

AGENDA ITEM: Special Services Program - Literacy

GENERAL OVERALL PROGRAM UPDATES:

CURRENT STATUS: CLSA Special Services Program activities are organized in two current components: 1) activities undertaken to implement State Board priorities for emphasizing services to the underserved in other CLSA Programs (e.g., System Reference); and, 2) services supported with funds allocated to the CLSA Special Services Program, currently the library-centered adult literacy services known as the California Library Literacy Service (CLLS), and the Families for Literacy Program (FFL). These programs together are known as the California Literacy Campaign (CLC).

California Library Literacy Service summary statistics for the 1999/2000 fiscal year are included as Exhibit A. It should be noted that sixth and subsequent year local programs that choose not to apply for the state/local matching funds are not obligated to submit the State reports. Consequently, statewide summaries conservatively represent only what has been reported. Actual service delivered is higher.

Exhibit B displays individual program statistics on several key measures. Exhibit C displays demographic data for both adult learners and tutors. Exhibit D presents the sources and types of in-kind support (expressed in dollar equivalents) contributed to local programs during the 1999/2000 fiscal year.

Summary statistics for the 1999/2000 Families for Literacy program appear as Exhibit E.

In accordance with State Board action at its February 2000 meeting, the Chief Executive Officer has found 86 jurisdictions to be eligible for \$2,536,971 in State matching funds for sixth and subsequent year CLC programs. Certification documents for State financial assistance under the provisions of Section 18733.2(a)(6) of the Education Code were submitted. Staff are in the process of verifying those certifications of eligibility for matching funds. A list of the jurisdictions, the amounts of local public and private funds certified, and the amounts of State matching funds for which they are eligible, as well as the sources of local public and private funds as certified by applicants, will be reported at the February 2001 meeting.

Exhibit F displays a list of libraries who are currently participating in CLLS funding, those no longer participating and libraries still to be reached by the

California Literacy Campaign.

CLLS:

Schwab Foundation for Learning Partnerships: Many adult learners in library literacy programs have a variety of learning abilities (or disabilities/differences/difficulties). They also often have children who exhibit these same traits. Thanks to a new partnership developed between the State Library and the Schwab Foundation for Learning, all CLC programs have received at no cost a Bridges to Reading kit (\$25 value). Included in each kit are 10 mail-in cards that provide an opportunity to receive as many as 10 additional kits at no cost, a contribution worth over \$37,500 if all additional kits are ordered! In addition to these kits to literacy programs, a library-version of the kit has been sent to 1043 public library outlets for their circulating or reference collections (\$26,575 value).

The Bridges to Reading kit is designed to help a parent understand and support the reading abilities of his/her child. It contains specific information on a number of issues including: types of reading problems, how to identify and get help for your child's problems, how to work with the schools in order to assure adequate support for your child, etc. The kit will be very helpful to tutors and to their students. In approximately 3 months, programs will receive a follow up survey to find out how they have used the kit, what was helpful or not, and what else could have been included that might have made the kit more effective, especially for parents with limited literacy skills. This feedback will be used by Schwab to improve their kit.

FFL Regional Meetings: Two regional meetings of FFL coordinators were recently held. The Southern coordinators met at Corona Public Library on August 18 and the Northern coordinators met at Benicia Public Library on September 18. Over 50 people were in attendance at each of these meetings. Some of the topics discussed included the new partnership with the Schwab Learning Foundation and the 3 year longitudinal study of FFL, FULFILL. Drs. Barbara McDonald and Patti Scoally, the researchers from San Diego State University conducting the study, attended both meetings to provide coordinators with an update on their progress. Both expressed great enthusiasm for the data they are collecting. They are finding that both the adult learners and their families and the volunteer tutors of those adults are making major life changes based on their work in the CLLS and FFL programs. Dr. McDonald has been invited to present some of their findings at the annual national conference of researchers in January 2001.

Orientations for New FFL Programs and/or new staff at existing FFL programs: Day long orientations to FFL were held in October for both new programs and new staff at existing programs. With 19 new programs beginning this fiscal year, it will be impossible for state consultants to visit each site so a group training was deemed best. The southern meeting was held at the Lions Center in Rancho Cucamonga and had over 55 participants. The northern meeting was held at the State Library in Sacramento and had 47 participants. The orientations were led by

Dr. Carole Talan and consisted of, among other things, a brief history of FFL, discussion of the original FFL legislation and its mandates, the basic components of a successful FFL program, potential partners for FFL programs locally, the PARENTS Curriculum, FULFILL, Growing with Mother Goose, and reporting to the state. Attendees received numerous handouts related to early literacy and kindergarten readiness as well as copies of the *Families For Literacy* video and *Enriques's Story* video.

FULFILL: A report of the research activities completed in the first year of Project FULFILL, a joint project of the California State Library and San Diego State University designed to investigate longitudinally the effects of the FFL program on lives of learners and tutors, has been completed. In this report, data from the first cohort of the first year are presented, first year goals reviewed, and first year findings which encourage us to go forward with this study discussed. Any problems encountered are detailed along with solutions determined for any problems. In addition, decisions for changes to existing plans are presented.

The purpose of this study is to track two hundred learners and their tutors currently participating in the Families for Literacy (FFL) program. These are divided into two cohorts of about one hundred learners and their tutors each. The participants will be interviewed once a year in a telephone interview conducted by trained interviewers. The purpose of the interviews is to gather data, both narrative and quantitative, to document in-depth the effects of the FFL program on their lives.

The learners are being interviewed with an eye to changes in their lives. Certainly people who enter a literacy program are expecting change to occur in their lives. Often these changes are larger and more profound than what can be assessed by reading tests. Our interviews are designed to investigate the areas of their lives that are most susceptible to change and how those changes occur.

In addition to interviews with learners, there are interviews with the learners' tutors because they play the most crucial role in delivery of the family literacy information and because it is hypothesized that the personal contact with the tutors is a key factor in the success of the program. It is hypothesized that the tutor changes as a result of this intensive work with the learner and this will be studied and documented. This study of the tutor will provide much needed information about the exact role that tutors play, what they do in the tutoring sessions that effects long-term participation in the FFL program and how they connect with them to the larger community in which they all live.

In the first year, the project activities have included development of the interview questionnaire, rating sheets, as well as procedures for conducting interviews. The interviews are conducted by interviewers who are selected and trained by the project directors. The interviewers are college students who receive course credit for the program. The work of the first year has included development of training materials

and exercises for the interviewers.

A copy of the full report of the first year is available upon request.

RELATED ISSUE TO COME BEFORE THE BOARD IN THE FUTURE: Update on Budget Change Proposals for Adult and Families for Literacy programs for fiscal year 2001/02.

Relevant Committee: Literacy
Staff Liaison: Carole Talan/Al Bennett