

Sustainability Guidebook

Colorado Family Literacy Programs

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Colorado Family Literacy Consortium

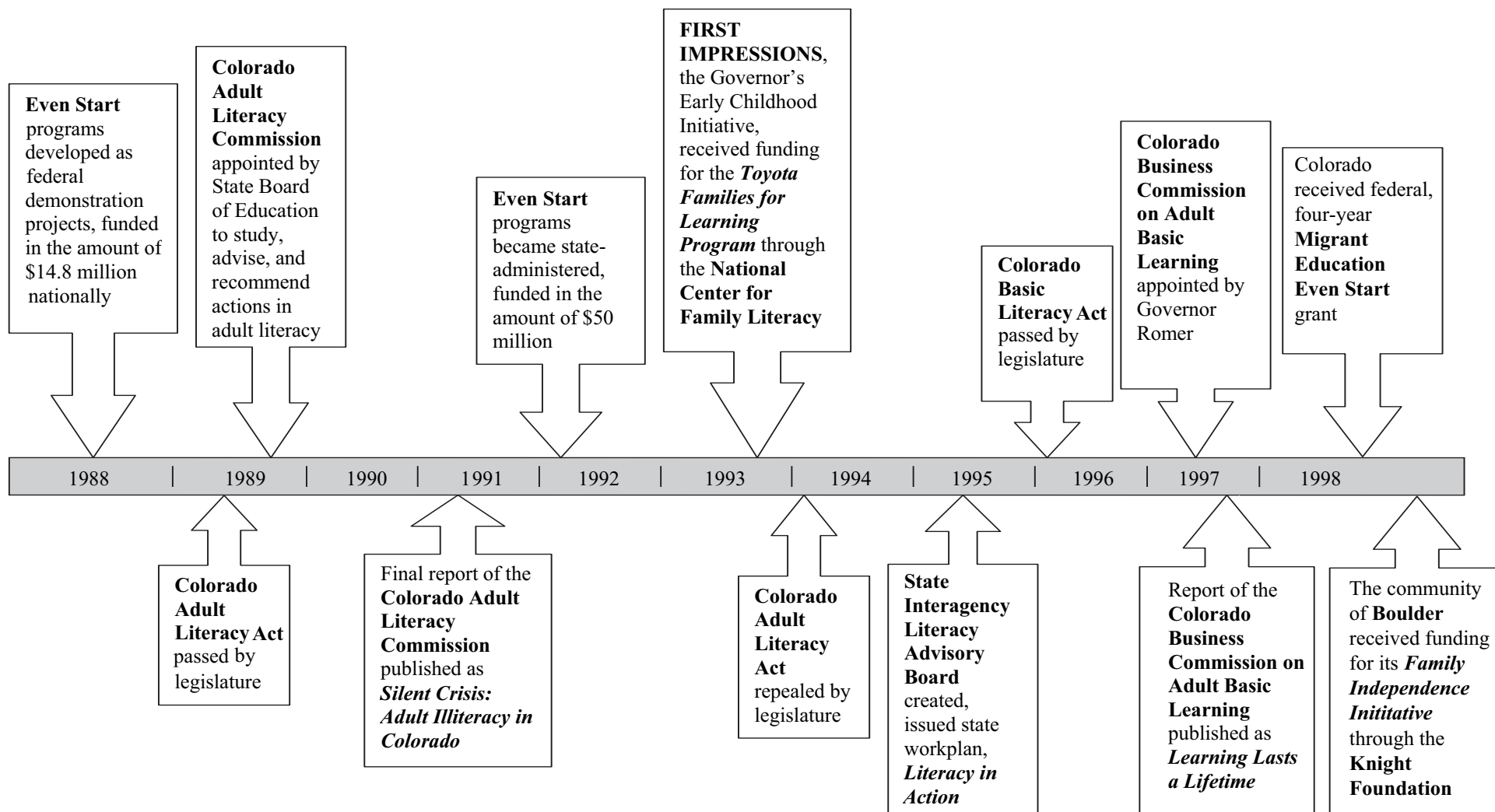
Colorado Department of Education

March 2005

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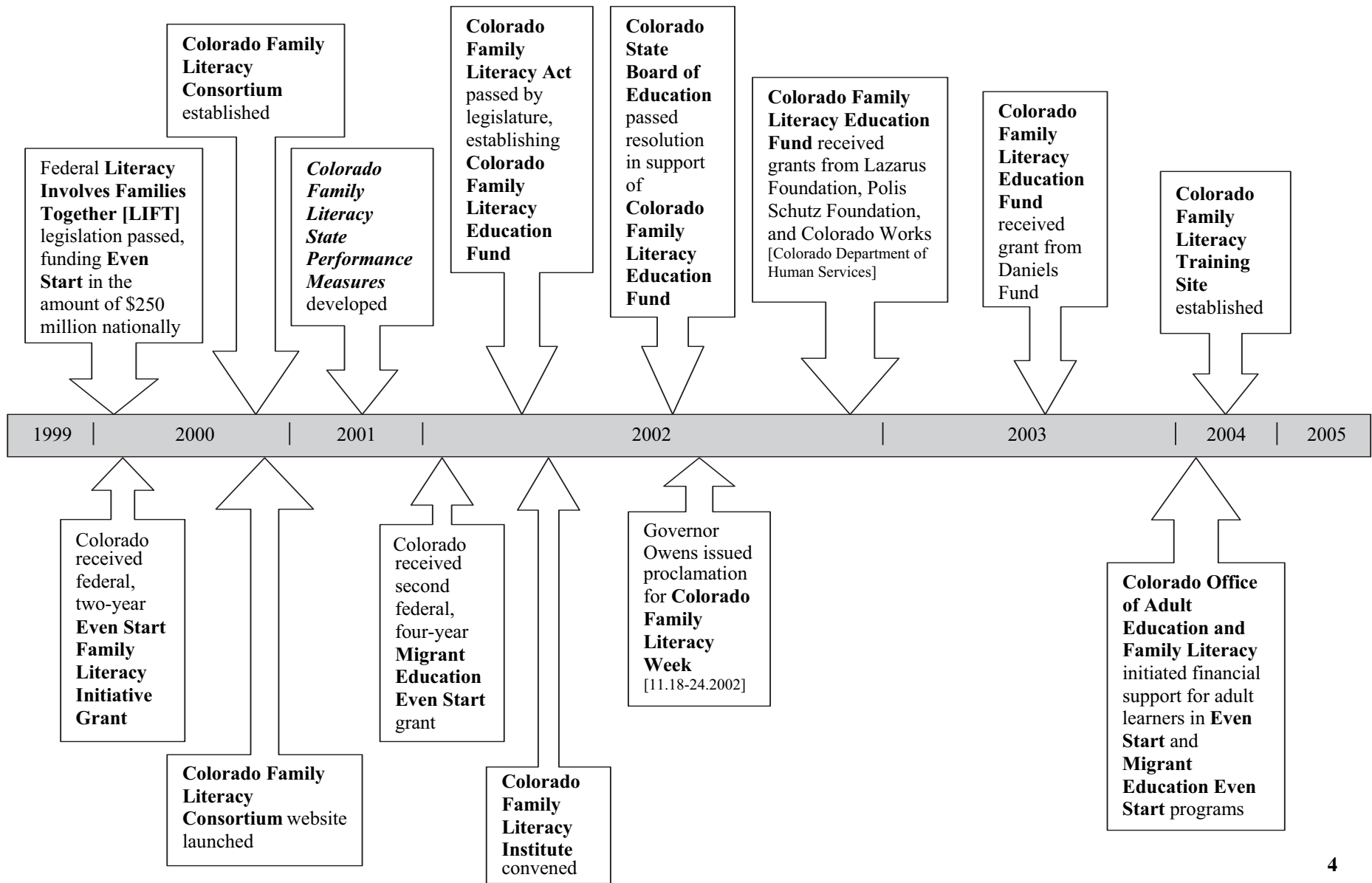
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FAMILY LITERACY INITIATIVES IN COLORADO

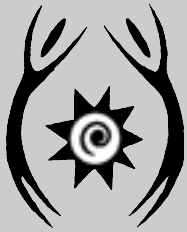


*For the length of the timeline, federal funding, authorized by various acts (e.g., Adult Education Act [Title III of the Elementary and Secondary Education Act], 1966; National Literacy Act, 1991; Workforce Investment Act, 1998), has been allocated to Colorado to support adult education services.

FAMILY LITERACY INITIATIVES IN COLORADO



ABOUT THIS GUIDEBOOK



The Sustainability Guidebook for Colorado Family Literacy Programs is written for program administrators working within Colorado’s public, nonprofit, and private sectors. Family literacy improves the lives of families through intergenerational education. Because of the impact that family literacy has on schools, workplaces, and the community as a whole, great potential exists for cross-sector investment and collaboration. The Sustainability Guidebook scripts an account of the journey toward family literacy programs that are dynamic, sustainable, and inclusive of the many services being provided on behalf of children and families throughout the state.

The Sustainability Guidebook offers an introduction to family literacy, strategic planning, and collaboration. The first section, *Why Family Literacy*, details research supporting the effectiveness of family literacy in raising literacy levels of both adults and children within the context of strengths-based services. The second section, *Strategies for Sustainability*, presents an overview of methods programs can utilize in planning for long-term program viability. The third section, *Legislation and Program Goals*, suggests potential collaborators for family literacy programs. This section sculpts a shared language among service providers, and highlights legislation within various federal and state initiatives supporting the strategies embedded in family literacy programs. The final section, *Additional Resources*, offers suggestions for further reading and exploration.

I. WHY FAMILY LITERACY

Family literacy began as a small yet unified effort to integrate the best in educational outcomes for both adults and children. Within Colorado, family literacy embarked upon the journey of formalization as programs were introduced to the four-component Kenan model of family literacy in 1988.¹ The state welcomed federal funding for Even Start Family Literacy programs in 1989, with Colorado State University in Fort Collins and Trinidad State Junior College serving as the first grantees in the state.² In years since, Colorado has become a significant presence at the national level due to the breadth and quality of family literacy services being offered statewide. As community exposure to family literacy increases, people often question how this program model is so effective. The answer is simple: family literacy works because it provides integrated, strengths-based services that address the educational goals of the entire family.

Family literacy assumes a holistic approach to serving families.

Family literacy provides fully integrated services in a learner-centered environment. Family literacy programs recognize that literacy is deeply embedded in the culture of the family.³ Services provided through family literacy are culturally relevant while honoring parents as their child's first and most influential teachers. When families access family literacy programs offered at the child's school, an educational home is created that is inclusive of all members of the family. Family literacy offers a natural entry point to school culture, sculpting an environment in which the entire family feels welcomed and engaged.

Family literacy provides intergenerational learning experiences.

From best practices within adult and early childhood classrooms to Parent and Child Together time, family literacy engages families in a shared journey that celebrates educational discoveries and supports family partnerships with schools.⁴ Research has shown that the educational background of the parent outweighs poverty, race/ethnicity, urban/rural status, and family type (single vs. two parent) as a predictor of the child's success in school.⁵ Family literacy breaks the cycle of low educational attainment and poverty by offering a dual-pronged approach to education that builds on the literacy skills of both adults and children.

Family literacy promotes the educational success of children.

Family literacy supports children in building reading and writing skills through early literacy experiences that are respectful of the cultural, psychological, and linguistic aspects of literacy acquisition.⁶ Family literacy programs recognize that qualified staff, a print-rich classroom environment, and the availability of high quality children's literature all have a significant impact on children's reading ability.⁷ Because parental involvement increases the likelihood that children will succeed in school, family literacy programs reinforce the parent-child relationship through school- and home-based activities that actively engage all family members.⁸

Family literacy prepares adults for job advancement and increased civic engagement.

Research demonstrates a strong correlation between adult literacy levels and opportunities for

employment.⁹ Family literacy recognizes that long-term self-sufficiency is dependent upon the development of workplace skills, and builds upon the knowledge and experiences of adult learners while offering educational services that are relevant to the lives of participants.¹⁰ Adult participants report that social alienation is reduced by their involvement in family literacy programs.¹¹ For many, family literacy serves as a bridge to the greater community, and provides a forum for understanding community issues and learning about existing resources.

Family literacy strengthens communities. Family literacy builds agency coalitions while supporting healthy communities. Because of its integrated model of service delivery, family literacy capitalizes on the potential for community collaborations by acknowledging the high level of interdependence required to provide high quality services to children and families. As a result, both inter- and intra-agency relationships remain central to program development and service delivery. In addition to strengthening agency collaborations, family literacy addresses under-education and under-employment by increasing literacy levels while providing skill-building activities which lead to job-readiness and self-sufficiency.¹²

Federal Definition of Family Literacy

In 1998, the 105th Congress approved legislation which provided a federal definition of family literacy. The Workforce Investment Act (in which the Adult Education and Family Literacy Act is embedded), Even Start, and Head Start are included in legislation referencing this definition. The definition of family literacy by

Congress created an agreement at the federal level regarding the type and quality of services contained in the term, while encouraging the braiding of funds by various agencies toward the pursuit of supporting the literacy development of the entire family.

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:

- Interactive literacy activities between parents and their children;
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
- An age-appropriate education to prepare children for success in school and life.¹³

The federal definition of family literacy has cultivated a shared understanding of the four-component model of service delivery. Additionally, this definition has created a standard for best practices within family literacy by emphasizing how family literacy programs must be structured to maximize the impact of services on the lives of participating families.

II. STRATEGIES FOR SUSTAINABILITY

A scarcity of resources often limits the ability of programs to evolve in ways that best meet the unique needs of individual communities. Program sustainability is a fundamental issue for many organizations as they seek to develop long-term goals while providing high quality services to participating families. The sustainability of family literacy programs encompasses a two-pronged approach to program development: 1) strategic planning that encourages the creation of a programmatic and financial map; and 2) the cultivation of community collaborators to share in the visioning and implementation of strategic goals.

sustain

verb **1** strengthen or support physically or mentally. **2** bear (the weight of an object). **3** keep (something) going over time or continuously. **4** confirm that (something) is just or valid.

—*Oxford English Dictionary*

Strategic Planning

Family literacy programs must be dynamic in nature to meet the evolving needs of the communities in which they're housed; meeting such needs necessitates a long-term visioning of goals and objectives pertaining to programming and service delivery. Program viability is largely dependent upon an understanding of the mission, vision, and core values of an organization. Strategic

planning provides a means for ascertaining the specific accomplishments for which programs are designed; this planning subsequently determines how resources will be allocated toward the attainment of organizational goals.¹⁴ The strategic planning process provides a framework within which program development and evaluation occur against the backdrop of a systems approach to sustainability.

The process of strategic planning involves the following steps:

- Assessing the internal and external environment;
- Examining trends that impact an organization's role within the community;
- Establishing program goals and objectives;
- Selecting policies that are appropriate to the mission and vision of the organization; and
- Creating a process for actualizing organizational goals.¹⁵

Strong leadership is central to an organization's ability to create a strategic plan and ultimately conduct quality assurance that ensures its implementation. Such strategic planning involves utilizing statistics for the sake of the plan and reporting on what programmatic progress has actually been made, while simultaneously determining appropriate future goals for program improvement. Fund development must fully encompass an organization's strategic plan, and serves to support the overarching program objectives contained within the planning document.

Effective implementation of a strategic plan involves the cyclical process of action and reflection. The strategic plan serves as a guidepost for agencies as they focus on core goals while embracing the organization's regenerative potential. Strategic planning provides an intentional means through which an agency's mission and values can be fully realized. This process must be action-oriented while paralleling an agency's operational planning.¹⁶ Through deliberate coordination, the strategic plan can increase the investment of agency stakeholders while ultimately enhancing the impact of services on the lives of clients.

FROM THEORY TO PRACTICE

- ➔ How does the existing organizational culture effectively support and promote the role that all staff members have in strategic planning and implementation?
- ➔ How do the activities and strategies included in the strategic plan ultimately benefit the organization's clients?
- ➔ How are family literacy strategies included in core documents created to guide the agency toward greater realization of its mission and vision?

Developing Collaborations

One aspect of the planning process may involve the inclusion of collaborative partners in program design and implementation. The four-component model inherent to family literacy programs presents an invitation for collaboration with other organizations. The effectiveness of family literacy services are dependent upon two primary factors: 1) the quality of individual components; and 2) the fluidity in which these components interact with one another to form a seamless program for participating families. Effective collaborative relationships ultimately benefit families. These relationships minimize potential barriers to participation, provide uninterrupted service delivery, and support the educational success and increased civic involvement of participants.



“Collaboration is the exchange of information, the altering of activities, the sharing of resources, and the enhancement of the capacity of another for the mutual benefit of all and to achieve a common purpose.”

—Chris Huxham

The continuum of collaboration development includes: 1) identifying potential collaborators; 2) formalizing collaborations; and 3) ensuring long-term sustainability of agency collaborations.

1) Identifying Potential Collaborators

Collaborations commonly emerge as a result of an identified community issue combined with a scarcity in resources available to effectively address the issue.¹⁷ As an organization begins the process of identifying potential community partners, initial consideration must include an assessment of the capacity that other agencies have for collaboration. For some organizations, this capacity is tied to leadership; for others, capacity is demonstrated through organizational mission and vision. Additional considerations with regards to capacity may include the timing of an agency's program year, requirements for funding, client eligibility, and restrictions on services being provided.

Although partnering organizations might not necessarily share similar missions, a strong commonality in approach to service delivery is a critical element in the long-term success of a collaboration.¹⁸ Ideally, this commonality is core to each respective agency while serving as the impetus behind the collaboration. Organizational values and inherent belief structures play a central role in shaping the ethic of service delivery held by an agency; ongoing open discussion about agency values and beliefs is a worthwhile process as agencies identify specific goals for the proposed collaboration. Guided dialogue also sculpts a shared understanding of how success is defined by all participants engaged in the collaboration.

The journey of collaboration entails the discovery of other organizational cultures. Just as societies are organized around

guiding principles instilled by cultural influences, so too are organizations. Organizational culture can be witnessed by observing an agency's routines, rituals, and interagency interactions. Organizational rituals often influence how decisions are made within the agency, lending significant weight to the ways in which the culture of an agency impacts service delivery.¹⁹ These rituals are evidenced through the internal structures of an agency, expectations for levels of staff participation within the decision-making process, and the degree of alignment between the verbal messages of agency leaders and actual practice. Organizational culture largely influences the extent to which the articulated mission and core values are embedded within an organization's systems and services.

FROM THEORY TO PRACTICE

- ➔ What historical evidence demonstrates success in collaboration between agencies?
- ➔ What approaches are sanctioned by respective agencies in working with clients?
- ➔ How is communication structured within the potential partner agency?

2) Formalizing Collaborations

The formalization of collaborative partners is the second stage along the continuum of agency collaboration, and is evidenced by the establishment of systems and strategies that directly support the collaborative efforts of each participating agency. Formalization encourages investment, engages key stakeholders



Trust and confidence form the soil from which collaboration grows.

—Russell Linden

in understanding the goals and desired outcomes of the collaboration, and creates a shared understanding of how the collaborative efforts of each participating agency will ultimately benefit clients.

The following strategies are instrumental during the stage of formalization:

- Establishing lines of inter- and intra-agency communication specific to the collaboration;
- Determining resource allocation and limitations;
- Assigning specific individuals to coordinate various aspects of the collaboration;
- Integrating systems of information among partnering agencies, where possible; and
- Creating a shared identity for the collaborative services being offered.²⁰

Open communication promotes seamless service delivery within a collaborative relationship, and is formalized through mutually agreed upon documentation of inter-agency meetings and conversations. Strategic alliances involve the sharing of organizational resources, which often include staff support, facility use, equipment, and/or financial support. Written documentation of agreements between collaborating agencies deepens the level of commitment among partners.

Within a collaboration, the creation of a shared identity for services being offered promotes a sense of interdependence while cultivating an identity beyond the walls and services of the individual organizations. This process, known as branding, also provides enhanced public exposure that leads to broad-based support for community initiatives.

FROM THEORY TO PRACTICE

- ➡ What existing structures support this collaboration? What structures need to be developed?
- ➡ How can the collaboration involve a variety of stakeholders to establish broad-based support throughout respective agencies?
- ➡ What written agreements formalize the collaboration?

3) Sustaining Collaborations

The Finance Project, an organization that provides support for strategic decision-making in the nonprofit and private sectors, cites eight elements that promote sustainability within collaborations. These elements include:

- Having a clear vision;
- Demonstrating success through measurable results;
- Developing a strategic financing orientation;
- Adapting to changing conditions within the community;
- Establishing a broad base of community support;
- Rallying key champions who support the initiative's vision;
- Building strong internal systems; and
- Creating a sustainability plan.²¹

Sustainable collaborations have a pronounced presence within organizational decision-making, and are institutionalized within the culture of each partnering agency. Agreements that are binding within the governance of an organization lend stability to a partnership while increasing the sense of shared ownership. Written documentation scripts the etiology of collaborative efforts, lending program stability in the midst of staff changes or organizational restructuring. In addition, documentation preserves organizational memory while institutionalizing traditions which shape the norms and values of a partnership.

The process of sustaining collaborative efforts also involves nurturing an understanding and respect for the overarching role that participating agencies serve within the greater community. Mutual acknowledgment of the mission and goals of partnering organizations furthers a shared understanding of individual needs against a backdrop of the collaboration as a whole. This acknowledgment may include developing an understanding of a collaborating agency's strategic vision, learning the history of the partnering agency, and being aware of political dynamics that impact an organization's funding and services. The word "partner" implies shared ownership. Mutual investment of collaborative agencies in the success of participating partners encourages a reciprocal relationship in which the collective efforts of the collaboration produce outcomes much greater than agencies could have caused individually.

FROM THEORY TO PRACTICE

- ➔ How can key staff within the collaboration contribute the time and energy needed to make the partnership worthwhile?
- ➔ How do stakeholders view the overall impact of the collaboration on program quality?
- ➔ How is the history of the partnership documented?

III. LEGISLATION AND PROGRAM GOALS

Collaboration is an iterative rather than linear process, and often results in a value-added element that enhances the performance of individual agencies engaged in the partnership. This process spurs organizations to re-examine program goals, agency values, and mission. The process of collaboration invites the formation of a shared language as participants explore the historical rooting of underlying organizational philosophies.



“We are just at the beginning of an era of essential partnerships, alliances, and coalitions. We are learning to build community beyond the walls of the organization with the same kind of initiative and energy we have used in building the organization within the walls.”

—Frances Hesselbein

Formalized legislation and program goals provide a framework within which program mandates and guidelines are established. Developing an understanding of the mandates that potential collaborators have is an essential step to creating shared goals and outcomes within the partnership. The narrative and tables contained in this section include a description of federal and state legislation, goals, and desired outcomes related to family literacy. Tables one through ten focus on four strategies inherent to the success of family literacy programs: 1) adult education; 2) early childhood education; 3) family partnerships; and 4) community partnerships.

The following potential collaborators will be addressed:

- No Child Left Behind programs
- Adult Education
- Colorado Works
- Head Start
- Colorado Preschool Program
- Colorado Community College System
- Colorado Public Libraries
- Faith-Based Organizations
- Community-Based Organizations
- Private Sector

THIS SECTION WILL:

- ➔ Provide an overview of potential family literacy partners;
- ➔ Offer strategies for partnering with specific programs; and
- ➔ Highlight legislation and program goals that address strategies shared by family literacy programs.

No Child Left Behind Act of 2001

Overview

The No Child Left Behind (NCLB) Act of 2001 reauthorized the Elementary and Secondary Education Act of 1965. NCLB provides a framework for the educational reform of elementary and secondary schools based on the following four principles: 1) stronger accountability; 2) increased flexibility and local control; 3) expanded options for parents; and 4) research-based teaching methods.²² Several sections within the No Child Left Behind Act are applicable to the populations served by family literacy programs, including: Title I, Parts A, B, C, and F; Title III, Part A; Title IV, Part B; and Title X. Even Start Family Literacy is embedded in the No Child Left Behind Act, as is legislation detailing services to limited English proficient children, homeless children, and children participating in Early Reading First and Reading First programs.

Strategies for Partnering

The No Child Left Behind Act utilizes the federal definition of ‘family literacy services’ when referencing this term throughout legislation. Meaningful parent involvement and community collaboration are two areas of emphasis found throughout programs authorized under the No Child Left Behind Act. Quality family literacy programs integrate both of the above areas into program design and service delivery. Adult and early childhood education must be research-based and grounded in best practices, coupled by measures of accountability and longitudinal data showing the efficacy of family literacy on the lives of participants. Family literacy is a means for overcoming barriers to student achievement while closing the achievement gap for minority and low-income children.

Programs Funded by *No Child Left Behind*



Title I, Part A
Reading First
Early Reading First
Even Start Family Literacy
Migrant Education
Comprehensive School Reform
English Language Acquisition
21st Century Community Learning Centers
The McKinney–Vento Homeless Assistance Act

TABLE I

**No Child Left Behind Act of 2001
Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, are eligible for services under this part.	No Child Left Behind Act of 2001 Title I, Part A Sec. 1115(b)(2)(A)
Early Childhood Education	A child who, at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under this title, is eligible for services under this part.	No Child Left Behind Act of 2001 Title I, Part A Sec. 1115(b)(2)(B)
Early Childhood Education	Each targeted assistance program under this section shall use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that give primary consideration to providing extended learning time, such as an extended school year, before- and after-school programs, and summer programs and opportunities.	No Child Left Behind Act of 2001 Title I, Part A Sec. 1115(c)(1)(C)(i)
Adult Education	Each targeted assistance program under this section shall coordinate and integrate Federal, State, and local services and programs, including adult education, vocational and technical education, and job training.	No Child Left Behind Act of 2001 Title I, Part A Sec. 1115(c)(1)(H)
Family Partnerships	Each targeted assistance program under this section shall provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.	No Child Left Behind Act of 2001 Title I, Part A Sec. 1115(c)(1)(G)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part A — Improving Basic Programs Operated by Local Educational Agencies**

Strategy	Legislation/Program Goals	Source
Family Partnerships	<p>Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall establish the agency’s expectations for parent involvement, and describe how the agency will:</p> <ul style="list-style-type: none"> ▪ Involve parents in the joint development of the plan; ▪ Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance; ▪ Build the schools’ and parents’ capacity for strong parental involvement; ▪ Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs; ▪ Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools serviced under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and ▪ Involve parents in the activities of the schools served under this part. 	<p>No Child Left Behind Act of 2001 Title I, Part A Sec. 1118(a)(2)(A)(B)(C)(D)(E)(F)</p>

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part A — Improving Basic Programs Operated by Local Educational Agencies**

Strategy	Legislation/Program Goals	Source
Community Partnerships	<p>Each local educational agency receiving assistance under this part shall carry out the activities described below with Head Start agencies and, if feasible, other entities carrying out early childhood development programs such as the Early Reading First program. These activities include:</p> <ul style="list-style-type: none"> ▪ Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program; ▪ Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood development programs such as the Early Reading First program, as appropriate, to facilitate coordination of programs; ▪ Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; ▪ Organizing and participating in joint transition-related training of school staff, Head Start program staff, Early Reading First program staff, and where appropriate, other early childhood development program staff; and ▪ Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs. 	No Child Left Behind Act of 2001 Title I, Part A Sec. 1120B(a)(b)(1)(2)(3)(4)(5)
Community Partnerships	Each targeted assistance program under this section shall coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.	No Child Left Behind Act of 2001 Title I, Part A Sec. 1115(c)(1)(D)
Community Partnerships	Each targeted assistance program under this section shall coordinate and integrate Federal, State and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.	No Child Left Behind Act of 2001 Title I, Part A Sec. 1115(c)(1)(H)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part B, Subpart 1 – Reading First**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	<p>An eligible local educational agency that receives a [Reading First] grant shall use the funds to carry out activities such as selecting and implementing a learning system or program of reading instruction based on scientifically based reading research that provides such instruction to the children in kindergarten through grade three in the schools served by the eligible local educational agency, including children who:</p> <ul style="list-style-type: none"> ▪ May have reading difficulties; ▪ Are at risk of being referred to special education based on these difficulties; ▪ Are deficient in the essential components of reading skills; or ▪ Are identified as having limited English proficiency. 	No Child Left Behind Act of 2001 Title I, Part B, Subpart 1 Sec. 1202(C)(7)(A)(ii)(aa)(bb)(ee)(ff)
Family Partnerships	<p>An eligible local educational agency that receives a subgrant under this subsection may use the funds provided to carry out the following activities:</p> <ul style="list-style-type: none"> ▪ Humanities-based family literacy programs that bond families around the acts of reading and using public libraries. ▪ Providing training in the essential components of reading instruction to a parent, to enable such parent to support instructional practices that are based on scientifically based reading research and being used by the students' teacher. ▪ Assisting parents, through the use of materials and reading programs, strategies, and approaches (including family literacy services) that are based on scientifically based reading research, to encourage reading and support their child's reading development. 	No Child Left Behind Act of 2001 Title I, Part B, Subpart 1 Sec. 1202(C)(7)(B)(i)(ii)(iii)
Community Partnerships	One purpose of [Reading First] is to strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children.	No Child Left Behind Act of 2001 Title I, Part B, Subpart 1 Sec. 1201(5)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part B, Subpart 2— Early Reading First**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	One purpose of [Early Reading First] is to support local efforts to enhance the early language, literacy, and prereading development of preschool age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.	No Child Left Behind Act of 2001 Title I, Part B, Subpart 2 Sec. 1221(a)(1)
Community Partnerships	One purpose of [Early Reading First] is to integrate such scientific reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.	No Child Left Behind Act of 2001 Title I, Part B, Subpart 2 Sec. 1221(a)(5)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part B, Subpart 3—William F. Goodling Even Start Family Literacy Programs**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	Each program assisted under this subpart shall include reading-readiness activities for preschool children based on scientifically based reading research, to the extent available, to ensure that children enter school ready to learn to read.	No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1235(12)
Early Childhood Education	<p>Eligible participants in an Even Start program [include] the child or children, from birth through age seven, of a parent or parents:</p> <ul style="list-style-type: none"> ▪ Who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or ▪ Who are within the State’s compulsory school attendance age range, so long as a local educational agency provides (or ensures the provision of) the basic education component required under this subpart. 	No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1236(a)(1)(A)(B)(2)
Adult Education	<p>Eligible participants in an Even Start program [include] a parent or parents:</p> <ul style="list-style-type: none"> ▪ Who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or ▪ Who are within the State’s compulsory school attendance age range, so long as a local educational agency provides (or ensures the provision of) the basic education component required under this subpart. 	No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1236(a)(1)(A)(B)
Adult Education	Each program assisted under this subpart shall include instructional programs based on scientifically based reading research for adults, to the extent that research is available.	No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1235(10)
Adult Education	Each program assisted under this subpart shall include the identification and recruitment of families most in need of services provided under this subpart, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.	No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1235(1)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part B, Subpart 3—William F. Goodling Even Start Family Literacy Programs**

Strategy	Legislation/Program Goals	Source
Family Partnerships	<p>Each program assisted under this subpart shall:</p> <ul style="list-style-type: none"> ▪ Be designed to accommodate the participants’ work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources; and ▪ Include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs. 	<p>No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1235(3)(4)</p>
Community Partnerships	<p>Each program assisted under this subpart shall be coordinated with:</p> <ul style="list-style-type: none"> ▪ Other programs assisted under this Act; ▪ Any relevant programs under the Adult Education and Family Literacy Act [Title II of the Workforce Investment Act of 1998], the Individuals with Disabilities Education Act, and Title I of the Workforce Investment Act of 1998; and ▪ The Head Start program, volunteer literacy programs, and other relevant programs. 	<p>No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1235(9)(A)(B)(C)</p>
Community Partnerships	<p>An application [for Even Start] shall include a plan of operation and continuous improvement for the program, that includes a description of the applicant’s collaborative efforts with institutions of higher education, community-based organizations, the State educational agency, private elementary schools, or other eligible organizations in carrying out the program for which assistance is sought.</p>	<p>No Child Left Behind Act of 2001 Title I, Part B, Subpart 3 Sec. 1237(c)(1)(D)</p>

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part C — Education of Migratory Children**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	<p>It is the purpose of this part to assist States to:</p> <ul style="list-style-type: none"> ▪ Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves; ▪ Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet; and ▪ Ensure that migratory children benefit from State and local systemic reforms. 	No Child Left Behind Act of 2001 Title I, Part C Sec. 1301(1)(3)(5)(6)
Community Partnerships	<p>It is the purpose of this part to assist States to:</p> <ul style="list-style-type: none"> ▪ Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner; and ▪ Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment. 	No Child Left Behind Act of 2001 Title I, Part C Sec. 1301(2)(4)
Community Partnerships	The Secretary, in consultation with the States, may make grants to, or enter into contracts with, State educational agencies, local educational agencies, institutions of higher education, and other public and private nonprofit entities to improve the interstate and intrastate coordination among such agencies' educational programs.	No Child Left Behind Act of 2001 Title I, Part C Sec. 1308(a)(1)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title I, Part F—Comprehensive School Reform**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	<p>This subgrant shall enable schools to implement a comprehensive school reform program that:</p> <ul style="list-style-type: none"> ▪ Employs proven strategies and proven methods for student learning, teaching, and school management that are based on scientifically based research and effective practices and have been replicated successfully in schools; ▪ Includes measurable goals for student academic achievement and benchmarks for meeting such goals; and <ul style="list-style-type: none"> (A) Has been found, through scientifically based research to significantly improve the academic achievement of students participating in such program as compared to students in schools who have not participated in such program; or (B) Has been found to have strong evidence that such program will significantly improve the academic achievement of participating children. 	No Child Left Behind Act of 2001 Title I, Part F Sec. 1606(a)(1)(4)(11)(A)(B)
Family Partnerships	<p>This subgrant shall enable schools to implement a comprehensive school reform program that provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities consistent with section 1118 [Title I, Part A, Parental Involvement].</p>	No Child Left Behind Act of 2001 Title I, Part F Sec. 1606(a)(7)
Community Partnerships	<p>This subgrant shall enable schools to implement a comprehensive school reform program that:</p> <ul style="list-style-type: none"> ▪ Uses high quality external technical support and assistance from an entity that has experience and expertise in schoolwide reform and improvement, which may include an institution of higher education; and ▪ Identifies other resources, including Federal, State, local, and private resources, that shall be used to coordinate services that will support and sustain the comprehensive school reform effort. 	No Child Left Behind Act of 2001 Title I, Part F Sec. 1606(a)(8)(10)

TABLE I (CONT.)

No Child Left Behind Act of 2001

Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement Act

Strategy	Legislation/Program Goals	Source
Early Childhood Education	<p>The eligible entity receiving funds may use the funds by undertaking one or more of the following activities:</p> <ul style="list-style-type: none"> ▪ Upgrading program objectives and effective instruction strategies. ▪ Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures. ▪ Providing — <ul style="list-style-type: none"> (A) tutorials and academic or vocational education for limited English proficient children; and (B) intensified instruction. ▪ Improving the English proficiency and academic achievement of limited English proficient children. 	No Child Left Behind Act of 2001 Title III, Part A, Subpart 1 Sec. 3115 (d)(1)(2)(3)(A)(B)(5)
Early Childhood Education	<p>An eligible entity receiving funds under this section shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:</p> <ul style="list-style-type: none"> ▪ Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; ▪ Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; ▪ Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services; and ▪ Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education. 	No Child Left Behind Act of 2001 Title III, Part A, Subpart 1 Sec. 3115(e)(1)(C)(D)(E)(F)

TABLE I (CONT.)

No Child Left Behind Act of 2001

Title III, Part A — English Language Acquisition, Language Enhancement, and Academic Achievement Act

Strategy	Legislation/Program Goals	Source
Early Childhood Education	In carrying out activities, the entity shall use approaches and methodologies based on scientifically based research on teaching limited English proficient children and immigrant children and youth for the purpose of developing and implementing new language instruction educational programs and academic content instruction programs for such children, and such children and youth, including programs of early childhood education, elementary school programs, and secondary school programs.	No Child Left Behind Act of 2001 Title III, Part A, Subpart 1 Sec. 3115(a)(1)
Family Partnerships	<p>The eligible entity receiving funds may use the funds by providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:</p> <ul style="list-style-type: none"> ▪ To improve the English language skills of limited English proficient children; and ▪ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	No Child Left Behind Act of 2001 Title III, Part A, Subpart 1 Sec. 3115 (d)(6)(A)(B)
Family Partnerships	An eligible entity receiving funds under this section shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.	No Child Left Behind Act of 2001 Title III, Part A, Subpart 1 Sec. 3115(e)(1)(A)
Community Partnerships	The eligible entity receiving funds may use the funds by developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.	No Child Left Behind Act of 2001 Title III, Part A, Subpart 1 Sec. 3115 (d)(4)
Community Partnerships	An eligible entity receiving funds under this section shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	No Child Left Behind Act of 2001 Title III, Part A, Subpart 1 Sec. 3115(e)(1)(G)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title IV, Part B—21st Century Community Learning Centers**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics.	No Child Left Behind Act of 2001 Title IV, Part B Sec. 4201(a)(1)
Early Childhood Education	Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including: <ul style="list-style-type: none"> ▪ Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement; and ▪ Programs that provide after school activities for limited English proficient student that emphasize language skills and academic achievement. 	No Child Left Behind Act of 2001 Title IV, Part B Sec. 4205(a)(1)(6)
Family Partnerships	Each eligible entity that receives an award under this part may use the award funds to carry out a broad array of before and after school activities (including during summer recess periods) that advance student academic achievement, including programs that promote parental involvement and family literacy.	No Child Left Behind Act of 2001 Title IV, Part B Sec. 4205(a)(10)
Family Partnerships	The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that offer families of students served by community learning centers opportunities for literacy and related educational development.	No Child Left Behind Act of 2001 Title IV, Part B Sec. 4201(a)(3)
Community Partnerships	The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.	No Child Left Behind Act of 2001 Title IV, Part B Sec. 4201(a)(2)

TABLE I (CONT.)

**No Child Left Behind Act of 2001
Title X—The McKinney–Vento Homeless Assistance Act**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	Pre-K to 12 children and youth experiencing homelessness will have stability in school. Students will remain in the school of origin for the period of homelessness or, if permanently housed, for the remainder of the school year, unless parents or unaccompanied youth requested transfer to another school.	Standards and Indicators of Quality McKinney–Vento Programs Standard 2 Sec. 722(g)(3)(A)(i), 722(g)(3)(A)(i)(I) and (II)
Early Childhood Education	Children and youth experiencing homelessness will receive specialized services when eligible. Preschool children experiencing homelessness will participate in public preschool (Head Start, Even Start, State pre-K, Special Education, Gifted, ESL, and Title I preschool).	Standards and Indicators of Quality McKinney–Vento Programs Standard 3 Sec. 722(g)(4)
Early Childhood Education	A local educational agency may use funds awarded under Subtitle VII-B for the provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic content standards and challenging State student academic achievement standards the State establishes for other children and youths.	The McKinney–Vento Homeless Assistance Act Subtitle VII-B Sec. 723(d)(1)
Family Partnerships	Parents or persons acting as parents of children and youth experiencing homelessness will participate meaningfully in their children’s education. <ul style="list-style-type: none"> ▪ Parents or persons acting as parents will share reading time with their children. ▪ Parents or guardians will demonstrate awareness of McKinney rights. ▪ Parents who want parent skills training will attend available programs. 	Standards and Indicators of Quality McKinney–Vento Programs Standard 4 Sec. 722(g)(6)(A)(iv)
Community Partnerships	Each local educational agency serving homeless children and youths that receives assistance under Subtitle VII-B shall coordinate the provision of services under this subtitle with local social service agencies and other agencies or programs providing services to homeless children and youths and their families.	The McKinney–Vento Homeless Assistance Act Subtitle VII-B Sec. 722(5)(A)(i)

Adult Education and Family Literacy Act (AEFLA)

Overview

Adult education programs in Colorado receive federal funding under Title II of the Workforce Investment Act (WIA). This state-administered funding supports adult education programs in providing basic educational services for adults and their families. Colorado’s goals for adult education and family literacy programs funded under this act include “serving Colorado’s workforce by developing and expanding partnerships between adult education providers and local Workforce Centers and Boards; and fully integrating and coordinating with other state and federal programs including Even Start, Head Start, No Child Left Behind, and Closing the Achievement Gap in order to maximize the benefits of adult education and family literacy to Colorado’s families, schools, and workforce.”²³

Strategies for Partnering

Colorado programs receiving AEFLA funds are required to provide intergenerational services if they are not partnering with a family literacy program as defined by the four-component model. Adult education is a core and equally valuable component of family literacy, and the pedagogy of this component must be acknowledged and respected. The success of partnering with an adult education program is partially determined by the level of understanding family literacy partners have with regards to the guidelines and mandates of AEFLA-funded programs. These include requirements for hours of participation, student goals and assessments, data aggregation, and reporting. Family literacy plays a key role in the services being provided by AEFLA-funded programs due to the focus on supporting adults in the context of their families and communities.²⁴

Legislative History of Adult Education in Colorado

1983	SB 86: A Bill for an Act Concerning Completion of High School by Adults (Introduced/Failed)	1991	Adult Literacy Commission final report published, <i>Silent Crisis: Adult Literacy in Colorado</i>
1987	HB 1250: Colorado Adult Literacy Act (Introduced/Passed)	1994	Colorado Adult Literacy Act repealed
1988	HB 1150: Establishment of a Literacy Corrections Program in the Department of Corrections (Introduced/Failed)	1995	State Interagency Literacy Advisory Board created
1988	HB 1175: Workplace Literacy Programs (Introduced/Failed)	1997	Colorado Business Commission on Adult Basic Learning appointed by Governor Romer. Issued report, <i>Report of the Colorado Business Commission on Adult Basic Learning</i>
1989	Adult Literacy Commission appointed by State Board of Education		

TABLE II

**Adult Education and Family Literacy Act
Workforce Investment Act of 1998, Title II**

Strategy	Legislation/Program Goals	Source
Adult Education	<p>[AEFLA funded] programs are required to provide services or instruction in one or more of the following areas:</p> <ul style="list-style-type: none"> ▪ Adult education and literacy services, which may include workplace literacy services; ▪ Family literacy services; and ▪ English literacy programs. 	Workforce Investment Act (WIA) Title II Sec. 231(b)
Adult Education	In awarding grants to local providers under the Adult Education and Family Literacy Act the State must take into consideration the program’s ability to offer services of sufficient intensity and duration for participants to achieve substantial learning gains and the program’s use of effective instructional practices.	Colorado Department of Education AEFLA Grant Information Implementation of WIA Title II Sec. 231(e)(4)(a)
Adult Education	<p>The purpose of the AEFLA grant program is to:</p> <ul style="list-style-type: none"> ▪ Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; and ▪ Assist adults in the completion of a secondary school education or its equivalent. 	Workforce Investment Act Title II Sec. 202
Family Partnerships	The purpose of the AEFLA grant program is to assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.	Workforce Investment Act Title II Sec. 202
Family Partnerships	AEFLA-funded programs that do not participate in a full four-component family literacy program are required to implement an intergenerational component.	Colorado Department of Education Center for At-Risk Education Adult Education and Family Literacy Office State Plan for Adult Education and Family Literacy (2000-2004) Sec. 6.3: Criteria for Acceptance of Proposals for Review [Intergenerational Literacy Requirement]

TABLE II (CONT.)

**Adult Education and Family Literacy Act
Workforce Investment Act of 1998, Title II**

Strategy	Legislation/Program Goals	Source
Community Partnerships	In awarding grants to local providers under the Adult Education and Family Literacy Act the State must take into consideration whether the program coordinates with other community resources.	Colorado Department of Education AEFLA Grant Information Implementation of WIA, Title II Sec. 231(e)(9)
Community Partnerships	In providing family literacy services under this subtitle, an eligible [AEFLA] provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities.	Workforce Investment Act Title II Sec. 231(d)

Colorado Works Program

Overview

The state of Colorado created the Colorado Works program in 1997 in response to the passage of the federal Personal Responsibility and Work Opportunity Act (PRWORA) of 1996. Colorado Works is implemented as a block grant under the auspices of the federal public financial assistance program known as Temporary Assistance for Needy Families (TANF). The TANF block grant provides services to needy families with dependent children under the age of 18, or parents of an unborn child in the third trimester of pregnancy who meet the eligibility requirements of the program. The state of Colorado allows counties to have substantial discretion in implementing the Colorado Works program. The state determines eligibility criteria, but counties are able to customize work programs to meet the specific needs of the individual community being served.²⁵

Strategies for Partnering

Colorado Works is focused primarily on supporting vocational training for adult participants while ensuring the general well-being of the child. Federal goals for TANF include promoting job preparation, work, and marriage; family strengthening is considered a less formalized goal. Family literacy programs address literacy barriers that impact self-sufficiency and employability, and can offer work activities that fulfill TANF work activity requirements. Adding the work component to a program is a critical step in articulating the effectiveness of family literacy in supporting the development of workplace skills. Because recipients of TANF may enter the Colorado Works program at any point throughout the course of the year, family literacy programs that allow for open enrollment can accommodate families participating in Colorado Works.²⁶

Collaborative Efforts: Colorado Works and Family Literacy Programs

August 2001	Collaborative training offered by the National Center for Family Literacy, Colorado Department of Human Services, and the Colorado Family Literacy Consortium
December 2001	Planning grants given to local Departments of Human Services by the Colorado Family Literacy Consortium for the purpose of supporting family literacy programs serving TANF recipients
August 2002	Training strand developed and presented by Colorado Works for the Colorado Family Literacy Institute
December 2002	\$25,000 given to Colorado Family Literacy Education Fund by Colorado Works

TABLE III

**Colorado Works Program
Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA)**

Strategy	Legislation/Program Goals	Source
Adult Education	The program designs [of PRWORA] recognize and address the critical role education plays in preparing adults for work.	PRWORA Code of Federal Regulations Preamble to Part 260.31 p. 122, lines 5–6
Adult Education	States may use the statutory flexibility to design programs that promote educational principles by: <ul style="list-style-type: none"> ▪ Actively encouraging adults to finish high school or its equivalent; ▪ Expecting family members to attain basic levels of literacy and to supplement their education in order to enhance employment opportunities; ▪ Encouraging family literacy; and ▪ Promoting community-based work-related vocational education classes, created in collaboration with employers. 	PRWORA Code of Federal Regulations Preamble to Part 260.31 p. 122, lines 17–26
Adult Education/ Self-Sufficiency	Subject to the restrictions in the federal law, permissible work activities include: <ul style="list-style-type: none"> ▪ Job search and job readiness assistance; ▪ Community service programs; ▪ Vocational educational training; ▪ Job skills training directly related to employment; ▪ Education directly related to employment, in the case of a participant who has not received a high school diploma or a certificate of high school equivalency; and ▪ Satisfactory attendance at secondary school or in a course of study leading to a certificate of general equivalence, in the case of a participant who has not completed secondary school or received such a certificate. 	Colorado Statutes Colorado Works Program 26-2-703 (21)(a)(I)(VI)(IX)(X)
Community Partnerships	A county department may use county block grant moneys to invest in the development of community resources that support the purposes of the federal “Personal Responsibility and Work Opportunity Reconciliation Act”, and that are designed to assist eligible applicants or participants.	Colorado Statutes Colorado Works Program 26-2-707.5 (1)

Head Start Act

Overview

Head Start was launched in the summer of 1965 under the guidance of the Office of Economic Opportunity. Initially an eight-week summer program for three- and four-year-olds, its purpose was to help break the cycle of poverty by providing comprehensive services designed to meet the social, emotional, nutritional, health, and psychological needs of low-income children. As part of President Lyndon Johnson's War on Poverty, Head Start was one of the first federal programs to assume a strengths-based approach to working with low-income families. The importance of parent involvement can be witnessed in the model of shared program governance under which all Head Start agencies operate. This model includes a board of directors and elected parent policy council, who collaboratively provide direction for Head Start programs.

Strategies for Partnering

The Head Start Program Performance Standards guide the services and systems of Head Start agencies. Family literacy programs support the Head Start Program Performance Standards by strengthening family partnerships, supporting the literacy development of the child, and partnering with adults as they identify and work towards educational goals. Among the ten core values of Head Start, empowerment, collaboration and diversity are especially realized in planning and implementing family literacy programs.²⁷ The National Center for Family Literacy, in partnership with Colorado Even Start, has offered training specifically for Head Start programs throughout the state of Colorado on effective implementation of family literacy services within the Head Start program model.

Head Start Core Values

Quality
Inclusion
Advocacy
Collaboration
Empowerment



Nurture
Learning
Wellness
Diversity
Continuity

TABLE IV

**Head Start Act
Economic Opportunities Act of 1964**

Strategy	Legislation/Goals	Source
Early Childhood Education	Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities according to the development of each child.	Head Start Program Performance Standard 1304.21(a)(4)(iv)
Early Childhood Education	Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.	Head Start Program Performance Standard 1304.21(c)(1)(ii)
Adult Education	<p>Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:</p> <ul style="list-style-type: none"> ▪ Increasing family access to materials, services, and activities essential to family literacy development; and ▪ Assisting parents as adult learners to recognize and address their own literacy goals. 	Head Start Program Performance Standard 1304.40(e)(4)(i) & (ii)
Family Partnerships	Grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.	Head Start Program Performance Standard 1304.40(d)(1)
Family Partnerships	<p>Parents must be:</p> <ul style="list-style-type: none"> ▪ Invited to become integrally involved in the development of the program's curriculum and approach to child development and education; ▪ Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and ▪ Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education. 	Head Start Program Performance Standard 1304.21(a)(2)(i)(ii) & (iii)

TABLE IV (CONT.)

**Head Start Act
Economic Opportunities Act of 1964**

Strategy	Legislation/Goals	Source
Family Partnerships	Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals.	Head Start Program Performance Standard 1304.40(b)(1)
Family Partnerships	Grantee and delegate agencies must support and encourage parents to influence the character and goals of community services in order to make them more responsive to their interests and needs.	Head Start Program Performance Standard 1304.40(g)(1)(i)
Community Partnerships	Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs.	Head Start Program Performance Standard 1304.41(a)(2)

Colorado Preschool Program

Overview

The Colorado Preschool Program (CPP) began as the Colorado Preschool Project in 1988 when the Colorado General Assembly authorized its inception. CPP serves four- and five-year-old children eligible for enrollment in kindergarten the following program year, and targets children exhibiting language delays or other risk factors that impact school readiness. Colorado school districts have the option of participating in CPP. School districts also have the option of offering a full-day kindergarten program under the auspices of the Colorado Preschool Program; consequently, both programs adhere to the same mandates. Family strengthening is a core component of CPP, and the program strives to “support families as participants in their child’s education.”²⁸

Strategies for Partnering

Because the Colorado Preschool Program is dependent on state funding, enrolled children are included in the statewide count of public school students held each October. Family literacy programs can assist school districts in identifying families who are potentially eligible for services, and support families in enrolling preschool-age children in CPP prior to the October count date if possible. Programs also empower families to access resources needed for planning so that eligible families apply for CPP in advance of the school year in which a child will be attending.²⁹

Colorado Preschool Program Outcomes*

- ➔ Seventy percent of school districts reported that CPP graduates scored better on the third grade Colorado Student Assessment Program (CSAP) than their district-wide averages.
- ➔ After one year of participation in CPP, the percentage of children identified as at-risk of placement in special education as evidenced by their scores on the *Early Reading Inventory* dropped from 42.5% to 11.1%.
- ➔ Over the course of three years, the cost savings in reduction of special education placement by one child equals \$19,107.

*From *Colorado Preschool Program: 2004 Report to the Colorado Legislature*

TABLE V

**Colorado Preschool Program Act
School Finance Act**

Strategy	Legislation/Program Goals	Source
Early Childhood Education	No child shall participate in the district preschool program unless such child lacks overall learning readiness due to significant family risk factors, is in need of language development, including but not limited to the ability to speak English, or is receiving services from the state department of human services as a neglected or dependent child.	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-106 (II)
Adult Education	<p>Significant family risk factors [for inclusion in the Colorado Preschool Program] include:</p> <ul style="list-style-type: none"> ▪ Homelessness of the child’s family; ▪ Either parent of the child was less than eighteen years of age and unmarried at the time of the birth of the child; ▪ The child’s parent or guardian has not successfully completed a high school education or its equivalent; ▪ The educational background of the child’s parents or other family members, including but not limited to the number of years of education, attendance record, and academic performance. 	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-106 (1a, 1b)
Family Partnerships	Participating districts must have a plan for involving the parent or parents of each child enrolled in the preschool program in participation in the preschool program.	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-107 (f.4)
Family Partnerships	Participating districts must have a plan for coordinating the district preschool program with a parenting program.	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-107 (f.7)
Family Partnerships	Participating districts shall establish a district preschool program council. The appointed members shall include two parents of preschool children in the district preschool program.	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-105 (1)

TABLE V (CONT.)

**Colorado Preschool Program Act
School Finance Act**

Strategy	Legislation/Program Goals	Source
Family Partnerships	The district preschool program council shall develop and recommend to the board of education a plan for coordinating the district preschool program with a program to train parents to provide teaching activities in the home prior to the entrance of their children into the state preschool program or kindergarten.	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-105 (2)(e.7)
Community Partnerships	Participating districts must have a plan for involving parents and the community in the district preschool program.	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-107 (g)
Community Partnerships	Participating districts shall establish a district preschool program council. The appointed members shall include representatives from the following: The county or district department of health; the county department of social services; the county agency involved in job services and training; publicly funded early childhood education agencies located in the school district; and privately funded child care centers located in the school district.	Colorado Statutes/Article 28 Colorado Preschool Program Act 22-28-105 (1)

Colorado Community College System

Overview

The Colorado Community College System is the state's largest system of higher education, consisting of 13 state community colleges, career/technical programs in more than 150 school districts, and program oversight for seven other post secondary institutions. Each college provides core courses for students interested in continuing onto a four-year university as well as programs that develop specific employment skills for area businesses.³⁰ In addition to offering classes for credit, community colleges provide services available to the greater community of which they are a part. Because higher education is consumer-driven, its success is dependent upon the reciprocity and support of the public school system, employers, and the community as a whole. Trinidad State Junior College is one example of collaboration between a community college and a family literacy program. Trinidad State Junior College received funding to implement Even Start Family Literacy in 1989, with Even Start services continuing through the 2004–2005 program year.

Strategies for Partnering

Due to the collaborative nature of family literacy programs, the partnerships developed through family literacy are often a catalyst for building broad-based community support. A family literacy program has the long-term benefit of generating enrollment for a community college, as an on-campus literacy program serves to familiarize students with the campus environment. Students can simultaneously be enrolled in GED preparation and community college courses. This dual enrollment serves to increase students' understanding of both the curriculum and the culture of higher education, and is particularly beneficial for individuals who are first generation college-bound. Community colleges can expand a family literacy program's collaborative potential due to the openness of community colleges in partnering with agencies outside of the educational arena. Because community colleges often serve as incubators for business ventures, partnerships with the private sector are encouraged.³¹

Colorado State Community Colleges

- Arapahoe Community College (Littleton)
- Colorado Northwestern Community College (Rangely)
- Community College of Aurora (Aurora)
- Community College of Denver (Denver)
- Front Range Community College (Westminster)
- Lamar Community College (Lamar)
- Morgan Community College (Fort Morgan)
- Northeastern Junior College (Sterling)
- Otero Junior College (La Junta)
- Pikes Peak Community College (Colorado Springs)
- Pueblo Community College (Pueblo)
- Red Rocks Community College (Lakewood)
- Trinidad State Junior College (Trinidad)

TABLE VI

**Colorado Community College System
Trinidad State Junior College**

Strategy	Program Goals	Sponsored Activities
Early Childhood Education	<ul style="list-style-type: none"> ▪ To enhance the education of children in the community. ▪ To provide a laboratory school for Trinidad State Junior College students pursuing a degree in Early Childhood Education. 	<ul style="list-style-type: none"> ▪ Licensed early childhood education for children ages six weeks to seven years ▪ Intern opportunities for college students to learn best practices in the field of early childhood education
Adult Education	<ul style="list-style-type: none"> ▪ To raise the educational level of community members for the purposes of: <ul style="list-style-type: none"> a. Encouraging participants of adult literacy programs to enroll in college courses through Trinidad State Junior College; and b. Raising educational levels of parents to impact the long-term educational success of children. 	<ul style="list-style-type: none"> ▪ English Language classes ▪ Adult Basic Education ▪ GED
Family Partnerships	<ul style="list-style-type: none"> ▪ To support families within the community of Trinidad while exposing them to the educational services of Trinidad State Junior College. ▪ To educate parents on how to best support their child’s literacy development, with the ultimate goal of raising overall literacy levels of community youth. 	<ul style="list-style-type: none"> ▪ Family Literacy Nights
Community Partnerships	<ul style="list-style-type: none"> ▪ To develop relationships with public, nonprofit, and private sectors within the community for the benefit of the college and the community as a whole. ▪ To contribute to the overall health and vitality of the community of Trinidad. ▪ To prepare students for success in the workplace upon completion of college program. 	<ul style="list-style-type: none"> ▪ Services to promote self-sufficiency ▪ Training for educators ▪ Workplace mentoring

Colorado Public Libraries

Overview

Colorado public libraries serve the educational, literacy, and referral needs of both adults and children. Public libraries throughout the state vary greatly in terms of size; as a result, public libraries have a wide range of staff, services, and programming. Public libraries are one-stop information centers for residents, providing referrals for community resources while guarding commitments to patron confidentiality. In addition to circulating over 39,000,000 books per year, the majority of public libraries in Colorado have public-access computers. Coloradans are able to use any public library in the state without charge through the Colorado Library Card Program.³²

Strategies for Partnering

The areas of literacy, self-sufficiency, and parent involvement drive services offered by both Colorado public libraries and family literacy programs. In addition to providing educational resources to the community, public libraries are intentional gathering places for activities that support intergenerational literacy. The culture of public libraries assumes a certain level of parent involvement with regards to the families and children participating in programs being offered. Family literacy is an effective strategy for increasing patronage of public libraries while strengthening the involvement of parents in their children's literacy development.³³

Facts About Colorado's Libraries*

- ➔ More than two-thirds of Coloradans have public library cards.
- ➔ Colorado public libraries loan and borrow more than 300,000 items annually for their customers through the statewide interlibrary loan cooperative program.
- ➔ The Colorado Talking Book Library sends an average of 2000 talking books (on tape) a week to its patrons.
- ➔ Libraries provide a boost to Colorado's economy with total operating expenditures for public libraries of more than \$138 million.

*From *Quotable Facts About Colorado's Libraries*. (2002). Library Research Services, Colorado State Library.

TABLE VII
Colorado Public Libraries

Strategy	Program Goals	Sponsored Activities
Adult Education/ Self-Sufficiency	<ul style="list-style-type: none"> ▪ Public libraries promote adult literacy and self-sufficiency through the provision of materials and support services that address the continuum of literacy levels of library patrons. 	<ul style="list-style-type: none"> ▪ GED preparation ▪ English Language classes ▪ Individual tutoring ▪ Citizenship classes ▪ Library information for adult learners
Family Partnerships	<ul style="list-style-type: none"> ▪ Public libraries provide resources to families that support the literacy development and engagement of children. 	<ul style="list-style-type: none"> ▪ Parent-child reading activities ▪ Child development workshops ▪ Early literacy workshops
Community Partnerships	<ul style="list-style-type: none"> ▪ Public libraries strive to meet the unique needs of the communities in which they are located by partnering with a variety of educational and community-based organizations. 	<ul style="list-style-type: none"> ▪ Outreach to childcare centers ▪ Outreach to adult/family literacy programs

Faith-Based Organizations

Overview

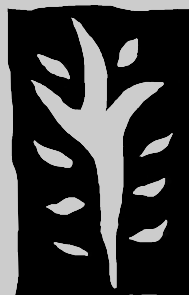
Faith-based organizations provide a wide range of services to communities throughout Colorado, and commonly serve individuals regardless of religious affiliation. Catholic Charities is one example of a faith-based organization providing programs and services to Colorado residents. Catholic Charities works primarily with low-income populations and the underserved, and places a strong emphasis on serving families. The mission of Catholic Charities is to reduce poverty, support families, and empower communities. Catholic Charities includes in its vision statement the goal of working with individuals, families, and communities to help them meet their needs, address their issues, eliminate oppression, and build a just and compassionate society.³⁴ A strong ethic of empowerment guides the services of the organization. One such example of a collaboration with a local Catholic Charities agency can be found in the Catholic Charities of the Diocese of Pueblo.

Strategies for Partnering

Consideration should be given with regards to specific eligibility requirements for clients accessing services provided by faith-based organizations. It is important, too, to develop an understanding of how the religious affiliation of an agency influences the services and programs offered. Within Catholic Charities, service and advocacy for those in need are core values instilled throughout programming. Catholic Charities strives to serve those individuals who may not have access to other social service agencies, and individuals are generally not turned away due to inability to pay. As a result, cost and accessibility are key considerations in program design and implementation. Many Catholic Charities agencies offer services specifically for immigrant families; these services can serve as a catalyst for collaboration with family literacy programs.³⁵

Potential Faith-Based Partners

Catholic Charities
Church Congregations and Synagogues
Ecumenical Social Ministries



Lutheran Refugee Services
Salvation Army
Samaritan House

TABLE VIII

**Faith-Based Organizations
Catholic Charities of the Diocese of Pueblo**

Strategy	Program Goals	Sponsored Activities
Early Childhood Education	<ul style="list-style-type: none"> ▪ Provide a continuum of services for children and families that support children at all levels of development. ▪ Support the literacy and language development of young children. ▪ Improve children’s social skills by enhancing the parent-child relationship. ▪ Lessen the incidence of child abuse by providing parental education in child development and by supporting the education of teachers and parents in the prevention of child sexual abuse. 	<ul style="list-style-type: none"> ▪ Parents As Teachers home visitation ▪ Good-Touch/Bad-Touch violence prevention ▪ Bright Beginnings brain and language development
Adult Education/ Self-Sufficiency	<ul style="list-style-type: none"> ▪ Enhance the English language and self-sufficiency skills of participating adults. 	<ul style="list-style-type: none"> ▪ English Language classes ▪ Immigration legal services ▪ Budgeting education
Family Partnerships	<ul style="list-style-type: none"> ▪ Enhance the dignity and self worth of individuals through the provision of services that respond to the physical, spiritual, emotional, and economic needs of those served. ▪ Provide programs that strengthen families and promote self-sufficiency. 	<ul style="list-style-type: none"> ▪ Family case management ▪ Assistance for rent, mortgage, and utilities ▪ Child Health Matters ▪ La Familia Fuerte/Strong Families
Community Partnerships	<ul style="list-style-type: none"> ▪ Collaborate with the communities of southern Colorado to solve social problems. 	<ul style="list-style-type: none"> ▪ Migrant services ▪ Training for educators ▪ Homeless services

Community-Based Organizations

Overview

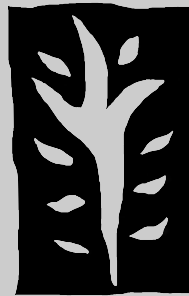
Many of the previously described programs are housed within community-based organizations serving the state of Colorado. Community-based organizations provide fertile ground for potentially unsuspecting partners. Because of the wide variety of forms and functions found within community-based organizations, they often bring a needed level of unconventionality to a partnership. Urban Peak Colorado Springs (UPCS) provides one such example of a literacy partnership between a community-based organization and an adult and family education program. UPCS serves homeless youth in the Pikes Peak region, with the overarching goal of supporting the development of skills needed for youth to achieve self-sufficiency and permanently exit street life. The partnership that UPCS has with School District Eleven Adult and Family Education provides GED preparation to homeless youth and furthers the program goals of both collaborative partners.

Strategies for Partnering

Having knowledge and understanding of the mission, goals, and core values of an organization is a necessary first step in exploring potential partnerships with community-based organizations. The primary goal of Urban Peak Colorado Springs is to provide homeless youth with a supportive, safe, and stable environment so that they may achieve stability, self-sufficiency, and independence. UPCS believes in the potential of all youth to contribute to their communities, and this core belief guides the services and partnerships of the organization.³⁶ Community-based organizations vary greatly with regards to program requirements and funding guidelines; evidence of previous partnerships creates a historical account of an agency's past priorities and approach to service delivery.

Potential Community-Based Partners

Child Care Centers
Community Centers
Community Health Programs
Family Resource Agencies
Goodwill Industries



Head Start Programs
Mental Health Programs
United Way
Urban League
Workforce Programs

TABLE IX

**Community-Based Organizations
Urban Peak Colorado Springs**

Strategy	Program Goals	Sponsored Activities
Adult Education/ Self-Sufficiency	<ul style="list-style-type: none"> ▪ Increase the number of youth advancing one grade level or receiving their high school diploma or equivalency. ▪ Increase the number of youth obtaining employment that leads to self-sufficiency. ▪ Increase the number of youth exiting the streets by securing stable housing. 	<ul style="list-style-type: none"> ▪ GED instruction ▪ Employment counseling ▪ Life skills workshops ▪ Culinary Arts training ▪ Computer instruction
Family Partnerships	<ul style="list-style-type: none"> ▪ Increase the number of new clients electing to undergo case management. ▪ Reunite youth with their families whenever possible, when reunification does not present a risk of harm to the youth or family members. 	<ul style="list-style-type: none"> ▪ Family mediation ▪ Reunification support ▪ Legal advocacy
Community Partnerships	<ul style="list-style-type: none"> ▪ Educate area high school staff on the causes of youth homelessness and prevention initiatives. ▪ Participate in the Homeless Management Information Service, a collaborative database which coordinates service delivery to homeless clients in the Pikes Peak region. ▪ Increase community awareness of Urban Peak Colorado Springs by participating in community forums to network with other providers, prevent program duplication, and fill service gaps. 	<ul style="list-style-type: none"> ▪ Mental health services ▪ Health services ▪ HUD Supported Housing Program ▪ Workforce Centers

Private Sector

Overview

A purposeful partnership with the private sector has benefits for both employers and adult learners, who are members of the current and future workforce of Colorado. One example of cross-sector collaboration can be found in the partnership between Excel Corporation, a subsidiary of Cargill Meat Solutions, and Morgan Community College in Fort Morgan, Colorado. Excel's meat-processing plant offers a continuum of educational opportunities in partnership with Morgan Community College's Workplace Education Program. Excel employees participating in the Workplace Education Program are able to access educational services ranging from English Language classes to tuition support for degree-seeking students employed by the plant.³⁷

Strategies for Partnering

Excel Corporation entered into partnership with Morgan Community College after recognizing how qualified, educated personnel would ultimately benefit the corporation in meeting its goals. Partnerships with the private sector cultivate a deeper community awareness of the impact of family literacy services upon the job preparedness of Colorado residents; this awareness builds the capacity of the private sector to engage in the work of community-building. These partnerships may necessitate that partners expand their vision of how strategies within the partnership can produce long-term outcomes beneficial to all sectors. Partnerships with the private sector also encourage cross-sector accountability while preparing adult learners for success in the workplace.

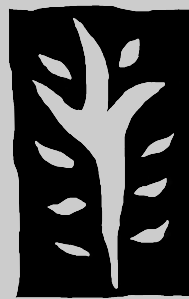
Potential Private Sector Partners

McDonalds

Microsoft Corporation

Starbucks

Tattered Cover Bookstore



Toyota Motor Corporation

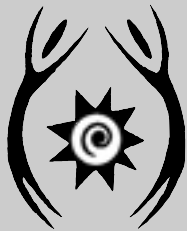
UPS Foundation

Verizon Communications

TABLE X
Private Sector
Excel Corporation

Strategy	Program Goals	Sponsored Activities
Adult Education/ Self-Sufficiency	<ul style="list-style-type: none"> ▪ Increase knowledge and skills of employees through the provision of adult education courses. ▪ Increase employee retention. ▪ Increase self-esteem of employees. 	<ul style="list-style-type: none"> ▪ English Language classes ▪ Adult Basic Education ▪ GED ▪ Computer classes ▪ Citizenship classes ▪ Money management workshops
Family Partnerships	<ul style="list-style-type: none"> ▪ Support employee engagement with family. 	<ul style="list-style-type: none"> ▪ Family enrichment field trips ▪ Family goal-setting ▪ Literacy lending library
Community Partnerships	<ul style="list-style-type: none"> ▪ Encourage employee assimilation into the community. 	<ul style="list-style-type: none"> ▪ Catholic Immigration Services ▪ Migrant Education

AFTERWORD



While the process of building program sustainability requires an intentional commitment of time and resources, the benefits are many. Family literacy programs have a proven impact on the lives of participants, and are a catalyst for mobilizing community organizations and businesses to support the success of all children and families. The journey toward sustainability encourages strategic alliances that further the mission and vision of collaborating organizations. Family literacy programs benefit the social sector by inviting broad-based community investment while providing strengths-based services to participating families.

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ACKNOWLEDGMENTS

The author wishes to thank the following individuals for contributing their time and expertise to the development of the *Sustainability Guidebook*:

Lori Goodwin Bowers
Patrick Chapman
Mary Kay Cook
Harold Deselms
Debra Fawcett
Frank Fielden
Rochelle Finzel
Keith Lance
Cheri Lee
Mark McConkie
Bonnie McCune
Margie Milenkiewicz
Shirley Penn
Ida Rhodes
Terry Schwartz
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