

Family Literacy Survey Report

Florida's Family Literacy Programs
September 2002

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Florida Family Literacy Survey Report

Florida's Family Literacy Programs

September 2002

Introduction

The Practitioners' Task Force on Family Literacy is authorized by the Florida Department of Education, Division of Workforce Development, and is comprised of practitioners representing school districts, community colleges, correctional institutions, libraries, volunteer literacy groups, community-based organizations and other local/state agencies. Dr. Sändra Helen Wilson is the Task Force Facilitator.

Acknowledgments

The Practitioners' Task Force on Family Literacy wishes to acknowledge the following groups and individuals for their valuable contribution to the success of this survey.

For their guidance and assistance in identifying the target population, appreciation is extended to:

- Agency for Workforce Innovation – Florida Partnership for School Readiness, Florida's William F. Goodling Even Start Family Literacy Programs
Penny Cox, Harline Roberts, Betty Wallace, Gladys Wilson
- The Florida Department of Education, Division of Workforce Development
Families as Educators Family Literacy Grants
Marilyn Hatch, Rick Lockenbach, Linda Palmer, Eugene Stafford
- The Florida Department of State, Division of Library and Informational Services, Florida Library Literacy Grants – Library Services and Technology Act (LSTA)
Amy Louttit Johnson, Sandra O. Newell
- The Florida Governor's Family Literacy Initiative
Lesa Kramer, Liza McFadden

Appreciation is also extended to Dr. Sändra Helen Wilson, Facilitator, Dr. Betty Richey, Consultant, and the Family Literacy Task Force members who provided feedback and technical assistance with the survey, data analysis and summary reports.

Our heartfelt appreciation is given to Anita Rodgers for coordinating the entire survey project. The results of the Family Literacy Survey will provide valuable information to the Practitioners' Task Force on Family Literacy, the Department of Education, Division of Workforce Development, the Florida Department of State, Division of Library and Informational Services, the Florida Governor's Initiative on Family Literacy and family literacy providers throughout the state.

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FOREWORD

The Florida Family Literacy Survey Report has been compiled for use as a reference by state agencies and their local programs, private agencies and organizations, community-based organizations, local and regional programs and consortia, and concerned citizens who wish to obtain information on instructional services being offered through various networks that comprise Family Literacy efforts in Florida.

Information contained in The Florida Family Literacy Survey Report was obtained directly from family literacy programs throughout Florida via the Florida Family Literacy Survey developed by Anita Rodgers, ASR Consulting, Inc., in cooperation with the Florida Practitioners' Task Force on Family Literacy.

The Florida Family Literacy Survey was distributed to 153 Florida Family Literacy Programs. A total of 131 (86%) of the Family Literacy Programs responded to the survey. While the respondents do not include all of the Family Literacy Programs operating in Florida, it is assumed that the sample size is sufficiently large enough to yield reliable results.

Information was collected in five distinct areas:

1. Program Profiles
2. Curriculum for Common Family Literacy Program Components
3. Assessment Placement Tools
4. Student Progress and Educational Gain
5. Staff Development Needs

Additional reference notes specific to the areas addressed in the survey were obtained from public law and documents provided by the four major statewide agencies whose family literacy programs participated in the survey:

- Agency for Workforce Innovation – Florida Partnership for School Readiness, Florida's William F. Goodling Even Start Family Literacy Programs
Response: 45 of 51 Programs (88% participation return)
- The Florida Department of Education, Division of Workforce Development
Families as Educators Family Literacy Grants
Response: 59 of 65 Programs (91% participation return)
- The Florida Department of State, Division of Library and Informational Services
Response: 10 of 12 Programs (83% participation return)
- The Florida Governor's Family Literacy Initiative
Response: 17 of 25 Programs (68% participation return)

In compiling the results, each county/district was counted as an individual program, including those who are members of a consortium. For example, a consortium submitting one survey with three member counties/districts, was tabulated as three separate programs. The data have been compiled and presented to reflect both statewide cumulative data and geographic data specific to each region.

INTRODUCTION

The findings of this report are as diverse and complex as the Family Literacy Programs who participated in the survey. While there is no one universal model for a Florida Family Literacy Program, there are common elements and emerging trends.

Common Components of Family Literacy Programs:

Family Literacy as defined by Public Law 106-554.¹

1. Adult Education

Parent literacy training that leads to economic self-sufficiency.

2. Early Childhood Education

An age-appropriate education to prepare children for success in school and life experiences.

3. Parent Education

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

4. Parent and Child Together (PACT) Time

Interactive literacy activities between parents and their children.

5. Home Visitation

To provide and monitor integrated instructional services to participating parents and children through home-based programs. Required for Florida Even Start Programs.¹

Common Support Services Family Literacy Programs:

1. Child Care

Provided for the period the parents are involved in the program.

2. Transportation

Provided to enable parents and their children to participate in the program.

Common Geographic Regions for Florida Family Literacy Programs:

Region I

Bay, Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Liberty, Leon, Okaloosa, Santa Rosa, Walton, Wakulla, Washington

Region II

Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Gilchrist, Hamilton, Jefferson, Lafayette, Levy, Putnam, Madison, Marion, Nassau, St. Johns, Suwannee, Taylor, Union

Region III

Brevard, Flagler, Indian River, Lake, Martin, Okeechobee, Orange, Osceola, St. Lucie, Seminole, Sumter, Volusia

Region IV

Charlotte, Collier, DeSoto, Glades, Hardee, Hendry, Hernando, Highlands, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk, Sarasota

Region V

Broward, Miami-Dade, Monroe, Palm Beach

SECTION 1: PROGRAM PROFILES

STATEWIDE AGENCY PROFILES:

Agency for Workforce Innovation – Florida Partnership for School Readiness, William F. Goodling Even Start Family Literacy Programs

Title I, Section 1002 [20 U.S.C. 6302] AUTHORIZATION OF APPROPRIATIONS
Part B -- William F. Goodling Even Start Family Literacy Programs

The program shall –

- (1) be implemented through cooperative projects that build on high quality existing community resources to create a new range of services;
- (2) promote the academic achievements of children and adults;
- (3) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student performance standards; and
- (4) use instructional programs based on scientifically based reading research (as defined in Section 2252 of the Reading Excellence Act - Part C of Title II ESEA) and the prevention of reading difficulties for children and adults, to the extent such research is available.

Florida Even Start Programs are designed to break the cycle of poverty and illiteracy in low-income families. Even Start Programs provide a unified program of adult education, parenting education, and early childhood education services, building on existing community resources where appropriate. Since the Even Start program was first implemented in 1989, the U.S. Department of Education has conducted national evaluations of the program.

The fiscal year for Florida Even Start programs is October 1 – September 30. Applicants are required to demonstrate their ability to provide the non-Federal share of the project. The Federal share may not exceed 90% of the total cost of the program in the first year; 80% in the 2nd year; 70% in the 3rd year; 60% in the 4th year; 50% in the 5th, 6th, 7th and 8th year; 35% in any subsequent year. (*Section 1204 [20 U.S.C. 6364], ESEA*)¹ The Florida Partnership for School Readiness reported that on the Even Start Performance Information Reporting System (ESPRIS) for Fiscal Year 2000-2001, Florida Even Start Programs served 1,105 adults, 1,587 children, and 1,131 families.

Florida Department of Education, Division of Workforce Development

Adult Education and Family Literacy Act (AEFLA) State Grant Programs Title II of the Workforce Investment Act of 1998. Federal - CFDA# 84.002 - Adult Education Act - Basic State Grant.

The fiscal year for the Florida Department of Education (DOE) is July 1 – June 30. The family literacy grants funded under AEFLA are performance-based, with clearly defined measurable deliverables. These competitively awarded grants are multi-year grants. Recipients must submit a continuation application to be considered for funding for the second grant year. The continuation applications focus on the recipient's progress in meeting or exceeding the performance measures in the first year. Performance measures were submitted for two (2) years in the original project application. Family Literacy grants are performance-based and payment is in part based on adult student progress. Continuation funding of \$3,593,326 has been allocated to Family Literacy Programs for the fiscal year July 1, 2002 to June 30, 2003, and \$6 million has been allocated for new competitive grants for the following year.⁶

The Florida DOE, Division of Workforce Development also administers Families as Educators-PAC Success Academies grants. These family literacy grants serve parents/caregivers of children who are considered "at risk." Funded programs must provide integrated parent/caregiver and child(ren) activities that support behavioral modifications skills.⁶

SECTION 1: PROGRAM PROFILES

STATEWIDE AGENCY PROFILES:

Florida Department of Education, Division of Library and Informational Services – Florida Library Literacy Grants

The LSTA Grant program is administered by the State and Federal Grants Office in the Bureau of Library Development, Division of Library and Informational Services, Department of State. In Florida, the program is authorized under Section 257.12, *Florida Statutes*. Rules for administration of the program are outlined in Section 1B-2.011, *Florida Administrative Code*, and in the Library Services and Technology Act Grants Guidelines and Application. Federal authorization is provided in Public Law 104-208, as amended, and 45 CFR Part 1183.⁸

The purpose of this state-funded, community-based grant program is to support the development and implementation of innovative adult literacy programs through Florida public libraries. Projects will assist in addressing the outcome of improving adult learners' literacy skills in order to create lifelong learners and library users supporting their roles as parents, workers and citizens. Partnerships with other literacy providers, the business community, and other institutions serving the targeted clientele are encouraged.

Any Florida public library is eligible to apply for Florida Library Literacy Grant Program funds. For the purposes of the grant, public libraries are defined as all libraries eligible to receive State Aid to Libraries grants; and city, county or nonprofit association-funded libraries that provide free library services to their legal service area. Florida Library Literacy Grant funds are allocated by the State. Applicants may apply for a grant of up to 10% of the total grant allocation.

Libraries must provide local match that equals a minimum 1/3 of the amount of grant funds requested or awarded. Match must be directly related to this project and may be in the form of direct expenditures, in-kind donations, and/or services of partner agencies. Other federal grants, volunteer time, and indirect/overhead/administrative costs may not be used as matching funds for LSTA Grants. No matching funds are required for projects requesting less than \$10,000 in grant funds. A library in a county or community with rural status can request the waiver of the match requirement at the time of grant application (under 288.06561 Florida Statutes).

LSTA grants are provided annually through the Institute of Museum and Library Services with funds appropriated by Congress. In federal fiscal year 2001-2002, Florida received \$7,659,404, and in fiscal year 2002-2003, Florida received \$7,662,616. The fiscal year for Florida Library Literacy Grants is October 1 – September 30. There is no limit on the number of years that a project may be funded. A library's track record – including effectiveness of evaluation – will be taken into account for multiyear projects.

The guidelines and application can be found at
<http://www.dos.state.fl.us/dlis/bld/grants/forms/Literacyforms.html>

SECTION 1: PROGRAM PROFILES

STATEWIDE AGENCY PROFILES:

Governor's Family Literacy Initiative

The Governor's Family Literacy Initiative is a funding program created to improve literacy and to help families understand that the home is the child's first school, the parent is the child's first teacher, and reading is the child's first subject. The grant recipients are a diverse blend of community and school-based organizations including charter schools, libraries, housing authorities, local education foundations and faith-based organizations.

The Governor's Family Literacy Programs, with a fiscal year from July 1 – June 30, are funded for one year and are required to provide additional funds or other local support for the family literacy program (at least 10% cash and at least 25% in-kind for a total match of 35%). Grants up to \$50,000 are awarded that enhance literacy instructional programs so that complete family literacy programs can be created. Funds are dispersed 60% upon signing of agreements, 30% upon receipt and acceptance of a midterm report, and 10% upon receipt and acceptance of all final reports. Applicants are required to commit to continuing the program beyond the initial grant year and must be a non-profit organization or public entity that operates a literacy program that has been in existence for at least two years. Public schools must submit their application via their local education foundation as fiscal agent.³ Community-based programs with pre-existing adult education classes were more likely to continue their program after funding ended. These often used the money to enhance an on-going program.⁴

The Governor's Family Literacy Programs use standardized tests to document achievement including TABE, GED, ESOLA, FCAT, and S.T.A.R. Pre and post-testing is required. Portfolio documentation for informal qualitative assessment is also encouraged.³

Over the past two years \$2.25 million has been awarded to start or expand 45 family literacy programs. The 2000-2001 Executive Summary reported that parents participating in family literacy programs read more to their children (90%), tell stories to their children (97%), draw or paint with their children (84%), call or visit their children's teachers (89%), help their children with homework (94%), have library cards (70%), and visit the library (86%). Parents improved their own skills and reported gains in confidence in helping their children. The 2000-2001 Executive Summary also reported serving 1,315 adults, 2,418 children, and 1,077 families. 76% of the participants attended a minimum of 2 months of classes.⁴

Florida Family Literacy Program Profiles

Number of Family Literacy Programs, sites and mean average number of years of operation by region.

Region Number	# of Programs	Percent of Total	Average # of Years	# of sites	Percent of Total Sites
1	36	27	6.8	109	27
2	23	18	6.6	91	23
3	12	9	5.3	76	19
4	32	24	5.8	71	18
5	28	22	3.9	54	13
All	131	100%	5.8	401	100%

SECTION 1: FAMILY LITERACY PROGRAM PROFILES

Survey Question:

What agency/district has the primary administrative responsibility for service delivery?

Agency/District	Florida Regions					All	% of 131
	1	2	3	4	5		
School District	10	6	6	24	20	66	50
Consortium/Statewide: Refer to note below	19	13	1	5	3	41	31
Library	3	4	2	0	1	10	8
Community-Based Organization	1	0	2	1	3	7	5
Community College	3	0	1	0	1	5	4
Housing Authority	0	0	0	2	0	2	2
Totals	36	23	12	32	28	131	100%

Agency/District	Even Start	Department of Education	Governor's Initiative	LSTA	All
School District	19	33	14	0	66
Consortium/Statewide: Refer to note below	26	15	0	0	41
Library	0	0	0	10	10
Community-Based Organization	0	5	2	0	7
Community College	0	5	0	0	5
Housing Authority	0	1	1	0	2
Totals	45	59	17	10	131

Note: Consortia and Statewide Programs

Florida Even Start Family Literacy Programs

- Florida Department of Corrections
 - Comprised of 6 programs in correctional institutions/5 counties
- North East Florida Education Consortium (NEFEC)
 - Comprised of 8 programs/counties
- Okaloosa-Walton Community College - Central Panhandle Even Start Program
 - Comprised of 3 programs/counties
- Panhandle Area Education Consortium (PACE)
 - Comprised of 10 programs/counties

Florida Department of Education, Division of Workforce Development

Comprehensive Family Literacy - Families as Educators Programs

- Probationers' Educational Growth/PAC Success Academies
 - Comprised of 20 programs/19 counties

SECTION 1: FAMILY LITERACY PROGRAM PROFILES

Survey Question:

Who provides the following components of the Family Literacy Program?

Component	Project/Administrative Agent	Collaborating Partner
Adult Education	91	66
Parent Education	101	46
Early Childhood Education/ Age Appropriate Education	86	56
Parent and Child Together (PACT) Time	92	41
Home Visitation	56	38
Child Care	61	44
Transportation	40	55
Counseling	46	37

Notes:

The Adult Education and Family Literacy Act of 1988 defines “family literacy services” as services of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in the family. AEFLA requires funded family literacy programs integrate the first four activities listed in the table above (section 203(7) of AEFLA.⁶

Adult Education lessons may include basic skills, interpersonal relationships, life skills, career exploration, pre-employability and workplace skills, problem-solving, and critical thinking skills.⁵

Parent and Child Together (PACT) Time is defined as interactive literacy activities between parents and their children. For parents it is a chance to practice new interactions or behavior management techniques learned in parent education classes.

Parent education focuses on training parents to be their child’s primary teacher and full partner in their education. It includes training parents in interactive activities involving parents and children.⁵

The Florida Library Literacy Grants fund components of family literacy. It can support adult education, parenting and to a lesser degree parent and child together time. Programs focus on adult literacy and improving basic literacy and/or English language skills of adults age 16 and older who are typically the hardest to reach and who are not being served in traditional education programs.⁸

SECTION 1: FAMILY LITERACY PROGRAM PROFILES

The Family Literacy Programs are primarily:

Program Type	Florida Regions					All	% of 131
	1	2	3	4	5		
Center-Based	15	12	6	26	19	78	59
Combined Center/Home	11	6	8	5	5	35	26
Home-Based	5	1	0	0	0	6	5
Correctional Facility	2	1	0	1	2	6	5
Library-Based	2	3	0	0	1	6	5
Totals	35	23	14	32	27	131	100%

Program Type	Even Start	Department of Education	Governor's Initiative	LSTA	All	% of 131
Center-Based	16	46	14	2	78	59
Combined Center/Home	21	9	3	2	35	26
Home-Based	3	3	0	0	6	5
Correctional Facility	5	1	0	0	6	5
Library-Based	0	0	0	6	6	5
Totals	45	59	17	10	131	100%

The Family Literacy Programs provide services to children in the following age groups:

Age Groups	Florida Regions					All	% of 131
	1	2	3	4	5		
Ages 0-5	31	22	11	25	17	106	81
Kindergarten - Grade 3	30	20	10	26	21	107	82
Grades 4- 8	17	4	3	20	13	57	44
Grades 9 - 12	13	4	2	6	7	32	24
Total Responses	91	50	26	77	58	302	

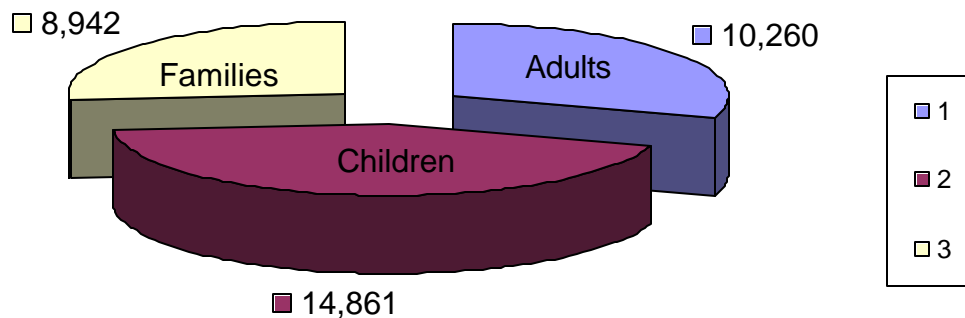
SECTION 1: FAMILY LITERACY PROGRAM PROFILES

Survey Question:

During the current fiscal year, the Family Literacy Programs anticipate serving:

Number Anticipated	Florida Regions					All
	1	2	3	4	5	
Adults	2,616	2,620	1,010	2,507	1,507	10,260
Children	2,387	5,539	1,964	2,744	2,227	14,861
Families	1,673	2,532	1,227	2,029	1,481	8,942

Florida Family Literacy Programs All Responses



Note:

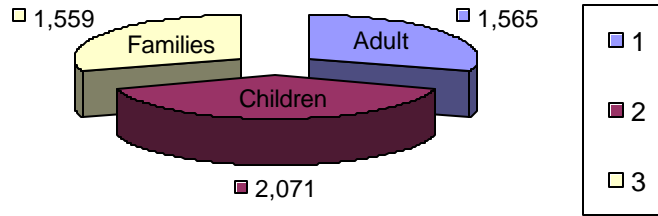
The charts reflect the data of only those programs that participated in the survey.

Note:

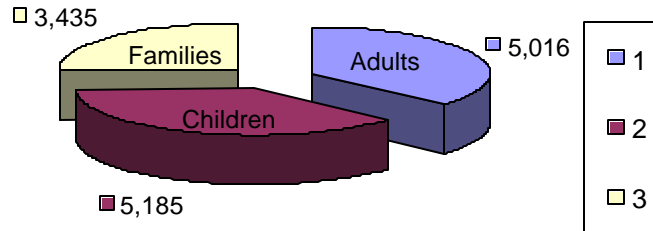
Some adults served in the Department of Education Family Literacy Programs may participate in the Parent Education component (i.e., court ordered) and not have a child enrolled in the Early Childhood Education component.⁶

SECTION 1: FAMILY LITERACY PROGRAM PROFILES

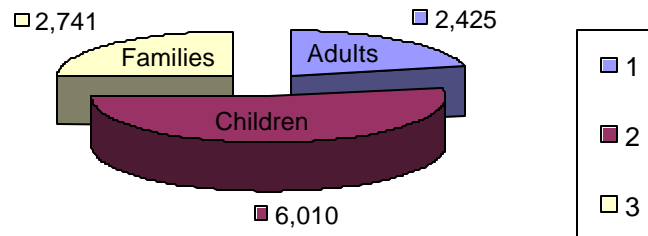
Florida Partnership for School Readiness Even Start Family Literacy



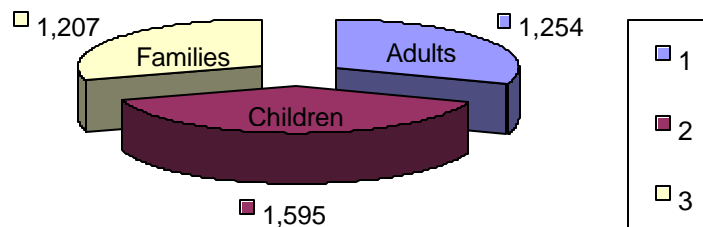
Florida Department of Education Division of Workforce Development



Florida Library Literacy Grants - LSTA



Florida Governor's Family Literacy Initiative



SECTION 2: CURRICULUM

Comprehensive Family Literacy Curriculum Models

Program Type	Florida Regions					All	% of 80
	1	2	3	4	5		
The Kenan Family Literacy Model	4	13	6	13	6	42	53
Parents as Teachers (PAT)	10	11	2	0	1	24	30
Family Literacy at School and Home (FLASH)	0	0	1	1	4	6	7
Family Intergenerational Literacy Model (FILM)	3	0	1	0	0	4	5
Other	1	0	0	1	2	4	5
Totals	18	24	10	15	13	80	100%

Notes:

Florida Even Start Programs must use instructional programs based on scientifically based reading research, as defined in section 2252 of the Reading Excellence Act (Part C of Title II of ESEA), and on the prevention of reading difficulties for children and adults, to the extent that such research is available. [Section 1201(4), ESEA]²

Florida Even Start Programs (Children ages 0 through 7)

Florida Even Start Programs operate on a year-round basis and must provide *both enrichment and instructional services* during the summer months. [Section 1205(8), ESEA]¹ The 2001 Survey of Florida Even Start Programs noted that 47 of 49 programs or 96% provided both enrichment and instructional services during the summer months.

The Governor's Family Literacy Programs provide a reading program for both parents or primary caregivers and their children that include components that are research-based and proven to increase the reading skill levels of children and adults. Preference will be given to programs that include three or more hours of intergenerational reading activities per week.³

The Florida Library Literacy Projects use innovative methods to assist individuals to improve their ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential. Project designs are based on the needs of adults and are learner-centered. Examples of effective instructional strategies include:

One-on-one weekly tutoring sessions provided by trained literacy volunteers.

Small group instruction provided by trained instructors.

Computerized instruction using the Internet or commercial software.

Video instruction.

Non-traditional programs using active learning.

Collaborative programs with partners to extend the services of existing literacy programs. For example, libraries provide collections for established literacy programs.⁸

SECTION 2: CURRICULUM

Survey Question:

What does your project currently use for curriculum in Adult Education?

Curriculum	Florida Regions					All	% of 422
	1	2	3	4	5		
Adult Basic Education (ABE) or GED, or ESOL Instruction	28	18	8	23	23	100	24
Computer-Assisted Instruction	14	16	6	18	15	69	16
Steck Vaughn Pre-Ged and GED	20	9	6	18	8	61	14
Vocational/Employability Skills Training	14	13	4	6	8	45	11
Tutor Materials (LLA/LVA)	15	5	5	11	5	41	10
Florida Works	7	2	2	8	3	22	5
Literacy Cyberspace	17	2	0	0	1	20	5
McGraw-Hill Contemporary	4	2	0	4	4	14	3
Act Now! Computer-Based	0	10	0	0	1	11	3
Project Developed Materials	2	1	2	1	2	8	2
Crossroads Café	1	3	1	1	2	8	2
Learning Center On-Line	1	0	0	0	5	6	1
Other	4	5	2	2	4	17	4
Total Responses						422	100%

Notes:

Description of certain Adult Education curriculum models:

- Literacy Cyberspace is an adult basic education distance learning initiative administered by Okaloosa-Walton Community College. For more information call (850) 892-8100 or go to <http://literacy.owcc.net>.
- Florida Works is an employability skills curriculum for Adult Basic Education funded by the Florida Department of Education, Division of Workforce Development. For information go to <http://www.floridahumanresources.org>.
- Crossroads Café is a video series with integrated text materials. It is an English language instructional program for English for Speakers of Other Languages created in collaboration with Intelcom, Heinle and Heinle, several federal agencies, the state of Florida and other states. For information go to: <http://www.floridahumanresources.org>.

SECTION 2: CURRICULUM

Survey Question:

What does your project currently use for curriculum for Parent Education?

Curriculum	Florida Regions					All	% of 344
	1	2	3	4	5		
Parents as Teachers	22	17	8	8	10	65	19
Bowdoin	4	11	4	5	5	29	8
Redirecting Children's Behavior	10	3	3	9	4	29	8
Born to Read	4	11	2	6	4	27	8
STEP	5	3	2	6	5	21	7
Active Parenting	4	4	1	3	9	21	6
Home Instruction Program for Preschool Youngsters (HIPPY)	1	10	0	2	4	17	5
Passports to Success	3	0	4	8	2	17	5
Partners for a Healthy Baby	0	8	2	2	2	14	5
Portage	11	2	0	0	1	14	5
Channing Bete Development Program	2	2	1	3	4	12	3
Project Developed Materials	3	3	1	3	2	12	3
Teaching Parents of Young Children	1	1	1	1	8	12	3
Reading Discovery	2	1	1	1	5	10	3
First Steps	1	3	0	2	3	9	3
MegaSkills	1	2	1	2	3	9	3
Boys Town	1	1	0	1	2	5	1
Teen Parenting, Morning Glory	1	1	1	0	2	5	1
Nurturing Parent	0	0	0	1	3	4	1
Other	3	1	0	4	4	12	3
Total Responses						344	100%

Notes: On-Line Information

- Bowdoin
<http://www.bowdoinmethod.com>
- National Portage Association
<http://www.portage.org.uk>
- Parents as Teachers National Center
<http://www.patnc.org>

SECTION 2: CURRICULUM

Survey Question:

What does your project currently use for curriculum for Early Childhood Education (ages 0-5)?

Curriculum	Florida Regions					All	% of 246
	1	2	3	4	5		
Parents as Teachers (PAT)	18	15	6	4	8	51	21
School District Curriculum	13	5	4	15	8	45	18
Project Developed Materials	5	3	5	14	5	32	13
High Scope	5	3	2	9	10	29	12
Creative Curriculum	3	3	4	5	9	24	10
Home Instruction Program for Preschool Youngsters (HIPPY)	2	10	0	1	4	17	7
High Reach	1	8	0	2	0	11	4
MegaSkills	1	2	1	1	2	7	3
Mother Goose	1	1	1	0	4	7	3
Montessori	0	1	1	0	2	4	2
Early Literacy Instructional Curriculum (ELIC)	1	0	1	1	0	3	1
First Steps	0	0	1	0	1	2	1
Your Child at Play	0	0	0	1	0	1	0
Other	2	3	1	4	3	13	5
Total Responses						246	100%

Notes:

Florida Even Start Programs (children ages 0-7) must provide both enrichment and instructional services during the summer months (section 1205(8) ESEA).¹ The 2001 Survey of Florida Even Start Programs noted that 47 of 49 programs or 96% provided both enrichment and instructional services during the summer months.

On-Line Information

- High Scope Educational Research Foundation
<http://www.highscope.org>
- Parents as Teachers National Center
<http://www.patnc.org>

SECTION 2: CURRICULUM

Survey Question:

What does your project currently use for curriculum for Kindergarten through Grade 12?

Curriculum	Florida Regions					All	% of 147
	1	2	3	4	5		
School District Curriculum	20	14	5	15	22	76	52
Project Developed Materials	3	11	3	9	10	36	24
Degree of Reading Power	0	0	0	4	1	5	3
S.T.A.R.	2	0	0	1	1	4	3
Other	9	3	2	6	6	26	18
Total Responses						147	100%

Survey Question:

What does your project currently use for curriculum for Home Visitation?

Curriculum	Florida Regions					All	% of 141
	1	2	3	4	5		
Parents as Teachers	19	14	4	6	8	51	36
Project Developed Materials	3	3	5	6	5	22	16
The Kenan Family Literacy Model	2	4	5	4	3	18	13
Home Instruction Program for Preschool Youngsters (HIPYP)	1	10	0	1	4	16	12
Book Buddies	1	0	0	0	5	6	4
Partners for a Healthy Baby	0	1	2	2	1	6	4
Parents as Teachers (Missouri Model)	0	2	1	0	2	5	4
Your Home is a Learning Place – New Readers Press	1	0	1	0	1	3	2
The Nurturing Program	0	0	0	1	1	2	1
ECE Curriculum Extension	0	0	1	0	0	1	0
Others	2	0	1	6	2	11	8
Total Responses						141	100%

Note: On-Line Information

- Parents as Teachers National Center
<http://www.patnc.org>
- New Readers Press (800) 448-8878
<http://www.newreaderspress.com>

SECTION 2: CURRICULUM

Survey Question:

What does your project currently use for curriculum for Parent and Child Together (PACT) Time?

Curriculum	Florida Regions					All	% of 254
	1	2	3	4	5		
Project Developed Materials	16	15	7	14	8	60	24
Parents as Teachers	20	16	6	6	9	57	22
Born to Read	2	11	2	2	5	22	9
Home Instruction Program for Preschool Youngsters (HIPPY)	1	10	0	2	4	17	7
Book Buddies	1	0	2	0	8	11	4
LVA Family Literacy and PACT Handbooks	5	1	1	1	2	10	4
Scholastic Web	2	2	0	1	3	8	3
FLAME (University of Illinois at Chicago)	0	0	0	7	0	7	2
Oxford English Press	1	1	1	0	2	5	2
Bucket of Books	2	0	0	2	0	4	2
Newspapers in Education	1	0	1	0	2	4	2
PACT – ACE of Florida	0	0	1	2	0	3	1
Hawaii – HELP	0	0	0	0	2	2	1
Together in Learning	0	0	0	0	2	2	1
ECLE	0	0	0	1	0	1	0
Others	13	5	5	7	11	41	16
Total Responses						254	100%

Note: On-Line Information

- Adult and Community Educators (ACE) of Florida (850) 222-2233 – <http://www.aceofflorida.org>
- Literacy Volunteers of America (LVA), Inc. <http://www.literacyvolunteers.org>
To order by telephone, (800) 582-8812
- Parents as Teachers National Center <http://www.patnc.org>

SECTION 3: ASSESSMENT

Survey Question:

What does your project currently use for assessment in Adult Education?

Assessment Placement Tools	Florida Regions					All	% of 256
	1	2	3	4	5		
Tests of Adult Basic Education (TABE)	29	18	7	20	17	91	36
Official GED Practice Test	10	13	5	11	4	43	17
Comprehensive Adult Student Assessment System - CASAS	0	0	6	15	3	24	9
LVA English as a Second Language Oral Assessment - ESLOA	7	4	3	3	2	19	7
Tests of Adult Basic Education - Work Related (TABE)	2	9	2	3	2	18	8
LVA READ (Reading Evaluation Adult Diagnosis)	4	2	1	1	2	10	4
Adult Language Assessment Scales (A-LAS)	1	0	0	2	3	6	3
Project Developed Materials	1	0	1	1	2	5	2
Jostens Learning System	1	0	0	0	2	3	1
Brigance Life Skills	1	0	1	0	0	2	0
Wonderlic Basic Skills Test (WBST)	0	0	0	0	1	1	0
Other	11	4	4	7	8	34	13
Total Responses						256	100%

Notes: Publisher contact information.

- Brigance Life Skills – Curriculum Associates – (800) 225-0248
<http://www.curriculumassociates.com>
- Comprehensive Adult Student Assessment System (CASAS) – (800) 255-1036
<http://casas.org>
- LVA English as a Second Language Oral Assessment (ESLOA) and LVA READ (Reading Evaluation Adult Diagnosis). To order by telephone, (800) 582-8812.
<http://www.literacyvolunteers.org/home>
- Tests of Adult Basic Education (TABE), TABE Work Related and Adult Language Assessment Scales (A-LAS) – CTB/McGraw-Hill – (800) 538-9547
<http://www.ctb.com>
- Wonderlic Basic Skills Test (WBST) – (800) 323-3742
<http://www.wonderlic.com/measuring.html>
- For information on other publishers – Florida Association for Instructional Materials –
<http://www.faim-edu.com>

SECTION 3: ASSESSMENT

Survey Question:

What does your project currently use for assessment for ages 0-5?

Assessment Placement Tools	Florida Regions					All	% of 174
	1	2	3	4	5		
Ages and Stages Questionnaire	16	14	6	7	6	49	28
High/Scope Classroom Observation Record - COR	6	3	4	6	5	24	15
DIAL – R	12	5	2	3	0	22	13
Brigance Early Childhood Skills	3	0	3	2	1	9	5
Project Developed Materials	2	0	1	2	4	9	5
Early Learning Accomplishment Profile (E-LAP)	4	0	1	1	2	8	4
Learning Accomplishment Profile (LAP)	2	0	1	1	3	7	4
Peabody Early Childhood Skills	5	0	1	0	0	6	4
Denver II	0	1	2	0	1	4	2
Battelle Developmental Inventory Screener	0	0	0	3	0	3	2
Galileo	1	0	0	2	0	3	2
Hawaii LAP	0	0	0	0	2	2	1
Other	5	5	2	10	6	28	16
Total Responses						174	100%

Notes: Publisher contact information.

- Brigance Early Childhood Skills – Curriculum Associates – (800) 225-0248
<http://www.curriculumassociates.com>
- For information on other publishers – Florida Association for Instructional Materials –
<http://www.faim-edu.com>

SECTION 3: ASSESSMENT

Survey Question:

What does your project currently use for assessment for Kindergarten through Grade 12:

Assessment Placement Tools	Florida Regions					All	% of 138
	1	2	3	4	5		
School District Assessment – Florida Comprehensive Assessment Test (FCAT)	20	8	5	14	19	66	48
School District Assessment – High School Competency Test (HSCT)	4	2	4	0	5	15	11
Project Developed Materials	1	1	1	1	9	13	9
PLAN (Academic/Career Assessment)	0	8	0	0	2	10	7
Other	8	3	3	12	8	34	25
Total Responses						138	100%

Note:

School District Assessment – Florida Comprehensive Assessment Test (FCAT)
The 5-year-old FCAT – measuring reading, writing and math skills – was part of a sweeping reform passed in 1997, an effort intended to improve the state’s public schools. In 1999, Governor Bush’s A-Plus Plan for education tied school’s FCAT scores to funding.⁷

Survey Question:

What does your project currently use for assessment in Home Environment?

Assessment Placement Tools	Florida Regions					All	% of 120
	1	2	3	4	5		
Project Developed Materials	6	10	4	13	12	45	38
Home Inventory	15	2	3	4	6	30	25
Home Screening Questionnaire	6	1	4	5	7	23	19
ESPIRS – Form E (Even Start)	1	0	2	1	0	4	3
Other	7	2	1	5	3	18	15
Total Responses						120	100%

Note:

Even Start Performance Information Reporting System (ESPIRS) Form E: Progress Indicators, Revised 1999.¹

SECTION 4: STUDENT PROGRESS & EDUCATIONAL GAINS

Survey Question:

What does your project currently use to measure student progress and educational gains for Adults?

Progress & Educational Gains	Florida Regions					All	% of 432
	1	2	3	4	5		
Pre and Post Testing	30	18	10	27	20	105	24
Observation	22	18	9	23	18	90	21
Assessment instruments required by school district or community college	23	15	5	16	14	73	17
Student Portfolios	18	13	7	14	13	65	15
Curriculum Frameworks Checklist	15	1	6	15	10	47	11
Progressive Development (i.e. Ages and Stages)	13	4	1	1	1	20	5
Student Report Cards	7	2	1	2	1	13	3
Other	5	1	4	3	6	19	4
Total Responses						432	100%

Survey Question:

What does your project currently use to measure student progress and educational gains for Children?

Progress & Educational Gains	Florida Regions					All	% of 305
	1	2	3	4	5		
Observation	9	15	6	18	19	67	22
Pre and Post Testing	15	12	5	18	15	65	21
Student Report Cards	13	4	4	10	17	48	16
Student Portfolios	7	10	3	8	9	37	12
Assessment instruments required by school district or community college	5	3	1	14	10	33	11
Progressive Development (i.e. Ages and Stages)	7	10	5	7	6	35	11
Sunshine State Standards	1	1	1	1	2	6	2
Project Developed Materials	1	0	0	0	1	2	1
Other	2	1	1	1	7	12	4
Total Responses						305	100%

Note:

The Sunshine State Standards were approved by the State Board of Education in 1996 to provide expectations for student achievement in Florida. The Standards approved in 1996 were written in seven subject areas, each divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12).

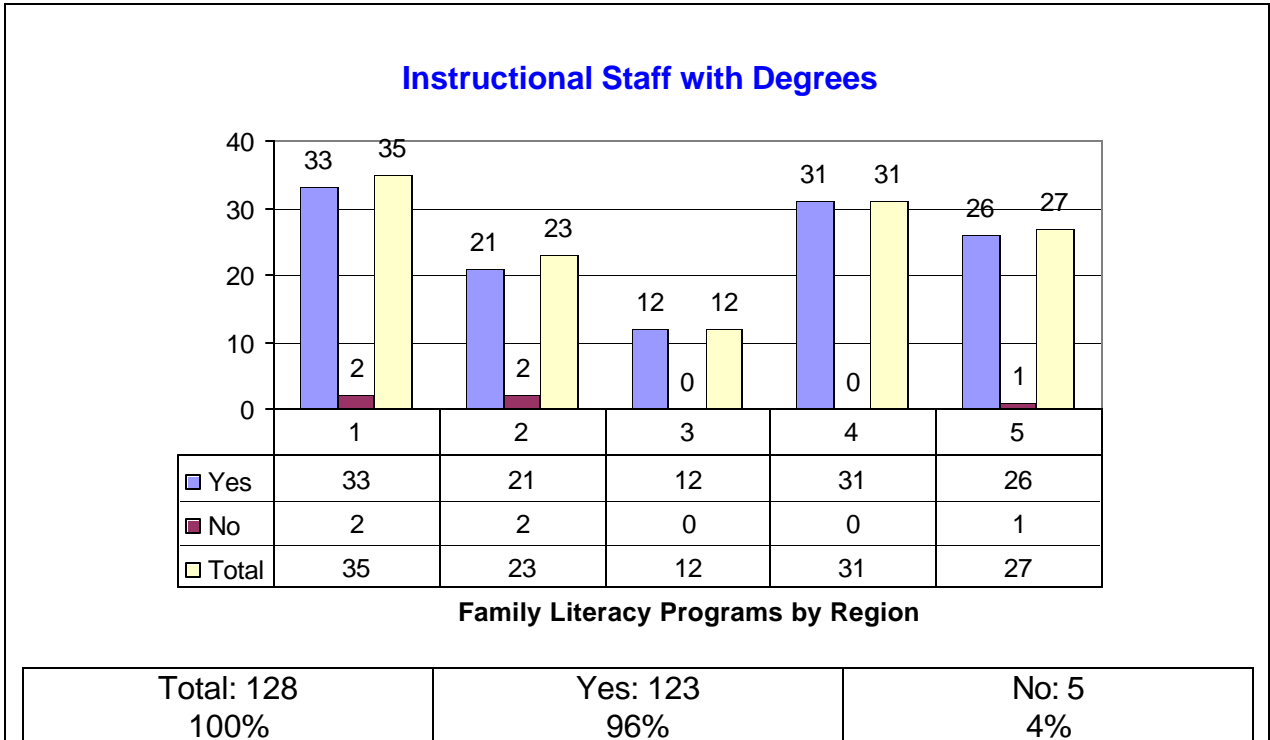
<http://www.firm.edu/doe/cgi-bin/doehome/menu.pl>

SECTION 5: STAFF CREDENTIALS

Survey Question:

For staff whose salaries are paid partially or totally from Family Literacy Program funds:

Do primary academic instructors have a degree (associate's, bachelor's, or graduate) in a field related to early childhood education, elementary or secondary school education, or adult education?



Note: Florida Even Start Programs

Project staff whose salaries are paid partially or totally with Federal Even Start funds must meet the following requirements within 4 years of enactment of the Literacy Involves Families Together (LIFT) Act, Public Law 106-554 on December 21, 2000:

- 1) A majority of the instructional staff must have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education or adult education. All new instructional staff hired after December 21, 2000, must meet these qualifications when hired.
- 2) The individual responsible for local project administration must receive training in the operation of a family literacy program.¹

Note: Governor's Family Literacy Initiative

Applicants must provide program staff qualifications and how these qualifications will provide effective program management. An initial and ongoing staff development plan is required.

Note: Florida LSTA Programs

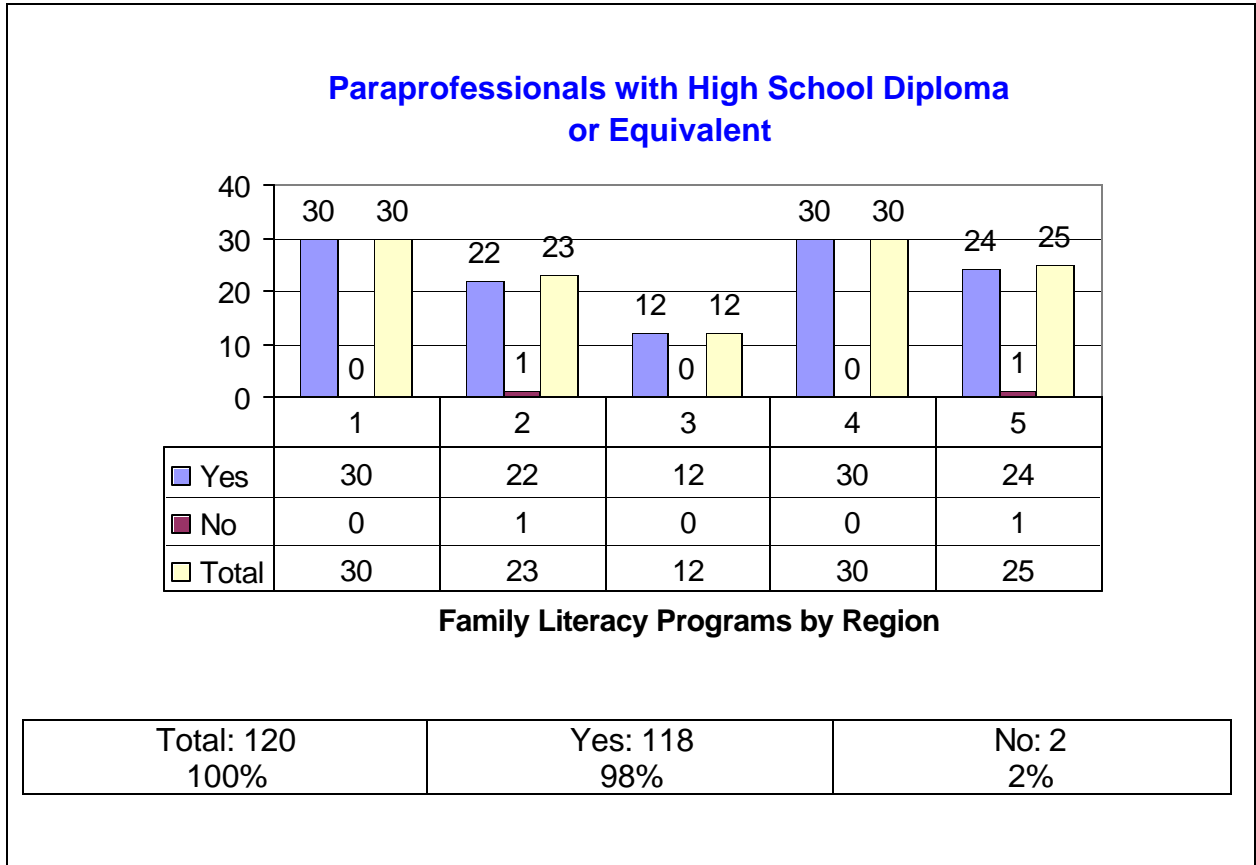
To receive a grant, the library's services program must be headed and administered by a librarian who has completed a library education program accredited by the American Library Association. Grant applications require a list of all staff involved with the project, whether paid from grant or local funds.⁸

SECTION 5: STAFF CREDENTIALS

Survey Question:

For staff whose salaries are paid partially or totally from Family Literacy Program funds:

Does your program require that paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent?



Note:

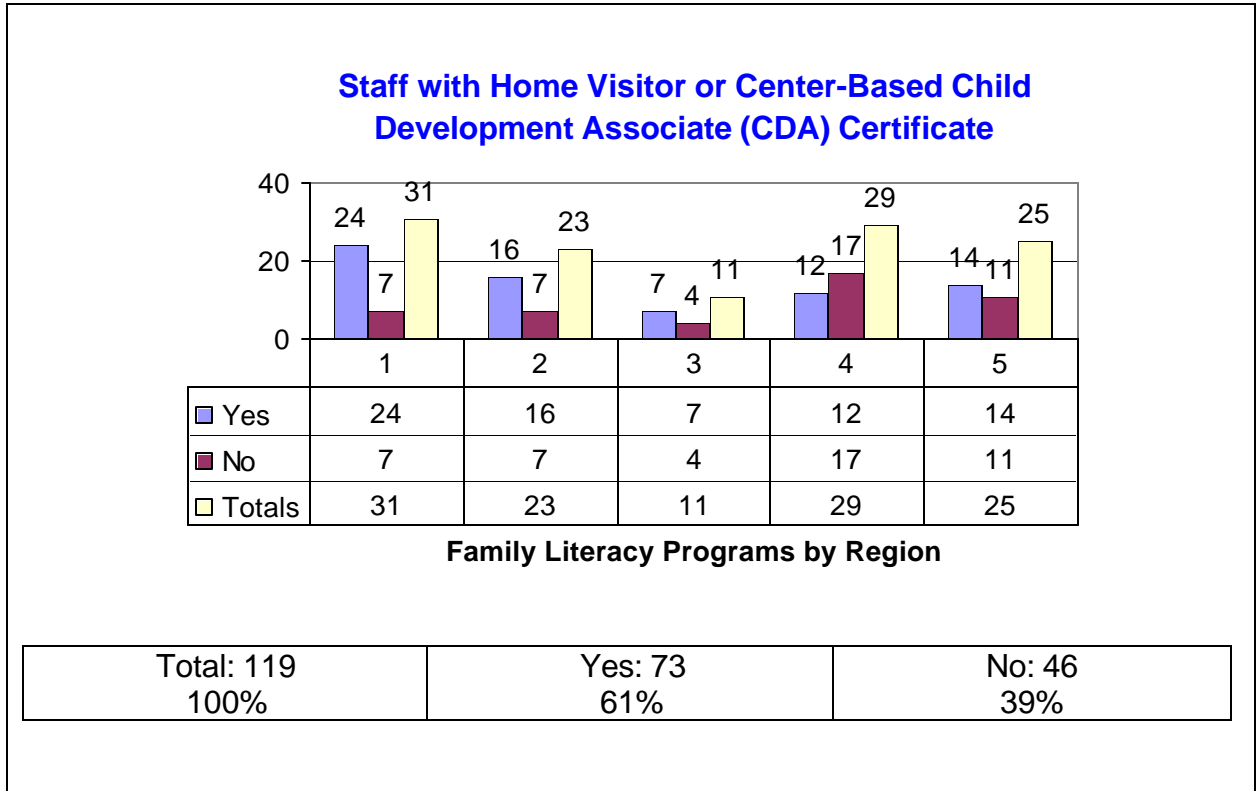
Florida Even Start Programs: Paraprofessionals who provide support for academic instruction must have a high school diploma or its recognized equivalent within 4 years (*Section 1205(5), ESAE*).¹

SECTION 5: STAFF CREDENTIALS

Survey Question:

For staff whose salaries are paid partially or totally from Family Literacy Program funds:

Are program instructional and paraprofessional staff required to have either a home visitor or center-based Child Development Associate (CDA) certificate?



SECTION 6: STAFF DEVELOPMENT NEEDS

General Interest Topics	Florida Regions					All	% of 131 Programs
	1	2	3	4	5		
Working with Adults with Low Literacy Skills	25	9	9	18	16	77	58
Instructional Programs and Research-Based Curriculum	21	14	6	15	16	72	55
Data Collection and Reporting	12	19	9	15	16	71	54
Increasing Positive Parent/Child Interactive Literacy Activities	22	4	7	19	19	71	54
Project Evaluation	19	8	7	20	15	69	52
Continuation Funding	10	15	6	20	16	67	51
Client Recruitment and Retention	14	14	3	18	16	65	49
Home and School Parent/Family Involvement	14	6	4	13	19	56	42
Operating an Effective Family Literacy Program	12	7	3	18	13	53	40
Marketing your Family Literacy Program	10	6	6	19	11	52	39
Learning Disabilities	23	6	5	6	8	48	36
Accessing Community Resources	10	5	3	13	14	45	34
Community Collaboration and Coordination	9	4	6	11	13	43	33
Developmentally Appropriate Curriculum for Early Childhood Education	10	5	5	10	12	42	32
Student Assessment	7	5	3	11	15	41	31
Early Childhood Developmental Stages	10	3	5	12	10	40	30
Integrating Core Components	7	3	5	15	10	40	30
Using Technology and Distance Learning in Family Literacy	7	5	4	8	13	37	28
Home Visitation	6	12	3	5	10	36	27
Cultural Diversity and Sensitivity	6	5	5	8	11	35	27
Madison Heights/Lifelines	5	3	1	11	4	24	18
HeadsUp! Reading – Distance Learning	2	2	1	3	6	14	11
Other	1	2	0	0	2	5	4

SECTION 7: SURVEY RESPONDENTS

Agency for Workforce Innovation – Florida Partnership for School Readiness William F. Goodling Even Start Family Literacy Programs

Agency for Workforce Innovation - Florida
Partnership for School Readiness,
(State Office), Tallahassee

Alachua County Even Start, Gainesville

Baker County School District, Macclenny

Brevard County Public Schools, Viera

Charlotte County Public Schools, Port Charlotte

Citrus County School Board, Inverness

Collier County Public Schools, Immokalee

Escambia County Even Start Program, Pensacola

Flagler County School District, Palm Coast

Florida Department of Corrections, Tallahassee

Hardee County School Board, Wauchula

Hillsborough County Public Schools, Tampa

Lake County Public Schools, Tavares

Lee County School Board, Fort Myers

Leon County Public Schools, Tallahassee

Martin County School District, Indiantown

Miami-Dade County Public Schools, Miami

Monroe County School District, Key West

North East Florida Educational Consortium, Palatka

- Bradford County Public Schools, Starke
- Columbia County Public Schools, Lake City
- Dixie County Public Schools, Cross City
- Gilchrist County Public Schools, Trenton
- Lafayette County Public Schools, Mayo
- Nassau County Public Schools,
Fernandina Beach
- Putnam County Public Schools, Palatka
- Union County Public Schools, Lake Butler

Okaloosa-Walton Community College – Central
Panhandle Even Start Project, Niceville

- Okaloosa-Walton Community College,
Niceville
- Okaloosa County School Board,
Fort Walton Beach
- Santa Rosa County School Board, Milton

Orange County Public Schools, Orlando

Panhandle Area Educational Consortium, Chipley

- Bay County District School Board,
Panama City
- Calhoun County School Board,
Blountstown
- Franklin County School Board,
Apalachicola
- Gulf County School Board, Port St. Joe
- Holmes County School Board, Bonifay
- Jackson County School Board, Marianna
- Jefferson County School Board, Monticello
- Liberty County School Board, Bristol
- Taylor County School Board, Perry
- Washington County School Board, Chipley

Pinellas County Public Schools, Largo

School District of Brevard, Titusville

School District of Palm Beach County,
West Palm Beach

SECTION 7: SURVEY RESPONDENTS

Florida Department of Education, Division of Workforce Development – Families as Educators Programs

Adult Literacy League, Inc., Orlando

Bay County School District, Panama City

- Shaw Adult Center
- Haney Tech Center

Brevard County School District, Viera

Charlotte County Public Schools, Port Charlotte

Child Care of Southwest Florida, Inc., Ft. Myers

Collier County Housing Authority, Immokalee

Collier County Public Schools, Naples

Columbia County School District, Lake City

Daytona Beach Community College, Daytona
Beach

DeSoto County School District, Arcadia

Escambia County School Board, Pensacola

Flagler County School District, Palm Coast

GROWS Literacy Council, Inc., Apopka

Gulf Coast Community College, Panama City

Gulf County School District, Port St. Joe

Hernando County School District, Brooksville

James E. Scott Community Association, Miami

Lafayette County School Board, Mayo

Leon County School District, Tallahassee

Liberty County School District, Bristol

Miami-Dade Community College, Miami

Miami-Dade Public Schools, Miami

- Avocado Elementary, Homestead
- Biscayne Gardens Elementary Community School, Miami
- Dorsey Educational Center, Miami
- Miami Beach Adult Education Center, Miami Beach
- Wesley Matthews Elementary/Coral Park Adult, Miami

Okaloosa-Walton Community College, Niceville

Palm Beach County School District, West Palm
Beach

Pasco County School District, Land O'Lakes

PEG/PAC Success Academies of Florida

- Alachua County
- Bay County
- Calhoun County
- Collier County
- Dade County
- Escambia County
- Franklin County
- Gadsden County
- Hernando County
- Hillsborough County
- Lee County
- Leon County
- Marion County
- Martin County
- Pasco County
- Sarasota County
- Taylor County
- Wakulla County
- Washington County

Polk County School Board, Bartow

Putnam County School District, Palatka

Santa Rosa County School District, Milton

Sarasota County School Board, Sarasota

The Center for Minority Human Services Providers,
Inc., Riviera Beach

SECTION 7: SURVEY RESPONDENTS

Governor's Family Literacy Initiative

Broward Education Foundation, Inc.

- Central Charter School, Fort Lauderdale
- Nova High School/Literacy Collaborative, Fort Lauderdale
- Stranahan High School – The Family Academy, Ft. Lauderdale

Charles Drew Family Resource Teen Parent Center
– School Board of Broward County, Pompano Beach

Collier County Education Foundation, Naples

Collier County Housing Authority, Immokalee

Literacy Volunteers of Leon County, Tallahassee

Literacy Volunteers of America, Inc. – Monroe County, Key West

Manatee County Schools Foundation – Orange Ridge – Bullock Elementary, Bradenton

Miami-Dade County Public Schools Hialeah Adult and Community Education Center, Hialeah

Miami-Dade County Public Schools – Pine Lake/The Chat Project, Miami

Polk Education Foundation – West Area Adult School, Bartow

Project Care – Westview Elementary, Miami

Reading Together, School District of DeSoto County/Workforce Development, Arcadia

Sarasota County School District – The House of Learning, Sarasota

The Education Fund

- The English Center, North Miami
- Wesley Matthews Elementary School Familia Project, Miami

Library Family Literacy – LSTA

Brevard County Library System, Cocoa

- Family Literacy Program

Columbia County Library System, Lake City

- Columbia Family Literacy Program

Hialeah Public Libraries

- Hialeah Reads! Family Literacy Project

Jacksonville Public Library, Jacksonville

- Service Through Partnership Initiative

Lake County Library System, Tavares

- Born to Read Family Literacy Program

Leon County Library System, Tallahassee

- Library Family Learning Centers

Panhandle Public Library Cooperative System, Marianna

- Family Literacy Program

Suwannee River Regional Library System, Live Oak

- Family Literacy for Lifelong Learning

Three Rivers Regional Library System, Mayo

- Circle of Learning Year II Bridges

Wilderness Coast Public Libraries, Crawfordville

- Reach Out for Lifelong Learning

SECTION 8: REFERENCE NOTES

1) **Agency for Workforce Innovation – Florida Partnership for School Readiness, William F. Goodling Even Start Family Literacy Programs**

Title I – Helping Disadvantaged Children Meet High Standards, the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Literacy Involves Families Together (LIFT) Act enacted by Public Law 106-554 on December 21, 2000, by the Department of Education Appropriations Act, 2001, as part of the Consolidated Appropriations Act 2001. Part B – William F. Goodling Even Start Family Literacy Programs

Even Start Family Literacy Program U.S. Department of Education

<http://www.ed.gov/offices/OESE/CEP/programs/html>

Even Start Family Literacy Home Page

<http://www.evenstart.org/index.html>

2) **Scientifically-Based Reading Research** – as defined in the Reading Excellence Act (REA) in Section 2252 of the ESEA for children and adults. The statute defines scientifically-based reading research as the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties (Section 2252 (5), ESEA). To meet the statutory definition, the research must:

- a. employ systematic, empirical methods that draw on observation or experiment;
- b. involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusion drawn;
- c. rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations;
- d. and have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

The Reading Excellence Program guidance is available on the web at

<http://www.ed.gov/offices/OESE/REA/2000reaguidance.doc>

3) **Governor’s Family Literacy Initiative**

The Governor’s Family Literacy Initiative for Florida, Official 2002-2003 Grant Application Instructions and Forms at the Florida Literacy Coalition, Inc.

www.floridaliteracy.org

Barbara Bush Foundation for Family Literacy

www.barbarabushfoundation.com

4) **Governor’s Family Literacy Initiative**

Executive Summary 2000-2001, The Governor’s Family Literacy Initiative for Florida in partnership with the Barbara Bush Foundation for Family Literacy and the South Florida Annenberg Challenge.

5) **Practitioners’ Task Force on Family Literacy**

Family Literacy Resource Guide.

<http://floridatechnet.org/familiteracy/guide/>

SECTION 8: REFERENCE NOTES

6) **Florida Department of Education, Division of Workforce Development**

Adult Education and Family Literacy Act (AEFLA) State Grant Programs Title II of the Workforce Investment Act of 1998. Federal - CFDA# 84.002 - Adult Education Act - Basic State Grant. The Request for Proposal for fiscal year 2002-2003 is available on the web at http://www.firn.edu/doe/dwdgrants/fo_adulted.html

The Adult Education and Family Literacy Act (AEFLA) of 1998 provides that the Florida Department of Education (DOE) shall provide grants to eligible recipients to provide services in (1) adult education and literacy, (2) family literacy, or (3) English literacy. Grants in these three categories are administered by the Florida DOE Division of Workforce Development.

Family Literacy Projects must address one or more of the following three primary federal core indicators indicated in Section 212 of AEFLA:

- 1) Demonstrated improvement in literacy skill levels in any of the following: reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills;
- 2) Placement in, retention in, or completion of postsecondary education, unsubsidized employment or career advancement; and
- 3) Receipt of a secondary school diploma or its recognized equivalent.

Family Literacy Projects must also address both of the secondary core indicators, intended to assist adults who are parents/caretakers in obtaining the educational skills necessary to become full partners in the educational development of their children:

- 1) Learner increases involvement in the education of dependent children under his or her care, including but not limited to:
 - Helping children more frequently with their school work;
 - Increased contact with children's teachers to discuss children's education; and
 - More involvement in children's school, such as attending school activities and parent meetings, and volunteering to work on school projects.
- 2) Learner increases involvement in the literacy-related activities of dependent children under his or her care, including, but not limited to:
 - Reading to children;
 - Visiting a library; and
 - Purchasing books or magazines for children.

According to Section 101(15) of AEFLA, the term "family" means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- A husband, wife, and dependent children;
- A parent or guardian and dependent children; or
- A husband and wife.

7) **"Schools Make Few Gains,"** The Orlando Sentinel, May 16, 2002. For more information: www.OrlandoSentinel.com www.MyFlorida.com.

8) **Library Services and Technology Act (LSTA) Grants.** Federal – CFDA# 45.310

The Library Services & Technology Act (LSTA), the major federal grant program for libraries, was passed September 30, 1996. Administered by the Institute of Museum and Library Services, it is a state-based program with a broad mandate to use technology to bring information to people in innovative and effective ways, and to assure that library service is accessible to all — especially those who have difficulty using the library. The category of *Access for Persons Having Difficulty Using Libraries* can fund all components of family literacy. The guidelines and application can be found at:

<http://www.dos.state.fl.us/dlis/bld/grants/Lsta/LSTA.html>.

Florida Family Literacy Survey 2002 Report