Using WIOA Title II and Other Funding to Support Family Literacy

Carol Clymer and Elisabeth McLean
Goodling Institute for Research in Family Literacy, Penn State University

Elizabeth Severson-Irby
Virginia Adult Learning Resource Center

** COABE Hybrid Conference, April 2022 **
Welcome and Introductions

Carol Clymer, Co-Director
Goodling Institute for Research in Family Literacy and Institute for the Study of Adult Literacy, Penn State University

Elisabeth McLean, Assistant Teaching Professor
Goodling Institute for Research in Family Literacy, Penn State University

Elizabeth Severson-Irby, Literacy Specialist
Virginia Adult Learning Resource Center, Virginia Commonwealth University
Agenda

- Overview of Family Literacy
- Review of funding data from 2017 & 2021 survey of state directors of adult education
- More states paying attention to family literacy
- Other sources of funding
- Takeaways and discussion
MentiMeter Poll

▶ Multiple ways to join:

▶ On your phone, computer, or tablet: Go to www.menti.com and enter the code 83041716

▶ Use your phone camera to scan the QR code

Family literacy based on Kenan’s model of 4 components:

- Adult education
- Early childhood & school-age education
- Parent education
- Interactive literacy activities
Importance of Family Literacy

- Family Literacy lost traction when Even Start was defunded; other initiatives exist, such as 2-gen;

- Goodling Institute believes FL important because of intergenerational aspect and parent-child interaction;

- PIAAC finding - U.S. has one of “the most entrenched, multigenerational literacy problem[s] among the countries” (Lunze & Paasche-Orlow, 2014, p. 17);

- Pandemic has reinvigorated the importance of family literacy as ABE/ESL instructors have seen adult learners needing assistance with supporting their children’s learning;

- Momentum for family literacy has increased nationally.
Overview of Goodling Institute 2017 Report

- Purpose of report was to determine if AEFLA funds were used to continue FL programming after Even Start demise.
- Information gathered from 47 states plus District of Columbia (D.C.).
- Eleven states & D.C. fund FL at varying levels (AEFLA, state).
- Most states use braided funding.
- Eight of 11 states and D.C. required four components

Policy Brief (2017), *Changing the Course of Family Literacy*:

https://ed.psu.edu/sites/default/files/inline-files/Policy%20Paper%201-10-17%20FINAL%20REV%208-15-17_1.pdf
Two different surveys sent out to all state AE directors & local family literacy programs (convenience sample)

State Responses (47 states)
- 35 states fund some form of FL
- 15 states (43%) offer 4-component FL programming
- 21 states (60%) collect and manage outcome data for FL programs

Local Responses (134 local programs)
- 121 local programs provide FL programming
- 76 local programs (63%) offer all 4-components
- 121 local programs collect and manage outcome data for FL programs
35 (74%) out of 47 states provided some form of funding for family literacy programs.

16 (35%) states provided WIOA Title II funding only.

17 (37%) states provided WIOA Title II and other funding.

2 (4%) states provided other funding.

12 (26%) states either did not indicate funding or respond.
121 (90%) out of 134 local organizations provided family literacy programs.

Types of Funding Local Programs Mostly Used

1. WIOA Title II (49%)
2. State funding (45%)
3. Fundraising (36%)
4. Private foundation fund (31%)
5. Local fund (28%)

Average number of funding sources for FL programs: 3.2

Other funding sources:
- Community Services Block Grants (7%)
- Family and Child Education (FACE) (6%)
This infographic provides results from two surveys sent to state adult education directors and local family literacy programs in 2020. 47 states and 134 local organizations participated in these surveys. Data is from year 2019.

121 (90%) out of 134 local organizations provided family literacy programs.

56% provided family literacy programs more than 11 years.

11 or more years: 56%
7 to 10 years: 13%
3 to 6 years: 17%
Less than 2 years: 13%

49% serve more than 40 families.

35 (74%) out of 47 states provided some form of funding for family literacy programs.

16 (35%) states provided WIOA Title II funding only.
17 (37%) states provided WIOA Title II and other funding.
2 (4%) states provided other funding.

12 (26%) states either did not indicate funding or respond.

Funding sources mostly used:

1. WIOA Title II
2. State funding
3. Fundraising
4. Private foundation fund
5. Local fund

Average number of funding sources for FL programs: 3.2

School District: 15%
SNAP: 11%
TANF: 10%

Where are we today?

- Pandemic brought focus on adult learners struggling with
  - Their own learning
  - Assisting with their child’s learning
- More states now paying attention to FL programming with WIOA-II
- Highlight states doing Family Literacy
  - Connecticut
  - Delaware
  - Maryland
  - Pennsylvania
  - South Carolina
Family Literacy in Virginia

- **2021-2022**: year-long planning grant for 6 programs
  - Monthly PLC meetings
  - NCFL training on 4 components

- **2022-2023**: additional funds to support implementation
  - Monthly PLC meeting
  - Targeted support and coaching
Originally created for Virginia
- Partnership between VALRC & Goodling
- Provide support for grantees
- Worked w/state director to include VA specific policies

Used to guide initial planning during PLC

Created a general version for wider audience

https://tinyurl.com/FamilyLitToolkit
https://tinyurl.com/FamLitResources
Provide guidance for AEFLA funded programs

Overview of family literacy & inclusive programming

Framework with AEFLA considerations
- AEFLA requirements
- Logistics, recruitment, partners, budget
- Program evaluation

Family Literacy Toolkit

https://tinyurl.com/FamilyLitToolkit
https://tinyurl.com/FamLitResources
Partnership Continuum (Prevention Solutions, 2020; Frey et al., 2006)
Program examples

Planning documents & resources
  ▪ Recruitment & marketing
  ▪ Partners
  ▪ Budget

https://tinyurl.com/FamilyLitToolkit
https://tinyurl.com/FamLitResources
Appendix D: Budget Planning Document

WOA & AEFLA Funding

Use this table to plan for and keep track of WOA & AEFLA allowable budget items. For non-allowable budget needs, work with partners to assist with costs (see table below for planning with partners). An example is provided in the first row. Add rows as needed.

<table>
<thead>
<tr>
<th>Budget Category Brief Description (example)</th>
<th>Object Code</th>
<th>Total WIOA Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>staffing needs, curriculum development, administrative costs</td>
<td>1000</td>
<td>$5,700</td>
</tr>
</tbody>
</table>

**TOTAL**

Partners & Other Needed Services

Use this table to plan for and keep track of services needed from partnering agencies. This could include space, staffing (particularly for ECE/school), materials, or other costs not allowable under WIOA. There may not be a cost associated with a service, particularly if it is a service provided through a partner agency. Add rows as needed.

<table>
<thead>
<tr>
<th>Partner agency or needed service</th>
<th>Description of Services</th>
<th>Funding provided by partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>* add more lines as needed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Appendix G: Fresno County Public Library Resource

Learning Together: Family Storytelling

**Week 1:** Provide an introduction of the program. Facilitator(s) will share a photo or artifact/heimoon/textile with the group and provide a short story about the item.
- **Homework:** Families will share a photo (artifac/heimoon/textile) and tell their story relating to the chosen item.

**Week 2:** Families will share and talk about their story using their photo or artifact. Books are distributed to scouts and reading habits are discussed. Goal chart is introduced to families. Facilitator(s) will provide examples of achievable goals (e.g.: walk for 20 minutes as a family and/or read together for 15 minutes).
- **Play:** English/Hmong Bingo game. Books are given as prizes.
- **Homework:** Families will identify goals and share them during the next session.

**Week 3:** Revisit the Goal chart. Have families share their goals with the group.
- **Reading and writing discussion:**
  - How do you talk to your children about the books that they read? Do they see you reading?
  - Do you read alongside your children?
  - What would have to happen to allow time and space to read with together?
- **Play:** English/Hmong Bingo game. Books are given as prizes.

**Week 4:**
- **Discussion:**
  - How reading and writing come together through book discussion?
  - What makes a good story or poem?
  - How do you share stories as a family?
- A blank booklet is introduced to families. Facilitator(s) will share a brief example of their book to spark ideas for families.
- **Play:** English/Hmong Bingo game. Books are given as prizes.
- **Homework:** Families will create a storybook together and have the opportunity to share their book the following week.

**Week 5:** Families will share their storybook with the group.
- **Play:** English/Hmong Bingo game. Books are given as prizes.

**Week 6:**
- **Discussion:**
  - What will they take with them?
  - What will you do as a family as a result of this program? A special book will be given to the parent(s)
- **Play:** One last game of Bingo as a group.
What is happening in your state with family literacy?
More information....

- Carol Clymer, cdc22@psu.edu
- Elisabeth McLean, elg6@psu.edu

Goodling Institute for Research in Family Literacy
https://ed.psu.edu/research-grants/centers-institutes/goodling-institute

Institute for the Study of Adult Literacy
https://ed.psu.edu/research-grants/centers-institutes/institute-study-adult-literacy

- Elizabeth Severson-Irby, seversonirea@vcu.edu

Virginia Adult Learning Resource Center, Virginia Commonwealth University
https://valrc.org