

Early Literacy Network Resource Guide

Introduction

This list of resources is designed as a guide for individuals and programs that are interested in obtaining information on current resources or models that are available in Orange County for implementation in parent/child programs. This is partial listing of resources. **For detailed project, program or materials information, please use the contact section of each project to obtain further information from program sources. Cost for programs are accurate as of November 2006.**

Definition of terms:

Best Practices (from NAEYC position statement: www.naeyc.org)

Best practices include:

- appreciating childhood as a unique and valuable stage of the human life cycle [and valuing the quality of children's lives in the present, not just as preparation for the future];
- basing our work with children on knowledge of child development [and learning];
- appreciating and supporting the close ties between the child and family;
- recognizing that children are best understood in the context of family, culture, and society;
- respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague); and
- helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard. (Feeney & Kipnis, 1992)

Developmentally Appropriate Practices

- DAP can be defined as those practices which are both **age appropriate** and **individually appropriate** for each child.

Evidence-based Practices (from First 5 Criteria)

- The studies may be non-randomized, or be a well designed randomized controlled trial showing the intervention's effectiveness at only one single site.
- Randomized controlled trials are conducted in a laboratory-like setting, rather than in a typical school or community setting.
- Randomized controlled trials showing the intervention's effectiveness for students with different academic skills and socioeconomic backgrounds than the students in your school or classroom.
- Randomized controlled trials whose design and implementation may lack one or more elements described in the above criteria for scientifically based practices.

Promising Practices (from First 5 Criteria)

- Practices that have been carefully implemented, monitored and evaluated to demonstrate effectiveness of some intermediate step that leads to improved student performance, however:
 - The practice has been in place a short time (less than five years).
 - There is not sufficient evidence that shows improvement of student performance.

Research-based Curriculum

- Curriculum that is based on scientific research *and* is scientifically tested to verify effectiveness.

Scientific Research (from First 5 Criteria)

- Randomized controlled trials are well designed and implemented. A clear description of (i) the practice, including who administered it, who received it, and what it cost; (ii) how the practice differed from what the control group received; and (iii) the logic of how the practice is supposed to affect outcomes. The random assignment process has not been compromised. Data show that there were no systematic differences between the characteristics of the intervention and control groups prior to the practice being implemented. In the collection of outcome data, the outcome measures used were valid. For example, to test academic achievement outcomes, a study should use tests in which the ability to accurately measure true skill levels is well established. The percent of participants that the study has lost track of when collecting outcome data is small. Outcome data are collected and reported for those members of the intervention group who did not participate or complete the program. Data are obtained on long-term outcomes to determine if effects of the intervention were sustained over time. A peer-reviewed journal or a panel of independent experts through a rigorous, objective and scientific review has accepted the study.

Note: The above criteria were extrapolated and adapted from:

- National Association for the Education of Young Children (NAEYC) Position Statement, web site: www.naeyc.org

Additional criteria was referenced in the Children and Families Commission of Orange County's document: Identification of Scientifically Based, Evidence-Based And Promising Practices and its resources from:

- The University of Indianapolis, Center of Excellence in Leadership of Learning, web site: <http://cell.uindy.edu/clearinghouse/index.php>
- *Identifying And Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide*. The Guide can be found on the U.S. Department of Education Web site at www.ed.gov/rschstat/research/pubs/rigorousetid/quide.html

Parent/Child Programs

Program: Virtual PreK!		Format	Research: Promising Practice
<p>The Virtual PRE-K interactive video series (available on CD-Rom and videocassette)</p> <ul style="list-style-type: none"> Virtual Pre-K! Is a teacher-created resource for parents and teachers that connect the classroom, home and community, in English and Spanish that is focused around two ten-week units. <ul style="list-style-type: none"> <i>All About Me</i> (CD/VIDEO 1) includes topics related to your child's discovery of their body, feelings and place in the world. <i>Taking Care of Me</i> (CD/VIDEO 2) includes topics related to your child's nutrition, health and safety. <p>Access to an Orange County an AROUND TOWN calendar where you can post district highlighting preschool-appropriate events</p> <ul style="list-style-type: none"> Comes with technical assistance support from OCDE School Districts can draw down SEED technical assistance support for this program 		<ul style="list-style-type: none"> State Goals, Head Start Learning Domains and California DRDP-R <p><i>Two 10 week programs</i> Virtual Pre-K! offers a variety of resources, including:</p> <ul style="list-style-type: none"> Twenty (20) creative standards-based lessons aligned with Illinois State Goals and Head Start Learning Domains. Hands-on activities for parents and children to try at home. Short video lessons on videotape or CD-Rom that demonstrate each activity. A web site (www.virtualpre-k.org) with a calendar of events, hands-on activity ideas, and lesson plans. 	<ul style="list-style-type: none"> DRDP-R Adaptation for Special Needs Based on brain-based research Standards-based lessons aligned with Head Start and the DRDP Materials developed by Chicago Public Schools
Cost	Who uses the Strategy	Write-up	
<ul style="list-style-type: none"> English Kit \$34 Spanish Kit \$34 Teacher Kit \$42 (English/Spanish) No cost for access on-line <p>Recommendations: one kit per parent & for teacher</p>	<ul style="list-style-type: none"> California Association for Bilingual Education Los Angeles County Office of Education Riverside County Office of Education San Diego County Office of Education Orange County Department of Education 	<p>Virtual PreK as a parent education model provides a series of lessons that link parents, children and providers together. As a promising practice model, it supports collaborative learning between home and school. It can be used in video format or as part of a computer class for parents. To maximize use of the program, it helps for parents to have access to a VCR, DVD player or computer. Programs in Orange County have used Virtual PreK! As a parent give-away, checkout program and as part of parent education. Kits include take-home activity cards.</p>	
Goal	Target	Strategies	
<ul style="list-style-type: none"> Designed to strengthen home-school partnerships Engage parents and encourage the use of technology in education 	<ul style="list-style-type: none"> Parents and children (3-5 years of age) English or Spanish 	<ul style="list-style-type: none"> The Virtual Pre-K and Virtual Kindergarten Web sites are home to bilingual information that helps parents make the most of their child's early learning. The program addresses key learning concepts with a focus on early literacy and on math, social studies, and science skills. Each lesson pulls together low-cost activities in the classroom, at home, and in the community to reinforce the home-school connection. 	
<p>Contact: Orange County Department of Education SEED Orange County Virtual Pre-K Lead Janna Wright jbwright@ocde.us 714-327-1082</p>		<p>Virtual Pre-K https://www.virtualpre-k.org/</p> <p style="text-align: right;"><i>prices as of November 2006</i></p>	

Program: Anaheim Literacy Parties		Format	Research – Promising Practices
<p>The Literacy Party provides a home-based program that takes school readiness skill development into the home. Designed to create a connection between home and school, literacy parties can be developed to meet individual program needs. ACSD's success is based on distributing solid, scientifically based information to parents to insure that children received quality guidance and that parents had intentionality when working with their children to demonstrate promising practices in the home.</p>		<ul style="list-style-type: none"> • Designed to reach parents and children in the home environment • Literacy Parties have a parent open their home to 10-15 other parents and children in the neighborhood • A teacher provides home-based education to the parents on various topics such as early literacy, parent education, brain development, and other topics of interest to the parents • The host receives a basket of books, CDs and other materials for learning activities to do with their children • All participants receive a book 	<p>Promising Practices</p> <p>The following references have contributed to the development of the Literacy Party:</p> <ul style="list-style-type: none"> • First 5 Promising Practices - NAEYC's brochure "Learning to Read and Write" • Parents as Teachers National Center, Inc.(1999)Born to Learn Curriculum, Module One and Two • Boston University School of Medicine, Erickson Institute Research -Zero to Three, Brain Wonders • FamilyTime Reading Fun - Linda Clinard, Kendall/Hunt Publishing, Third Edition • intelligence Reframed: Multiple Intelligences for the Classroom - Howard Gardner, 21st Century Publishing-Basic Books
Cost	Who uses the Strategy	Write-up	
<p>Cost are per Party</p> <ul style="list-style-type: none"> • Cost of the host basket \$100-120 per basket • Cost to distribute books to families at each literacy party \$25-\$50 	<ul style="list-style-type: none"> • Anaheim City School District 	<p>The Literacy Party creates a sense of trust and security to encourage parents to participate in a safe home environment. It serves to break-down barriers to participation and encourage parents to develop home-school connections. Parties can provide outreach services to additional, 'non-core' families to increase community school readiness opportunities. Literacy parties require on-going funding to sustain success. Literacy parties require staff extra duty or a designated staff to implement.</p>	
Goal	Target	Strategies	
<ul style="list-style-type: none"> • The Literacy Party has provides an outstanding home-school connection. It is designed to increase parent's confidant in their role as the first and most important educator of their child. • It has built a trust between the family and the School District, which serves them. 	<ul style="list-style-type: none"> • Can target any age child from 0-5 years 	<p>Teach parents about school system, school expectations for school readiness, skill sets for Kindergarten success and model literacy skills to parents in small groups.</p> <p>The Literacy Party provided a tool that could be introduced in the family home as well as the school environment to meet the needs of both children and parents. Literacy Parties stress the importance of disseminating solid, scientifically based information to parents to insure that children received quality guidance and that parents had intentionality when working with their children to deliver best practices in the home.</p>	
<p>Contact: Patty Lopez (714) 808-4983 plopez@acsd.k12.ca.us</p>			

prices as of November 2006

Program: Latino Family Literacy Project		Format	Research – Promising Practices
<ul style="list-style-type: none"> The Latino Family Literacy Project offers training workshops for teachers who work with Latino parents and their children in building a regular family reading routine and developing strong English-Language skills. The Latino Family Literacy Project provides proven, cost-effective parent involvement programs. <p>Program 1: Birth to Three Program</p> <ul style="list-style-type: none"> My First Years / Mis Primeros Años is a program for parents with children ages birth to three. It supports the notion that parents are their child's first teacher and introduces parents to concepts of language development, child development and basic parenting skills. <p>Program 2: Two to Five Program</p> <ul style="list-style-type: none"> I am Ready / ¡Listo! is a program for parents with children ages two to five. Its focus is to establish a daily reading routine by the time their child enters kindergarten. It teaches parents how to use books to teach their children early literacy skills such as letter recognition, numeracy, colors and shapes. 		<ul style="list-style-type: none"> The literacy programs and training workshops are designed to establish family reading routines for Spanish and English-speaking parents and their children at your school site. The Project introduces the teachers to the VISTA Method, a language acquisition method and a step-by-step literacy instruction process. It involves family reading, vocabulary development, and English-language development for Latino parents and their children English & Spanish materials 	<ul style="list-style-type: none"> The Latino Family Literacy Project bases its reading programs on research conducted during the last thirty years. The idea of family literacy has a strong foundation in extensive research from different areas including emergent literacy, child development and adult literacy. Research shows that family literacy programs do work. Research also demonstrates that families, children, parents and society at large benefit from these literacy programs. Supports the California Content Standards
Cost	Who uses the Strategy	Write-up	
<ul style="list-style-type: none"> Staff training \$200 per person Consumable literacy materials per program \$350 (\$20 shipping) \$1,500 for 180 lending library books (one-time purchase) or bi-annual purchase if distributing lending library to families at the end of each program cycle 	<ul style="list-style-type: none"> Used statewide by: <ul style="list-style-type: none"> o Even Start o School Districts o School Readiness Programs 	<p>This interactive family literacy program focuses on increasing language development in primary and secondary languages. Concepts also support parent empowerment as children's first teachers, introduction to concepts of language development and basic parenting skills. The program is designed for Latino families with culturally sensitive materials and may not transfer to other English Learners.</p>	
Goal	Target	Strategies	
<ul style="list-style-type: none"> Create culturally competent trainers Designed to establish family reading routines for Spanish- and English-speaking parents 	<ul style="list-style-type: none"> Families with children birth to three years Families with children two to five years 	<p>These age specific programs engages the parents in reading with their children, reflect the experiences of Latino families, and is centered on universal themes. All materials, books and curricula used are bilingual and in a simple format. This program can be used to teach English language and Spanish language skills and has multilevel English language lessons to include new vocabulary, verb conjugation, grammar and structure, conversation and practice opportunities.</p>	
<p>Contact: The Latino Family Literacy Project: Email us at info@latinoliteracy.com 1107 Fair Oaks Ave. Suite 225 South Pasadena, CA 91030 (626) 799-7341 Phone or (626) 799-3851 Fax</p>			

prices as of November 2006

Program: MotherRead		Format	Research – Scientific Research
<ul style="list-style-type: none"> The MotherRead Institute is based on a curriculum approach for teaching literacy skills to adults and children. It uses children's books and adult poems/narratives as the basis for instruction. These texts provide a format for adult learners to develop skills in all four areas of literacy: listening, speaking, reading, and writing. Curricula use children's literature to examine profound themes and life lessons found in simply written stories. Stories are used to teach important literacy development skills and concepts and to help students relate themes and characters to their own lives. The framework of a story allows families to explore who we are and what we believe. Child and Family Development Teacher's Guide: (For parents with preschool children) All lessons in each adult curriculum provide a meaning-based approach for comprehension skill development, allow teacher flexibility to individualize instruction and meet students' personal goals, promote group learning for social support and self-efficacy, and contain multiple opportunities for students to practice skills. B.A.B.Y. (Birth and Beginning Years): This curriculum uses carefully selected children's literature and a holistic approach to teach health care, parenting and literacy skills to expectant and new parents. The 21 lessons follow a developmental approach from conception through the first year of an infant's life. 		<p>Parent and Child Program</p> <ul style="list-style-type: none"> Each of the children's lessons builds vocabulary and promotes higher-level comprehension skills; follows an intentional and focused process that incorporates conversation and activities with book reading; provides interactive literacy materials to use with parents and children together; encourages children to link prior knowledge and real-life experience to book reading; and supports federal emergent literacy instruction guidelines. A typical session of a Motherread/Fatheread class runs for 8 to 12 weeks, for a total of at least 20 hours of instruction, so that measurable results can be achieved. Motherread/Fatheread instructors usually teach classes as two-member teams. <p>Teacher Training Program</p> <ul style="list-style-type: none"> The 24-hour intensive institute addresses a variety of teaching approaches and learning styles. It combines individual assignments, small group work, lecture, and discussion. Use of story: thematic analysis, working with children, use of the Storysharing Handbook Adult classes: use of parent education and literacy development curriculum, instructional techniques, lesson planning, preparation, and presentations Evaluation: authentic assessment, student goals, measuring student outcomes, using standardized measures Program implementation: start-up, recruitment and retention, program development, and integration of curriculum into existing program structures and requirements. 	<ul style="list-style-type: none"> Scientific research findings on child development by Dr. Joseph Sparling at UNC-Chapel Hill's Frank Porter Graham Child Development Center and an adult education theoretical model based on the work of Dr. Hanna Fingeret, former associate professor of adult education at North Carolina State University. In the ensuing years, MotherRead has added to its original body of research and, in conjunction with affiliates, have been involved in a number of studies and evaluations. Both formal and informal methods are used to assess students' individual needs. Instructors pre-and-post-test students using the reading comprehension section of the CASAS or TABE. Daily reviews completed after each class give students an opportunity to reflect on their own learning. Every class also provides an opportunity for literature based instruction and student-teacher interaction.
Cost	Who uses the Strategy	Write-up	
<ul style="list-style-type: none"> \$300-\$450 per trainer based on the program Cost for MotherRead Library (cost pending) Training materials 	<ul style="list-style-type: none"> Adult Basic Education Head Start Title I schools Even Start, Parent education Parents as Teacher 	<p>MotherRead provides intensive research driven curriculum. Materials include a comprehensive manual with bilingual take-home activities for parents. This program can successfully be implemented by para-professionals. MotherRead meets requirements for Even Start as a research-based parent education program.</p>	
Goal	Target	Strategies	

<ul style="list-style-type: none"> • Teach parents proven, research-based practices to working with their children • Use of real-life experiences to build meaningful learning connections 	<ul style="list-style-type: none"> • English Learner parents of all age children • Program has a birth to two year program and a three to five program • Can partner with Adult Education or ESL classes 	<ul style="list-style-type: none"> • MotherRead, Inc. is a private, non-profit organization that combines the teaching of literacy skills with child development and family empowerment issues. Parents and children learn to use the power of language to discover more about themselves, their families, and their communities.
<p>Contact: National Headquarters MotherRead, Inc. Suite 7, 3924 Browning Place Raleigh, NC 27609 Phone: 919.781.2088 Fax: 919.571.8579 www.motheread.org motheread@earthlink.net</p> <p style="text-align: right;"><i>prices as of November 2006</i></p>		