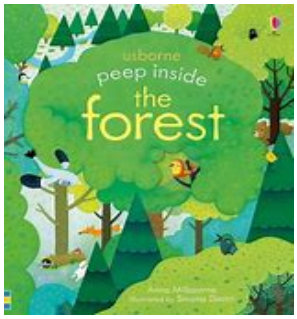
- Welcome parents
- Show Parents how to use the Peep Inside Forest book with their children

7:10 Camp Activity Creation

- Cardboard weaving loom
- Yarn
- Shuttle

Survey Question #2: Today I feel welcome and comfortable, like I belong.

7:25 Parent/Child read aloud time - Peep Inside the Forest



7:35 Snack - S’mores

7:45 iPads - look at the stars using space apps

Survey Question #3: Today, I learned something that I can use at home with my family.

8:00 Give out flashlights

Ending: Next Family Literacy Meeting - Back to School

OUTDOOR SCAVENGER HUNT

Explore the Children's Garden! Look up, look down and all around.
Find something for each word and write it on the line

Adjectives:

Big _____

Soft _____

Rough _____

Nouns:

Circle_____

Triangle_____

Rectangle_____

Owl _____

Squirrel _____

Bonus:

The cow jumping over the moon_____

Is there a stained glass character you like?_____

Appendix J: READ/San Diego Public Library Resource

Family Literacy Services Lesson Plan
READING: Aloud, Shared, and Guided OH MY!

Parent Topic:

- We are discussing 3 different instructional reading practices that can help you support your child through their literacy learning.
  Those are:
  - o Read-aloud
  - o Shared Reading and
  - o Guided Reading

- Learning to read requires instruction and lots of practice. The process occurs across multiple stages of your child's literacy development.

- As your child gains new skills, they will emerge from a pre-reader, to reading more independently as they learn to decode and develop reading comprehension and fluency.

- You can use these 3 instructional reading practices as tools to support your child throughout these stages of literacy learning.

- Read-aloud
  Read-aloud is an instructional practice where you read books and text aloud to your child. During this time, you are modeling how to read. You can incorporate changing your pitch, your tone, and your pace depending on the context. You can also change the volume of your voice for effect. You are modeling when to use pauses during the story and how to be interactive while reading. Try asking your child questions and making your own comments about the story. Interact with the illustrations throughout the story as you read. By modeling all these strategies to your child, you are introducing fluent and enjoyable reading.

- A great tip is considering your child's 5 senses. For instance, "What do you think the _____ tastes, feels, sounds, looks, smells like?"

- Remember to read books over and over to children. This helps them to memorize parts of the story and begin making connections with the print. Some children as early as 3 years old can start to recognize the same letters representing the same words!

- Shared Reading (Older Children)
  You and your child will share reading out loud together. With shared reading, you are helping your child emerge from a pre-reader to a novice reader. This usually happens around 6-7 years old. At this stage, your child is working on skills that will help them get closer to becoming an independent reader. With all the reading aloud that you modeled for your child, shifting into shared reading gives your child the opportunity to start using those same strategies and skills on their own.
- You can begin reading the story and then take turns reading with your child. Maybe

you'll do most of the reading at first and slowly transition to them reading more and more. If you notice your child needs help reading, take over.
You can read one line, and they read the next, or you can read in unison. Your child can take their turn reading as they start to feel more comfortable and build confidence. During shared reading, you still want to model all those same skills you did before when you were reading aloud to your child.

• Guided Reading
You can sit next to your child and listen as they read. Help them with any word that they pause at. Before your child reads, you can talk about the book with your child. Help your child by asking them about any background knowledge they might know. For instance, after learning the books topic… say it's about a particular sport, ask your child what they know about that sport. Listen to your child read and if you feel like you are helping them too frequently, say every ten words, you may need to help your child select an easier book.

• Whichever instructional reading practice you're using, remember the focus should always be on enjoyment. If you are always "teaching" then we lose the fun. So, its important to find the balance of teachable moments.

• Here's something to try this month!
Kids love reading to animals since they feel like their reading skills won't be judged. This is a great strategy for hesitant or struggling readers to gain confidence and practice reading and it will give children a positive outlook on reading aloud. If you don't have a family pet, a stuffed animal works too! If your child is not reading on their own yet, you can read aloud to both your child and your family pet, or a favorite stuffed animal.

Book for Storytime:
Madeline Finn and the Library Dog by Lisa Papp

Craft: Adopt a Puppy! Families can create their very own puppy to practicing reading aloud to!
Supplies needed:
Construction paper
Cotton
Tissue Paper
Decorative Tape
Glue
Markers or Crayons
Puppy Image

Directions: Create a puppy bed. First color and decorate bed. Then take cotton and stuff between two sheets of construction paper and tape all sides with tape. Next, loosely glue tissue paper to bed. Cut puppy image and glue to the bed with tissue paper wrapped around for a blanket.