Facilitating Family Capacity-Building in Key Literacy Roles

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IDEAs that Work

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IDEAs that Work

Key Roles for Children's Literacy Success

Co-learners

Co-advocates

Co-supporters

Partnership

Four for Families: Key Roles for Children's Literacy

You are your child's first teacher. You can promote language and reading from the time your child is born and throughout school.

Your engagement is especially important if your child has reading disabilities. You play important roles in a comprehensive approach through four key actions: Learn, Advocate, Partner, and Support.

LEARN — Understand the parts of literacy, how children learn to read, and why they might struggle.

ADVOCATE — Promote evidence-based literacy approaches in schools and early childhood settings.

SUPPORT — Provide home literacy opportunities and reinforce skills taught in early childhood settings or school.

PARTNER — Work together with schools. Positive home-school relationships are important for literacy development.

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Role-Specific Literacy Briefs & Infographics

Learn

Partner

Advocate

Support

Implementation Toolkits

Support
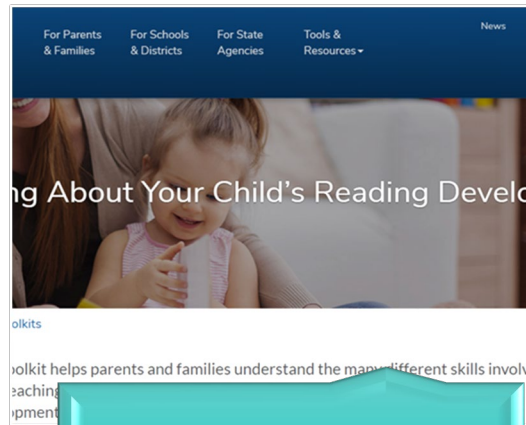
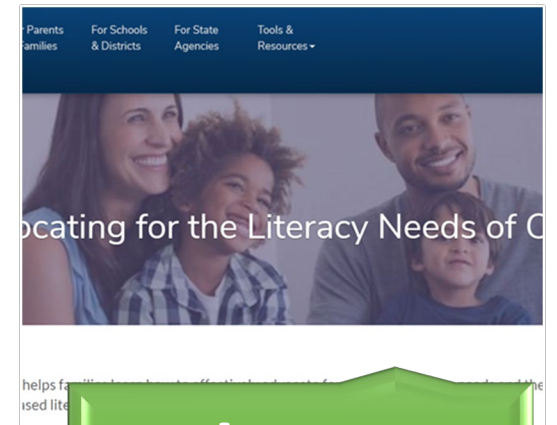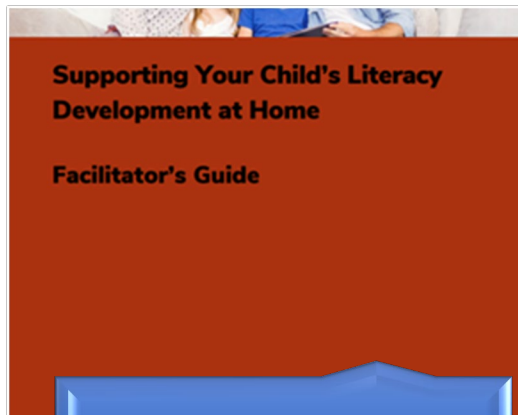

Learn
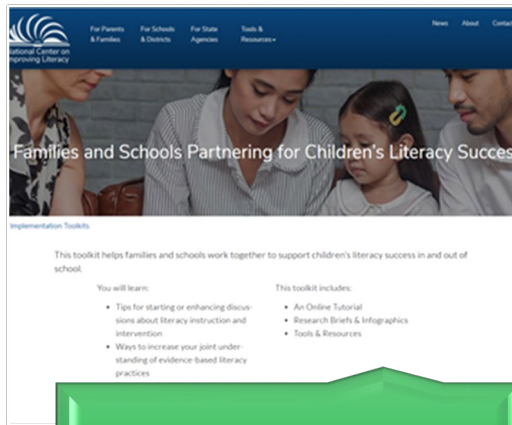
Partner

Advocate

Facilitator's Guides

Support

Supporting Your Child's Literacy Development at Home — Facilitator's Guide

Learn

Learning about Your Child's Reading Development — Facilitator's Guide

Partner

Families and Schools Partnering for Children's Literacy Success — Facilitator's Guide — Family Track

Advocate

Advocating for the Literacy Needs of Children — Facilitator's Guide

Family Connection SOUTH CAROLINA

peatc

Michigan Alliance for Families — Information Education Support — www.michiganallianceforfamilies.org

OHIO COALITION FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

Example Dissemination Models

Blended Traditional	• This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial in-person with a facilitator across a series of sessions.
Blended Flipped	• This model combines online and in-person formats to share tutorial content. In this model, participants view sections of the online tutorial at home and then attend in-person gatherings to discuss the content with a facilitator across a series of sessions.
Virtual	• This model uses an online format to share tutorial content. In this model, participants view sections of the online tutorial virtually with a facilitator across a series of sessions.

Identifying a Facilitator

- Can fulfill the roles and responsibilities
- Understands adult learning principles
- Has a good rapport with parents and caregivers

What Did FCSC Do?

- Reviewed the module and facilitator guides created by NCIL
- Modified training from an online format to an in-person format
- Delivered training (preschool and elementary levels) in-person to parents and professionals across the state of South Carolina

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Who Did We Reach?

- FY 19
  - 4 presentations
  - Attendees: 75
    - 35 parents
    - 40 professionals
    - 4 of the 13 federal disability categories were represented
    - 47% identified as White
    - 32% identified as Black/African American
    - 1 participant identified as Hispanic/Latino

- FY 20
  - 14 presentations
  - Attendees: 209
    - 84 parents
    - 125 professionals
    - 7 of the 13 federal disability categories were represented
    - 35% identified as White
    - 18% identified as Black/African American
    - 14 participants identified as Hispanic/Latino

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What Did Participants Have to Say?

Survey responders said:

- 100% workshop met their expectations
- 98% info was clearly stated and discussed
- 99% workshop provided information that was useful to their job and/or daily life

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Quotes From Attendees

- Professional: after attending this workshop they will be more aware of what and how to ask questions when working with families.

- Parent: after attending they now want to create a special time for reading with their children.

- Professional: after attending they will use the information at their family engagement nights as well as having new ways to help families learn about what their child is learning.

- Parent: after attending they are now going to get their child a magazine subscription.

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Training With Parents

Talking With Your Child

Talk with your child during playtime and other daily activities.

Training With Professionals

Multicultural/Multilingual Considerations

Can easily be used to discuss building blocks of literacy development with families no matter their primary language.

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What Did We Learn?

- Families benefit from clear communication about expectations for their children.

- Families appreciate knowing what their children should be and how they should be learning.

- Families don't always have the background knowledge to know how to help their students or what to ask teachers.

- Professional and parent background knowledge and experiences can vary greatly.

- Professionals may benefit from family engagement "refreshers" and how to incorporate engagement into literacy.

What's Next?

- We are continuing to provide this training to parents and professionals.

- As NCIL creates and releases more resources we also are working to update and incorporate that into our trainings.

- Creation of Text2Read program in partnership with SC Department of Education

- Partnership with SCDE's new TA provider network for family engagement TA

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Learning about Your Child's Reading Development

- Pilot launched in July 2020

- Asynchronous, LMS

- Presented twice in 2020 & 2021

The National Center on Improving Literacy (NCIL)

Learning About Your Child's Reading Development

Workshop Series Facilitated by PEATC

July 12 – August 16, 2020 | Online | Approx 10 hours. self-paced

This FREE self-paced online workshop series provides parents with the foundations, tips, and tools on helping their child learn to read.

This series is divided into four sessions:
1) skills needed to learn to read;
2) how reading typically develops;
3) why children might struggle to read; and
4) signs of risk for reading difficulties.

Each session is approximately 2 - 2.5 hours.

REGISTER TODAY!

https://ncilreading.eventbrite.com

WHY? Being informed about the parts of literacy, how children learn to read, and why they might struggle can help you make better decisions about your child's education. Research shows that when schools, teachers, and families are well-informed, children make greater gains in reading and writing.

peatc   National Center on Improving Literacy

partners@peatc.org | 800-869-6782

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IDEAs that Work

How We Delivered Content
Learning about Your Child's Reading Development

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Who We Served
Learning about Your Child's Reading Development

- 83 registrants

- Families evenly distributed across age ranges
  - Birth to 5
  - Elementary
  - Middle School
  - High School
  - Adult

ATTENDEES

Professionals 25%

Parents 75%

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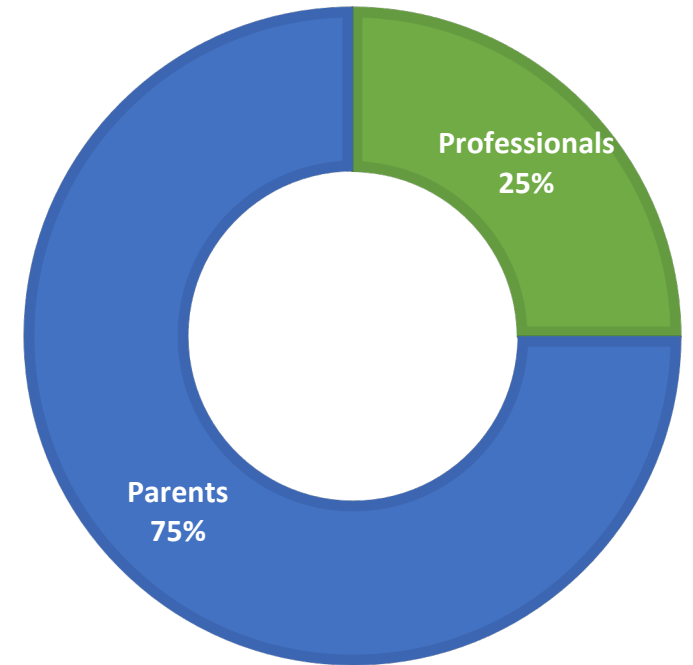
Evaluation Results & Participant Comments
Learning about Your Child's Reading Development

- "This course was very helpful to review the topic of reading and struggles that might occur with reading. All the resources are very helpful and I love that you linked them instead of just placing them in the slides."

- I really enjoyed the course and found the deep dive into dyslexia particularly interesting.

- "I am pleased to have the resources and videos to pass along to parents who have questions."

- "This is helping me understand my grandchild's disability, dyslexia. Part of it made me sad because it says dyslexia doesn't go away. But the rest of the information gives me hope because I love to read to her which is one of the things they suggest."

- "I found this course timely with an anticipated increase in my involvement in helping my 7th grader with a moderate ID learn to read. I am looking forward to trying the various strategies to see if we can help him make progress in his ability to read."

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What We Learned / Reinforced Ideas
Learning about Your Child's Reading Development

"WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER."
Alexander den Heijer

- 8 - 10 contact hours became 6 contact hours online

- NCIL-provided toolkits are well-designed and easy to use

- Participants enjoyed the course and found the content and additional resources helpful

- Growth mindset matters!

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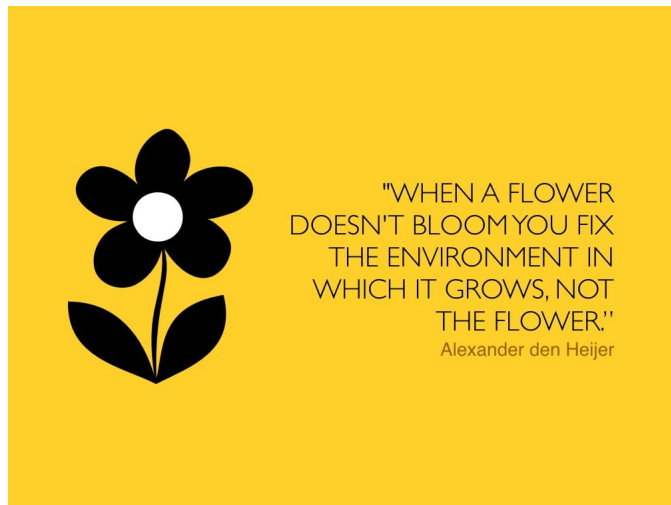
Background & Overview

- MAF piloted draft Facilitator Guide and 4 NCIL modules: Families and Schools Partnering for Children's Literacy Success
    1. Talk and Interact Often
    2. Discuss Literacy Instruction and Intervention
    3. Address Concerns Together
    4. Sharing Literacy Resources
- 2 Phases:
    - Phase 1: Family-based training (virtual via Zoom)
    - Phase 2: Public School Academy in Michigan
- Collaborated with Michigan's Multi-Tiered Systems of Support Technical Assistance Center (MiMTSS)

Collaborative Process

- Family track: Michigan Alliance for Families *(Focus of this presentation)*
  - Project facilitator/project lead
  - MAF mentors
  - Public School Academy training
  - Consulted with NCIL as appropriate

- Educator/Professional track: MiMTSS
  - Facilitator/project lead
  - Public School Academy team of 10
  - Six 2-hour sessions virtual synchronous (same sessions as family track adding orientation and implementation planning sessions); asynchronous individual pre-session assignments
  - Worked with district team including district superintendent, district professionals, intermediate school district staff, university representation, and community experts

Pilot Planning

- Planning Dec 2020-Feb 2021 with NCIL
  - Coordinated resources, structure, processes
  - Provided input and guidance on plan and resources

- Piloted draft facilitator guide and 4 tutorials and associated resources
  - 1) Talk and Interact Often; 2) Discuss Literacy Instruction and Intervention; 3) Address Concerns Together; 4) Share Literacy Resources

- Review of NCIL materials
  - Facilitator guide and modules
  - Facilitator and mentors

- Collaboration with MiMTSS (Public School Academy)
  - Met as pilot teams to discuss planning
  - Met with MiMTSS and district leadership
  - Alighted relationship with education team and families involved in training

Pilot Development

- Mar-Aug 2021
  - Provided synchronous Zoom sessions for each tutorial
  - Coordinated asynchronous activities for all sessions
  - Offered in-person for school district

- Training materials and logistics
  - Referenced draft NCIL facilitator guide and PowerPoint slide deck with notes
  - Reviewed and transcribed each tutorial
  - Developed parent-friendly PowerPoints for each session
  - Modified language for connecting with families
  - Aligned content with tutorials, PowerPoints, infographics

- 5 MAF parent mentors from across Michigan
  - Recruited 15 families with children with disabilities, across grade levels in regions of where mentors resided; 11 families participated

Pilot Development

- Weekly meetings with mentors
  - Reviewed each module prior to sessions
  - Designed breakout activities to ensure greater engagement
  - Created out of class activities and materials to align with session content and application at home
  - Drafted guided notes

- Google Classroom platform for out of class activities
  - Monitored by mentors and discussed progress at weekly meetings
  - Provided tutorial and supplemental resources for reference

- Public School Academy meetings
  - Discussed best approach and delivery with leaders
  - Identified specific family needs based on demographics and relationships
  - Opted for on-site, community-based training led by district

Michigan Alliance for Families
Information Education Support
www.michiganallianceforfamilies.org

Pilot Implementation

Phase 1: deliver pilot literacy training of specified NCIL products to families across Michigan in a synchronous and asynchronous format

- Synchronous (Zoom) training Apr 2021-May 2021
  - 3 sessions piloting 4 modules
    - 1) Talk and Interact Often; 2) Discuss Literacy Instruction and Intervention; 3) Address Concerns Together & Share Literacy Resources
  - 90-minute sessions covering PPT, NCIL and other resources
    - Guided notes provided during each session for recording notes, thoughts, ideas, concepts related to module topics
  - Session frequency-one time per week for 3 weeks
  - $150 stipend for completing the training

Pilot Implementation

Phase 1: deliver pilot literacy training of specified NCIL products to families across Michigan in a synchronous and asynchronous format

- Asynchronous component of the pilot
  - Mentors assigned to families in their geographic areas
  - Out of class activities to apply session concepts at home and check-ins with mentor between sessions
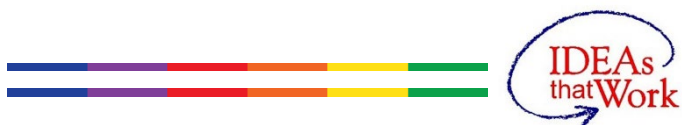
Pilot Implementation

- Phase 2: In-Person-Public School Academy (June-August 2021)
  - On-site/in person; 2 sessions
  - District identified participants
  - Collaborative community-based training
  - District leadership and staff coordinated
  - Trusting relationships built with families within the district
  - Materials MAF used to train provided to superintendent for further modification for training of families within the district
    - District directive to facilitate the training because of established relationships
    - MAF leader and facilitator met with superintendent

Pilot Outcomes & Findings

<u>Phase 1</u>: MAF Synchronous and Asynchronous Training

- 5 surveys returned out of 11 from 4 counties
  - All had children with Individualized Education Programs (IEPs)
  - Children were aged 3-14 years
  - All respondents agreed or strongly agreed they were satisfied with the quality of the training, presentation of materials; helpful to parents with children in school
  - All respondent's knowledge of the topics increased from pre to post measures
  - Some comments related to technical issues during the first webinar and parent; different expectations (focus on fluency) but overall appreciative of the webinar and did learn from it; positive comments on learning opportunity and usability of information
- Facilitator Feedback
  - Tutorials and resources excellent basis for customizing to meet the need of the audience
  - Suggestions for technical considerations such as more options for participating on cell phone; also suggested fidelity checklist and checkpoints for understanding

Pilot Outcomes & Findings

Phase 2: Public School Academy

- Leadership indicated resources were robust and well done
- Content modified for Phase 1 needed further modification for the audience (e.g., language, diversity)
- Attendees valued training delivered by local school district
- Challenges getting families to attend and measure knowledge growth
- More diverse cultural representation reflective of the community suggested

Future

- MAF has identified literacy as a training need and is incorporating into planning in the future
  - Components of NCIL literacy modules, materials, resources, infographics
  - Collaborative process
  - Mentors actively involved in training with families
  - Family-friendly language to match need of audience
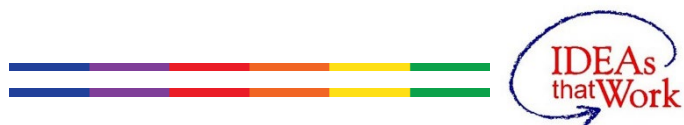
Our Experience With NCIL

- When we identified the presentation format (virtual) that would work best for our Ohio families, NCIL encouraged us to make whatever training adjustments necessary

- NCIL was responsive to all of our questions and concerns

- NCIL encouraged us to personalize the training with Ohio specific resources

Who We Served

- We initially piloted the training series with OCECD staff who gave us great feedback on what areas needed tweaked

- We provided the two-part training series a total of four times. Each training was only offered virtually for one hour each session We offered afternoon and evening trainings to accommodate families' schedules

- The training participants were a diverse group and their children had a variety of disabilities

- Since this training was virtual, many geographic regions in Ohio were represented

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What Modifications We Made

- We provided important Ohio specific resources as links in the appendix

- We edited the facilitators guide and revised the PPT slides to make them more family friendly

- We also streamlined and reduced the number of PPT slides so as to not overwhelm families with too much reading information and content

- Parents reported that the presentation was wonderful and that we didn't talk over their heads

What We Learned & Moving Forward

- Families expressed their appreciation that the training was manageable for them and not overwhelming in content and time, as well as the training was understandable

- Parents reported they learned: importance of having son at IEP meeting, bring a support person to IEP meeting, the importance of collecting data, the learning to read stair step graphic, 10 tips for better IEP meetings, range of advocacy for literacy, the components of literacy, etc.

- Plan to create on-demand modules for families to access when convenient for their schedules

- Train our Somali Information Specialist to use this training for the Somali families she serves

- Need to make the training accessible to all families

- Review
- Engage
- Future

Four Toolkits and Four Facilitator Guides

Four for Families: Key Roles for Children's Literacy

You are your child's first teacher. You can promote language and reading from the time your child is born and throughout school.

Your engagement is especially important if your child has reading disabilities. You play important roles in a comprehensive approach through four key actions: Learn, Advocate, Partner, and Support.
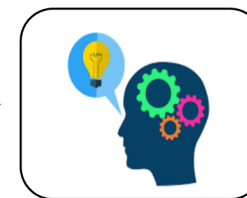
Understand the parts of literacy, how children learn to read, and why they might struggle.

Promote evidence-based literacy approaches in schools and early childhood settings.

Provide home literacy opportunities and reinforce skills taught in early childhood settings or school.

Work together with schools. Positive home-school relationships are important for literacy development.

Support

Learn

Advocate

Partner

Variety of Audiences and Delivery Methods

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Ideas for use

- Cobranding and offering trainings to stakeholders
- Incorporating into existing trainings to stakeholders
- Partnering with other organizations to offer trainings
- Training regional intermediary organization staff to deliver
- Disseminating during awareness months and in newsletters or listserves
  - March Read Across America
  - October Dyslexia Awareness
  - November Family Engagement

What's new in Products and Services

Soon to be Published Products
- New Course on IEP's and Literacy Disabilities
- New Roadmap to our Route to Reading Series

Targeted TA Request Tool

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Who?
- SEAs
- REAs
- LEAs
- Parent Organizations
- Other

What?

Science of Reading
High Quality Curriculum
Evidence Base Practices for Adolescents
Evidence Based Reading Practices for families
Intensification of instruction for Difficulty/Disability
Fluency
Explicit Vocabulary instruction
Increase families abilities to support Multilingual
Children

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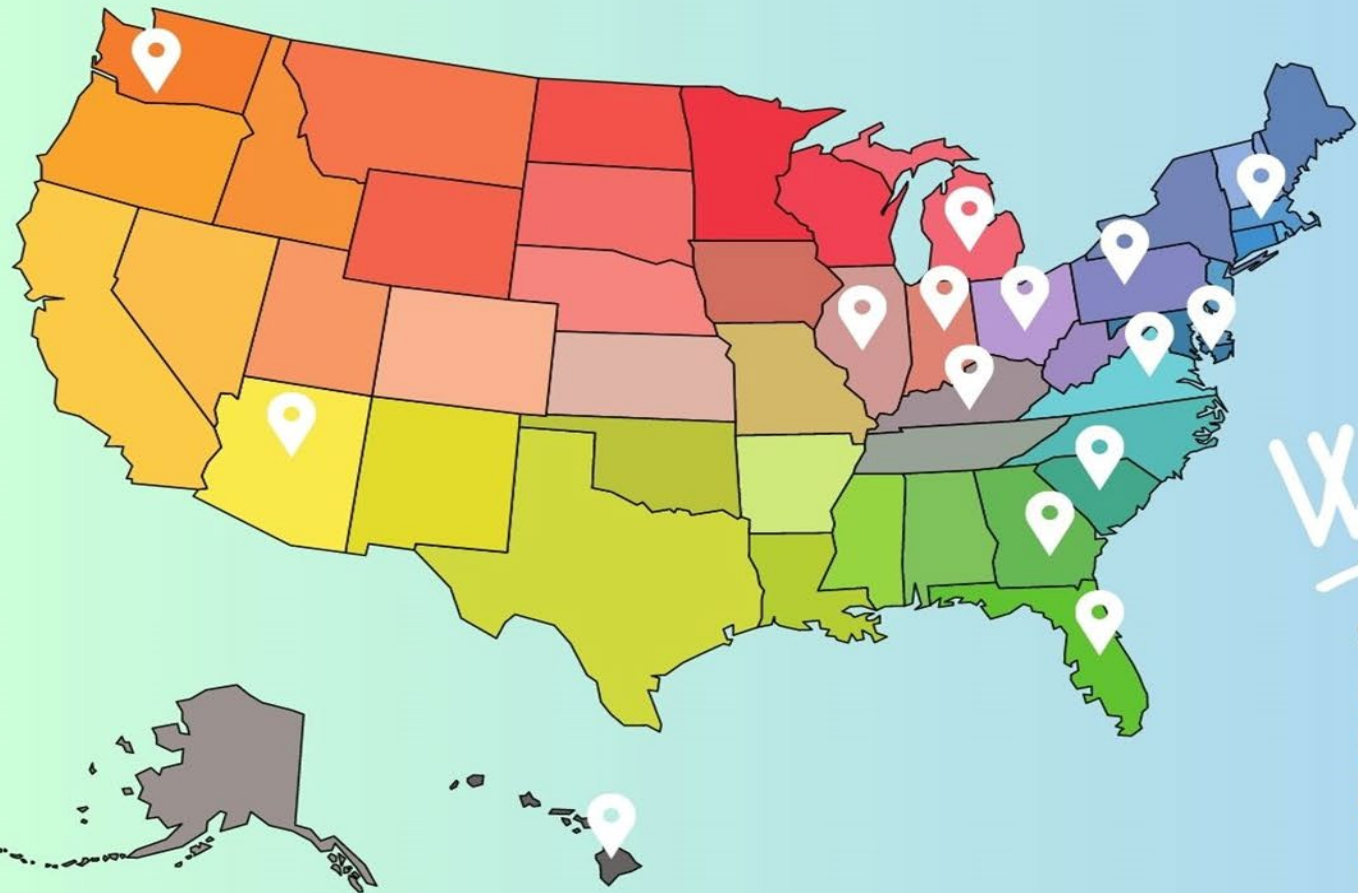
Resource Spotlight

- National Center on Improving Literacy (NCIL)
  - Increases access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.
  - https://improvingliteracy.org/
- Individuals with Disabilities Education Act (IDEA) website
  - Brings together IDEA information and resources from the Department and its grantees.
  - https://sites.ed.gov/idea/
- IDEAS That Work
  - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
  - https://osepideasthatwork.org/

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