Toyota Family Literacy Program for Guilford County Schools

Primary Contact:
Mayra Mayorga-Hayes
Director English as a Second Language
Guilford County Schools
Family Resource Center
617 West Market Street
Greensboro, NC 27401
(336) 370-8982

Individual Authorized to Commit District to Terms of Grant:

_____ _____
Maurice O. Green Date
Superintendent
Guilford County Schools
712 Eugene Street
Greensboro, NC 27401
(336) 370-8100

Administrator Responsible For Implementation:

_____ _____
Mayra Mayorga-Hayes Date
Director English as a Second Language
Guilford County Schools
Family Resource Center
617 West Market Street
Greensboro, NC 27401
(336) 370-8982

Principals

_____ _____
Dawn Spencer, Principal Date
Allen Jay Elementary School

_____ _____
Michelle Thompson, Principal Date
Hunter Elementary School

_____ _____
Geraldine Cox, Principal Date
Rankin Elementary School

District's Missions and Goals

The Mission for Guilford County Schools (GCS) is "Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice." The district's current initiatives including existing adult English as a Second Language (ESL) classes, outreach efforts to the immigrant community, and focus on native language literacy skills will be strengthened by participation in the Toyota Family Literacy Program (TFLP).

Guilford County Schools is committed to helping English language learners acquire the necessary language skills to succeed, not only in school, but in life as well. Currently, GCS serves over 6,275 ESL students and in the past five years, enrollment of Hispanic students in GCS schools has increased by 36 percent. The English as a Second Language department knows every student, regardless his or her nationality, has the potential to become a productive and valuable member of our community. The ESL department's motto is "we teach the world within our community".

The commitment of GCS does not stop with the children but extends to providing services to their families. The district employs 21 bilingual Interpreters who are available at many of the schools to help bridge the divide between parents, teachers and the community. In conjunction with the District Relations department, the ESL department offers bi-monthly public service information to Hispanic parents via the Que Pasa radio station and newspaper.

Several initiatives are addressed in the 2008-2009 draft of the LEA Improvement Plan (attached). Included in these initiatives are adult ESL and literacy classes and bridging the gap between home and school . Existing, parent programs for LEP families include adult ESL classes at four selected schools on Saturdays and Thursday evenings. Spanish for Spanish Speakers is a class held twice a week for ESL parents focusing on writing, reading and literacy skills in Spanish. Parents build their literacy skills in Spanish and ultimately transfer them to learning English. GCS provides information in English and Spanish through handouts, Internet, television and radio. Parent guides are available in Spanish that help explain the North Carolina Standard Course of Study in each grade

and what skills the child should master during that year. GCS also holds public forums at schools, libraries and other venues and invites parents to attend to voice their opinions on subjects ranging from discipline to the testing system.

GCS does not currently have any four-component family literacy programs. The Toyota Family Literacy Program (TFLP) will help develop comprehensive programs in three schools with the help of community agencies. An immediate impact of TFLP will be creating systematic tracking, evaluation and reporting of the results of adult education efforts. This comprehensive approach would build on current efforts by GCS to provide an important bridge from school to community to family, resulting in a comprehensive literacy program.

In addition to alignment with the LEA Improvement plan, GCS addresses parent participation and involvement of ESL adults in Area II Supportive Family & Community Involvement of the Strategic Plan 2012 which is attached. Implementation Strategy II.5 of the plan addresses providing programs for families including English as a Second Language Classes and family literacy programs. The Strategic Plan 2012 also addresses the idea of starting a Parent University in which parents can get assistance in furthering their own education in addition to providing their children with the support they need to succeed in school. The Parent University is in the planning stage and a project team is currently facilitating the design and implementation of the program with the assistance of parents and the community.

Program Design and Description

To provide a comprehensive, four-component family literacy program, GCS will partner with multiple community organizations. Guilford Education Alliance (GEA) is spearheading the community agencies that will come together to support the TFLP programming. Guilford Technical Community College (GTCC), Reading Connections, and The University of North Carolina at Greensboro Center for New North Carolinians (CNNC) will be among the agencies that provide instructors, tutors and parent time programming for this initiative. Representative from these

agencies will be members of the TFLP Coalition that will oversee the overall implementation and assist in securing partnerships to sustain the TFLP programming beyond the life of the grant.

GCS will act as the fiscal agent for the project and Mayra Mayorga-Hayes, Director of ESOL, will serve as the TFLP Project Coordinator. Ms. Mayorga-Hayes has her BS in Elementary Education, MS in K-12 ESL instruction and MS in School Administration, speaks fluent Spanish, and has an existing rapport with the families the project seeks to serve. Ms. Mayorga-Hayes will hire a TFLP Interpreter/Community Liaison to work closely with parents and teachers at each site, as well as community partners to deliver needed services. A job description for the TFLP Interpreter/Community Liaison is attached. Each site team is comprised of the principal, ESL teacher, Interpreter, and an elementary classroom teacher. The TFLP Coalition, comprised of the school site teams, the TFLP Coordinator, the TFLP Interpreter/Community Liaison and representatives from community organizations mentioned above will ensure ongoing planning, evaluation, sustainability and will meet monthly. A critical element of the initiative is parent leadership development and parents will also be members of the Coalition.

The three schools, Allen Jay, Hunter, and Rankin Elementary were selected based on need and strengths. Two of these Title I schools (Allen Jay and Rankin) have had adult education programs in place as a result of teacher driven efforts. This level of commitment from the classroom teachers will be critical to success in integration of family literacy services. Each elementary site has a full-time Interpreter to assist with this project and the support and commitment of each site principal. The following chart shows some demographics and participation in on-going adult ESL literacy classes:

	Total Student Population	Percent Spanish Speaking	Made AYP 2007-2008	Percent Free and Reduced Lunch	Spanish Speaking Staff Available at the School	Current Parent Participants
Allen Jay	492	20.1%	no	85.2%	1	25
Rankin	645	20.0%	no	87.8%	1	0
Hunter	436	41.1%	no	87.8%	1	0

Each site has a first year goal of 20 parents per site. Parent recruitment will be via letters and flyers (both in Spanish) sent home by the schools, door to door exchanges, churches, and community groups. TV, Spanish Language newspapers and Que Pasa, a Hispanic radio station, are other means to make sure the information is accessible to parents. Teachers and interpreters will lead these efforts at the school sites and the TFLP Coordinator and TFLP Interpreter/Community Liaison will work to do the district-wide information campaign. A TFLP information table will be set up at Open House and Parent-Teacher meetings, flyers will be posted in grocery stores, bodegas and laundry mats near schools, and Interpreters based at each site will be asked to call the students homes in order to recruit parents.

Critical to retention will be overcoming existing barriers to participation. In addition to providing childcare, scheduling will facilitate participation at the level of intensity required for success. An immediate impact of the grant will be establishing space dedicated to adult ESL programming at each school. This designation will allow parents and the adult ESL teacher to take ownership in the development of the room and the storage of materials. One site has a mobile classroom and the other two sites have smaller classrooms that will be devoted to classes when school is not in session and will be available for childcare when parents come during school hours. During school hours, parents will meet in the library or other areas of the school not being used by regular teachers. Two computers will be available in the adult education room, and parents will have access to the computer lab at each school. Snacks will be provided during the Adult Education and Parent Time.

All programming will begin in November with the exception of Allen Jay where ESL/Adult Education classes will begin in September at the current level of three hours a week. Below is a sample schedule which will differ slightly at each school.

M	T	W	T	F	S	S
2 hrs of Parent time w/Interpreters		3 Hrs of Adult Ed Time 9 a.m. – 1 p.m.		.5 hr of prep time for PACT 1 hr of PACT time	3 Hrs of Adult Ed Time 9-12 a.m.	

or Community Agency 10-12 a.m. Place TBD or School		at School (parents will have the opportunity to have lunch with their children)		.5 hr of Debriefing from PACT time w/Interpreters 9-11 a.m. at School	at School	

Adult Education

Outcomes:

- 100% of adult participants will develop educational and literacy-based goals
- 60% of adult participants receiving at least 60 hours will demonstrate increased literacy skills
- 85% of adult participants will acknowledge ability to access additional staff support to meet personal goals
- 100% of volunteer tutors will receive tutor training
- 90% of volunteer tutors will report satisfaction with and utility of training
- 85% of volunteer tutors will report satisfaction with and utility of their own volunteer service

The grant will establish adult education efforts (6 hours of ESL instruction provided at each site by Adult ESL and classroom teachers) for Hispanic parents (20 at each site). GCS hopes to engage GTCC as a partner in the TFLP grant to contract with teachers and pay a portion of their compensation and the TFLP grant funds will supplement the remainder. Toyota funds will be used to provide adult educators with compensation for planning with and working with the school staff to coordinate efforts. GTCC will also provide training and instructional materials for these teachers.

Instructors will select and administer an assessment from the Comprehensive Adult Student Assessment System (CASAS). The CASAS system provides the ability to establish a comprehensive accountability system, address performance indicators, integrate literacy and job skills instruction, and evaluate program effectiveness. Based on the assessment results, the adult student will be assigned appropriate educational materials (print and computer-based) to work toward goals identified on their Personal Education Plan. Students will be re-assessed after 60 hours of instruction to identify goal attainment and isolate areas for continued improvement.

The instructors for the Adult ESL program will use workbooks such as Side by Side, Workplace Plus, Voices of Freedom English & Civics, Picture Dictionary, and True Stories to lead group

instruction and will incorporate other materials for instruction as needed. Teachers will incorporate real life scenarios into each lesson building on phonemic awareness, phonics, vocabulary and comprehension. These classroom activities will integrate the K-3 curriculum used in their child's classroom including guided reading strategies.

The schools will use a portion of the Toyota Literacy funding to purchase supplemental resources such SRA Language for Learning Kits for both parent and student instructional purposes, My Reading Coach, and a comprehensive Success by Six Program for parents of Kindergarten and first grade students. Schools will also purchase reading materials that will be available in the library for check-out at each school. Participants in the program will use software occasionally during class time but will also be able to access it any time during open school hours if they need additional practice time.

Reading Connections, the adult literacy agency for Guilford County is being asked to partner to provide additional hours of adult literacy each week. Trained adult volunteers will work with small groups of parent participants to provide reading assistance including one-on-one tutoring if needed. These sessions will take place at a time and place convenient to participants and accommodate work schedules. Reading Connections staff has been trained in family literacy methodology, including the application of the *Motheread* program**.** Reading Connections' Resource Library including books from the *Motheread* curriculum can supplement the existing classroom materials.

Key Partners: ESL/teachers at each site, volunteer tutors, Reading Connections staff, GTCC

Parent Time

Outcomes: Based on pre- and post-assessment 75% of parents demonstrate increase in:

- feelings of support from school, community and other parents
- awareness of own and others' challenges in parenting
- volunteer and leadership skills
- understanding of instructional program and of what child is learning in each subject
- shared experiences and connections with other families
- knowledge and use of local resources and increased skills to obtain needed services

- understanding of school programs and policies

Programming will be coordinated by the TFLP Interpreter/Community Liaison with the assistance of the school site interpreters and will utilize the services of the Center for New North Carolinians (CNNC) and GTCC for some of the parent education and parent leadership development. These agencies have a long history of working with Hispanic families in Guilford County and will be invaluable partners. The TFLP Interpreter/Community Liaison will collect information from parent surveys and coordinate scheduling of parent time activities; support each site in effective use of community resources and in program integration, and support parent recruitment and retention. Programming will occur for two hours each week.

The content of parent time programming will be determined through parent surveys, and will offer ongoing information, as well as referral and follow-up for community services. TFLP Interpreter/Community Liaison will lead meetings, trainings and school reform projects for parents. Depending on needs and interests of parents, the following existing community resources will be introduced to the TFLP schools:

Right Question Project – Question formulation process builds parents' capacity to support, monitor and advocate for their child's education.	*Lay Health Advisory will train parents to promote positive health practices in their own family and be a resource for others as well as advice on how to navigate the health care and insurance system*
Preparation for the Test of English as a Foreign Language and the US Citizenship test	*Math and Parent Partnerships (MAPPS) teacher and parents work together to prepare parents to lead family math activities for other parents*
Connect with resources in the community through speakers and field trips including instruction from real estate agents and bankers	*Parents participate in creating videos & radio spots to broadcast on local television (GCS and municipal) and radio (Que Pasa) stations*
Training in homework support and Participating in developing a Individual Education Plan for students	*Teach School Procedures and testing system*
Job Skills/Workforce Development	*Child Development*
Accessing summer enrichment for children	*Multicultural evening*
Instruction from law enforcement officers of	*Interpreting housing options and renters*

rights and procedures for accessing legal support	*rights*

Key Partners: Interpreters at each site, Center for New North Carolinians, GTCC, local government resources.

Parent and Child Together (PACT)

Outcomes: Based on pre- and post-assessment 75% of parents demonstrate increase in

- understanding of the teachers' job and appreciation of teaching skills
- comfort in school and carryover of school activities at home
- self-confidence about ability to work in school and with children
- interaction and communication with teachers
- feeling of ownership of school
- monitoring and awareness of student learning needs and academic progress

Parents will spend 30 minutes with the school Interpreter or teacher preparing for PACT time, then an hour in child's classroom, followed by 30 minutes debrief / reflection with the Interpreter. The time spent with the Interpreter will ensure participants understand the skills their child is working on and provide the opportunity to ask questions if they are apprehensive. PACT activities and child's classroom themes will be closely integrated with Adult Education classes.

The parent will be asked to work with the child on math manipulatives, reading skills, journal writing or some other task that the parent will feel confident in supervising. Two-way communication between parents and TFLP staff will assure parents are prepared to be in the classroom and teachers are prepared to welcome and encourage parents. Participants and interpreters will have reflection time to examine assumptions and share observations. The TFLP staff will schedule "practice" opportunities for parents to use newly learned strategies and skills.

Key Partners: Interpreters, child's classroom teacher, adult educator.

Childhood Education

Outcomes: Students will show improvement using the following measurements:

- Pre-and-post ACCESS scores (students will increase at least one levels)

- Benchmark and End of Grade test scores
- Increase in academic grades given by teachers
- Results of teacher survey regarding students performance

ESL students are initially assessed using the WIDA-ACCESS Placement test. Based on their performance on this test, they are provided with an Individual Education Plan and placed in the appropriate setting. Some students with very limited-to no English skills are encouraged to attend the GCS Newcomers School which opened 2007-2008 to serve recently arrived immigrant and refugee students in grades 3-12 who are novice English speakers.

GCS uses the WIDA Standard Course of Study provided by the North Carolina Department of Public Instruction that sets out what ESL students should know and be able to do at each level of proficiency along the K-12 continuum. This guide is used by ESL teachers in assessing students' progress, and planning lessons and strategies to ensure students progress towards English Proficiency.

The Literacy First curriculum has been implemented at all GCS elementary schools. The Literacy First program provides intense professional development and assessments to determine appropriate instruction for all levels of students to become successful in reading, writing and speaking. Most ESL elementary students use Guided Reading. Children are grouped by ability level and struggling students are placed in small groups which allow teachers to modify instruction matching proficiency levels.

Each of the proposed TFLP sites will offer after-school ESL tutorial programs where ESL teachers, parents and volunteers work with struggling readers and volunteers assist the ESL teacher to help with homework. Light Span CD Interactive Programs are available for children to use at home and during student tutorial programs. Light Span will also be used for the Adult ESL classes as well. An ESL Extended School Program provides students with literacy skills during a three week summer session.

Key Partners: Child's classroom teacher, parents, other GCS administrators and community volunteers.

Project Evaluation

Evaluation information will be used to improve program impact and to communicate project outcomes to partner organizations and community. The TFLP Coordinator and TFLP Interpreter/Community Liaison will be responsible for collecting and reporting data and budget information to the Coalition and to NCFL. Coordinating with the required information collection that the NCFL has developed, the TFLP partners expect to collect the following data to determine the effectiveness of the program.

Standardized Assessments: North Carolina developed End of Grade tests beginning in 1989 with the adoption of the ABC's of Public Education. These End of Grade (EOG) tests begin in third grade and focus on the NC Standard Course of Study. In 2002, North Carolina adopted the No Child Left Behind (NCLB) provisions, and based on initial EOG scores, set Annual Yearly Progress goals for each elementary subgroup, including ESL students. The three selected sites will have monthly monitoring of students based on benchmark tests. The ACCESS test is administered to all K-3 ESL students upon enrollment in GCS and at year end thereafter. Their progression on the five levels of the ACCESS will indicate improvement and can be compared to scores of those students whose parents are not participants in the program. For the adult ESL students, the CASAS will be given at three to six month intervals to determine long term outcomes.

Informal assessments: In addition to these long-term growth indicators, the partners plan to collect data in monthly assessments. These assessments will help alert instructors when students do not master concepts and enable the TFLP Project Coordinator to make improvements to the program in areas of weaknesses.

The adult monthly progress will be determined by assessments within workbooks as well as surveys on life-skills improvement. Adult students will work to develop personal plans for

themselves with milestones and measurable objectives. The goals will include not only literacy and education goals, but also goals relating to career and family stability. The participants will also be asked to evaluate the Parent Time activities, PACT activities as well as the regular Adult Education classes.

Community Support/Collaboration

The main partners in delivering weekly services for the grant will be Guilford County Schools, GTCC, the Center for New North Carolinians, Reading Connections, Guilford Child Development (GCD) and The Guilford Education Alliance. The combination of community, city and schools resources will ensure the success of the Toyota Family Literacy Program in Guilford County.

The local community college, GTCC, offers GED and English literacy classes throughout the community for non-English speaking adults. They also offer preparation for the Test of English as a Foreign Language and the US Citizenship test. They will help prepare, train, and support the instructors for the ESL classes at each of the school sites.

The Center for New North Carolinians provides research, training, and evaluation for the state of North Carolina in addressing immigrant issues; collaboration with government and social organizations to enhance responsiveness to immigrant needs; and community support to provide training and workshops. They have strong relationships with members of the ESL community and knowledge of the challenges ESL families face. CNNC is located at the University of North Carolina at Greensboro and they have worked with the GCS ESL office to support programming for schools in the past.

Reading Connections is a non-profit organization that provides adult learners desiring to improve their literacy skills with the opportunity to improve knowledge, skills, and abilities. Reading Connections' staff members connect adult learners with volunteer tutors. The tutors participate in an in-depth program of orientation, training, and support and will assist adult ESL students with tutoring.

Guilford Child Development offers services at three of their eleven childcare sites for an early childhood family literacy program serving English-speaking and ESL families who are enrolled in Head Start. They will also share information about their four-component family literacy initiative.

The Guilford Education Alliance is a local education fund and affiliate of the Public Education Network has been a constant partner in planning this project. The GEA houses FOCUS Guilford, a family involvement initiative. This initiative builds capacity of schools and parents to work together more effectively through 1) advocacy and leadership development in low-income and immigrant communities through partnerships with multiple local organizations, National PTA, The Education Trust, and The Right Question Project whose work is integrated into adult education programs in several states. GEA will launch and facilitate GCS Family Literacy Advisory Council to sustain TFLP sites and expand family literacy services in high need Title I elementary schools.

Both Greensboro and High Point city leaders and governments support the effort of bringing the TFLP to Guilford County. The city governments will also provide education for participants on navigating the city housing, transportation and other services during Parent Time.

Guilford County also has two large city library systems, the Greensboro Public Library and the High Point Public Library that provide educational programming for non-English speaking families. The libraries host offer English speaking clubs and women's literacy groups which allow participants opportunities to use English. The Multicultural Resource Center, located in the Glenwood Branch Library, offers materials, programs and services for the international community, immigrants and refugees, and those seeking diversity training materials. Included are a full schedule of learning opportunities for ESL learners, foreign language materials (books, audio, film, children's), a computer lab with specialized software for ESL learners, and information on cultures and countries around the globe.

Several community organizations have expressed an interest in participating in Parent Time and/or donating resources to the TFLP families:

- Guilford County Department of Social Services - provide education and health services to assist families in need
- Community Dentists - screen immigrant children and do needed dental work
- The High Point Library - provide educational programming for parents and children
- Que Pasa radio station - donate air time to promote TFLP activities
- High Point and Greensboro Community TV – donate air time to promote TFLP activities
- Latino Community Credit Union - offer banking services and financial education

Childcare Plans

The three school sites will have childcare available during the 10 hours of instruction time each week. The children will be cared for in the school area reserved for this program during regular school hours so there will be minimal interruption and so parents will be nearby. When school is not in session, older students will receive tutoring assistance with their school work. Each school will have two paid workers during the 10 hours and volunteer assistants as needed.

Sustainability of the Program

The TFLP Coalition will develop new funding sources including subsequent grants, business contributions and community volunteers. GCS currently funds ESL parent programming at one school site with Title III grant funds and could possibly earmark funding for sustaining portions of the TFLP program. Schools may also choose to support some parent components of the TFLP program with Title I funds. GTCC could continue to fund instructors for the Adult ESL classes after the three year grant. The TFLP Interpreter/Community Liaison will actively seek contributions from community partners and businesses to support the program after three years.

The partners for the grant will maintain the professional development for the project using train the trainer model. Participants will receive training from the National Center for Family Literacy allowing them to train others at their school as well as other schools. The TFLP Coalition hopes to continue to send staff members to the National Center for Family Literacy conferences after the grant expires. Materials and equipment purchased with the grant funds will continue to be used years after funding from the grant has expired.

Dissemination of Information

The TFLP Coalition will develop a communications plan that develops new connections and incorporate existing networks in media, nonprofit, education and Hispanic/Latino communities. Community television and radio programs including the GCS Channel, Que Pasa radio, and the Greensboro and High Point Community television stations will carry information in both Spanish and English. Partners will use contacts with local newspaper and television stations to encourage visits to the program by their reporters and release positive results of the program. Reports about the program will also be posted on the schools' websites, the district wide website and partner organizations. As part of the adult education classes, participants will send press releases to and information to our local legislators inviting them to visit the program sites. Parent participants will also work to produce interviews and television spots to share with the local channels.

Several annual events will draw attention to the program including the Kick-off event and press conference with NCFL & Toyota. The partners will also promote the program at the annual "Dia de los Ninos" literacy celebration and other community celebrations that will help spread the word about the successes of the program.

Budget

$100,000 for first year and in-kind contributions

	TFLP	In-Kind (source)
Personnel		
TFLP Interpreter/ Community Liaison (1 FTE)	$37,000	
TFLP Coordinator (ESL Director) .15 FTE		$9,000 (15% of time devoted to TFLP programming supported through GCS local dollars)
Teaching staff for Adult Ed Classes (3 workers*6 hrs/wk *30 wks * $35 = $18,900)	$10,000	$8,900 (GTCC)
Childcare workers (6 workers*10 hrs/wk *30wks *$8)	$8,200 supplement	$6,200 (GCS Title III)
Interpreter @ each school (3 Interpreters @26,010 = 78,030 * .25 FTE devoted to TFLP work = $19,507)		$19,507 (25% of time devoted to TFLP programming supported through GCS Title I, Title III and School Impact Grant)
Custodians (Saturday services @ 3 workers * 4 hours/wk *30 wks * $25 = $9,000)	$9,000	
Space		
Rooms for Instruction (3 rooms*10 hrs/wk*30wks*$25)		$22,500 (GCS existing)
Travel		
Travel for staff to National Center for Family Literacy	$6,000 supplement	
Equipment		
15 @ $1000*3 schools/in lab		$45,000 (GCS existing equipment)
Desk, Chairs & Furniture		$15,000 (GCS existing equipment)
Supplies		
Books and Workbooks ($5,000*3 schools)	$15,000	
Other Supplies ($5,300*3 schools)	$15,900	
Contractual		
Center for New North Carolinians	$1,400	
Guilford Education Alliance	$2,000	$3,200 (GEA)
Reading Connections	$7,200	

CASAS pre and post $1,500 Tutor Training Materials $1,200 Student Educational Materials $1,500 Tutor Training $3,000 Recruitment/scheduling/supervision	$2,500	
Total	**$114,200**	**129,307**