

Supporting Parents as the Child's First and Most Important Teachers

A Process Guide for a
School-Based,
Community Supported
Family Literacy Program

Donna Ross

PROCESS GUIDE
FOR A SCHOOL-BASED, COMMUNITY SUPPORTED
FAMILY LITERACY PROJECT

Donna Ross

Published under a
Federal-Provincial Literacy
Initiatives Grant

Administered through
The Quebec Literacy Working Group

to

The District of Bedford School Board

©District of Bedford School Board
Cowansville, Quebec
November 1995

Contents

Introduction
Acknowledgements and ordering information
Background
Program Philosophy

Program Description

Program definition
Target group
Partners
Project management
Activities

Implementation Guide

Phase I - Laying the foundation
Phase II - Assembling a team
Phase III - Introducing the project to parents
Phase IV - Needs assessment
Phase V - Planning activities
Phase VI - Evaluation

Reflections
Funding

Appendices

1. Sample project timetable
2. Sample invitations
3. Roots and Fruits of Literacy
4. Sample workshop content (stress & time management)
5. Evaluation summary (year 1)

Bibliography

Introduction

This guide is for a school-based family literacy program which began in the fall of 1995 as a collaborative effort between the District of Bedford's Adult Education Services and Knowlton Academy.

For its part, the elementary school had been running an Adopt-A-Reader program which was successful but lacked one element - involvement from the home.

At the same time, Adult Education had experimented in several elementary schools with the Parents-As-Parents-As-Learners model but wasn't satisfied that the program had the potential to survive as a "school-owned" project. Clearly, the time was ripe for a partnership between the two education sectors that would combine their expertise and energy. The goal became to move beyond recognition of parents as the child's first and most important teachers to **support** of the parents in that special role.

The program that resulted from this partnership is an approach to family literacy which has a Vision and supporting Values. At its core is communication and process rather than curriculum. The objective is not to "fix" the parent. Rather it allows the home and school to come together with the goal of establishing an open relationship in which each feels free to spell out expectations of the other. Each learns to respect and support the other in the best interest of the children. Community involvement is crucial to this program's success and comes in the form of a multi-disciplinary team to oversee the program.

The project responds to the District of Bedford's orientations concerning early intervention and was presented to other school boards in a workshop conducted by the project coordinators at the National Family Literacy Conference in Ottawa (Nov. 1995). Thus far, the program has excited everyone who has been involved with it. The parents of Year 1 are already taking steps toward owning this project and truly making it theirs. Other schools in the district are interested in beginning projects and this guide is chiefly for them but will be of interest to other school boards as well.

Finally, the coordinators are happy that they allowed themselves the freedom to just let this project evolve. We quickly moved from steering things initially to just going along for the ride! There were many heartwarming surprises along the way and we hope and expect that others will feel as enriched as we did as a result of involvement with this program.

ACKNOWLEDGEMENTS

The author wishes to thank the following people for their contribution to the success of the family literacy program at Knowlton Academy:

Gerda Duncan, resource teacher at Knowlton Academy and co-coordinator of the family literacy program.

The Planning Team at Knowlton Academy (Year 1)

Steve Trew, principal, Knowlton Academy
Faye Davis, kindergarten teacher
Nancy Dover, school social worker
Freda Hudson, Yamaska Literacy Council
Diana Severs, Yamaska Literacy Council

Gerald Bleser, director, Adult Education Services

Ann Gauvin, regional animator, Quebec Literacy Working Group

Marilyn Graham, school secretary, Knowlton Academy

ORDERING INFORMATION

Please write to:

Adult Education Services
Box 20
Cowansville, QC
J2K 3H2

Background

DISTRICT OF BEDFORD FAMILY LITERACY PROGRAM

ORIGINAL GOAL:

To develop a model that would be self-sustaining or at least cost-effective in which participants and stakeholders would assume ownership in such a way as to make the activity part of the system's culture.

As mentioned in the Introduction, the experience in family literacy projects in both the youth and adult sectors led to the development of a shared vision of family literacy.



VISION

An approach to family literacy in the District of Bedford where parents feel supported as their child's first and most important teachers.

Supporting Values:

Inclusion
Democracy
Respect for dignity
Diversity

PROGRAM PHILOSOPHY

In responding to the Vision, the following criteria were established:

- That the project be based on the needs of parents as expressed by *them* through needs assessments.
- Recognition of what parents already do well and can share with each other and the school. (strengths model)
- Recognition of the fact that literacy and illiteracy do not exist in a vacuum and that there must be *easily accessible* support services in the community for the other social and economic needs of parents. (community links)
- That all family literacy activities for the parents be adapted for all literacy levels and that individual parents not be targeted. (inclusion)
- That the stakeholders form a multi-disciplinary team to oversee the project and that evaluations by the parents of each activity be used as the planning tool for future activities. (democracy)
- That information offered to parents be factual and not be used to promote certain values. (respect for diversity)
- That the project be process-based instead of curriculum-based.

Program Description

DEFINITION: A school-based, community supported family literacy program overseen by a multi-disciplinary team which has as its goal the *support of parents as the child's first and most important teachers.*

TARGET GROUP: All parents of children entering the school system, typically in Kindergarten. Individual parents are not targeted.

PARTNERS: This project begins as a partnership between two education sectors. The youth sector is represented by various resource persons in the elementary school. The choice should include as many of the following as possible:

- the school principal, the resource teacher, teachers of the participating classes, school social worker, school nurse.

The adult sector representative could be from:

- Adult Education, a local literacy council or some other agency involved with adult learning. The choice generally depends on funding and mandates, etc.

PROJECT MANAGEMENT:

The overall coordination of the program is handled by two resource persons, one from each sector: adult and youth.

The coordinators of the project assemble a multi-disciplinary team to plan activities and generally oversee the program. The composition of the team depends on the resources available in the community.

Some possible choices are:

- the local public health organization, local library, etc.

Note: In the pilot project, it was decided not to have a parent as part of the planning team. It was felt that the diverse needs of the parents could be better identified through the use of needs assessments and on-going evaluations than through having the needs described by one or two representatives. The evaluations after each activity provided an excellent means to fine-tune the approach and kept the parents firmly in the driver's seat.

ACTIVITIES:

The project consists of two streams of activities.

PLAYDAYS:

Parents (or grandparents/caregivers) invited one day per month to spend time with their child in the classroom in regular activities.

Purpose:

- To give parents the "language" of the classroom to make it easier for them to talk with their child about school.
- To provide an opportunity for mom, dad, grandparent to send a powerful message that school is important enough to share with the child.
- To help lessen separation anxiety.
- To give parents the opportunity to observe their child's social interaction.

PARENT TIME:

A time for parents to get together to share experiences, learn about ways to develop a love of learning at home and to discuss topics of interest to them.

Purpose:

- To provide parents with the information they need to ensure a positive learning environment in the home.
- To help parents understand the workings of the educational system and their rights within. Also to provide a means for the home and school to exchange expectations of the children and each other.
- To allow parents to get to know resource persons in a non-threatening environment.
- To provide sharing, caring and support.

Implementation Guide

PHASE I

LAYING THE FOUNDATION FOR A SCHOOL-BASED FAMILY LITERACY PROJECT

Before beginning this project it can be helpful for schools to answer the following questions:

- Does the school principal believe in this project?
- Are the school's committees aware of the project? Has family literacy been identified as a school orientation?
- Has the Kindergarten teacher been consulted about the program and been given background information? Is she enthusiastic about the project? Is he prepared to welcome parents in the classroom? If not, work needs to be done to ensure that he/she does not feel co-opted.
- This project is a vehicle for two-way communication between the home and school. The school has the right and even the obligation to spell out its expectations of support from the home but the reverse is also true. Is the school prepared to have communication weaknesses identified? Is it willing to take steps to improve?
- Does the school have volunteers from the community already involved in the school? If not, this can take some getting used to on the part of the staff.

If these questions cannot be answered positively, it might be best to begin with a period of sensitization.

PHASE II

ASSEMBLING A MULTI-DISCIPLINARY TEAM TO OVERSEE THE PROJECT

The initial planning team consists of the principal, resource teacher, Kindergarten teacher/s and the adult literacy animator.

Roles:

Principal: The principal helps in the scheduling of the Playday and Parent Time sessions, particularly when adaptations to the usual schedule are necessary. He or she will also know if teacher release time is needed and whether or not to seek additional funding. The principal also often publicizes the project formally or informally through various administrative committees. He or she can also help make links within the school (e.g. school and orientation committees).

Resource teacher: If available to participate, the resource teacher works closely with the literacy animator. Together they set agendas for planning meetings, arrange the parent activities and design the evaluation procedures.

Classroom teacher: The teacher plans the Playday activities for the parents and children (which usually last around an hour) and is responsible for invitations (see appendix 2). The shared reading project is also the teacher's responsibility. In addition, the teacher may be asked to assist in sending home evaluations, etc. to parents not seen directly.

Literacy animator: Coordinates the program with the resource teacher. The literacy animator makes the link between child/adult literacy and makes sure that the adult activities are adapted for lower literacy levels. The animator also introduces the project to parents, is present at Parent Times and helps with evaluation procedures. He/she should have basic facilitation skills and be prepared to be extremely flexible in helping schools tailor this program to its needs and the needs of the parents.

This basic team can be expanded to include members from the community such as the local public health service (especially when parenting skills are requested by the parents). Volunteers from the local literacy council can also be invaluable. In Knowlton's case, two volunteers came to the Parent Times and participated alongside the parents, thus giving the

adults a chance to get to know them informally. They also helped to set up a Parent Resource Center with books on a variety of themes, including parenting, that are written at a lower level.

FEATURES OF THE MULTI-DISCIPLINARY TEAM

- Synergy
- Fosters respect and appreciation for fellow team members' expertise and perspective
- Allows the workload and responsibility to be shared, thus making sure that the project is not too onerous for anyone person or resource

PHASE III

INTRODUCING THE PROJECT TO PARENTS

Good opportunities to introduce the program to parents are at well-attended meetings such as meetings for in-coming Kindergarten parents that explain the Kindergarten program (usually in June) and Meet the Teacher meetings in the Fall. This presentation is usually handled by the adult literacy animator because it touches on the challenges parents face in supporting their child's learning process.

In order to highlight the importance of parental involvement in their child's education, it can be useful to ask parents to think about the challenges to education today. These could include cuts in funding resulting in larger classes and fewer supporting resources such as school nurses, technical aides, etc.

A short presentation can follow on the "Roots and Fruits of Literacy". This can be drawn on a flip-chart using a tree as the metaphor (see appendix 3). The **roots** are the foundation that should be in place to support learning. This is looked at in a holistic sense - physical health, emotional well-being, oral language development, and an environment in school and at home conducive to learning. The **trunk** of the tree represents the practical learning skills: reading and writing, numeracy, problem solving, critical thinking and communication. The **fruits** of literacy are represented by the higher learning skills that a child will have to master before graduating from high school. These include the ability to summarize, generalize, conceptualize, research and publish reports, etc.

This presentation helps parents to look ahead to the future and to become aware of the expectations that will be placed upon their child. It can then be said that while the school expects support from the parents, it is prepared to support the parents as well. Some of the challenges parents may face can be brainstormed - TV, video games, irregular family routines, etc. Current literacy statistics point up the fact that for many parents with low levels of formal education, the challenge can be even greater. However, it can be truly said that any parent can encounter a stumbling block when attempting to help his child with homework. A well-educated, over-anxious parent may also need support. The main thrust of

the program is for parents to help other parents, with the support of resource people in the school and the community.

The next few minutes are spent explaining the Playday and Parent Time activities.

It should also be made clear that no parent will be put on the spot. (During the program, one mother confessed that she was nervous about coming to the session on Reading With Your Child because she was afraid she would be asked to read aloud. She said reading aloud always made her feel very shy.)

This introduction must be handled sensitively because it will set the tone of the program. While as part of the program, everyone will be made aware of support services available to adults including adult education programs, the main objective of this program is to help families and the school become partners in education.

Finally, the literacy animator should remain behind after the session to answer any questions.

PHASE IV

NEEDS ASSESSMENT WITH THE PARENTS

At the first PLAY DAY, parents are invited to PARENT TIME for a needs assessment. The purpose is to again outline the program and determine how parents can be supported by the school and community. This project defines family literacy in the widest sense as being an approach that tries to eliminate the barriers to a good learning environment. This could be called VALUE ADDED EDUCATION!

This is an oral brainstorming session for the following reasons:

- Some parents will not be able to handle a written survey.
- Some ideas occur to parents after they have heard ideas from others.
- Parents have a chance to ask questions.

It is probably much easier for someone from the adult sector to facilitate this session due to the following:

- Some parents have other children in the school and may misunderstand this as a time to air grievances. As an adult resource person who has no knowledge of personal situations, an exchange is impossible. This really helps maintain the focus and ensures that parents new to the school are not put off.
- An adult resource person can make sure that the session is sensitive to varying literacy levels and comfort levels.

Note: This is the best opportunity to consult parents about scheduling workshops (whether daytime or evening sessions are preferred). Saturdays can also be considered, particularly as a mini-conference opportunity. Daycare can be discussed according to need and resources.

PHASE V

PLANNING ACTIVITIES

PLAYDAY

RESPONSIBLE: Classroom teachers.

It is important to remember that the idea here is for parents to participate with their child in regular classroom activities. Learning the vocabulary helps parents to talk with their child about school. It also allows parents to observe their child in the company of other children and lets the parents get to know the child's friends. Children are very keen on this and will usually **remind** the parents to come.

Pitfalls: **Some children may feel sad if their parents are unable to attend.** Generally speaking, the parents who are present usually take these children under their wing. Teachers can explain to the children that not every parent is able to be away from work, etc. **Reminder:** Grandparents, other relatives and caregivers are welcome to substitute for parents who are unable to attend. **Some children may misunderstand that the parent is staying for the whole day.** It is important for teachers to let the children know ahead of time that parents are there for a short visit only.

PARENT TIME

RESPONSIBLE: Project coordinators and the Planning Team. The coordinators report the results of the needs assessment to the Planning Team and ideas are solicited for the best ways to meet the needs. Often the needs expressed in the brainstorming exercise are grouped into themes by the coordinators (e.g. parenting, information on early childhood development, etc.) Questions about teaching methodology are common (e.g. Whole Language or a new math program). One workshop that should be standard is Reading With Your Child. This is usually held just before a SHARED READING project.

FORMAT:

The format depends on the proposed activity. Possibilities include mini-workshops, panel discussions, round-table discussions, presentations, etc. So far, parents have shown a preference for alternating fairly structured sessions, aimed at skill development or information, with informal time where they can just share experiences or explore a hot topic in their own way. In these sessions, the coordinators serve more as facilitators, linking comments and remaining in the background. They can also share their own experiences which helps to build trust.

PHASE VI

PROJECT EVALUATION

How the project is to be evaluated depends on the following:

- If funding is sought, the reporting format set out by the funding source.
- What the school and the Planning Team want to learn from the project.

Generally, the project coordinators design evaluation forms and/or surveys to address the above points.

ACTIVITY EVALUATION

In keeping with the project philosophy, each activity is evaluated for two reasons:

- To contribute to the overall project evaluation.
- To serve as a planning tool. Done after every activity, the evaluation serves to permit fine-tuning so that the project stays on track and true to the program's Vision and Values.

EVALUATION FORMS AND PROCEDURE

Forms should be designed for ease of use, especially by parents with limited reading and writing abilities. Print should be as large as possible. Designing the form so that the imperative data can be determined through a numerical scale is a good idea. Questions can be read aloud with the parents circling their answer after every question. Open questions can be used but should be optional. Adequate time for evaluation should be included in the agenda for the activity. Make sure that the evaluations are considered carefully and that parents are aware of changes to activities that occur as a result of the evaluation process. This ensures that they see the value and power of their opinion and goes a long way toward encouraging ownership and trust. For informal sessions, feedback can be gathered on a flip-chart and can include parent learnings, brainstorming of new strategies to be tried, etc.

Reflections

There have been many learnings from this project, particularly in working with parents. One of the most difficult was in learning where you can help and where you can't. It is easy to push the boundaries of your own expertise in a sincere effort to provide support. The coordinators often had to remind themselves of the purpose of the parent sessions and avoid addressing concerns that are better dealt with in-depth by another resource. This highlights the need to be aware of all community resources to which parents can apply for help. In referring parents to other agencies, one must be careful to be up-to-date on the availability of services and the contact process. Thus, a community development approach is key to the long-term success of these projects. Parents should also be encouraged to be persistent if their first attempt at getting services fails, coming back to the project coordinators if necessary.

It is also easy to provide answers to parents' questions when turning the question back to them would be more appropriate. It is important to encourage critical thinking skills instead of dependency. For example if a parent asks how to get his child to do his homework, an understandable tendency is to present a number of techniques. This may be appropriate but only after the parent has been asked what he has tried, how well it has worked, what other options he knows about and ideas have been solicited from the group. The workshop facilitators should avoid the role of expert unless the group specifically asks for this.

Everyone on the planning team should take advantage of any opportunity to stay current with developments in the field of family literacy. Staying current can help maintain focus and aid in the development of critically important attitudes. The most important attitudes to sustain are acceptance, genuine caring, respect for dignity and diversity. More than lip service must be paid to these values - they must be genuinely held and modelled at every opportunity. Trust takes time but can be powerful once established.

It is important for the project coordinators to stay behind when sessions are over. Many parents will wait until they can see you alone to confide their needs. It is also important for at least one of the coordinators to be present at all Parent Times whether they are presenting the session or someone else is.

Another important learning was to use existing programs as springboards for parent sessions. An example was the **I Care** program at Knowlton Academy. One of the concerns of the parents was conflict resolution - how it is dealt with at school and at home. Experiencing the program in the classroom with their child and later having it explained in-depth in Parent Time by the Kindergarten teacher and the I Care resource person, led to a productive session where the I Care Rules and the "special language" for getting along with others were not only explained but explored as a means of making sure children are getting consistent messages from home and school. Parents noticed that their children's communication around conflict had changed. They were more able to identify and communicate their feelings when hurt or pleased by someone else's behaviour. The Kindergarten teacher made the observation that in these times of rapidly changing knowledge, the most important job of educators is to teach children the skills they will need to get along in the world and teach them how to learn. Parents were often surprised during this program at how much learning was actually taking place in the course of so-called fun activities. This brings up the fact that parents do need and want to know about classroom methodology - what it is and how it works but also the underlying purpose and philosophy. This glimpse into the workings of the classroom was one of the three things the parents

valued most about the project. The other two were specific skills, and a time to just share experiences, concerns, fears and hopes with other parents.

Finally, it was realized by the coordinators that it is necessary for the sessions to be facilitated by more than one person. Teachers, especially, appreciate having someone present to handle the group process so that they can focus on their presentation. In any group, behaviours can surface which need to be channelled to ensure good group functioning. This requires basic facilitation skills. A knowledge of good adult education process is also beneficial. It's a good idea to have a poster of the project's Vision and Values as well as one explaining helpful group behaviours.

In the second year, Knowlton Academy expanded the project from Kindergarten to Kindergarten plus Grade 1 because of the success of the program and the request by the parents to continue. Although this was managed, it was decided to limit this particular model to Kindergarten for scheduling reasons. The coordinators are currently looking into different models that would serve the parents after Kindergarten. In particular, the model would continue to help parents keep abreast of current curriculums and teaching methods. The Year 2 parents, having coalesced into a group, are considering ways they can still support each other - perhaps by running their own informal sessions.

FUNDING

Originally, the funding for family literacy development came from a federal-provincial grant to Adult Education. This money was for development purposes only and was never intended to support resulting programs. Hence, as mentioned in the BACKGROUND, the goal became to develop a model that would be self-supporting.

In the District of Bedford's case, Adult Education had always worked closely with the Yamaska Literacy Council and included the volunteers whenever possible. As a result of this association and through its own network, the Council also developed an expertise in family literacy. Thus, when the development focus shifted for Adult Education, the Council was prepared to take over the mandate for family literacy and is now working directly with elementary schools.

In running this project, the school provides space, coffee, photocopying and staff time (including a substitute teacher where a teacher is released to participate in a parent session). The literacy council contributes the time of its adult literacy animator to coordinate the program with the school's resource teacher.

If necessary, schools can sometimes access grants but these too are usually limited to development. School committees can also raise funds to support the program.

APPENDICES

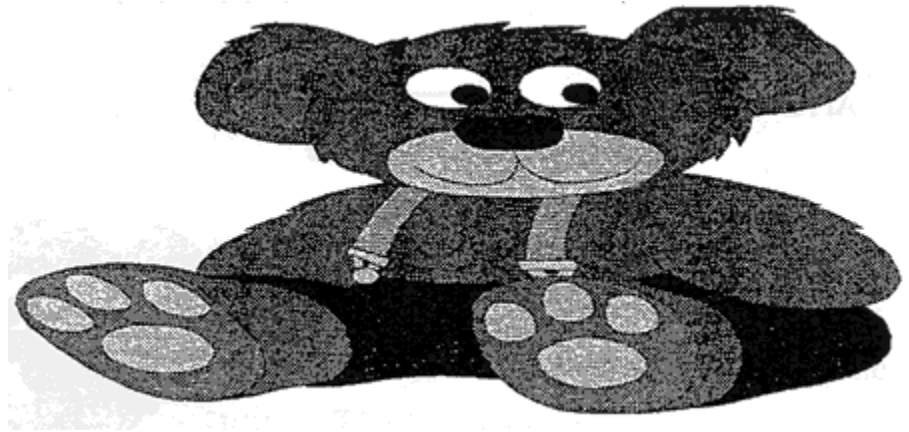
SAMPLE PROJECT TIMETABLE

JUNE (previous year)	Orientation meeting with parents.	Introduce the project.
SEPTEMBER	Meet The Teacher evening	Introduce the project.
OCTOBER	1st Playday + Needs assessment	
NOVEMBER	Planning team meeting to plan activities (based on themes from the needs assessment)	
DECEMBER	No activities	
JANUARY	Playday + Parent Time	Possibly "Reading With Your Child" (before a shared reading project)
FEBRUARY	Playday + Parent Time	
MARCH	Playday + Parent Time	
APRIL	Playday + Parent Time	
MAY	Wrap-up activity and evaluation. Planning team meeting.	
JUNE	The project begins again with the introduction to next year's parents.	

Partial list of workshops thus far requested by parents:

Early childhood information, reading with your child, parenting skills (discipline), conflict resolution, stress and time management.

APPENDIX 2



NOVEMBER 9, 1995

PLEASE COME AND JOIN ME FOR PLAY DAY, A SPECIAL DAY TO SPEND TIME WITH ME IN
KINDERGARTEN ON:

WEDNESDAY, NOVEMBER 15, 1995
TIME: 9:00 A.M. - 9:45 A.M.

YOU ARE THEN INVITED TO HAVE COFFEE AT "PARENT TIME"

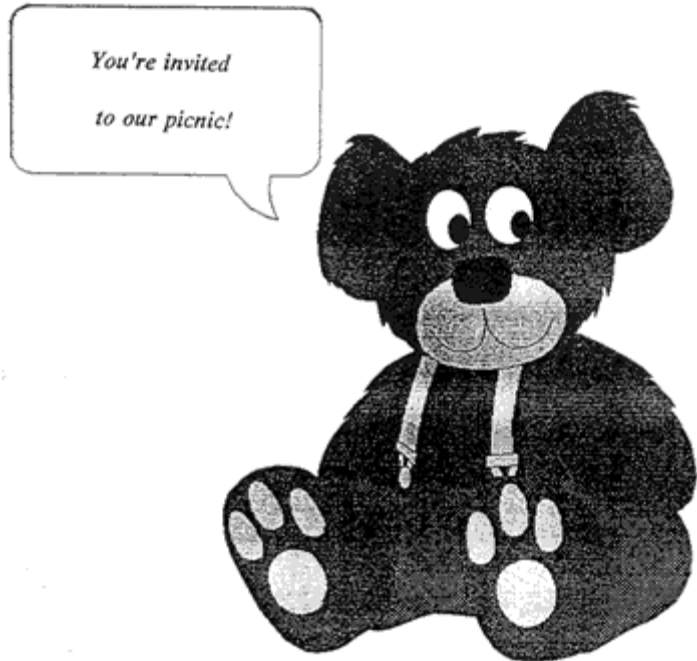
TIME: 9:45 A.M. - 10:45 A.M.
PLACE: HOME ECONOMICS ROOM

WE'LL HAVE FUN!

LOVE,

(CHILD'S NAME)

APPENDIX 2



May 11, 1995

Dear Kindergarten Parents:


You are cordially invited to participate with your child at a "Teddy Bear's Picnic!".

Time: 10:00 a.m. - 11 :30 a.m.

Date: Thursday, May 25, 1995

Place: Knowlton Academy

--  Playground

--  Dance Room

Schedule: 10:00 a.m. - Parent Time

10:30 - 11:30 - Teddy Bear's Picnic

At Parent Time we will ask you to give us your ideas and suggestions to help us plan next year's program. It is very important that we receive your input and we urge you to attend. The class mothers will be contacting some of you for a contribution of food for this event. We ask that your child or you bring the food to the Home Economics room the morning of the 25th.



Please come and help us celebrate the closing of this wonderful year of the Parent-Child-School-Community program.

The Advisory Committee
(PARENT PLAY DAY)

APPENDIX 2



Dear Parents,

At the last PARENT TIME, parents discussed the challenges of parenting. The hottest topic was **discipline!**

Some people felt that they wanted specific skills to help them set sensible limits for their children. *Discipline in this sense is not punishment. Discipline is what parents use to avoid having to punish a child.*

It was also agreed that the next PARENT TIME would be held in the evening so that more parents could come. Therefore, the next PARENT TIME will be

APRIL 27th 7 - 9 p.m.

WORKSHOP LEADER: Nancy Dover

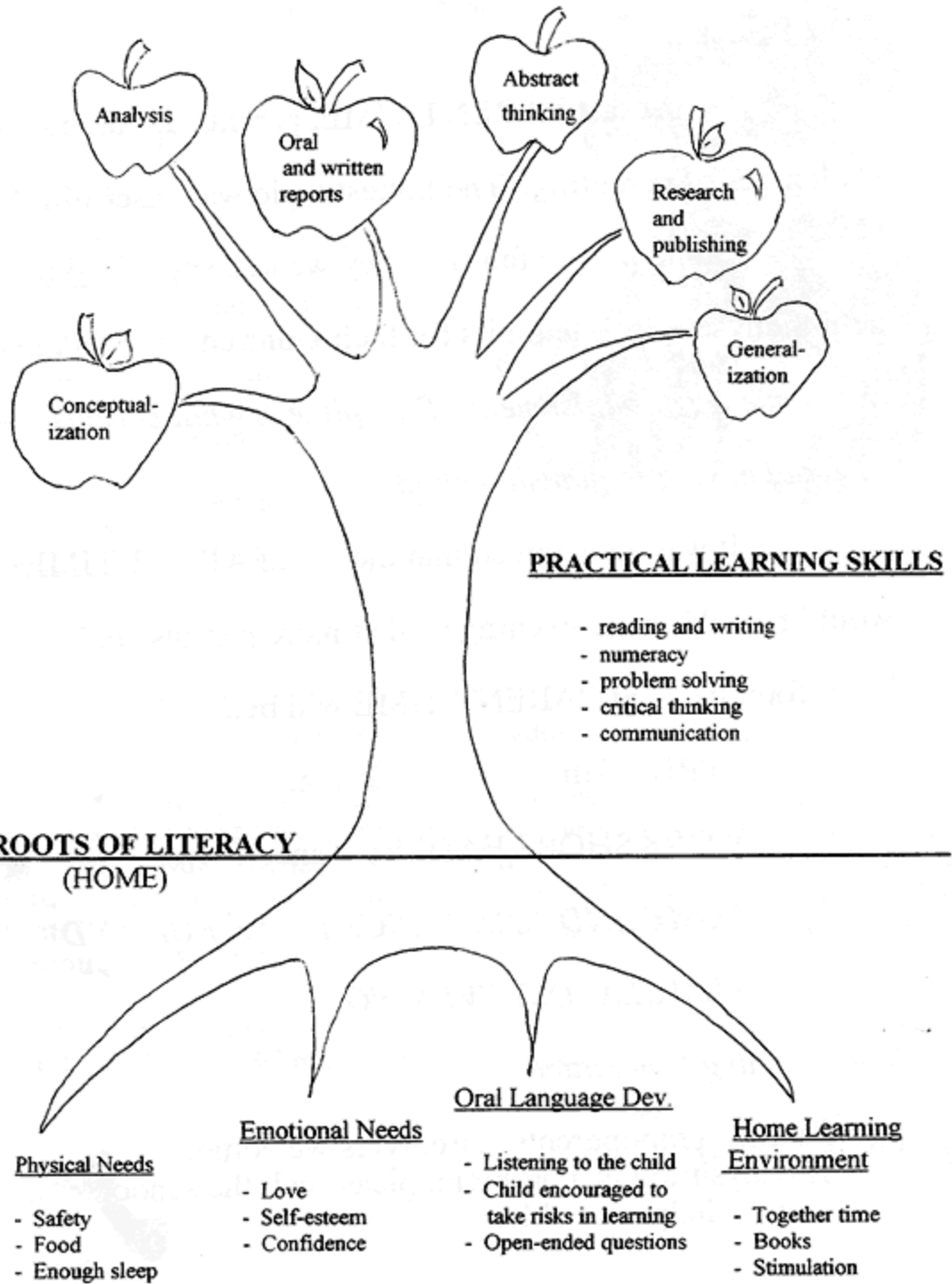
*COME AND JOIN NANCY FOR A
FUN AND STIMULATING EVENING!*

The Planning Committee

p.s. Parents, grandparents, caregivers welcome! If babysitting is a problem, please call the school to see if there is help available.

APPENDIX 3 **ROOTS AND FRUITS OF LITERACY**

HIGHER LEARNING



APPENDIX 4

WORKSHOP ON TIME MANAGEMENT AND STRESS MANAGEMENT

DATE: _____

CONTENT: TIME MANAGEMENT

HOW DO YOU SPEND YOUR TIME?

HOW DO YOU WANT TO SPEND YOUR TIME?

GOING FROM WHERE YOU ARE TO WHERE YOU WANT TO BE.

STRESS MANAGEMENT

HOW TO IDENTIFY STRESS - GOOD STRESS AND BAD STRESS

HOW MUCH STRESS IS TOO MUCH (SIGNS TO WATCH FOR)

MANAGING STRESS - WHAT TO DO, WHERE TO GO

FACILITATORS:

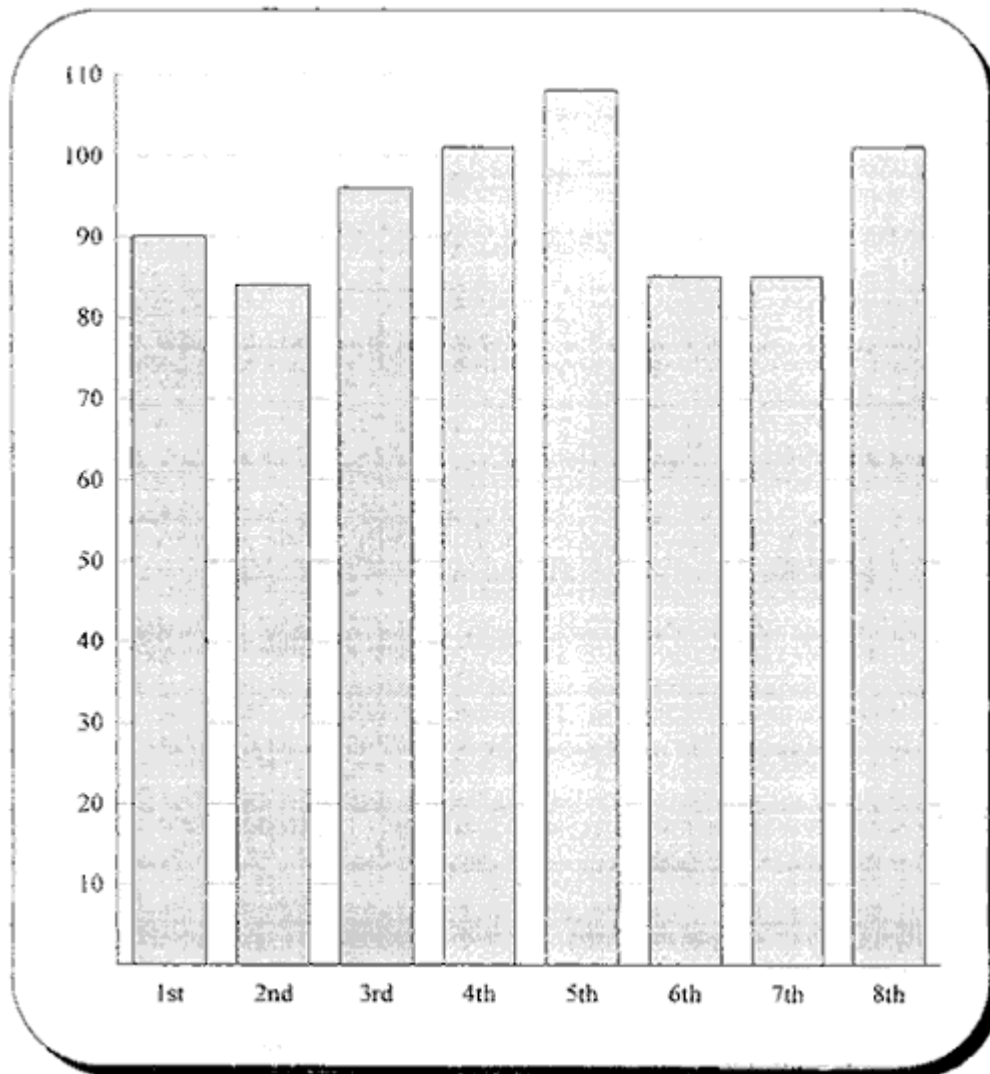
GERDA DUNCAN
DONNA ROSS

APPENDIX 5

Summary Chart

Total scores of 24 respondents to the 8 questions on the following page.

KNOWLTON ACADEMY FAMILY LITERACY PROJECT - YEAR ONE



MAY 1995

PARENT SURVEY
KNOWLTON ACADEMY

As a result of PLAYDAYS and PARENT TIME at school....

1. Do you spend more quiet time just talking and listening to your child?
1 2 3 4 5

2. Has the communication changed within your family?
1 2 3 4 5

3. Do you have a good idea of what and how your child learns in class?
1 2 3 4 5

4. Do you feel comfortable approaching the school? (teachers, principal)
1 2 3 4 5

5. Do you feel comfortable working with your child in a school setting?
1 2 3 4 5

6. Are you now more aware of the community resources available to you as a parent?
(CLSC, Yamaska Literacy Council, Adult Ed.)
1 2 3 4 5

7. Would you now feel more comfortable using those resources?
1 2 3 4 5

8. Did you appreciate having resource people available to you?
1 2 3 4 5

QUESTION RATING SCALE

1	2	3	4	5
Low	Below av.	Average	High Av.	High

Bibliography

- Cairney, Trevor H., Lynne Munsie. (1995). *Parent Participation in Literacy Learning*, The Reading Teacher 48,5 pp. 392-403
- Fear, Marion. (1991). *Adult Literacy - Child Literacy*. (Research Report). Eastern Townships School Board. Lennoxville
- Fear, Marion. (1991). *Parents As Partners As Learners Guide*. Eastern Townships School Board. Lennoxville.
- Hautecoeur, Jean-Paul, Ed. (1994). *Alpha 94: Literacy and Cultural Development Strategies in Rural Areas*. Culture Concepts Inc. and Unesco Institute for Education. Toronto.
- Isserlis, Janet, Leslie McCue, Lee Weinstein & Virginia Sauve. (Spring 1994). *Community Literacy: An Intergenerational Perspective*. (process Guide). National Literacy Secretariat. Ottawa.
- Isserlis, Janet, Leslie McCue, Lee Weinstein & Virginia Sauve. (1994). *Community Literacy: An Intergenerational Perspective*. (Report). National Literacy Secretariat. Ottawa.
- Kuhlmann, Michele. (1994). *Literacy and the Parent*. (project Report). East End Literacy Press. Toronto.
- McCoy, L. and T. Watts. (1992). *Learning Together: Family Literacy in Ontario*. Resource Manual. The Family Literacy Interest Group of Ontario. Kingston.
- McIvor, M.C., Ed. (1990). *Family Literacy in Action: A Survey of Successful Programs*. New Readers Press. Syracuse, N. Y.
- National Anti-Poverty Organization. (1992). *Literacy and Poverty: A View from the Inside*. (Research Report). Ottawa.
- National Literacy Secretariat. (1994). *Literacy Projects for the Family*. Ottawa.
- Ontario Ministry of Education (199?). *Literacy for Life: A Report on Partnerships for Children's Literacy*.
- Sharon Skage. (1995). *A Practical Guide to Family Literacy*. Family Literacy Action Group of Alberta. Brooks, Alberta.
- Gerda Stobrich. (1994). *Adopt-A-Reader, A School/Community Literacy Activity for Disadvantaged Readers*. (Unpublished Masters Thesis). Knowlton, Que.
- Weinberg, Pamela. (1990). *You and Your Child's Teacher*. New Readers Press. Syracuse, N. Y.
- Weinberg, Pamela. (1993). *Your Home is a Learning Place*. Signal Hill Publications. Syracuse, N. Y.