

FAMILY LITERACY INITIATIVE EVALUATION RESULTS

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Project Overview and Evaluation Findings

William Penn Foundation Family Literacy Initiative

Great Learning Strategies

Overall Vision

All children from low-income families in Philadelphia have high quality educational opportunities that lead to **improved life outcomes**.

Core Priority – Early Childhood

Supports a **strong start** for children and prepares **strong readers**



Engaged Families



Quality ECE Centers



Strong Literacy Instruction



Literacy-Rich Environments



Qualified Educators



Advocacy

- **Build a cohesive set of opportunities for parents and caregivers to learn about their children's development and enact their role as first teachers.**

Family Literacy Definition

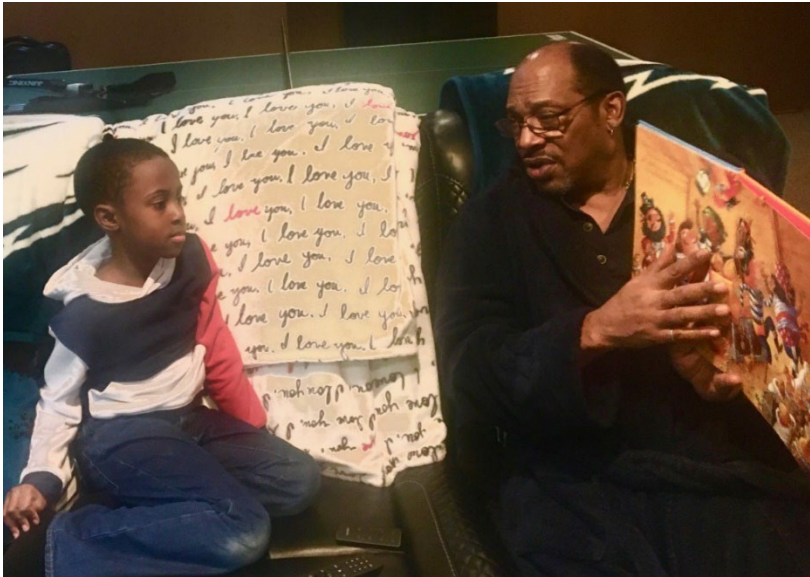
Family literacy is often designed to integrate these four key components:

- Adult education or English language learning for adult learners
- Early childhood & school-age education
- Interactive parent-child literacy activities
- Parent education



From: KenCrest

Value and Benefits of Family Literacy



From: SOWN

- Focuses on families to support literacy, education, and language development
- Focuses on the whole family
- Helps adults work on their own educational growth while also:
 - learning about the development of their children,
 - connecting to schools and teachers, and
 - engaging in literacy activities with their children to support learning and development.

William Penn Foundation Family Literacy Initiative

GOALS

Improve

Improve language and literacy skills and practices for adults and children.

Sustain

Sustain parental involvement with children's education beyond the early years.

Institutionalize

Institutionalize family literacy programming in the five funded agencies.

Expand

Expand reach of family literacy programming to libraries, childcare, public schools, and other adult education agencies.

Increase

Increase attention to family literacy by leaders, policy makers, and funders.

William Penn Foundation Family Literacy Initiative

OVERVIEW

- 5-year initiative: December 2018 to November 2023
- Goodling Institute: external evaluator and technical assistance provider

5 sites in Philadelphia

- Beyond Literacy (BeLit)
- Indochinese American Council (IAC)
- KenCrest
- Nationalities Services Center (NSC)
- Supportive Older Women's Network (SOWN)

3-4 Components

- Adult education
- Parent education
- Interactive literacy activities (ILA)
- ECE/school

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OVERVIEW

Organization	Instructional mode(s)	Staffing and partners	Populations served
Beyond Literacy (BeLit)	In-person & remote	Partner: Philadelphia Public Schools	ESL
Indochinese American Council (IAC)	HyFlex & remote	Partner: KenCrest Early Learning Centers	ESL
KenCrest Early Learning Centers	HyFlex & remote	Partners: IAC & Temple University	ESL & HSE
Nationalities Services Center (NSC)	In-person & remote	Mostly volunteers	ESL
Supportive Older Women's Network (SOWN)	In-person & remote	Partners: senior centers	Grandparents

HyFlex Classroom



BeLit HyFlex Open House

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EVALUATION METHODS

CAREGIVERS

- Attendance hours
- Pre-post caregiver survey
 - ✓ Pre: upon program enrollment
 - ✓ Post: spring of every year or at exit
 - Topics – E.g., adult literacy practices; adults' comfort with digital literacy and literacy practices, interactive parent-child activities.
- Weekly Home Activity Logs (WHALs*)
 - ✓ Frequency of parent-child interactions
 - E.g., Reading, writing, storytelling, talking, singing, community and school-related activities, library visits

*WHALs and pre-post survey translated into Arabic, Burmese, Chinese, Dari, Karen, Nepali, Pashto, Russian, Spanish, Swahili, Uzbek, Zomi Tedim Chin

William Penn Foundation Family Literacy Initiative Pre-Caregiver Survey

Instructions for the staff person administering the survey (hereafter, the “interviewer”):

- **Enter the unique identifier of the participant here:** _____

The first questions ask about reading writing, and learning in your family.

Pre-Caregiver Survey

1. In the <u>past week</u> , how often did <u>you</u> do these things with your child:	None	1-2 times	3-6 times	7 or more times	Don't know	Prefer not to answer
a. read to your child (for example, a book, magazine, newspaper, comic book, website, etc.)?						
b. tell stories to your child?						
c. listen to your child read or tell stories?						
d. practice reading, identify letters of the alphabet, or talk about words while doing other activities (for example, grocery shopping)?						
e. practice writing the alphabet, words, or other kinds of writing?						
f. play with toys (for example, blocks, puzzles) or play games (for example, board games, cards)						
g. do activities like arts and crafts, coloring, painting, etc.?						
h. play word games (for example, rhyming, jokes)?						
i. talk about school (for example, what they learned, friends, activities, teacher)?						
j. have a conversation as you go about your day (during meals, on the bus, walking to school, etc.)?						
k. talk about nature or science or do a science activity with your child?						
l. do things that involve numbers or math (for example, recipes, counting things)?						
m. sing, listen to music together, or play music together?						
n. watch and talk about TV, videos, or movies together?						
o. use a computer, tablet, smart phone, or other digital device together?						

Program Identifier (program completes) _____



William Penn Foundation Family Literacy Initiative
Weekly Home Activity Log

Your name: _____ **Start Date:** _____ **End Date (7 days later):** _____

Instructions

- Use this log to record the number of times you participate in the activities below, outside of the family literacy program.
- Start the day after you receive the log. Keep track of all activities for 7 days.
- You do not need to do all of these activities. Just mark “none” if you weren’t able to do it.
- Include activities in English or any other language.
- Your child means the child(ren) or grandchild(ren) who are enrolled in the family literacy program with you.



Mark down how many times you did each of these activities with your child during the week.

Weekly Home Activity Log (WHAL)

ACTIVITIES					
READING, WRITING, and STORYTELLING	None	1 to 2 Times	3 to 6 Times	7+ Times	Don't Know
I read to my child (like a book, magazine, newspaper, comic book, website, etc.).					
We stopped while reading to ask questions, talk about pictures, or point at letters, etc.					
My child looked at or read books by himself or herself.					
I told stories to my child.					
I listened to my child read or tell stories.					
We practiced writing the alphabet or did other kinds of writing.					
We practiced reading, identifying letters of the alphabet, or talking about words while doing other activities like grocery shopping.					
TALKING and SINGING	None	1 to 2 Times	3 to 6 Times	7+ Times	Don't Know
We talked about school (like what they learned, their friends, activities, etc.).					
We talked during the day at meals, on the bus, walking to school, etc.					
We sang, listened to music, or played music.					
We played word games like rhyming, making jokes, or making funny word sounds.					

William Penn Foundation Family Literacy Initiative

EVALUATION METHODS

CHILDREN - End-of-Year School Report

- ✓ School Achievement (reading, writing, math)
- ✓ Additional accomplishments (e.g., reads more, interest in learning, more friends, self-esteem)
- ✓ Promoted or retained
- ✓ Type of contact from parent

PROGRAMS – Site Visits

- ✓ Class observations (in-person and virtual)
- ✓ Interviews with administrators and teachers
- ✓ Focus groups with parents
- ✓ Data review (e.g., enrollment, attendance, WHAL submissions)

End of Year School Report (EYSR)

William Penn Foundation Family Literacy Initiative End of Year School Report 2023-2024 K to 3rd Grade

Name of Family Literacy Program:	School Name:
Child's Name:	Child's Date of Birth:
Date Entered Family Literacy Program:	Date Form Completed:
Person Completing the Form:	

School Attendance

Please enter the number of days this child had unexcused absences during the 2022-2023 school year. _____

School Achievement – Please enter the end of school year information for the child identified above.

1. For each subject below, 1) check the type of assessment(s) used OR that you were unable to assess the child in that subject, and 2) the most appropriate category to describe the child's overall performance at the end of the school year.

Subject	Assessment(s) Check all that apply		Below Basic Two years below grade level	Basic One year below grade level	Proficient On grade level	Advanced Above grade level
	<input type="checkbox"/> Standardized Test <input type="checkbox"/> Portfolio <input type="checkbox"/> Observation	<input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Unable to assess				
Reading	<input type="checkbox"/> Pre-reading Level (fall) _____ <input type="checkbox"/> Post-reading Level (spring) _____					
	<input type="checkbox"/> Standardized Test <input type="checkbox"/> Portfolio <input type="checkbox"/> Observation					
Writing	<input type="checkbox"/> Standardized Test <input type="checkbox"/> Portfolio <input type="checkbox"/> Observation					
	<input type="checkbox"/> Standardized Test <input type="checkbox"/> Portfolio <input type="checkbox"/> Observation					
Mathematics	<input type="checkbox"/> Standardized Test <input type="checkbox"/> Portfolio <input type="checkbox"/> Observation					
	<input type="checkbox"/> Standardized Test <input type="checkbox"/> Portfolio <input type="checkbox"/> Observation					

2. Children often have additional accomplishments while participating in the family literacy program. Please check all the accomplishments this child has achieved during the school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Talks more positively about school | <input type="checkbox"/> Is more interested in learning | <input type="checkbox"/> Has higher self-esteem |
| <input type="checkbox"/> Reads more books | <input type="checkbox"/> Shows increased involvement in activities | <input type="checkbox"/> Displays fewer discipline issues in the classroom |
| <input type="checkbox"/> Has more friends | <input type="checkbox"/> Shares more information with adults | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Goes to the library more often | | |

3. Please check off all appropriate boxes to complete this statement. This child will be:

- Promoted to:
 1st Grade
 2nd Grade
 3rd Grade
 With an IEP
 Referred for testing
 Other: _____

- Retained in:
 Kindergarten
 1st Grade
 2nd Grade
 3rd Grade
 With an IEP
 Referred for testing
 Other: _____

4. Did the parent or guardian contact you in any of the following ways throughout the school year? Check all that apply:

- Conference
 Note/email/text
 Phone
 Open House
 Other: _____

Questions?



QUANTITATIVE FINDINGS

Enrollment and Attendance

2019 to 2023



From: NSC

- 268 learners attended the Family Literacy Initiative programs.
- Attendance:
 - One class period: 36% (n=96)
 - Two class periods: 32% (n=86)
 - Three+ class periods: 32% (n=86)

Demographics

		Pre-Post survey (n=127)	
		N	(%)
Gender*	Male	8	6.3%
	Female	119	93.7%
Age*	20s	30	23.6%
	30s	51	40.2%
	40s	21	16.5%
	50s and plus	19	15.0%
Marital status*	Married	98	77.2%
	Unmarried	28	22.1%
Children 8-years-old & under in program	1	94	74.0%
	2	20	15.8%
	3 or more	13	10.2%
Place of birth*	Foreign-born	103	81.1%
	US-born	22	17.3%
Time living in US	5 years or less	65	51.2%
	6-10 years	24	18.9%
	11-15 years	9	7.1%
	More than 15 years	5	3.9%

* The number of responses is fewer than the total number of observations, resulting in a total percentage less than 100%.

Demographics

		Pre-Post survey (n=127)	
		N	(%)
Native language (n=246)	English	21	16.5%
	Other	106	83.5%
Highest education level*	6th grade or less	19	15.0%
	7 to 12th grade (no diploma)	22	17.3%
	HS diploma or equivalency	35	27.6%
	Some college or above	43	33.9%
Employment*	Employed	27	21.3%
	Unemployed	18	14.2%
	Not in the labor force	82	64.6%
Income	Less than \$10,000	6	4.7%
	\$10,000-\$19,999	8	6.3%
	\$20,000-\$29,999	10	7.9%
	\$30,000-\$39,999	10	7.9%
	\$40,000-\$49,999	4	3.2%
	\$50,000-\$59,999	3	2.4%
	More than \$80,000	1	0.8%
	Don't know / No response	85	66.9%

Pre-post
survey
matches
(n=127)

Child-Caregiver Interactive Activity	Significance
Reading, writing, & doing math with child (# of times/week)	
• Read to child	+
• Listen to child read or tell stories	
• Practice reading	+
• Practice writing	+
• Do things that involve numbers or math	+
Reading frequency (# of times per week)	
• Child asks caregiver or family member to read to him or her	+
• Child looks at or reads books by himself or herself	+
• Child sees caregiver reading	+
Reading time (minutes per week)	
• Caregiver reads to child	+
• Caregiver reads on his or her own	+

Pre-post
survey
matches
(n=127)

Child-Caregiver Interactive Activity	Significance
Reading enjoyment (none to very much)	
• Child enjoys it if caregiver reads to child	+
• Child enjoys reading on his or her own	+
• Caregiver enjoys reading on his or her own	+
Reading engagement (never to usually)	
• Caregiver stops while reading to ask questions or talk about pictures	+
• Caregiver talks about the story after finishing reading	+

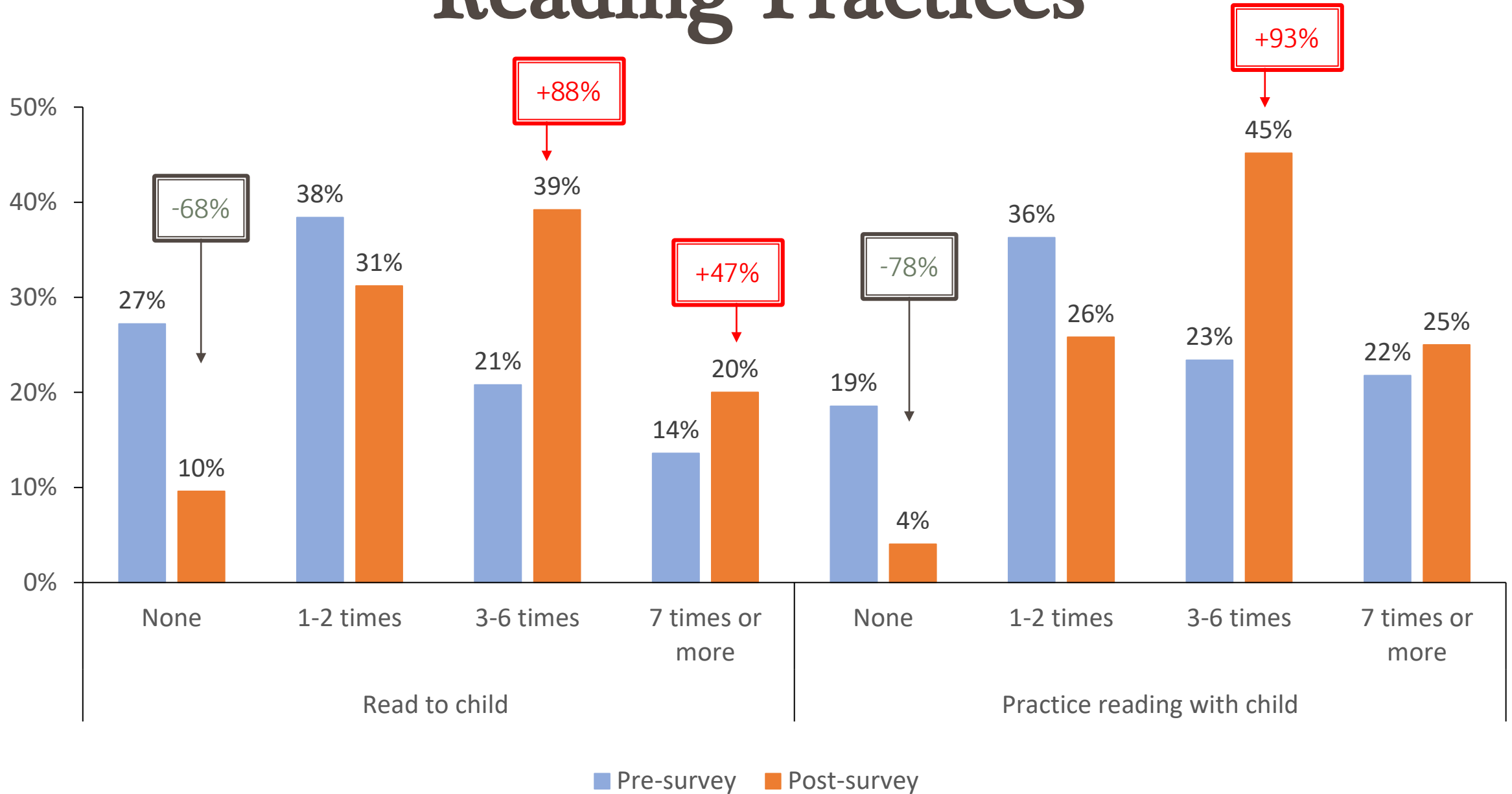
Pre-post
survey
matches
(n=127)

Caregiver-Child Interactive Activity	Significance
Talking, singing and storytelling with child (# of times/week)	
• Tell stories	+
• Talk about school	+
• Have a conversation with a child during daily activities	+
• Talk about nature or science	+
• Sing, listen to music, or play music together	+
• Watch and talk about TV, videos, or movies together	+
• Play word games together	+
Play, art, & digital devices (# of times per week)	
• Play with toys together	
• Do art and craft activities together	+
• Use digital devices together	+

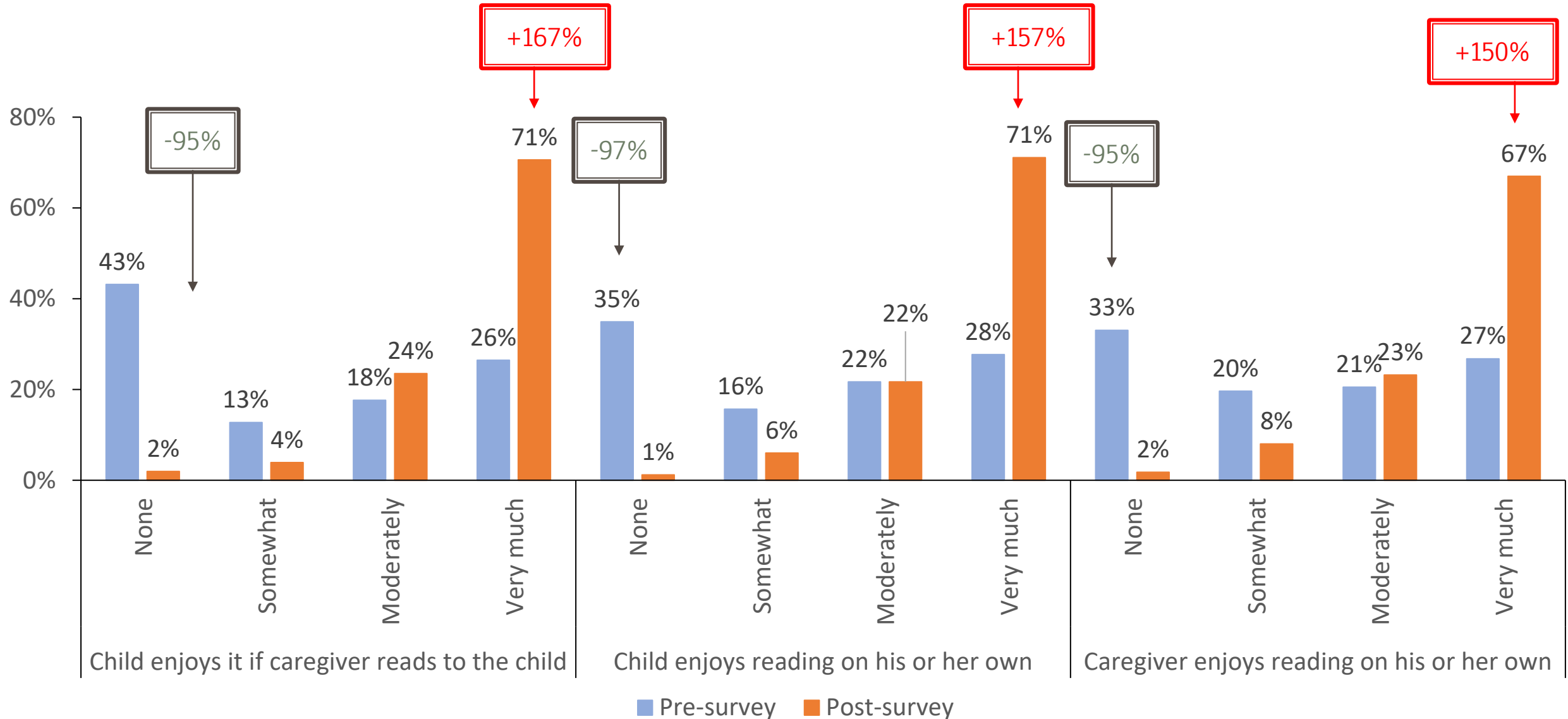
Pre-post
survey
matches
(n=127)

Caregiver-Child Interactive Activity	Significance
Community activities with child (# of times per month)	
• Visit a library	+
• Visit a museum, zoo, or historical site	+
• Attend a community educational event	+
School-related activities (never to always)	
• Help child with homework	
• Check to see child's homework is done	+
• Attend parent-teacher conference	+
• Attend activities, events, or meetings at the school	+
• Contact child's teacher or other staff	+
• Volunteer in the school or classroom	
• Look up information online about child's school or education	+
• Read communication that school sends to caregiver	+

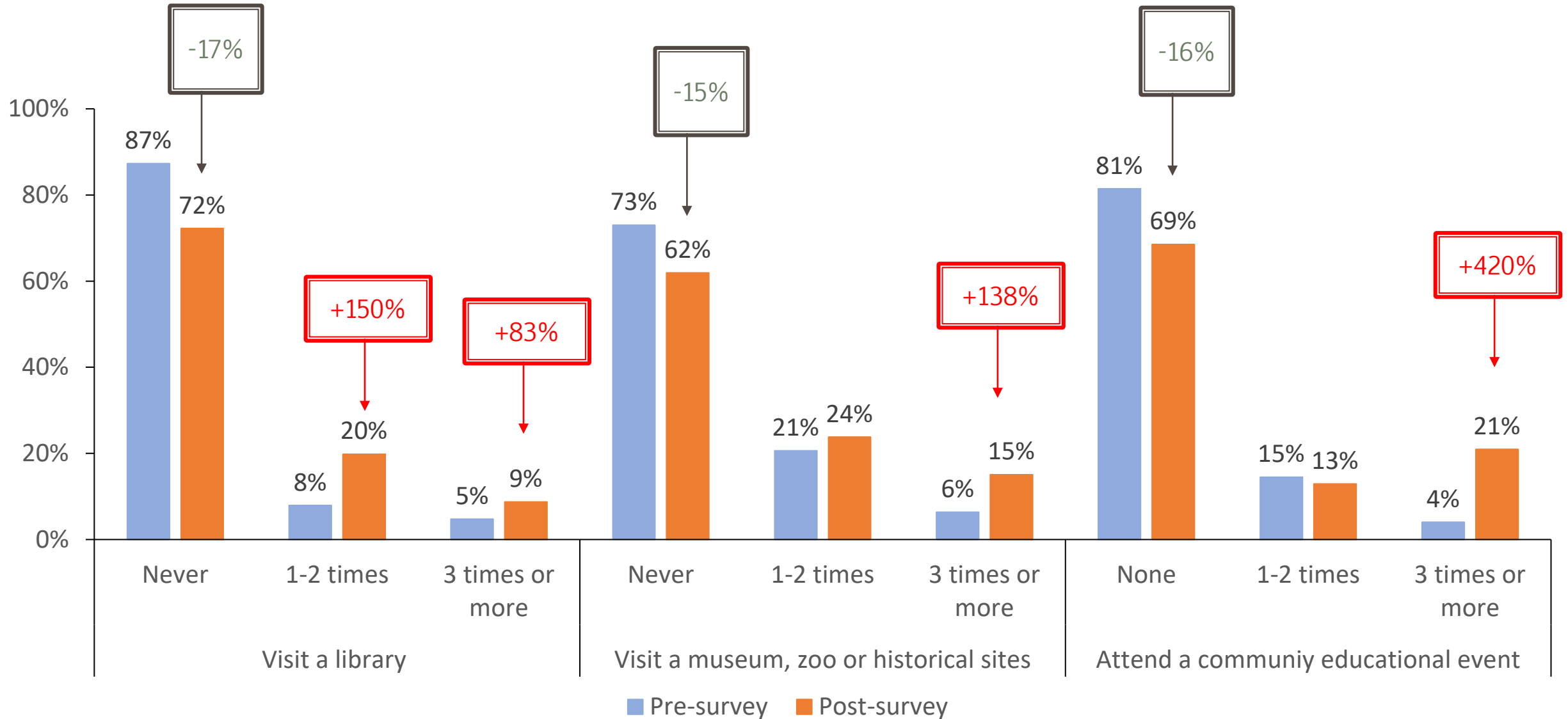
Reading Practices



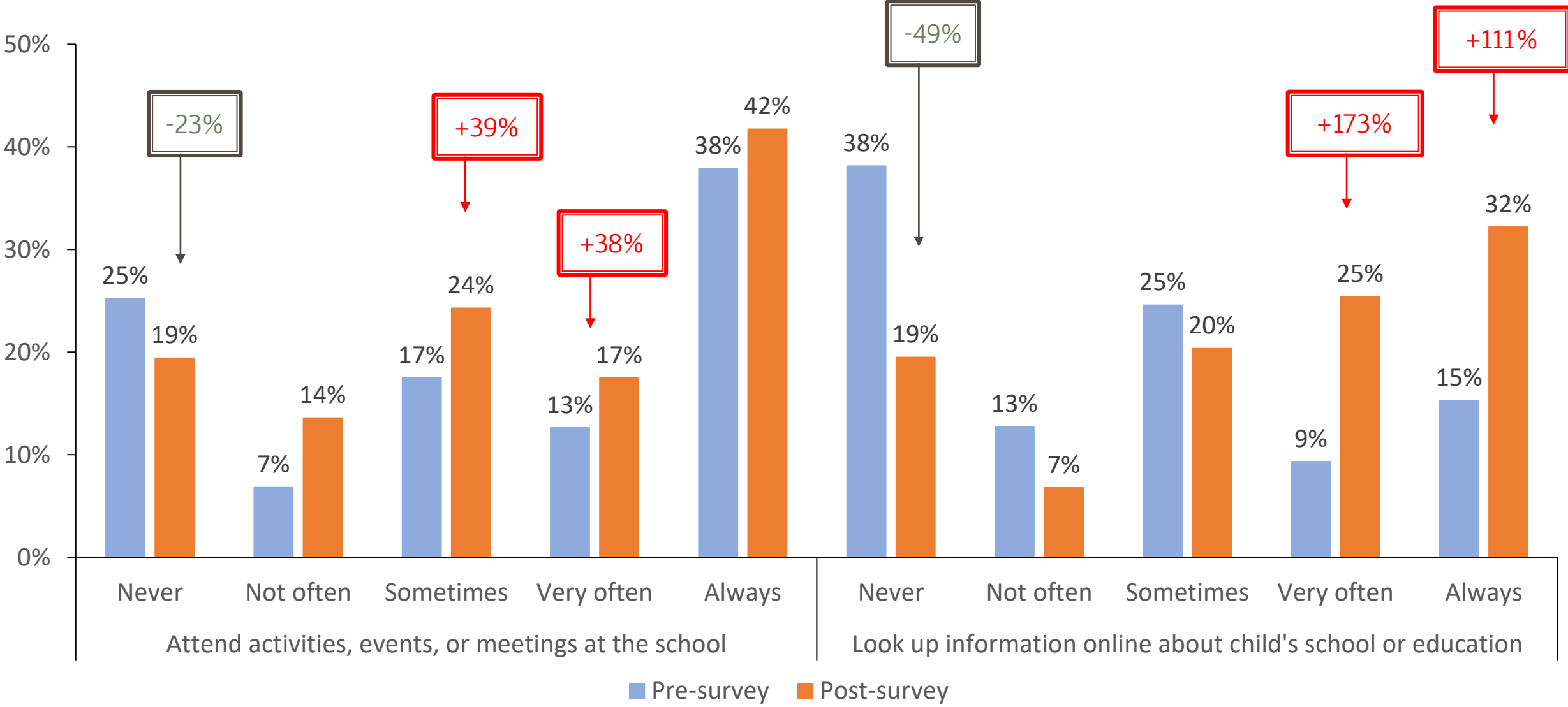
Reading Enjoyment



Community Activities (per month)



School-Related Activities



Questions?



QUALITATIVE FINDINGS

Child Development & Caregiver-Child Interactions

Caregivers stated that they:

- Understood child development better
- Learned to let their children lead activities
- Engaged more with their children, especially literacy activities and family time
- Children saw caregivers learning online, which emphasized the importance of learning



From: IAC

“You can learn a lot of things, you can share more with your daughter, you can learn more about her, too, and you can have improved development as a mom.”

Literacy and Language Development

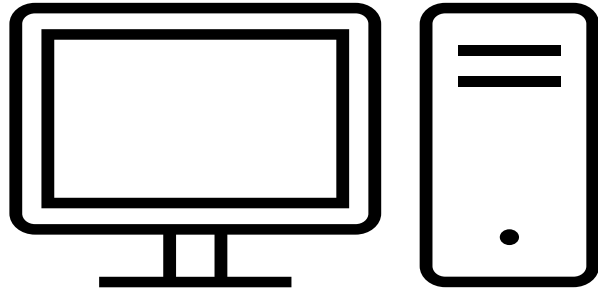


From: IAC

*“Because I learn English,
my son learn English.”*

- Family literacy activities benefited both caregivers and children and expanded language (e.g., discussions about bullying, speaking English to their children)
- Caregivers increased courage, comfort, and confidence during medical appointments and talking with doctors, talking to children's teachers, and completing errands requiring English.
- Caregivers noticed the expansion of vocabulary and grammar when speaking with their children, which helped them assist with homework.

Development of Digital Literacy Skills



“We use different media for us to be able to connect with others. We are on a group chat (text). We just share out. We text or call.”

- Caregivers became skilled using digital platforms and online supplementary products (e.g., Zoom, Class Dojo, Burlington English, WhatsApp).
- Caregivers learned to write emails to better communicate with teachers and the schools.
- Digital skills have helped them to apply for jobs and communicate better with their employer.
- Family literacy program has “opened up a whole new world” because the caregiver is more tech-savvy.

Community Building & Support

Caregivers:

- View each other in class like a family.
- Encourage each other to speak English.
- Help each other with class assignments by sharing ideas or asking questions through WhatsApp.
- Value the friendships they have developed.
- Support each other in their own learning and language development and offer suggestions about parenting.
- Go to the park together with children.



From: IAC

*“Just, we have to help each other.
We are like a family. We are a family.
Not like a family, are family.”*

Community Building & Support

“The truth is that [before this program] I lived in my house with my daughter, my husband, I talked on the phone, I didn’t get out of the house or anything. And I felt like it was a refuge when it was time to go to the English or literacy class. It was like a refuge for me, to liberate myself and not feel so alone,...like I lived in a separated [isolated] place. And the program has helped me a lot to have friendships, which truthfully, I didn’t have [before], because in those days it was very difficult. But I have many sisters [in the program] and the truth is that it’s incredible for me.”

(KenCrest mom, translated from Spanish by E. Prins)

Questions?

Implementation Lessons

- Having options for class and component modality has been very helpful.
 - In-person, HyFlex, remote, and take-home (ILA) have all been successful.
- Finding a person in the school (e.g., ELL coordinator) who wants to support families helps establish partnerships and connections.
- Facilitating peer support in the classroom (e.g., caregivers help each other with translation, digital literacy, parenting or employment concerns) enhances participation.
- Providing targeted case management to help caregivers access early childhood programs was essential for some refugee families.
- Inviting culturally relevant role-models to parent education and interactive literacy was meaningful for families (e.g., summer program with children's book authors).

Discussion

- (1) Which of the data collection methods and/or evaluation findings most resonated with you, and why?
- (2) How could you apply insights from this project to your own program?

THANK YOU!

Family Literacy and ABE Certificates

- Four-course, 12-credit certificates through Penn State's World Campus
 - **SCHOLARSHIPS AVAILABLE for both certificates!**
 - Contact Beth McLean for information
 - <https://www.worldcampus.psu.edu/degrees-and-certificates/penn-state-online-family-literacy-postbaccalaureate-certificate>
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