

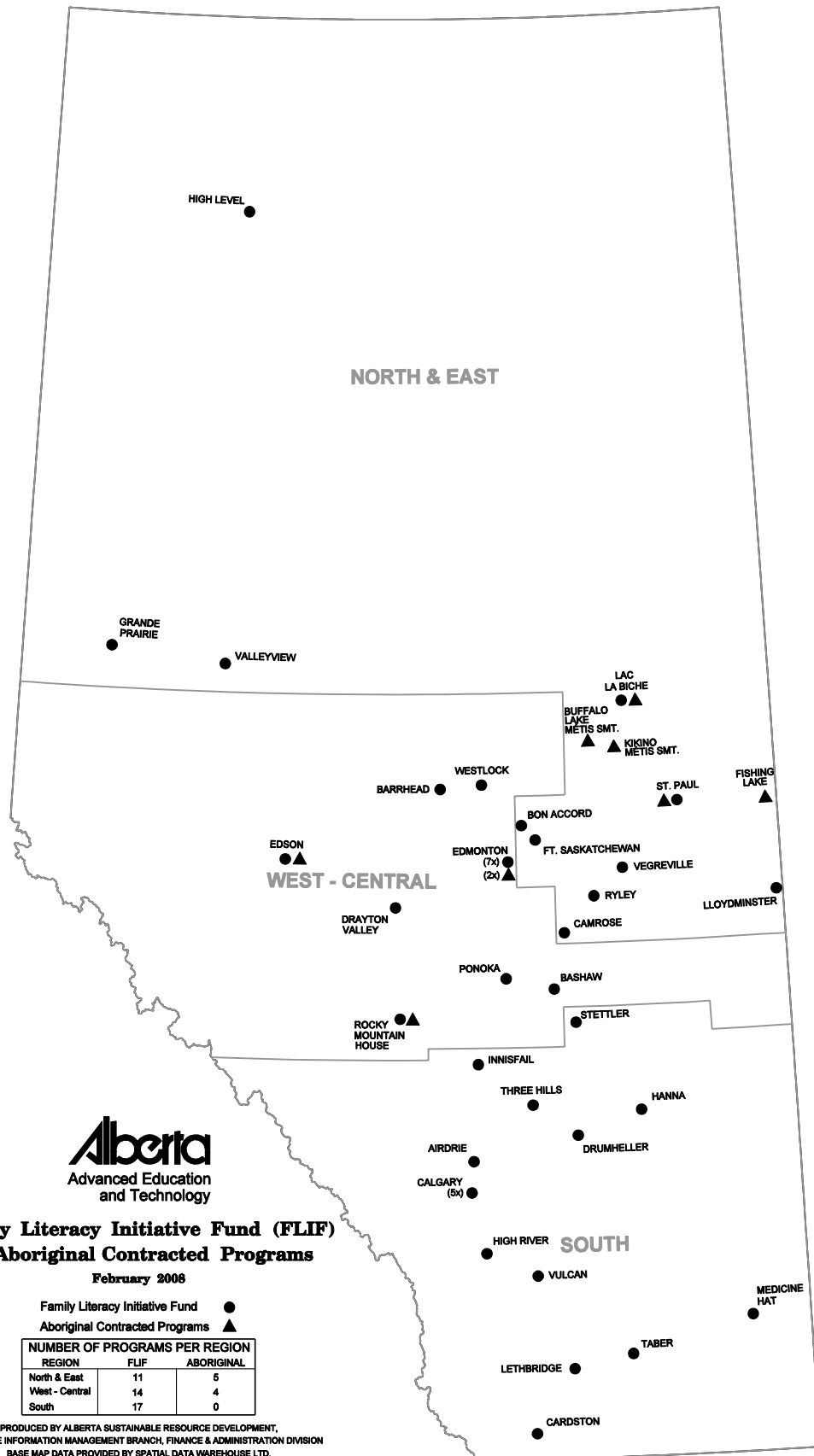
Parent-Child Literacy Strategy

2007-2008 Progress Report

September 2009

Government of Alberta ■

Advanced Education and Technology



**Family Literacy Initiative Fund (FLIF)
& Aboriginal Contracted Programs**

February 2008

Family Literacy Initiative Fund ●
Aboriginal Contracted Programs ▲

NUMBER OF PROGRAMS PER REGION		
REGION	FLIF	ABORIGINAL
North & East	11	5
West - Central	14	4
South	17	0

PRODUCED BY ALBERTA SUSTAINABLE RESOURCE DEVELOPMENT,
RESOURCE INFORMATION MANAGEMENT BRANCH, FINANCE & ADMINISTRATION DIVISION
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Parent-Child Literacy Strategy 2007-2008 Progress Report

Introduction

This report summarizes the achievements of Advanced Education and Technology's Parent-Child Literacy Strategy (P-CLS) for the 2007-08 fiscal year based on a compilation of the annual reports submitted by 51 funded family literacy projects and the provincial services provided by the Centre for Family Literacy. The Centre for Family Literacy (CFL) is a key partner of the Parent-Child Literacy Strategy, providing support through the provision of several services including: the operation of the Alberta Prairie Classroom on Wheels (C.O.W.) Bus and other awareness raising activities; consultative advice and assistance to funded organizations; and developing and delivering training and professional development.

A. Parent-Child Literacy Strategy Overview

The Parent-Child Literacy Strategy focuses on intergenerational educational approaches that integrate adult literacy instruction and early oral language and emergent literacy development for children from birth to age six for economically and socially disadvantaged families.

The Parent-Child Literacy Strategy supports the concept of parents/caregivers as their children's first teachers and focuses on building their parenting and literacy skills. The Strategy is also based on research in early brain development that identifies that language acquisition is a critical contributor to literacy development and school readiness. The inter-generational approach provides learning, basic skill and confidence development for both parents/caregivers and children. Family literacy provides a stepping stone for parents/caregivers to see themselves as active learners and to then go on to further learning

Policy Context and Strategic Priorities

The Parent-Child Literacy Strategy supports the Government of Alberta's 2007-10 Strategic Business Plan priority to build a stronger Alberta by increasing support for community education and literacy programs.

The ministry will focus on developing learning communities. A learner-centred society will seek to enable Albertans to acquire foundational skill for lifelong learning, and will equip communities to meet learner needs.¹

The Strategy addresses Goal 1 in Advanced Education and Technology's 2007-10 Business Plan of a learner-centred system accessible to all Albertans through Strategy 1.2 *Develop innovative approaches to increase participation of Aboriginal, immigrant and other underrepresented groups in learning opportunities.*

¹ Alberta Advanced Education and Technology 2007-10 Business Plan, p. 6

The Strategy also addresses Goal 2, vibrant and sustainable learning communities and partnerships through Strategy 2.1 *Provide opportunities in local communities for adults including Aboriginal, immigrant, youth, and other under-represented groups to access literacy, English as a Second Language and lifelong learning.*

Improving the literacy skills of Canadians is a priority of the Government of Alberta and a priority of all provinces and territories through the Council of Ministers of Education, Canada (CMEC). Family literacy is part of the continuum of community learning and literacy programming accessible in local communities. The Parent-Child Literacy Strategy also supports Alberta's immigration policy framework – *Supporting Immigrants and Immigration to Alberta* action of increasing access to literacy programs. As well, it contributes to two goals in *Building and Educating Tomorrow's Workforce*, Alberta's ten-year labour force strategy. These goals are: Albertans gain improved access to the education and training needed to be successful, and community supports enhance the retention and success of individuals from under-represented groups in the labour market.

Parent-Child Literacy Strategy Goals

The goals of the Strategy are to:

1. Enhance the oral language, early literacy and social interaction skills of children from birth to age six so that they are better able to achieve success at home, school and the community.
2. Strengthen and build the basic literacy skills of parents.
3. Support and foster the involvement of parents in their children's learning.
4. Develop and enhance community-based partnerships that support the development of language and literacy skills of families.

Parent-Child Literacy Strategy Principles

The Strategy is guided by the following principles:

- **The sooner the better** – the more effective approaches are those that provide early supports for families and promote healthy, positive behaviours.
- **Supportive of parents** – because the early years are critical for the healthy growth of a child, some of the most effective ways of helping children is by assisting their parents in caring for their child's physical, emotional and intellectual needs.
- **Family focused** – recognizes that the needs of children are, in most cases, best met within the context of the family, culture and community.
- **Culturally appropriate** – recognizes and respects the culture, spirituality and traditions of children and families.
- **Comprehensive, integrated and sustained** – responses to the needs of families and children require comprehensive, integrated and longer-term approaches.
- **Capacity building** – recognizes and responds to the needs of children by building the capacity of families and communities to meet those needs.

- **Community-based partnerships** – preventive approaches are most effective when they are comprehensive, community-based interventions that involve many community partners and are readily accessible to families at convenient community sites.
- **Builds on what already exists** – recognizes and builds on the expertise, programs and community-based partnerships that already exist.
- **Best practice** – initiatives for children and families will be based on sound early literacy and adult literacy principles and practice informed by empirically validated research and experience.
- **Accountable** – effective initiatives will have an appropriate accountability structure and will account regularly for decisions, choices and outcomes.

Parent-Child Literacy Strategy Components

The key components of the Strategy include funding for community-based family literacy programs; training and professional development; awareness raising and information; and provincial coordination and planning.

B. Family Literacy Programs

Funding for community-based family literacy programs is available in two funding streams – the Family Literacy Initiative Fund (FLIF) and an Aboriginal stream. Both streams provide organizations with a maximum of \$40,000 a year.

- **Family Literacy Initiative Fund (FLIF)** - Non-profit organizations respond to an annual call for proposals. In 2007-08, 42 organizations were funded through FLIF.
- **Aboriginal Family Literacy** - Aboriginal organizations with demonstrated capacities are supported to provide family literacy programming to Aboriginal families. In 2007-08, nine Aboriginal organizations were funded.

Appendix 1 provides details on the locations and descriptions of programs.

Program Participants

A total of 9,909 participants (4,486 adults and 5,423 children) participated in the 51 funded family literacy programs.

- 515 adult participants (11%) and 644 (12%) of child participants self-identified as being Aboriginal.
- 1,411 adult participants (31%) and 1,574 (29%) of child participants self-identified as being from another minority cultural/language group.

Appendix 2 provides more information on program models and program participants.

Program Hours

A total of 10,825 direct service delivery hours were reported by funded programs. Adult participants received an average of 25.0 service delivery hours.

Appendix 3 provides details regarding service delivery hours and Appendix 4 provides descriptions of program models.

Outcomes

Funded programs are asked to gather and report on participant and partner outcomes. The information is collected through a variety of means including observation, surveys, focus groups and interviews.

In 2007-08:

- 92% of adult participants reported enhanced oral language, early literacy and social interaction skills in their children.
- 90% of adult participants reported an increase in their own basic skills including literacy.
- 86% of adult participants reported an increased understanding and confidence in their role in their children's literacy and language development and improved communication and interaction with their children through literacy and learning activities.
- 92% of community partners reported improved understanding, knowledge and skills regarding how to support early language and literacy needs of their clients or community, and satisfaction with their partnership with the funded organization.

Appendix 5 provides more information on the outcomes by Strategy goals.

Case stories

Outcomes achieved by family literacy programs are also illustrated by changes in the lives of program participants. The following are examples extracted from 2007-08 annual reports submitted by funded organizations.

- 1. A young isolated mother of two developmentally delayed twins was experiencing extreme depression and even though she knew the program existed, she did not attend. Her first language was Spanish and she had come to Canada from Cuba. A personal effort to recruit her through our facilitator, who met with her at her home, resulted in her first venture out of the home although she needed to be picked up by someone as she was not comfortable coming on her own. Her experience with the first program was so great that she ventured out in the second*

session on her own to attend. She took so much pride in that accomplishment and since has become very engaged and interactive with the program and other community young families.

- 2. One mom stated: "If it wasn't for me coming to the programs, I would never have even left the house. Now I have somewhere to go where I am included."*
- 3. "Mary" is from India and has been in Canada for two years. She has no formal education from her country so our program is her first experience in an educational setting. When Mary began classes she was very self-deprecating towards her English and literacy abilities. Her signature comment with regards to her skills was "no good, no good" despite constant encouragement otherwise.*

Despite the lack of confidence in her abilities Mary attends every class, rain or shine and works very hard. Her progress is phenomenal. She goes to the library on her own, practices what she learns in class at home with her children and is now able to read simple text. Although she is still very humble, she is increasingly willing to help other participants with the basic skills that she has mastered.

Mary's vivacious energy and love and learning has been inspirational to other participants who are also amazed at how far she has come in just a short while. Most importantly, the facilitator seldom hears Mary say "no good, no good" anymore.

C. Training and Professional Development

The Centre for Family Literacy develops and delivers training and professional development to support the Parent-Child Literacy Strategy. In 2007-08, the fourth on-line *Foundations in Family Literacy* course was delivered to more than twenty participants using a combination of face-to-face and distance learning methods. Twelve trainers from across Canada were involved in this course. This training, a requirement for coordinators of funded family literacy programs, is an in-depth exploration into family literacy. It provides learners with both theory and its application through assignments that link the theory to the planning, delivery and evaluation of family literacy programs.

The annual *Family Literacy Training Institute* was held in Calgary from August 18-22, 2008 with 134 participants in attendance. The majority of the participants were staff of funded agencies but participants also included library staff, immigrant society staff and staff in Aboriginal organizations. Training in seven program models was offered at the Institute, as well as the *Introduction to Family Literacy*, an *Outcomes Based Evaluation* session and *Language is the Key* sessions, in which a new resource from Washington Learning Systems was discussed and distributed to each FLIF funded project in attendance.

The Centre for Family Literacy provided a number of additional professional development opportunities including the 2008 Food for Thought; a four-day professional development and networking opportunity for practitioners, coordinators and administrators of funded programs. Over the four days, 141 participants attended nine different professional development sessions including presentations on father involvement, storytelling, the importance of preserving one's first language, and effective Family Literacy practices for immigrant and refugee families.

In an effort to make required training increasingly available to family literacy practitioners of funded agencies, the Regional Network, previously piloted with four regions, was expanded to six regions. Six Regional Coordinators delivered eleven regional training sessions during the year, as well as networking meetings and FLIF Information sessions. 575 participants took part in regional training and networking opportunities.

D. Awareness Raising and Information Sharing

The Centre for Family Literacy's Alberta Prairie Classroom on Wheels (C.O.W.) Bus is a literacy classroom on wheels that raises awareness of family literacy and the role of family and community by modeling literacy activities, providing family literacy information and sessions, and providing books to communities through the gift of a legacy library. In 2007-08, the C.O.W. bus:

- visited 70 communities across Alberta;
- provided family literacy sessions and information to over 1,890 adults and 3,262 children; and
- donated approximately 3,530 books to participating communities.

Appendix 6 provides details regarding the activities of the C.O.W. Bus.

The Centre for Family Literacy continued to make presentations through conferences and other venues. In 2007-08 presentations were made to over 175 literacy and non-literacy sector representatives including participants at the National Aboriginal Conference in Vancouver; the Parent Link Conference in Edmonton; University of Alberta Library Science students; Northern Alberta Institute of Technology's Literacy and Learning Day; and the Alberta Early Year's Conference.

The Centre was also involved in several special awareness-raising activities. These included a project in partnership with CKUA radio in which a series of vignettes were developed and tagged with a Family Literacy Day event, and an event at City Hall in celebration of Family Literacy Day at which guest readers from Global TV, the Edmonton Eskimos, City Council and an aboriginal storyteller were present to read stories with families. In addition, the CLF continued to distribute education and promotional resources including brochures, posters, CDs, videos and a language and literacy growth chart to family literacy organizations, Parent Link Centres and other organizations upon request.

The Centre for Family Literacy responded to more than 1,600 inquiries for information about and assistance on family literacy topics from agencies currently involved in family literacy and over 400 inquiries from agencies not yet involved in family literacy. Inquiries were most commonly related to training, family literacy models and resources.

Outcome-based Evaluation Workshops continued to be offered for funded programs, and standardized evaluation tools have been developed and will be distributed at future training events.

E. Provincial Coordination and Planning

To help ensure coordination with other early childhood development and adult learning initiatives, applications to the Family Literacy Initiative Fund are reviewed by a cross-ministry/government committee. In 2007-08, the committee included representatives from Advanced Education, Education, Health and Wellness, International, Intergovernmental and Aboriginal Relations, Children's Services, and the Public Health Agency of Canada.

An Aboriginal Family Literacy Advisory Committee provides advice and direction on aboriginal family literacy programming. In 2007-08 the Committee included representatives from the Alberta ministries of Advanced Education; Education (including the Aboriginal Policy Branch); International, Intergovernmental and Aboriginal Relations; and Children's Services; the Public Health Agency of Canada; the Centre for Family Literacy; a professor emeritus from the Department of Elementary Education (University of Alberta); and an Aboriginal Elder from the community.

F. Appendices

Appendix 1: Funded Programs By Location (Aboriginal programs are bolded)

City/Town, Project Title Host Organization/ Service Delivery Organization	Project Description
Airdrie <i>Family Literacy</i> Rocky View School Division No. 41/ Rocky View Adult Education	A combination of Rhymes That Bind and Literacy and Parenting Skills (LAPS). Communities served: Municipality of Rocky View.
Barrhead <i>Rhyme Time & More</i> Pembina Hills Regional School Division #7	Rhymes that Bind programs are offered in Dunstable, Meadowview and Fort Assiniboine.
Bashaw <i>Bashaw and District Family Literacy Project</i> Bashaw Adult Learning Council	The Rhymes that Bind program is delivered in Bashaw, as is a Music Together program based on an adapted Books for Babies model.
Bon Accord <i>Rhythm and Rhyme Family Time</i> Sturgeon County/ Sturgeon Literacy	Building Blocks is an in home family literacy support program which supports parents in their role as their child's first teacher. Rhythm and Rhyme Family Time is a group-based program delivered at the Edmonton Garrison. Communities served: Sturgeon region.
Buffalo Lake <i>Ayamicikewen Program</i> Buffalo Lake Métis Settlement	The Building Blocks program is delivered to families in Buffalo Lake Metis Settlement.
Calgary <i>Calgary Community Family Literacy Program</i> Bow Valley College Board of Directors/ Further Education Society of Alberta	Rhymes that Bind, Books for Babies, Books Offer Our Kids Success and Literacy and Parenting Skills programs are delivered to families in a total of 18 communities within Calgary.
Calgary <i>Bowmont Family Literacy Project</i> Calgary Family Services Society	Rhymes That Bind promotes oral language development in babies and toddlers and provides a positive, supportive environment for parents through group-based delivery. Communities served: Bowness, Montgomery, Bowcroft, and Greenwood.
Calgary <i>Cross-Cultural Parent-Child Literacy Program</i> Immigrant Services Calgary	This community-based family literacy program provides parent-child activities, parent workshops and early childhood educational activities and special off-site events for immigrant and refugee families with preschool children. Communities served: O.S. Geiger School, Colonel J. Fred Scott School and Mosaic Centre.

<p>Calgary <i>Pebbles in the Sand: ESL Literacy for Women & Children</i> Calgary Immigrant Women's Association</p>	<p>Family literacy curriculum and activities for immigrant women and children. Four 10-week sessions each year are offered in a minimum of five different communities. Each session includes good quality children's books, craft and writing activities, numeracy lessons, and songs for both adults and children. Communities served: Forest Lawn, Marlborough, Rundle, Wild Wood, Beltline, Albert Park and the Downtown core.</p>
<p>Calgary <i>Magic Carpet Ride</i> CanLearn Society for Persons with Learning Difficulties/ Calgary Learning Centre</p>	<p>Magic Carpet Ride is a program comprised of interactive play activities, circle stories, music and rhyme time and group discussions that teach parents strategies for supporting their children's learning at home. Communities served: Falconridge, Martindale, Taradale, Thorncliffe, Huntington Hills, and Greater Forest Lawn.</p>
<p>Camrose <i>Camrose Family Literacy</i> Society of Camrose and Area Community Learning Council/ Camrose Family Literacy</p>	<p>Family Literacy Initiative Fund to provide: Rhymes That Bind include rhymes, finger plays, songs, crafts and story based on a weekly theme; Building Blocks is a home visitation program instructing parents on emergent literacy activities to do with their children; Literacy and Parenting is a parenting program with a high literacy component; Pillow Slips/Story Sacks is a community made bag filled with books and activities associated with the story's themes. Communities served: City and County of Camrose.</p>
<p>Cardston <i>Cardston & District Family Literacy Project</i> Westwind School Division #74/ Cardston & District Community Adult Learning Program</p>	<p>A-LAPS (Aboriginal Literacy and Parenting) is a family literacy program for Aboriginal people that provides them with support in assisting their children with language development. Communities served: Cardston.</p>
<p>Drayton Valley <i>Pulling Families Together</i> Drayton Valley Adult Literacy Society</p>	<p>Come Read with Me is a program based on B.O.O.K.S., delivered in conjunction with other programs in Drayton Valley. Rhymes that Bind is also offered. Communities served: Drayton Valley, Lindale, and Breton.</p>
<p>Drumheller <i>Building Blocks</i> Olds College / Drumheller and District Further Education Council</p>	<p>Building Blocks is a home visitation program that teaches parents how to provide learning and literacy opportunities to their children. Communities served: Drumheller, Nacmine, Rosedale, Lehigh, Cambria, East Coulee and may also serve Munson, Morrin, and Carbon.</p>
<p>Edmonton <i>Otenaw Iyniuk Literacy Program</i> Ben Calf Robe Society</p>	<p>Offers Magic Carpet Ride and “Auntie’s Storytelling”, a program based on the Books for Babies and Magic Carpet Ride models. Both programs are offered in Edmonton’s Eastwood Community.</p>
<p>Edmonton <i>Books Offer Our Kids Success (BOOKS)</i> Centre for Family Literacy Society of Alberta</p>	<p>Each Books Offer Our Kids Success (BOOKS) program consists of eight two-hour sessions. Program space, transportation, childcare, and nutritional support will be provided. The program serves diverse language and cultural groups including English as a Second Language parents and Aboriginal parents. Communities</p>

	served Edmonton - various ABC Head Start Programs, NorQuest College, Aboriginal Parent Link and Bent Arrow Traditional Healing Society.
Edmonton <i>Literacy Connects Families</i> Connect Society: Deafness Education Advocacy & Family Services	The Connect Society offers family literacy services to families impacted by deafness. Programs offered include child/parent playgroups, ECS Storytime, Books for Babies, Storysack building, and Building Blocks based on the needs of participants. All programs are held at the Connect Society in Edmonton.
Edmonton <i>Early Language-Early Literacy Project</i> Edmonton City Centre Church Corporation/ Early Head Start	Programs delivered include an adapted Storysacks program and a program based on adapted versions of Rhymes that Bind, Books for Babies and Lending Boxes. Both programs are delivered at 4 locations in Edmonton.
Edmonton <i>Multicultural Language and Literacy Enhancement Program</i> Edmonton Mennonite Centre for Newcomers	Four programs are hosted by the Edmonton Mennonite Centre for Newcomers and delivered through a multi-faceted collaboration with Multicultural Health Brokers Cooperative and ASSIST Community Services. The programs target immigrant families who have preschool children. The four programs are Enhancing Parenting and Literacy Skills, Enhancing Settlement and Literacy Skills, Raising Children Through Songs, Stories and Books, and Literacy On The Go.
Edmonton <i>Family Literacy and Learning</i> Norwood Child and Family Resource Centre/	Books for Children provides centre-based activities for parents and children, and parent groups through workshops followed by home visits. The home visitation component builds on skills acquired in the workshops and ensures that the home is a rich literacy environment. This program is offered at the Norwood Child and Family Resource Centre and in the Sprucewood Public Library.
Edmonton <i>Books, Babies and More</i> Terra Association/ Terra Association - Meeting the Challenge of Teen Pregnancy	Programs offered include the Child and Family Support Centre at Braemar School, the Braemar School Parenting Class, the Community Session and Hope Terrace Community Program. All programs are specifically for Terra clients and clients attending Braemar School. All locations are in Edmonton.
Edmonton <i>Family Literacy Connections</i> The Candora Society of Edmonton	Parent-child literacy programs are offered throughout the year and include Books for Babies, Rhymes that Bind, and Books Offer Our Kids Success (BOOKS) and Magic Carpet Ride. Communities served: Northeast Edmonton.
Edmonton <i>Building Blocks</i> Red Road Healing Society	Rhymes that Bind, Building Blocks and Books for Babies are delivered to families in Edmonton.
Edson <i>The Edson Family Literacy Program</i> Edson and District Community Learning Society	Family literacy projects offered in the area are: Books for Babies, Rhymes That Bind, and Storysacks, Literacy and Parenting Skills and Storysacks. Communities served: Edson, Peers and Mountain Cree Camp.

<p>Edson <i>Storysacks</i> Edson Friendship Centre Society</p>	<p>The Storysacks program is offered to aboriginal families in Edson.</p>
<p>Fishing Lake <i>Aboriginal Family Literacy</i> Fishing Lake Métis Settlement</p>	<p>Delivered Acimowins, a program based on adapted versions of the Rhymes that Bind, Parent-Child Mother Goose Storysacks models to families in Fishing Lake.</p>
<p>Fort Saskatchewan <i>Family Literacy Connection</i> Fort Saskatchewan Families First Society</p>	<p>Rhymes and Storytimes Parent-Child Mother Goose program is available to families with infants and toddlers in Fort Saskatchewan. This program is designed to promote positive, language-based interactions between parents/caregivers and their children. Parents gain skills and confidence which can enable them to create positive family patterns during their children's crucial early years.</p>
<p>Grande Prairie <i>Family Literacy Program</i> Grande Prairie Council for Lifelong Learning</p>	<p>Family literacy programs offered: Books for Babies; Let Loose with Mothergoose (based on Rhymes That Bind/Parent Child Mothergoose); Books Offer Our Kids Success (B.O.O.K.S.)- Together and Story Sacks. All family literacy programs offered support families in developing early literacy and language experiences and promote healthy family relationships. Programs are done in partnership with existing agencies and groups that support families. Communities served: Grande Prairie, Sexsmith, Hythe, Clairmont and Beaverlodge.</p>
<p>Hanna <i>Building Blocks</i> Hanna and District Association for Lifelong Learning</p>	<p>The Building Blocks program (an in-home inter-active family literacy program) is available to families in the Town of Hanna and surrounding communities such as Delia, Youngstown, Craigmyle, Victor, Sunnynook, Scapa, Garden Plain, and Cessford.</p>
<p>High Level <i>High Level Family Literacy Initiative</i> Chinchaga Adult Learning Council</p>	<p>Rhymes That Bind - Promotes oral language development in babies and toddlers and provides a positive supportive environment for parents. It helps parents learn enjoyable ways to interact with their children using language, touch, eye contact and laughter. BOOKS - a facilitator works with the group of parents modelling book sharing and extension strategies. Communities served: High Level, Rainbow Lake and Zama.</p>
<p>High River <i>Building Blocks Family Literacy Program</i> Municipal District of Foothills #31 Literacy for Life Foundation</p>	<p>Building Blocks is an in-home family literacy support program offered in Turner Valley, Longview, High River, Okotoks, and Black Diamond. Rhymes that Bind is also offered in High River, Okotoks, Black Diamond, and Turner Valley.</p>
<p>Innisfail <i>Henday Family Literacy Project</i> Henday Association for Lifelong Learning</p>	<p>SEEDS is a family literacy program that includes elements from Rhymes That Bind (RTB), BOOKS and Story Sacks within one session. It is offered in Spruce View, Benalto, Innisfail, Bowden, Penhold, Sylvan Lake, Delburne, Elnora Rhymes that Bind is also offered in Innisfail.</p>

Kikino <i>Families Reading Together</i> Kikino Métis Settlement	An innovative program based on modified Building Blocks and LAPS models is delivered in Kikino.
Lac La Biche <i>Rhymes that Bind</i> Lac La Biche Awasisak and Family Development Circle Association	Rhymes that Bind in the communities of Buffalo Lake, Kikino and Lac La Biche.
Lac La Biche <i>Lakeland Family Literacy Project</i> Town of Lac La Biche/Lakeland County Library Board	The Building Blocks program is offered to families in Lac La Biche, and an English Language Learning LAPS program is offered to families in Plamondon.
Lethbridge <i>Rhyme Time</i> Lethbridge Public Library	Parent-Child Mother Goose family literacy program in three areas of the city. Communities served: various locations in Lethbridge.
Lloydminster <i>A Gift to Our Community - Embracing Family Literacy</i> Lloydminster Learning Council Association	Books for Babies, 1-2-3 Rhyme With Me, and Come Read with Me are delivered to parents and their preschool children. Communities Served: various locations in Lloydminster.
Medicine Hat <i>Family Literacy Programs</i> LEARN - The Medicine Hat & District Further Education Council	Rhymes that Bind is offered in Medicine Hat and Redcliffe, and Literacy and Parenting Skills is offered in Medicine Hat.
Ponoka <i>Jump Start #5</i> County of Ponoka Literacy Society	Jump Start #5 consists of the Storysacks program delivered to families in Crestoner and Bluffton and a Mother Goose program, adapted from the Rhymes that Bind and Storysacks models, delivered to families in Ponoka and Rimbey.
Rocky Mountain House <i>Rocky Family Literacy Program</i> Rocky Community Learning Council	Books for Babies; Rhymes That Bind ; BOOKS programs. Communities served: Rocky Mountain House, Caroline, Condor and Leslieville.
Rocky Mountain House <i>Aboriginal Parenting and Literacy Skills</i> Rocky Native Friendship Centre Society	Provided Literacy and Parenting Skills in Rocky Mountain House and a summer camp at Burnt Lake Camp based on the Literacy and Parenting Skills model.
Ryley <i>Beaver County Family Program</i> Beaver County / Beaver County Adult Learning Council	Offering facilitated Books for Babies, Rhymes That Bind, Books Offer Our Kids Success (BOOKS) and Building Blocks in four small rural communities. Communities served: Tofield, Ryley, Holden, and Viking.
St. Paul <i>La main dans la main/123 Pret-a-conter</i> Societe des parents pour l'education francophone de St-Paul et région	Story Sacks in St. Paul and Mallaig.

St. Paul <i>Aboriginal Family Literacy</i> Mannawanis Friendship Centre Society	Building Blocks to families in St. Paul.
Stettler <i>Stettler and Area Family Literacy Initiative</i> Stettler & District Community Adult Learning Council	Programs delivered include Rhymes that Bind, Magic Carpet Ride and I Can Cook. Communities served: Stettler, Castor, Coronation and Big Valley.
Taber <i>Families Learning Together</i> Taber & District Community Adult Learning Association	The Families Learning Together project integrates the delivery of B.O.O.K.S., and Rhymes that Bind programs into a seventeen (17) week English as a Second Language (ESL) program for Low German Mennonite families. Communities served: Grassy Lake, Vauxhall, and Taber.
Three Hills <i>Kneehill READ Family</i> Kneehill Adult Learning Society	Provides family literacy services to parents and children in conjunction with the existing READ Project adult literacy program. Building Blocks and Rhymes that Bind will be offered. Communities served: Acme, Carbon, Linden, Three Hills, and Trochu.
Valleyview <i>Family Learning Initiative</i> Valleyview and District Further Education Council	Family Literacy programs offered include Books for Babies, Rhymes that Bind, LAPS, B.O.O.K.S., Books for Babies in-home visits and a Family Literacy Sampler at Northern Lakes College. Communities served: Valleyview, Twilight Hutterite Colony.
Vegreville <i>Building Blocks and Family Start</i> Community Association for Lasting Success	Building Blocks - 10 wk in-home family literacy program which supports parents in their role as their child's first and most important teacher Family Start - 1.5 hr interactive parent/child playgroup with a focus on early language, literacy and numeracy skills. Communities served: Vegreville, Warwick, Lamont, Two Hills, Andrew, Mundare, Willingdon and Chipman.
Vulcan <i>Building Blocks Family Literacy and Time for Rhymes Programs</i> Rainbow Literacy Society	Programs offered include Building Blocks and Time for Rhymes. Some programs are tailored for German-speaking Mennonite families and others for the Siksika First Nations community. Communities served: Vulcan, Arrowwood, Lomond, and Siksika First Nation.
Westlock <i>Learn With Me/Read With Me Project</i> Each One Teach One Literacy Society	Rhymes That Bind is an interactive, oral program designed for parents with children ages of 0-3 years of age. It is delivered in Vulcan, Arrowwood, Champion, Milo, Lomond, and Siksika First Nation. Building Blocks is also offered in Vulcan County.

Appendix 2: Details on Models and Participants²

Table 2.1 Number of Programs Cycles Delivered Per Model

Family Literacy Model	Number of Funded Organizations delivering model			Number of Cycles of Model run by Funded Organizations		
	FLIF	Aboriginal	Total	FLIF	Aboriginal	Total
Books for Babies	10	1	11	28	2	30
Rhymes that Bind/Parent Child Mother Goose	25	2	27	209	6	215
Building Blocks	10	3	13	108	3	111
Books Offer Our Kids Success (B.O.O.K.S.)/ Homespun	9	0	9	35	0	35
Literacy and Parenting Skills (L.A.P.S.)	11	1	12	26	2	28
Story Sacks/Pillowslips	7	1	8	25	2	27
Magic Carpet Ride	3	1	4	12	4	16
Other	16	4	20	76	2	18
Total	91	13	104	519	21	480

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- ² All references to parent participants refer to parents/caregivers. All references to child participants refer to children ages birth to six years of age (that is, prior to entry into the formal school system).
 - “Other” refers to programs that combine one or more common or foundational family literacy models together.

Table 2.2 Number of Participants Per Family Literacy Model

Family Literacy Model	Parent/Caregivers		Children		Totals		
	FLIF	Aboriginal	FLIF	Aboriginal	Total Children	Total Parents	Total Participants
Books for Babies	393	15	381	0	381	408	789
Rhymes that Bind/Parent-Child Mother Goose	1,912	45	2,561	77	2,638	1,957	4,595
Building Blocks	177	35	287	74	361	212	573
Books Offer Our Kids Success (B.O.O.K.S.)/ Homespun	247	0	132	0	132	247	379
Literacy and Parenting Skills (L.A.P.S.)	227	8	145	8	153	230	383
Story Sacks/ Pillowslips	73	12	63	18	81	85	166
Magic Carpet Ride	114	51	160	70	230	165	395
Other	1,158	19	1,428	19	1,447	1,177	2,624
Total	4,301	185	5,157	266	5,423	4,486	9,909

Table 2.3 Number and Percentage of Aboriginal Participants

Model	All Participants		Aboriginal			
	Parents	Children	Parents		Children	
	#	#	#	%	#	%
Books for Babies	408	381	36	9%	27	7%
Rhymes that Bind/Parent-Child Mother Goose	1,957	2,638	185	9%	271	10%
Building Blocks	212	361	58	27%	92	25%
B.O.O.K.S.	247	132	19	8%	15	11%
Literacy and Parenting Skills	230	153	106	46%	108	71%
Storysacks/Pillowslips	85	81	8	9%	15	19%
Magic Carpet Ride	165	230	47	28%	69	30%
Other	1,177	1,447	56	5%	49	3%
Total	4,486	5,423	515	11%	644	12%

Table 2.4 Number and Percentage of Participants from Other Cultural Groups

Model	Minority Cultural/Language Groups			
	Parents		Children	
	#	%	#	%
Books for Babies	45	12%	47	12%
Rhymes that Bind/Parent-Child Mother Goose	423	22%	593	22%
Building Blocks	51	24%	61	17%
B.O.O.K.S.	128	52%	36	27%
Literacy and Parenting Skills	86	37%	45	29%
Storysacks/Pillowslips	18	21%	11	14%
Magic Carpet Ride	44	27%	50	22%
Other	616	52%	731	51%
Total	1,411	31%	1,574	29%

Appendix 3: Service Delivery Hours by Model

Family Literacy Model	FLIF	Aboriginal	Total
	Number of Service Hours	Number of Service Hours	
Books for Babies	356	0	356
Rhymes that Bind/Parent-Child Mother Goose	3,038	0	3,038
Building Blocks	2,947	950	3,897
Books Offer Our Kids Success (B.O.O.K.S.)/ Homespun	513	63	576
Literacy and Parenting Skills (LAPS)	822	9	831
Storysacks/Pillowslips	82	316	398
Magic Carpet Ride	468	115	583
Other	3,811	260	4,071
Total	12,037	1,713	13,750

- “Other” refers to programs that combine one or more common or foundational family literacy models together.

Appendix 4: Descriptions of Common Family Literacy Program Models

Books for Babies

- This program encourages parents to discover the joy of reading with their babies
- Families receive a book bag, a number of books suitable for babies, and often a teddy bear or other toy and easy-to-read information on other programs and services.
- Some programs include a series of workshops for parents where book sharing ideas are modeled and parents are given guidance on choosing appropriate books for their baby. Parents may also be introduced to their local library and other available resources as well as receive a library card.

Building Blocks

- In this type of home visitation program, trained literacy workers called “builders” work with families in their homes for at least 20 half-hour sessions.
- Builders work with parents and children, providing the parents with strategies, ideas and knowledge on how to tap into everyday activities to promote literacy development and create a literacy-rich environment in the home.
- Builders provide follow-up support by telephone.
- The target population is preschool children but programs have worked with families with children up to age twelve.
- This program was specifically designed to meet the needs of rural families, where travel can be an issue, where it is not feasible to bring parents together to meet as a group, and/or parents are simply not ready to be part of a group-based program.

Books Offer Our Kids Success (B.O.O.K.S.) / Homespun

- A facilitator works with a group of parents for eight weeks, modeling book-sharing and extension strategies. Children generally do not attend this program.
- Ideas and themes in children’s literature are discussed and extended by craft and drama activities. Parents borrow the books to share at home with their preschool children.
- Parents also engage in informal writing, often writing a story for their children during the program.

Literacy and Parenting Skills (L.A.P.S.)

- The program provides literacy and parenting skills workshops.
- Groups choose from 14 parenting topics (e.g., positive discipline, building self-esteem in our children, listening skills) presented through lower-literacy materials.
- Parents learn to model good literacy practices with their children.
- Four variations of the LAPS program have been developed to meet the needs of a variety of participants: mainstream, Aboriginal, English as Second Language, and Francophone (“Grandir avec mon enfant”).

Rhymes that Bind

- The program promotes oral language development in babies and toddlers and provides a positive supportive environment for parents through group-based delivery.
- Programs involve circle time with parents and infants/toddlers during which rhymes, stories and songs are shared.
- In most programs, two facilitators lead a program for 10 weeks, with one hour-long session per week.

Parent-Child Mother Goose

- A group program for parents and their babies and young children, focusing on orally-delivered interactive rhymes, stories and songs delivered at a slow and relaxed pace with plenty of repetition of materials and casual discussion of issues and questions that arise.
- The program aims to strengthen the parent-child bond, provide a welcoming and supportive group for parents and help link them to other resources in the community, and enhance literacy skills.
- Sessions are generally delivered once a week for ten weeks, with at least two program facilitators present at each session.

Storysacks / Pillowslips

- Storysacks is a tool for supporting the development of literacy skills in a range of settings, including families, child care settings, libraries, prisons and other settings.
- A Storysack is a large cloth bag, made by parents or other volunteers in the community, and contains a children's fiction picture or story book, soft toys of the main characters, props and scenery relating to the story, a non-fiction book linked to the fiction theme, an audio-tape and a language game based on the book to stimulate and extend reading activities.
- The francophone community's adaptation is known as "Prêt-à-conter".

Magic Carpet Ride

- Parents and preschool children engage together in activities that enhance development of oral language, early literacy and social interaction skills.
- Parents also participate in presentations/discussions to increase their knowledge of literacy, child development and positive parenting.
- The program seeks to inform and link families with other child and adult learning programs available in the community.
- Sessions run weekly for 15 to 30 weeks and are facilitated by community volunteers who are supported with ongoing training, mentoring and program resources.

Garden of Active Learning (GOAL)

- Sessions run weekly for 15 to 30 weeks and are facilitated by community volunteers who are supported with ongoing training, mentoring and program resources.
- The program facilitates growth in literacy knowledge of parents and children through modeling family literacy activities and promoting positive parenting and enhanced parent-child interactions.
- GOAL has two components: the New Buds Program and the Home Reader Program:
 - New Buds is a community-based program where families meet once a week for 15 weeks. The program includes parent-child interactions during the activities such as reading, singing, listening, talking, drawing, finger plays and movement, as well as parent discussions on topics including early literacy, positive parenting, nutrition, health and safety.
 - The Home Reader Program supports literacy needs of families in the comfort of their own home. Home visits are one hour in length and are scheduled weekly. The content and desired learning outcomes of this program are similar to the New Buds Program.

Appendix 5: Outcomes for Parent-Child Literacy Strategy Funded Programs

Goal	Outcome	#/% indicating that goal had been achieved	
1. To enhance the oral language, early literacy and social interaction skills of children aged 0-6 so they are better able to achieve success at home, school and the community.	1.1: Children’s language, literacy and social interaction skills are enhanced so they are better able to achieve success in everyday literacy activities and in school.	2,795 of 3,055; or 91.5%	
	2.1: Parents/caregivers increase their own basic skills	2,575 of 3,055; or 84.3%	
	2.2: Parents/caregivers are satisfied with the program in which they participated.	2,924 of 3,055; or 95.7%	
2. Strengthen and build basic skills of parents/caregivers (including literacy).	2.3: Parents/caregivers increase their confidence and ability to support their own healthy language and literacy development.	2,743 of 3,055; or 89.8%	
	3. Support and foster the involvement of parents/caregivers in their children’s learning.	3.1: Parents/caregivers increase their understanding of the role of literacy in child development.	2,780 of 3,055; or 91.0%
		3.2: Parents/caregivers and children improve their daily communication and interaction through learning and literacy activities.	2,554 of 3,055; or 83.6%
3.3: Parents/caregivers increase their confidence in being able to support their children’s healthy child development and readiness for school.		2,572 of 3,055; or 84.2%	
4. Develop and enhance community-based partnerships that support the development of language and literacy skills of families.	4.1: Supporting organizations and partners improve their understanding, knowledge and skills about how to support early language and literacy development and the literacy needs of their clients/community.	350 of 405; or 86.4%	
	4.2: Supporting organizations and partners are satisfied with their involvement with the family literacy program.	394 of 405; or 97.2%	

**Appendix 6: Alberta Prairie Classroom on Wheels (C.O.W.) Bus Statistics
2007-2008**

Month	# of Communities Visited	Total # of Days Spent in Communities	# of Participating Agencies and Sponsors	# of Visitors to Bus		# of Books Provided through Legacy Library
				Adults	Children	
April	0	0	0	0	0	0
May	4	5	10	115	214	190
June	4	3	10	132	210	250
July	9	9	13	217	432	450
August	5	5	24	199	383	250
September	11	10.5	18	181	311	500
October	13	14	35	289	450	650
November	6	8	48	218	350	300
December	7	4	8	102	126	350
January	2	1.5	2	28	41	70
February	2	4	5	82	167	150
March	7	7	21	327	578	370
Total	70	71	194	1,890	3,262	3,530