



# CIRCLE

Center for Immigrant and Refugee Community Literacy Education

## Family Literacy Needs Assessment

Prepared for: Gail Weinstein, Ph.D. & Maricel Santos, Ph.D.

Prepared by: Judy Paton, Candelario Lopez, & Jon Hays

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# Table of Contents

<b>Executive Summary</b> .....	<b>1</b>
Description	1
Purpose	1
Target Population	1
Methods	1
Findings	1
Recommendations	2
<b>Background</b> .....	<b>3</b>
Reason for Needs Assessment	3
Target Population	4
Review of Similar Populations	4
<b>Objectives</b> .....	<b>4</b>
<b>Methods</b> .....	<b>5</b>
Description of Methods	5
Reliability and Validity	5
<b>Data Collection and Instrumentation</b> .....	<b>6</b>
Background Research into Family Literacy	6
Examining Existing Data	6
Informal Interviews	6
Key Informant Interviews	7
<b>Data Analysis</b> .....	<b>7</b>
Interest in day and 1/2 day workshops for professional development	7
Interest in student volunteers	7
Interest in financial and material support	8
General interest and willingness to collaborate with CIRCLE	8
Missing Responses	8
<b>Findings</b> .....	<b>9</b>
<b>Recommendations</b> .....	<b>10</b>
<b>Conclusion</b> .....	<b>11</b>
<b>Appendix I: Handout</b> .....	<b>12</b>

<b>Appendix II: Survey Instrument.....</b>	<b>13</b>
<b>YOU'RE ORGANIZATION</b>	<b>13</b>
<b>Your Family Literacy Staff</b>	<b>13</b>
<b>Volunteer Resources</b>	<b>16</b>
<b>Your Clients and Community</b>	<b>16</b>
<b>Appendix III: Survey Data.....</b>	<b>18</b>
<b>Appendix IV: Bay Area Family Literacy Contacts .....</b>	<b>21</b>
<b>Community Based Organizations</b>	<b>21</b>
<b>Potential SFSU Faculty Contacts:</b>	<b>22</b>
Child and Adolescent Development	22
Early Childhood Special Education	22
Elementary Education Department	22
<b>Appendix V: References.....</b>	<b>23</b>
<b>Family Literacy Web Sites:</b>	<b>23</b>
<b>California Research Grants in Family Literacy</b>	<b>24</b>

# Executive Summary

## Description

The Center for Immigrant and Refugee Community Literacy Education (CIRCLE) intends to identify and build collaborative partnerships with community-based organizations in the bay area that work with immigrant and refugee families on an array of issues. Dr. Gail Weinstein and Dr. Maricel Santos have identified potential types of collaboration based on their previous research. At their recommendation, we have focused on one issue, family literacy, to develop a model for assessment that CIRCLE can use on a continuing basis to create and foster meaningful community collaborations.

## Purpose

The purpose of this project is to assess the needs of community-based organizations that provide family literacy services to immigrant and refugee families. This report will be used as a blue print to assist CIRCLE to identify and meet the needs of community-based organizations that address other areas of concern for immigrant and refugee families.

## Target Population

Dr. Gail Weinstein identified San Francisco Head Start, the Oakland Community Based English Tutoring program (CBET), and the Redwood City CBET program as potential partners that provide family literacy services to immigrant and refugee families. Our research into family literacy programs in San Francisco revealed additional organizations that also provide some form of these services.

## Methods

In addition to extensive research and interviews with the clients, a key informant interview approach was taken targeting the identified community-based organizations. A lead representative for each agency was interviewed or surveyed and the data was analyzed to identify common themes that emerged across organizations.

## Findings

Because of the nature of the data collection methods and the limited sample size, the findings of this needs assessment are preliminary and primarily qualitative in nature. The following is a list of our findings:

1. Community-Based Organizations (CBOs) that provide family literacy services vary widely in size, primary mission, and types of literacy services, making it difficult to target specific needs for them as a group.
2. CBOs have certified staff and are not looking for certification programs.

3. Additional professional development in the form of short 1-2 day workshops may be valuable for some sites.
4. CBOs are interested in volunteers, however there is some possible confusion about how student volunteers may be utilized.
5. CBOs are interested in collaborative partnerships.
6. The Demographics served by these agencies:
  - a. primarily Spanish and Chinese
  - b. in the age groups of Child (0-12) and Adult (18-64)
  - c. don't speak English very well
  - d. have poor reading skills in their native language
7. Financial and material supports including books and computers are also needed by CBOs.

## Recommendations

Based on the findings of this needs assessment, the following recommendations should be considered:

1. Map out relationships between the family literacy services provided by CBOs and CIRCLE's - conceptual models vs. practices
2. More information is needed to determine what types of professional development and in what format it should take. Most of the agencies stated that they would be interested in short 1 – 2 day events. You need to survey the CBOs who indicated interest in professional development to define topics for workshops and seminars.
3. More information is needed by CBOs to know whether they will want student service learning volunteers. The intent from CIRCLE's perspective was to create an opportunity for students to utilize their ESL skills. Some of the CBOs' interest in volunteers was along the lines of clerical assistance and staffing for community events. Students may still benefit from involvement in these activities and gain insights into the CBOs' Family Literacy programs.
4. CIRCLE should begin by establishing forums in order to engage CBOs and better clarify what CIRCLE intends to offer.
5. A revised set of questions is recommended to increase the flexibility of responses given the variety of CBOs.
6. Additional follow-up should be made with organizations that were identified late in the semester.
7. Maintain a database of agencies identified and of everyone who indicated interest in professional development and participation in SFSU as a curriculum advisor or to assist students and faculty.

# Background

## Reason for Needs Assessment

The Center for Immigrant and Refugee Community Literacy Education (CIRCLE) is an organization being established at San Francisco State University with the mission to “strengthen immigrant families and communities; to support practitioners who serve them, and to engage university students deeply in the fabric of their communities with experiences that build their professional and leadership skills in personally transforming ways.” (Weinstein, 2006a) Dr. Gail Weinstein and Dr. Maricel Santos lead the development of CIRCLE and are focusing their efforts based on the following conceptual model:



*Center for Immigrant and Refugee Community Literacy Education (Weinstein, 2006b)*

Within this model's framework, there are three groups whose needs are to be addressed: immigrant adults, university students, and in-service professionals. For the purposes of this needs assessment, our group was directed to focus on the needs of in-service professionals. In particular, we targeted organizations that provide family literacy services. By narrowing our efforts on the specific needs of professionals working in organizations that provide literacy services, Dr. Weinstein wants this needs assessment to be a blueprint from which CIRCLE can assess needs of organizations that provide services in all four contexts: Home, Work, Community, and Health.

## Target Population

The target population for this needs assessment consists of the decision makers at CIRCLE: Dr. Weinstein and Dr. Maricel Santos; and community-based organizations that provide family literacy services. Dr. Weinstein identified three partners in particular that CIRCLE was interested in collaborating with: San Francisco Head Start, the Oakland Community Based English Tutoring program (CBET), and the Redwood City CBET program. Through extensive research of Bay Area literacy programs, a contact list of potential partners was collated and is included in Appendix III. Of those partners, we were able to make contact with and interview representatives from: San Francisco Even Start, KQED Early Learning, Reading Tree, and San Francisco Public Library's Project Read.

## Review of Similar Populations

As part of our research to understand CIRCLE, we were provided with materials that described SHINE (Students Helping in the Naturalization of Elders) and SAIL (Students Assisting with Immigrant Literacies). These two existing projects address similar needs and collaboration opportunities between university students, community partners, and immigrants to what is proposed with CIRCLE. Based on data from these projects, there is strong evidence that community-based organizations working with immigrant and refugee families need and are seeking out additional supports. It is due to the success of Projects SHINE and SAIL that Dr. Weinstein and Dr. Santos believe that the expanded efforts of CIRCLE will be well received by the community.

## Objectives

The objectives for this needs assessment were to:

- Determine the need for professional development in the area of family literacy among identified CBOs in the Bay Area.
- Determine the level of skills possessed by these community-based professionals.
- Determine the training available to these community-based professionals.
- Determine the need of additional resources including student volunteers.

In meeting our objectives we interviewed our client, revised existing survey questions, conducted interviews via the telephone and face-to-face, and conducted surveys via email with bay area family literacy organizations

The initial interviews with the CIRCLE executive staff Dr. Gail Weinstein and Dr. Maricel Santos guided our methodology. CIRCLE stated that their initial problem was that they were looking to assess the needs of community-based organizations that provide family literacy services to immigrant and refugee families and that the current list of organizations did not meet their desired requirements. We were provided with contacts for a few organizations as a starting point. We had also made requests to view CIRCLE's survey data from their previous research, or if possible

records of interviews. Unfortunately we did not have the chance view that information due to the involvement of an outside research company that denied our request.

The agreement amongst the team is that there would be three types of data gathered and analyzed. Therefore we approached the data gathering from the perspective of

- researchers and interviewed CIRCLE staff to find out what type of organizations they want to involve in their program.
- CIRCLE as an organization researching organizations in the bay area for the purpose of creating partnerships, and lastly
- constructing interview questions to ask contacts.

## Methods

### Description of Methods

A multi-step process was used to identify the needs family literacy community-based organizations have for collaborations with CIRCLE. The first step in our process was to interview Dr. Weinstein and Dr. Santos to determine the needs and expectations of CIRCLE. We received extensive feedback and leads for identifying the target population through conversations, email, and attached writings provided by Dr. Weinstein.

The next step in our process was to do continuing research in an attempt to identify additional organizations in San Francisco that provided family literacy services. Included in this research were informal interviews made with individuals in the community that we suspected may be able to help us to identify our target populations. A summary of these contacts, who they were, and what information they provided can be found in Appendix IV.

Finally, we constructed interview questions to ask the list of contacts provided by Dr. Weinstein and any additional relevant family literacy programs. Based on a similar instrument used to identify the needs of ESL instructors, the instrument is set up into four areas: You're organization, Your Family Literacy Staff, Volunteer Resources, and Your Clients and Community. The list of questions used during the interviews can be found in Appendix II. Utilizing a key informant interview approach, we interviewed lead representatives for each agency.

### Reliability and Validity

Due to the extensive research required to identify the target population and constraints of time, we were unable to identify and interview a significant number of key individuals. Therefore, any conclusions that are made based on this report should not be generalized beyond the surveyed organizations. Follow-up to contacts that were uncovered toward the end of the semester can be used to increase the sample size.

# Data Collection and Instrumentation

## Background Research into Family Literacy

It was necessary for us during the process of our needs assessment to determine conceptual and operational definitions for family literacy. The federal definition of family literacy was adopted as our conceptual definition for this project. Found in the Elementary and Secondary Education Act, Workforce Investment Act, and Head Start Amendments Act of 1998 (<http://dpi.state.wi.us/title1/definition.html>), it states:

“The term 'family literacy services' means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

1. Interactive literacy activities between parents and their children.
2. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
3. Parent literacy training that leads to economic self-sufficiency.
4. An age appropriate education to prepare children for success in school and life experiences.”

Our operational definition of family literacy, based on feedback from Dr. Weinstein was similar to the federal definition with the exceptions that family literacy services would include any, not all, of the activities listed above and those services would target immigrant and refugee families.

## Examining Existing Data

Our analysis of existing data included a review of materials and resources provided by Dr. Weinstein and Dr. Santos. Additional internet research was done to identify organizations that provide similar supports and collaboration to family literacy community-based agencies. These sources are listed in Appendix V. We had hoped to review the results from a survey done for Dr. Weinstein on ESL instructors, however we were unable to obtain access to the data. When that data is available, we believe that it will be valuable toward understanding how to conduct similar questionnaires to family literacy instructors.

## Informal Interviews

Dr. Weinstein and Dr. Santos identified Even Start, Head Start, and CBET programs as part of our target population, but it was necessary to conduct several informal interviews of staff at other CBOs around the bay area in order to understand and identify those agencies that provide family literacy services. We used these open-ended conversations as fact finding missions. We found

these contacts to be very helpful in giving us insights into the community and additional leads to follow. These contacts can be found in Appendix IV.

## Key Informant Interviews

We were successful at interviewing and surveying key personnel from four organizations that were identified through Dr. Weinstein and our additional research. In addition to informal interviews about their family literacy services, these individuals answered a set of scripted questions that were grouped into four categories:

- You're organization
- Your Family Literacy Staff
- Volunteer Resources
- Your Clients and Community

This questionnaire can be found in Appendix II.

## Data Analysis

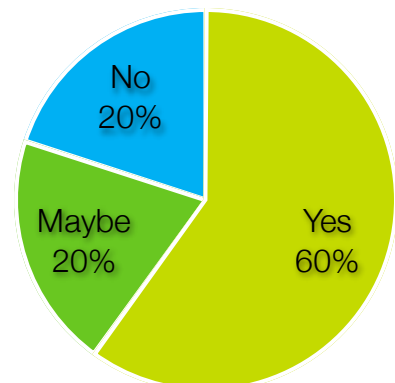
### 1. Interest in day and 1/2 day workshops for professional development

- When our six CBOs were surveyed about the types of professional development, five reported interest in at least one of the categories. (Question 9)
- When asked whether staff who attended additional training were more valuable (Question 12), three of the five CBOs who used professional development said yes.
- When asked which format for professional development they were interested in, the three programs reported (Question 15): 2/3 or 67% of CBOs wanted short 1/2 - 1 day workshops.



### 2. Interest in student volunteers

- When asked whether CBOs had volunteers (Question 17), five of the six CBOs (80%) indicated yes.
  1. Formal Internship Program 1
  2. Other types of volunteer placement 4
- When asked whether CBOs were interested in volunteer student tutors (Question 18), four CBOs indicated yes and one indicated that they did not know.



### 3. Interest in financial and material support

When asked to identify other resource need by CBOs (Question 20), the following themes emerged:

- |                              |   |
|------------------------------|---|
| 1. Financial Support/Funding | 5 |
| 2. Computers                 | 1 |
| 3. Tutors                    | 1 |
| 4. Books                     | 1 |
| 5. Book-making materials     | 1 |

### 4. General interest and willingness to collaborate with CIRCLE

When asked whether CBOs were interested in partnerships with other programs/organizations (Question 19), six out of six CBOs (100%) said yes.

#### Missing Responses

In several instances, the majority (three) of respondents did not respond to questions. These questions included:

12. Would you consider staff who attended classes to be more valuable to your organization?
13. Would you be willing to be a curriculum advisor for the SFSU program?
14. Would you be willing to attend sessions to assist students and faculty in presenting lectures?

It is possible that these questions were confusing and our respondents were resistant to commit to something that they were unsure of or didn't fully understand. Also, it is possible that CBO informants were confused by the definition of family literacy. Our survey defined family literacy, however a key difference in our conceptual and operational definitions for family literacy was that CBOs could provide any number of the different types of family literacy services instead of all types. Because our questionnaire posed questions in terms of needs for family literacy instructors, some of them may have thought that their programs didn't qualify under these terms.

# Findings

Due to the small number interviews, the findings of this needs assessment are preliminary and primarily qualitative in nature. A summary of the survey results is attached as Appendix III.

The following is a list of our findings:

1. Community-Based Organizations (CBOs) that provide family literacy services vary widely in size, primary mission, and types of literacy services, making it difficult to target specific needs for them as a group.
2. CBOs have certified staff and are not looking for certification programs.
3. Additional professional development in the form of short 1-2 day workshops may be valuable for some sites.
4. CBOs are interested in volunteers, however there is some possible confusion about how student volunteers may be utilized.
5. CBOs are interested in collaborative partnerships.
6. The Demographics served by these agencies:
  - a. primarily Spanish and Chinese
  - b. in the age groups of Child (0-12) and Adult (18-64)
  - c. don't speak English very well
  - d. have poor reading skills in their native language
7. Financial and material supports including books and computers are also needed by CBOs.

Based on the survey responses from these CBOs there were three items clearly identified that need to be addressed. The process of addressing these findings and additional survey results will reveal additional needs.

Facilitating a forum for creating collaborative partnerships would be the first need addressed. All of the participants in the survey were interested in participating in collaborative partnerships. In addition to benefiting the CBOs, these collaborations can aid CIRCLE in further defining needs and programs for Family Literacy.

The second item to address is defining volunteer needs. All of the agencies stated that they were interested in volunteers. However, the purpose for utilizing volunteers needs to be clarified.

Most of the agencies stated that they would be interested in short 1 – 2 day events. The next step is to determine the topics that would be of most interest for them.

# Recommendations

Based on the findings of this needs assessment, the following recommendations should be considered:

1. Map out relationships between the family literacy services provided by CBOs and CIRCLE's - conceptual models vs. practices
2. More information is needed to determine what types of professional development and in what format it should take. Most of the agencies stated that they would be interested in short 1/2 – 2 day workshops. The CBOs who indicated interest in professional development should be surveyed to determine topics for workshops and seminars.
3. More information is needed by CBOs to know whether they will want student service learning volunteers. The intent from CIRCLE's perspective was to create an opportunity for students to utilize their ESL skills. Some of the CBOs' interest in volunteers was along the lines of clerical assistance and staffing for community events. Students may still benefit from involvement in these activities and gain insights into CBOs' Family Literacy programs.
4. CIRCLE should begin by establishing forums in order to engage CBOs and better clarify what CIRCLE intends to offer.
5. A revised set of questions is recommended to increase the flexibility of responses given the variety of CBOs.
  - a. As you obtain more survey data, you should review survey for questions that need to be added or changed to obtain the most relevant information.
  - b. Specific changes recommended for the existing Family Literacy survey are:
    - i. Combine questions 22 & 23 to - What are the primary languages (other than English) your clients speak. Please give percentages (best guess estimate is fine).
    - ii. Add the question – Do you know of other CBOs that offer Family Literacy type programs who may be interested in participating in this survey? If Yes, please list.
    - iii. Create specific questions regarding Materials for Family Literacy programs. This area is not addressed in current survey.
6. Additional follow-up should be made with organizations that were identified late in the semester.
7. Maintain a database of agencies identified and of everyone who indicated interest in professional development and participation in SFSU as a curriculum advisor or to assist students and faculty.

## **Conclusion**

The CIRCLE Project was a great learning experience for Team CIRCLE. We appreciated the opportunity to learn how to perform a start-to-finish needs assessment. We learned how to effectively work with a real client, create data collection instruments, collect and analyze data in order to make recommendations to CIRCLE executive staff, Dr. Gail Weinstein and Dr. Maricel Santo.

Team CIRCLE overcame several challenges throughout this project. A problem that we had not anticipated was the lack of participation from the target audience. Much of our time in dealing with Family Literacy programs was spent with scheduling and encouraging their participation. We were not permitted access to an existing data from the research company. This limited access greatly affected the quality and ability to provide a complete need analysis. Determining the focus of our needs assessment. We took several turns before deciding to focus on Family Literacy. Lastly, time. Time was a big factor that with sufficient amount of time the needs assessment would have gathered more data and improved the needs analysis.

We believe that, if CIRCLE takes what we gathered, they can improve their outreach to Family Literacy Organizations. This will give CIRCLE the capacity to create partnerships quickly and efficiently. No matter what direction CIRCLE chooses to take their program based on these recommendations, we have confidence that their program will evolve into a successful and valuable resource for immigrants & refugees, community-based organizations, and students & staff of SFSU.

# CIRCLE

## Center for Immigrant and Refugee Community Literacy Education



## Family Literacy

Family Literacy is a literacy program that provides adults with instruction "on how to foster literacy in their children or other young relatives."(Harris & Hodges, 1995).

May include the following components:

- adult education (basic literacy or ESL)
- early childhood education
- parents and children together
- parenting skills

## Professional Development

Determine the type of training and delivery that would benefit the organization's staff

Survey: Your Program & Your Staff

## Community Service Learning

Determine how university students can become involved and assist the organization.

Survey: Volunteer Resources

## Materials

Determine the materials needed to aid the organization in delivering services

Survey: Other Resources

## Process

- Contact the Community Based Organizations (CBOs) identified as being interested in CIRCLE for interviews or submitting CIRCLE Family Literacy Survey.
- Obtain names of additional CBOs with Family Literacy Programs from these initial contacts for interviews and submitting surveys.
- Compile, analyze, and summarize results from interviews and surveys.
- This is an evolving process – you learn more about who is involved and what to ask with each contact. The survey questions will change as you learn the right questions to ask initially in order to get the most pertinent information without overwhelming the participants. Follow-up interviews may be necessary.



# Appendix II: Survey Instrument

## YOU'RE ORGANIZATION

**1. Does your organization offer a Family Literacy/Language program as defined above?**

Yes

No

Don't Know

Differences in your family literacy program:

**2. What type of services (including ESL language and literacy instruction) does your organization provide?**

**3. Is literacy/language education a primary function of your organization or a secondary function?**

Primary

Secondary

Don't Know

## Your Family Literacy Staff

**4. Paid part-time family literacy instructors**

Number:

Don't Know

**5. Paid full-time family literacy instructors**

Number:

Don't Know

**6. Volunteer family literacy instructors**

Number:

Don't know

**7. What is the minimum level of education your organization requires when hiring an applicant to serve as a family literacy instructor?**

**8. How many of your instructors have the following types of training or credentials?  
(your best estimate is fine)**

Specialized training in ESL or Second Language Acquisition (SLA)?

Number:

Don't Know

Specialized training in adult education?

Number:

Don't Know

Specialized training in family literacy?

Number:

Don't Know

**9. What sort of professional development training opportunities does your family literacy staff tend to use?**

**Please check all that apply, and let us know whether your organization pays for fees and/or staff time to participate in this activity, if applicable.**

None

Workshops

Conferences

Mentoring/Peer Coaching

Summer Institutes

University Coursework

**10. What skills are needed to perform the duties of this position (family literacy instructor)?**

**11. What skills do you think adult family literacy instructors at your organization most need to develop to become more effective in serving the community?**

**12. Would you consider staff who attended such classes to be more valuable to your organization?**

Yes

No

Don't Know

**13. Would you be willing to be a curriculum advisor for the San Francisco State University program?**

Yes

No

Don't Know

**14. Would you be willing to attend class sessions to assist students and faculty in presenting lectures?**

Yes

No

Don't Know

**15. Which of the following formats do you think would be most attractive or convenient for your staff in terms of professional development classes? (check all that apply)**

Semester long courses at SFSU

Short (2 - 3 day) workshop

Short (1/2 - 1 day) workshop

Workshop with online follow-up

Summer or winter courses at SFSU

Other (Please describe below)

**16. Which of the following scheduling do you think would be most convenient for your staff for classes? (check all that apply)**

Evenings

Weekends

Weekdays

Summer

Winter

Fall

Spring

Other (Please describe below)

## Volunteer Resources

**17. Do you have any of the following (check all that apply):**

- Volunteer Coordinator
- Formal Internship Program
- Mentorship Program
- Other type of volunteer placement program or resource

**18. Would you be interested in volunteer student tutors?**

- Yes
- No
- Don't Know

**19. Would you be interested in partnerships with other programs/organizations?**

- Yes
- No
- Don't Know

**20. What are some of the resources your organization/program need?**

## Your Clients and Community

**21. How many unduplicated clients made use of your ESL/language/literacy program last year? (Your best estimate is fine.)**

- Number:
- Don't Know

**22. What are the primary languages (other than English) your clients speak?**

- Russian
- Tagalong
- Spanish
- Chinese
- Vietnamese
- Korean
- Farsi
- Don't Know
- Other (please describe below)

**23. What are the top three languages (other than English) that your clients speak?**

**24. On the whole, would you say that your clients speak English?**

Very well

Well

Not well

Not at all

Wide range of proficiency amongst clients

Don't Know

**25. On the whole, how would you rate your clients' literacy/language/proficiency in reading in their native language?**

Read very well

Read well

Read not well

Read not at all

Wide range of proficiency amongst clients

Don't Know

**26. AGE of clients Please fill in all fields, even for those where the percent is "0". Your best estimate is fine. If you don't have any idea, put "100" in the "don't know" field. %**

Child (0-12)

Youth/Teens (13-17)

Adults (18-64)

Seniors (64+)

Don't know

## Appendix III: Survey Data

Family Literacy Survey for CBO		Open Answer	# of Respondents
<b>YOUR ORGANIZATION</b>			
1	Does your organization offer a Family Literacy/Language program as defined above?	No Yes	2 4
3	Is literacy/language education a primary function of your organization or a secondary function?	Primary Secondary – for children	5 1
<b>Your Family Literacy Staff</b>			
4	Paid part-time family literacy instructors	0 1 9 n/a	2 2 1 1
5	Paid full-time family literacy instructors	0 1 2 4 n/a	1 2 1 1 1
6	Volunteer family literacy instructors	0	6
8	How many of your instructors have the following types of training or credentials? (your best estimate is fine)		
8a	Specialized training in ESL or Second Language Acquisition (SLA)?	All 1 Don't Know n/a	1 2 2 1
8b	Specialized training in adult education?	0 1	5 1
8c	Specialized training in family literacy?	0 2 3 Don't Know n/a	1 1 1 2 1
9	What sort of professional development training opportunities does your family literacy staff tend to use?		
9a	None	1	
9b	Workshops	4	
9c	Conferences	4	
9d	Mentoring/Peer Coaching	2	
9e	Summer Institutes	0	
9f	University Coursework	0	
12	Would you consider staff who attended such classes to be more valuable to your organization?	Yes n/a	3 3
13	Would you be willing to be a curriculum advisor for the San Francisco State University program?	No Don't Know n/a	1 2 3

14	Would you be willing to attend class sessions to assist students and faculty in presenting lectures?	Yes Don't Know n/a	1 2 3
15	Which of the following formats do you think would be most attractive or convenient for your staff in terms of professional development classes? (check all that apply)	n/a	3
	Semester long courses at SFSU	0	
	Short (2 - 3 day) workshop	1	
	Short (1/2 - 1 day) workshop	3	
	Workshop with online follow-up	1	
	Summer or winter courses at SFSU	0	
	Other (Please describe below)	0	
16	Which of the following scheduling do you think would be <i>most</i> convenient for your staff for classes? (check all that apply)	n/a	3
	Evenings	1	
	Weekends	1	
	Weekdays	2	
	Summer	1	
	Winter	0	
	Fall	0	
	Spring	0	
	Other (Please describe below)	0	
<b>Volunteer Resources</b>			
17	Do you have any of the following (check all that apply):		
	Volunteer Coordinator		1
	Formal Internship Program		1
	Mentorship Program		0
	Other type of volunteer placement program or resource		4
18	Would you be interested in volunteer student tutors?	Yes No Don't Know	4 1 1
19	Would you be interested in partnerships with other programs/organizations?	Yes	6
<b>Your Clients and Community</b>			
21	How many unduplicated clients made use of your ESL/ language/literacy program last year?	30 30 families 150 400 n/a	1 1 1 2 1
22	What are the primary languages (other than English) your clients speak?		
	Russian		0
	Tagalong		1
	Spanish		6
	Chinese		3
	Vietnamese		2
	Korean		0
	Farsi		0
	Don't Know		1
	Other (please describe below)		0
23	What are the top three languages (other than English) that your clients speak?	Spanish Chinese Mandarin Vietnamese Tagalog	5 2 1 2 1

24	On the whole, would you say that your clients speak English?		
	Very well		0
	Well		1
	Not well		2
	Not at all		1
	Wide range of proficiency amongst clients		4
	Don't Know		0
25	On the whole, how would you rate your clients' literacy/ language/proficiency in reading in their native language?		
	Read very well		0
	Read well		1
	Read not well		3
	Read not at all		1
	Wide range of proficiency amongst clients		2
	Don't Know		1
26	AGE of clients Please fill in all fields, even for those where the percent is "0". Your best estimate is fine. If you don't have any idea, put "100" in the "don't know" field.		
	Child (0-12)		5
	Youth/Teens (13-17)		1
	Adults (18-64)		5
	Seniors (64+)		0
	Don't know		0

# Appendix IV: Bay Area Family Literacy Contacts

## Community Based Organizations

**Even Start - Oakland**, <http://www.oaklandhumanservices.org/services/children/evenstart.htm>

contact person: Tracy Black, 510-238-3165

Note: never made contact.

**Even Start - San Francisco Unified School District**

contact person: Lucia Barrow(sp?), 415-695-5842

Note: Spoke to Lucia on 2 occasions, her informal interview was used as part of the survey data

**Support for Families - San Francisco**, <http://supportforfamilies.org/>

contact person: Juno Duenas - [jduenas@supportforfamilies.org](mailto:jduenas@supportforfamilies.org)

Note: Never made contact.

**Child Dev. & Family Studies Dept. at City College**

contact person: Kathleen White - [kwhite@ccsf.edu](mailto:kwhite@ccsf.edu), (415) 239-3891

Note: Kathleen provided some of the web resources listed in Appendix V

**Project Read - SF Public Library**, <http://www.projectreadsf.org/>

contact person: Brian Castagne, 415-557-4388

Note: The library's volunteer based literacy program focuses on literacy for english speakers.

**KQED early learning program**, <http://www.kqed.org>

contact person: Nancy Yamamoto, [nyamamoto@kqed.org](mailto:nyamamoto@kqed.org), 415-553-2282

Note: KQED provides media literacy training to CBOs. Nancy was very helpful in identifying family literacy programs.

**Reading Tree**, <http://www.thereadingtree.net>

contact person: Jude Deckenbach

Note: Reading Tree gives books to birthing centers, pediatric clinics in the Mission & works with city college & mission center to provide family literacy classes to adults.

**Raising a Reader**, <http://uwba.org/matters/factsheets/RAR.pdf>

contact person: Janelle Bolte(sp?) of United Way

Note: never made contact

**Parents of Teachers:**

contact person: Elizabeth, [esoberanes@earthlink.net](mailto:esoberanes@earthlink.net), 415-355-7380

Note: never made contact

**Portola Family Connections:**

contact person: Elizabeth Longman, [elongman@portolafc.org](mailto:elongman@portolafc.org), 415-715-6746

Note: never made contact

**Chi Ming Head Start, Cumberland Center Site**

contact person: Becky Wong, 982-4570, [cumberland@chiming.org](mailto:cumberland@chiming.org)

Note: never made contact

**Asian Family Support Center**

contact person: Liz Chang, 415-221-5783, [echeng\\_awrc@yahoo.com](mailto:echeng_awrc@yahoo.com)

Note: never made contact

**Asian Perinatal Advocates**

contact person: Wendy Pham, 415-616-9797

Note: never made contact

**Mission Learning Center, 474 Valencia Street, Suite # 210, San Francisco, CA 94103**

contact person: Kerry Philp, Executive Director, Phone: 415.575.3535 ext. 16

Note: participated in survey.

## Potential SFSU Faculty Contacts:

### Child and Adolescent Development

Rene F. Dahl

Director

Telephone: (415) 338-2056

E-mail: [rdahl@sfsu.edu](mailto:rdahl@sfsu.edu)

Web: <http://cad.sfsu.edu>

### Early Childhood Special Education

Marci J. Hanson

Phone: 415-338-6353

Email: [mjhanson@sfsu.edu](mailto:mjhanson@sfsu.edu)

Web: <http://www.sfsu.edu/%7Ecoe/coe/faculty/moreinfo/hanson.html>

### Elementary Education Department

Daniel Meier

Child Language & Literacy

Telephone: (415) 338-3417

E-mail: [dmeier@sfsu.edu](mailto:dmeier@sfsu.edu)

Web: <http://userwww.sfsu.edu/~dmeier/>

# Appendix V: References

## Family Literacy Web Sites:

### **US Department of Health and Human Services: Administration for Children & Families**

We found this website late in the process. This website has a “Head Start Locator” which provides contact information for all Head Start sites. <http://eclkc.ohs.acf.hhs.gov/hslc>

### **The National Center for Family Literacy & Hispanic Family Learning Institute**

The Hispanic Family Learning Institute is described here including their Family Literacy program and services. There is a “Find a Program” function that lets you search for family literacy programs by city and region. <http://www.familit.org>

### **Kidsdata: Data and Resources about the Health of Children in the San Mateo and Santa Clara Counties**

This site has a wealth of information about bay area kids including demographics across a variety of topics. Listings of literacy programs can be found at this site. [http://www.kidsdata.org/resources\\_topic.jsp?t=22](http://www.kidsdata.org/resources_topic.jsp?t=22)

### **New College of California: Family Literacy Center**

This San Francisco college has made connections with the Mexican and Central American immigrant populations in the Mission District. <http://www.newcollege.edu/teachered/family.cfm>

### **National Even Start Association**

This site provides information and resources for Even Start Family Literacy programs including publications and professional development opportunities. <http://www.evenstart.org/>

### **Goodling Institute for Research in Family Literacy**

Located in the College of Education at Penn State University, this institute has information about professional development and current research on family literacy topics. <http://www.ed.psu.edu/goodlinginstitute/index.html>

### **New York Literacy Assistance Center**

Immigrant Family Literacy is defined here and a large number of resources are available at this site including professional development opportunity listings, training materials, and community resources for New York. <http://www.lacnyc.org/>

### **Colorado Family Literacy Consortium**

Colorado’s Family Literacy Consortium is dedicated to supporting and collaborating with all family literacy programs in the state. The site provides another perspective on what other states are doing to coordinate and provide professional development for community based organizations. <http://www.coloradoliteracy.net>

## California Research Grants in Family Literacy

### **California Institute on Human Services**

Sonoma State University's California Institute on Human Services has a variety of grants to provide training, professional development, and support in a range of human services including family literacy. In particular, they are the home of the National Head Start Family Literacy Center. <http://www.sonoma.edu/cihs>

### **Project SUCCESS**

University of California, Santa Barbara received a grant from Verizon to improve Family Literacy services in the area. Their project includes a focus on the latino community. <http://education.ucsb.edu/grc/verizon.html>