



## FAMILY LITERACY SUPPORT NETWORK (FLSN)

Division for School Improvement, LACOE

### Highlights of FLSN Services and Products

The Family Literacy Support Network’s (FLSN) Service Delivery System Model articulates and aligns service delivery to support planning, quality training and technical assistance and assessment/accountability activities that support programs in building local capacity that lead to improved outcomes for children ages 0-5 and their families.

The FLSN Service Delivery System includes:

- Professional Development Opportunities
- Peer Networking Opportunities
- Support for Collecting and Using Data
- Customized On-site Technical Assistance
- Communication Systems and Products
- Advocacy and Sustainability Training

#### **Professional Development Opportunities Include:**

##### **Early Care & Education**

*Knowing What Children Know:* Through this training, participants identify the purposes of the DRDP; become familiar with the skills measured by the DRDP; identify ways to gather data required to complete the DRDP; practice observing and recording the behavior of young children; explore opportunities for authentic, on-going assessment in their own classroom; discuss and analyze children’s work samples; consider multiple strategies for organizing assessment data; and examine ways to use data to individualize instruction.

*Target Audience:* Early childhood teachers and paraprofessionals working with children ages 3 to 5. Participants must attend both full days. Certificates of Attendance are awarded to those completing the training.

*Presenter(s):* Julie Espinoza, Mothers’ Club

*Virtual Pre-K:* Virtual Pre-K is a video and web-based resource for Pre-K teachers, providers, and parents; designed to enhance curriculum and directly engage families in their preschool age children’s education and school readiness with simple activities for the home, classroom, and community. (Training is offered in English and Spanish.)

*Target Audience:* Parents, Early Childhood Education Providers, Parent Educators

*Presenter(s):* Elida Garcia & Liz Guerra, Family Literacy Support Network

*Optimal Learning Environments for Young English Language Learners:* Young English language learners use TWO languages to learn and grown instead of just one. Discover how easy it is to create an optimal learning environment that promotes successful language acquisition and at the same time facilitates children’s development in all developmental domains by careful curriculum planning and adapting the classroom environment to best fit the needs and interests of the English language learners.

*Target Audience:* Early Childhood Education Providers, Parent Educators

*Presenter:* Julie Espinoza, Mothers’ Club

### **Parent Education**

*Parents are Their Child’s First and Most Important Teacher:* Promote literacy at home for children ages 0-5, through positive communication, fun activities, and music. (Training is offered in English and Spanish.)

*Target Audience:* Parents

*Presenter(s):* Donielle Cole, Hawthorne Family Literacy Program and Elida Garcia, Family Literacy Support Network

*CA-ESPIRS Training Workshop:* Workshop attendees will acquire the knowledge and skills needed to administer California’s Even Start Family Literacy Performance Information Reporting System (CA-ESPIRS) in a standardized way.

*Target Audience:* Family Literacy Program Directors and staff

*Presenter(s):* Esther Yasui, Family Literacy Support Network

*The Makings of a Parent Advisory Board:* This workshop will provide strategies in how to implement a Parent Advisory Board and gain support from different levels. Ideas for recruiting parents to serve on the board, developing board policies, building consensus, and communicating actions will also be covered. Workshop participants will also learn about parent board participation in program planning, fundraising, advocacy and program improvement.

*Target Audience:* Program Administrators, Parent Educators, & Parent Leaders

*Presenter(s):* Elida Garcia, Family Literacy Support Network

### **Adult Education**

*Adult Learner-Centered Teaching with Accountability:* This workshop will provide an overview for learner-centered curriculum development based on learner narratives, lessons and thematic units. Participants will develop tools for creating adult English-as-a-Second Language (ESL) classrooms where learners master language while reflecting, individually and with others, on their changing lives. In this workshop participants will learn specific techniques for using student stories to help adult learners acquire ESL; become familiar with a framework for learner-centered curriculum and materials development; briefly discuss standards and their program accountability systems; develop ideas for “next steps” for their own teaching; and join a network of teaches who share materials and support one another in creating learner-centered classrooms.

*Target Audience:* Adult Education and ESL Teachers  
*Presenter:* Dr. Gail Weinstein, San Francisco State University and Pam McMackin,  
Long Beach Unified School District

*Family Literacy as a Means of Increasing Adult Education ADA:* Participants will learn how Family Literacy programs may be used to increase adult education ADA through federally-defined family literacy services that integrate adult education, early childhood education, intergenerational activities, as well as parent education.

*Target Audience:* Administrators and Teachers  
*Presenter(s):* Family Literacy Support Network staff

### **Support for Collecting and Using Data Trainings Include:**

From its inception, a primary focus of the FLSN Service Delivery System has been to build capacity and expertise among family literacy program providers in collecting and using data.

*Customized Data Collection Planning Training:* Participants engage in the design and development of a systematic method for data collection to provide evidence of accomplishment of family literacy programs. Customized data collection planning supports programs as they lay the foundation for implementation of methods of data collection, interpretation, synthesis, analysis and reporting to multiple audiences. Data collection systems target outcomes that lead to continuous quality program improvement, provide evidence of program effectiveness to families, school districts, funders and others.

*Assessment Trainings:* Trainings include use of instruments such as the Comprehensive Adult Student Assessment System (CASAS), CA-ESPIRS Parent Interview, Desired Results Developmental Profile (DRDP and DRDP+) as well as use of authentic assessments. Program staff are trained to develop and interpret attendance tracking systems data that address issues of retention, goal attainment, program intensity, and participant intensity.

*Using the Data Training:* This training emphasizes the use of hands-on methods for familiarizing program staff with data in order to de-mystify the data collection process. Participants address the most basic concepts of “using data”—the importance of maintaining the integrity of the raw data, the definition of terms such as-analysis, aggregate, synthesize, etc., investigation of sets of “sanitized data” guided by series of questions and a step-by-step walk through of what individual program personnel should target in their analysis and use of data outcomes.

*Grantee Measures that Drive Change: Authentic Assessment Training:* During this training participants have the opportunity to examine the unique circumstances authentic assessment measures afford programs to paint a broader picture (beyond standardized scores) of program and participant abilities/performance. Program participants experiment with scenario-based development of authentic assessments that address the instruments potential to be tailored to specific needs, and be produced in multiple formats, e.g., checklists, satisfaction surveys, learner portfolios or other measures. In addition, participants are invited to work with FLSN trainers to experiment with adaptation of standardized instruments to meet unique program needs.

### **Advocacy & Sustainability Trainings Include:**

A number of training formats highlighting advocacy and sustainability strategies are available. Topics include grant writing 101, establishing core messages, and tips for engaging support from local policymakers and funders. Specific trainings include:

*How to Get a Family Literacy Program Funded in Your Community:* Family literacy is known to improve adult retention and positive outcomes for both adults and children. Learn about Even Start funding from the California Department of Education and strategies for getting a family literacy program funded in your community. Participants will learn funding strategies to support the development of a family literacy program in their community.

*Target Audience:* Administrators and Program Staff

*Presenter:* Family Literacy Support Network staff

*Family Literacy Awareness:* This workshop will provide an introduction to federally-defined family literacy services that integrate adult education, early childhood education, intergenerational activities, as well as parent education. Participants will learn how Family Literacy may be used as a strategy to support low achieving schools in improving school readiness, student achievement and parent involvement.

*Target Audience:* School districts and Providers serving families

*Presenter(s):* Family Literacy Support Network staff

### **Customized On-Site Technical Assistance:**

Customized on-site technical assistance is a hallmark of the FLSN Service Delivery System and is uniquely structured to address the underpinnings of the Service Delivery System:

1. Service efficiency
2. Service effectiveness; and
3. Cost =Effectiveness.

The FLSN offers a myriad of strategies to enhance family literacy program offerings:

- Development of a customized family literacy program “Performance Plan” that serves as the “roadmap” for how program staff work toward accomplishment of goals/objectives over the course of each fiscal year. Never static, the Performance Plan serves as a living program document, always in the process of ongoing review, update, revision and movement toward evidence of achievement of program goals/objectives.
- FLSN professional program staff conducts site visits and observations to family literacy program areas that are closely documented using scientifically based research on observation and protocols for field note development. All work in the field is guided by FLSN written protocols. FLSN staff work in a collaborative manner with program staff to examine details of visits and observations, affording program staff the opportunity to reflect on their process and determine areas of satisfaction and challenges. In addition, field notes of observations may contain series of follow-up questions that foster dialogue

between program staff and FLSN program staff leading to change, clarification, or affirmation of program practices.

- The FLSN Service Delivery System is distinguished by its work with programs to collect both quantitative and qualitative data. The FLSN has built capacity to capture and transform qualitative data for use by programs and systems by development of a large qualitative database system using QSR N6 and NVivo systems.
- Collaborating family literacy programs work with the FLSN in broad-based efforts to disseminate research based best practices to staff throughout programs. One outcome of this participatory practice is to strengthen the entire family literacy staff, and process as each administrator, practitioner and paraprofessional interacting with families becomes increasingly empowered as the level of expertise increases for all staff as programs move toward continuous quality program improvements that lead to positive outcomes for children ages 0-5 and their families.

### **Peer Networking Opportunities Include:**

The Family Literacy Support Network provides a number of peer networking forums to encourage practitioners to establish peer learning communities that share best practices, challenges, and resources and lead to improved outcomes for children and families. Peer networking forums include: peer panels highlighting local expertise, swap shops featuring classroom and home materials for sharing, and conversation cafés highlighting key topics of interest to the group. The last conversation café hosted was on school transition.

Currently, the Family Literacy Support Network has helped facilitate a peer collaborative that coordinates key family literacy events, such as National Family Literacy Day (November) and the Family Literacy and Health Parent Conference (March). The collaborative was originally established to seek funding to continue the work of the First 5 LA Family Literacy Grantees and Family Literacy Support Network in LA County.

### **Communication Systems and Products Include:**

#### **Communication Systems include:**

*TEAMS Professional Development Website:* A web-based professional development system that highlights resources and activities for teachers and para professionals serving children 0-5 and their families. Some resources are available in Spanish. Topics include Early Childhood Education, Parent Education, Parent and Child Interactive Literacy, Adult Education, Childhood Health and Safety Issues, Resources, Supporting Parents, Sustaining Projects, and Young Children with Special Needs.

*Printed Newsletters:* Over 1200 professional development newsletters are distributed on a quarterly basis. Each newsletter is thematic and highlights local expertise, research-based practices and tips from the field.

*Electronic E-NEWS:* The FLSN ENEWS is distributed monthly and features upcoming FLSN and local professional development trainings, employment opportunities, professional development websites, parent and family resources, and funding resources.

*Sustainability Bulletin:* The Bulletin is distributed bi-monthly and focuses on funding resources, grant writing tips and local success stories.

**Products include:**

*Framework for Continuous Quality Improvement in Family Literacy Programs: A Self-Reflection Tool:* The Framework was developed by the FLSN and First 5 LA family literacy Grantees as a teaching tool that guides programs in using data from a variety of sources to identify best practices for replication and to make enhancements that positively impact child and family outcomes. The Framework was piloted by 9 sites to ensure that the self-reflection tool is useful to programs serving families with children ages three to five. More specifically, the objectives of the pilot period include determining both the validity and usability of the model program criteria as well as the efficiency of the self-reflection process. Program self-reflection is crucial to continuous program improvement, and continuous program improvement is the key to establishing and maintaining high-quality programs that achieve positive outcomes for both children and their families. All Grantees currently use the Framework to guide and reflect on quality of program services.

*Tip Sheets & FAQ:* A number of TIP Sheets are available. Tips are collected from the field and include participant recruitment and retention strategies and how to host a policy maker/funder. An FAQ for Grantees has also been developed to inform the field regarding funding requirements and participant assessments.

For more information about our services, please contact:

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